

PBIS and RTI : Best Practices and Practical Applications using Technology

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ASSOCIATION for POSITIVE BEHAVIOR SUPPORT

PBIS and RTI:

Best Practices and Practical Application using Technology

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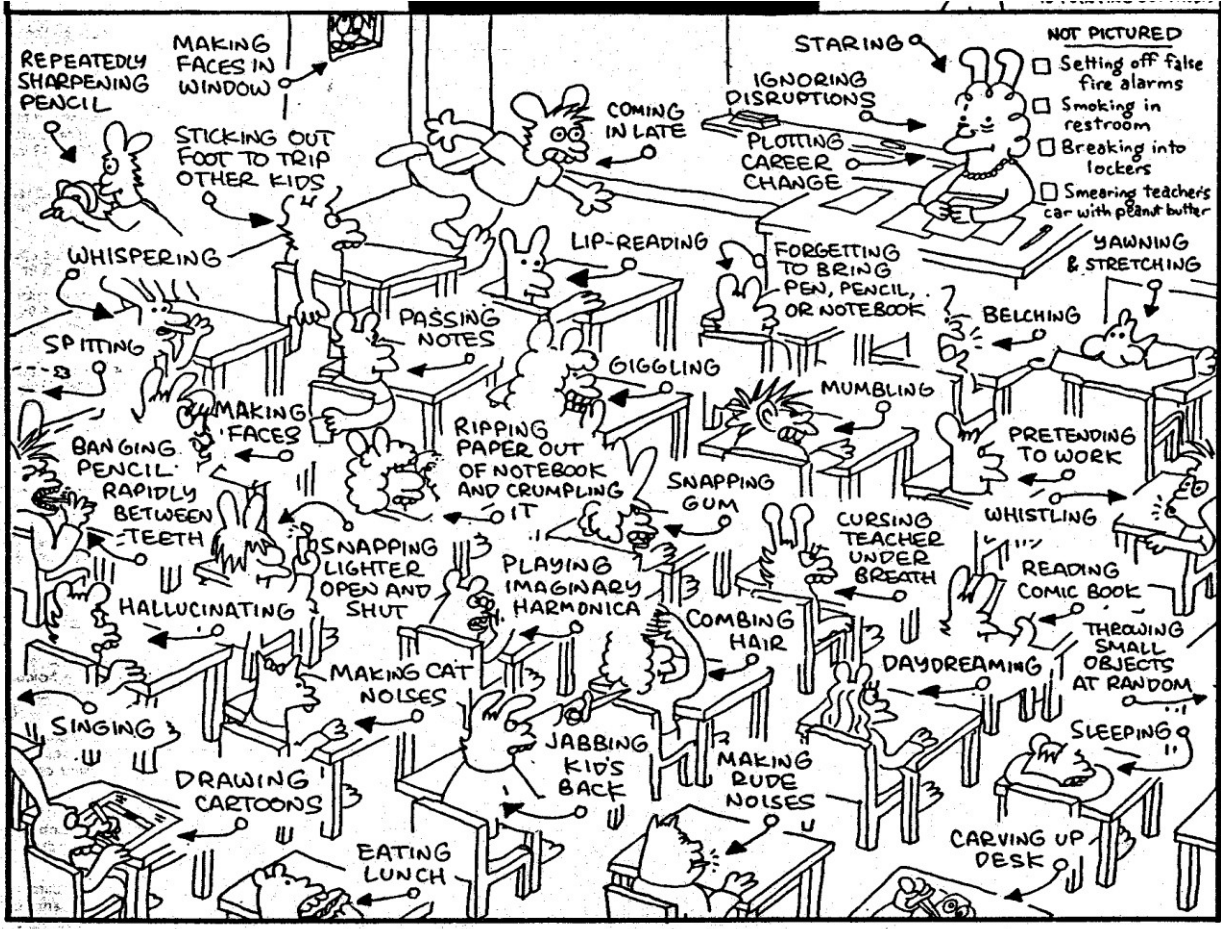
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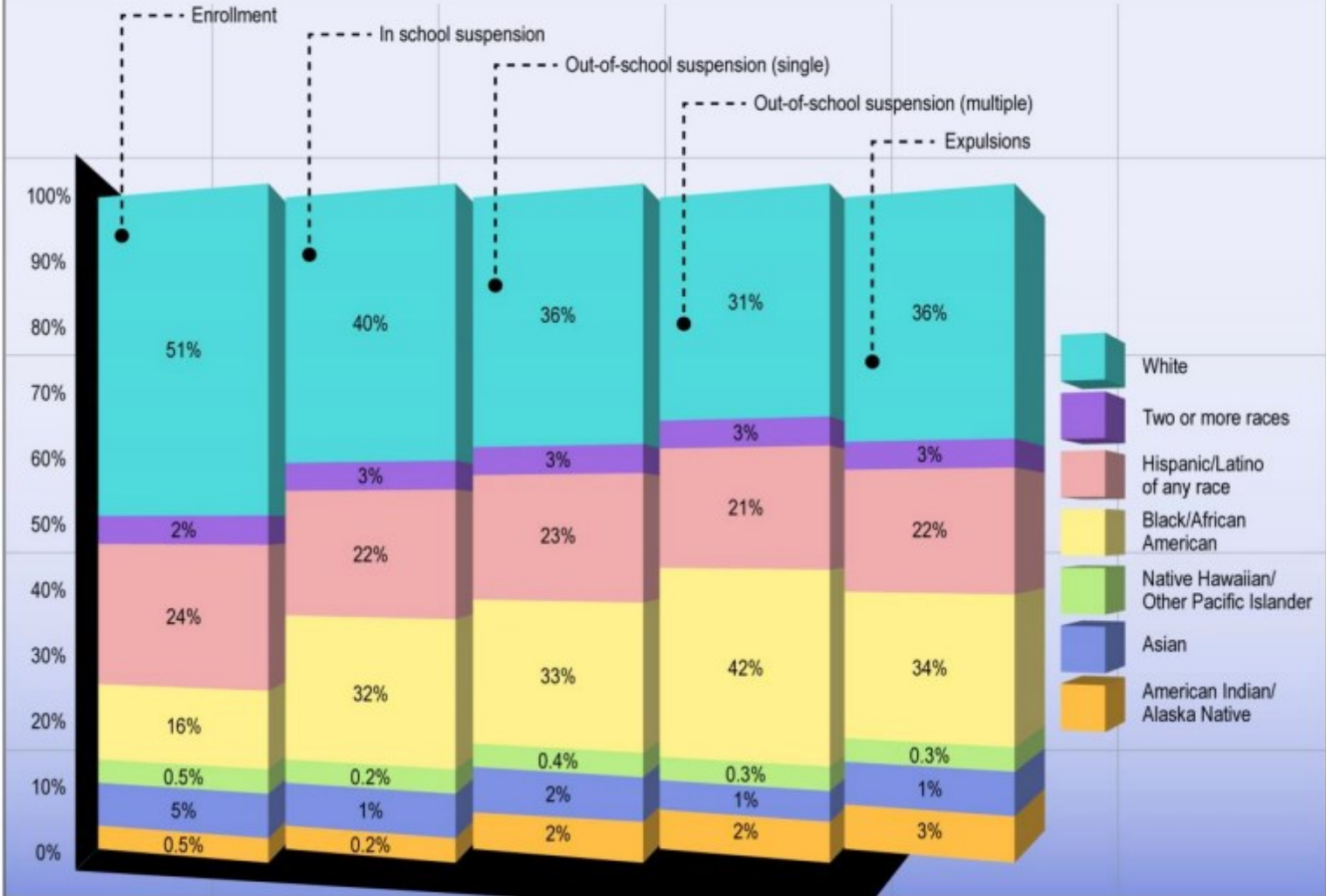
Why Does Behavior Matter?

- Problem behavior disrupts school climate
 - *High performing schools = Fewer behavioral incidents*
- Problem behavior leads to poor academic performance
 - *Early onset of problem behavior = 3X more likely to fail*
- Disruptive behavior associated with teacher burnout
 - *#1 reason cited for leaving the teaching profession*
- Teacher prep programs don't prepare for behavior
 - *Only 15% of the colleges of education teach anything regarding behavior*



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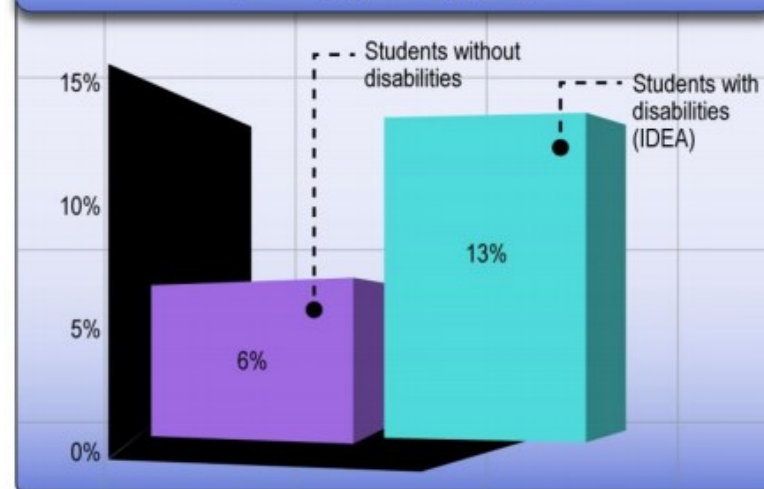
Students receiving suspensions and expulsions, by race and ethnicity



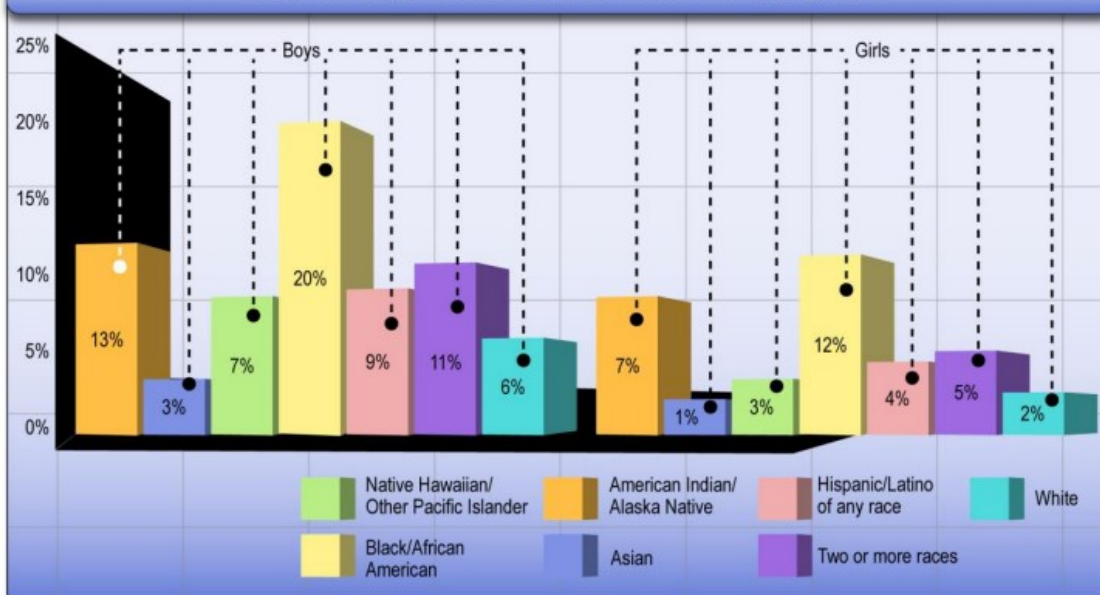
NOTE: Detail may not sum to 100% due to rounding. Totals: Enrollment is 49 million students, in-school suspension is 3.5 million students, single out-of-school suspension is 1.9 million students, multiple out-of-school suspension is 1.55 million students, and expulsion is 130,000 students. Data reported in this figure represents 99% of responding schools.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

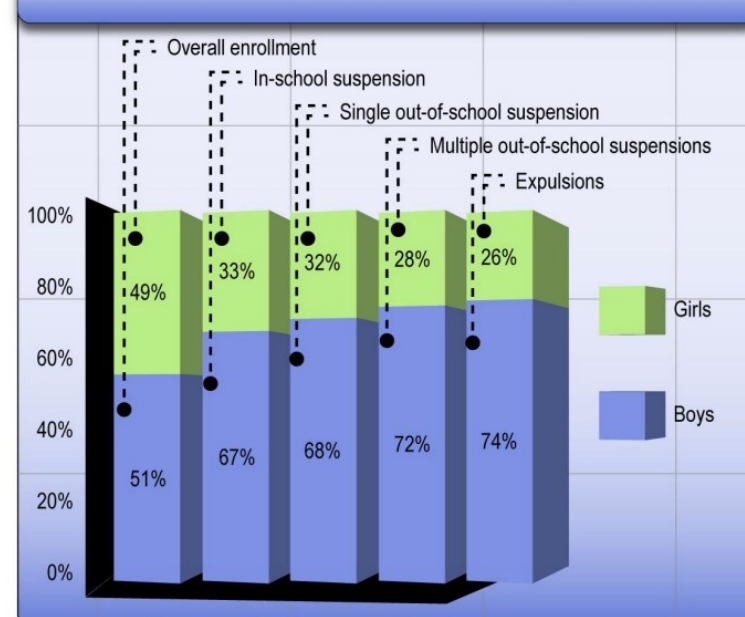
Students receiving out-of-school suspensions, by disability (IDEA) status



Students receiving out-of-school suspensions by race/ethnicity and gender

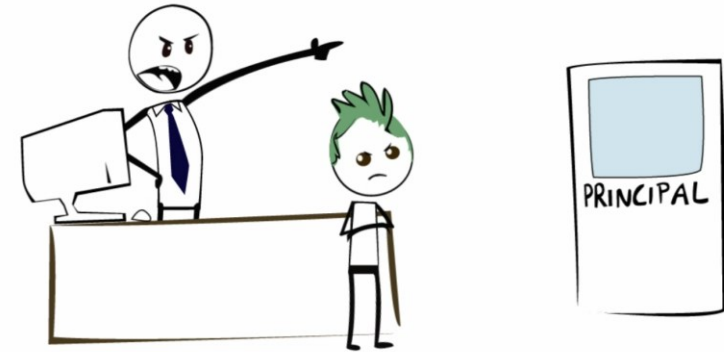


Students receiving suspensions and expulsions by gender



Discipline – By the Numbers

- US Enrollment – 49 Million Students
- In-School Suspensions – 3.5 Million Students
- Out-of-School Suspensions
 - Single Day – 1.9 Million Students
 - Multi-Day – 1.55 Million Students
- Expulsions – 130,000 Students



That's over **10 Million Days** that students miss school for Disciplinary Punishment

That's the equivalent of **55,833 Students** missing their ***ENTIRE SCHOOL YEAR***

Suspension Data: Georgia

- 143,560 total suspensions
- 95,080 Males
- 37,670 White students
- 96,980 Black students
- 7,800 Hispanic students

GaDOE, Addressing Climate, Safety, and Discipline in Georgia Schools: School-wide Positive Behavioral Interventions and Supports (June 2013) Retrieved from https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/PBIS%20Final%20white%20paper_%20Sept%204.pdf

How does GA Stack Up?

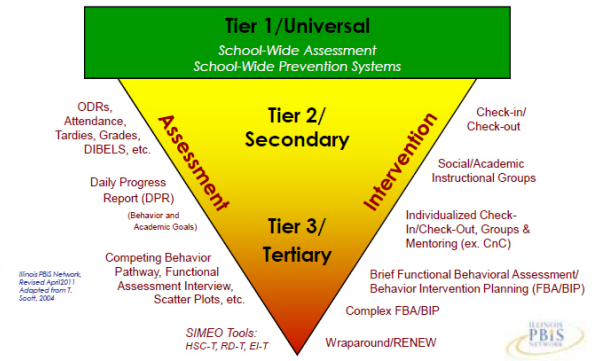
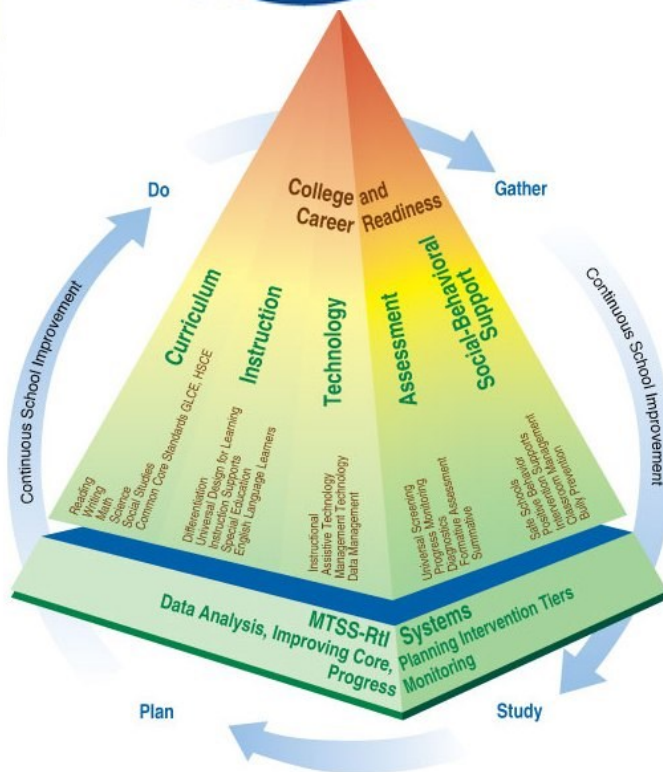
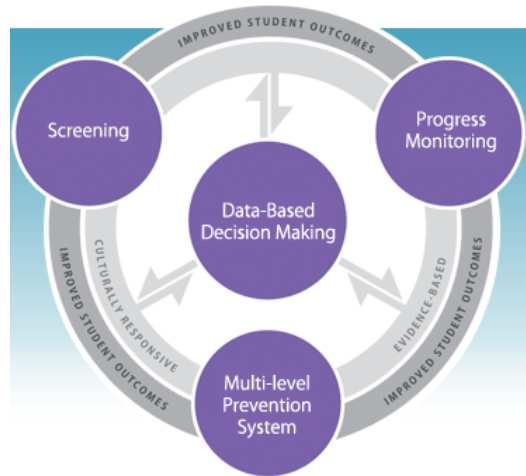
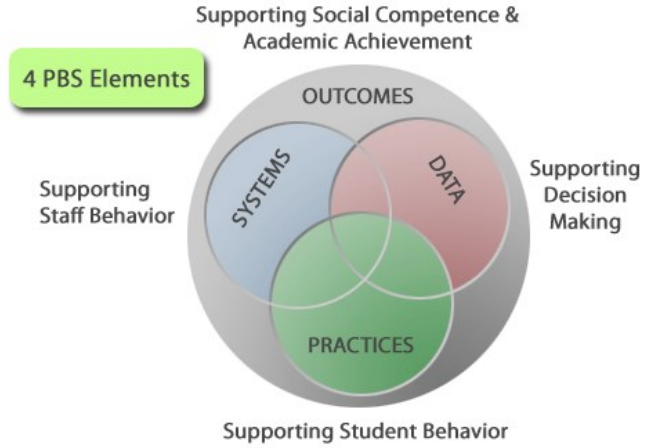
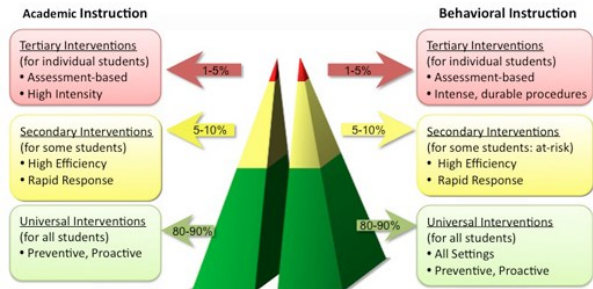
- During the most recent school year for which credible national data are available (2005-06), Georgia ranked tenth highest among all the states and the District of Columbia in the rate of OSS discipline.
- Some school districts consistently impose OSS on more than 20% of the school population annually.
- In some individual schools, OSS actions can effect up to 40% of the student population per year.
- During the 2009-10 school year, 69% of the OSS actions were imposed for nonviolent behaviors.

How does GA Stack Up?

- Male students received two-thirds of the OSS actions and three quarters of the expulsions during the period under review.
- African-American students were consistently more than three times as likely to receive an OSS as students of other racial classifications.
- Poor African Americans were markedly more likely to receive OSS than more affluent African American students.
- Students eligible for the free and reduced meal program (children in poverty) and ELL students were subject to OSS discipline at a rate more than twice as high as students who were not in these subgroups
- Students with disabilities received OSS at a rate slightly higher than 1.5 times the rate experienced by general education students.

Behavior as Part of a PBIS, RtI, or MTSS Initiative

Designing Schoolwide Systems for Student Success



So, what do we need?

- **Data – What is Happening?**

- Universal Screening for Behavior
 - Externalizing and Internalizing
- Office Referral Data
- Classroom Incident Data

- **Planning and Progress Monitoring – What Do I Do?**

- More data
- Interventions – Which, How, When
- Communicating progress

- **Staff Development – How Do We Build Capacity?**

- Specific to Need
- Available in Real Time
- Follows a Multi-Tiered Model



What We Typically Do



- Excellent Buy-in and Implementation at the Administrative Level
- Difficult roll-out to Classroom Level
- Perceived as Labor and Time Intensive
- Limited Resources, often Not Available in Real Time
- Limited Access to District Expertise

Review360: Why Review360?

“We know what works for students with behavioral problems. The challenge is getting what works implemented in the classroom with fidelity.” -*Dr. Stewart Pisecco*

Review360 **uniquely** combines:

- Decision Driving Data
 - Facilitated data collection and analysis
 - Easy to understand reports and dashboards
- Professional Development
 - Real-time Expert Behavioral Coach
 - Step-by-step videos, guides, templates, and materials
- Universal Screening
 - Internalizing and Externalizing Behaviors
- Remarkable Implementation Success
 - Real-time implementation supports
 - Over 90% customer retention rate



Review360: Data Tracking System vs. Behavior Improvement Solution

- Behavior systems typically operate *independently*



- Review360 is an *integrated* behavior improvement solution



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Review360: Realizing Outcomes

Decrease...

- Teacher time spent on paperwork and processes
- One-on-one aides
- Qualification for ESY services
- Due process hearings
- Suspensions and expulsions
- Issues with 10-day rule

Increase...

- Academic achievement
- Consistency with stakeholders
- Accessibility and communication
- Needs and evidence-based focus
- Progress monitoring
- Evaluation and analysis
- Efficiency of resources
- Parental involvement

Review360: Data, Decisions, Processes, and Climate

- District dashboards
- Instant access to discipline data
- Trending issues
- Professional Development
- Universal Screening
- School/student improvement data



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Solution Overview

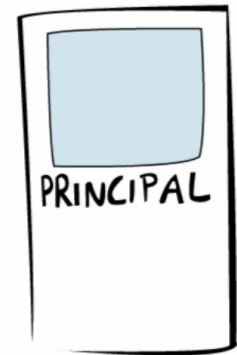


Impact Analysis

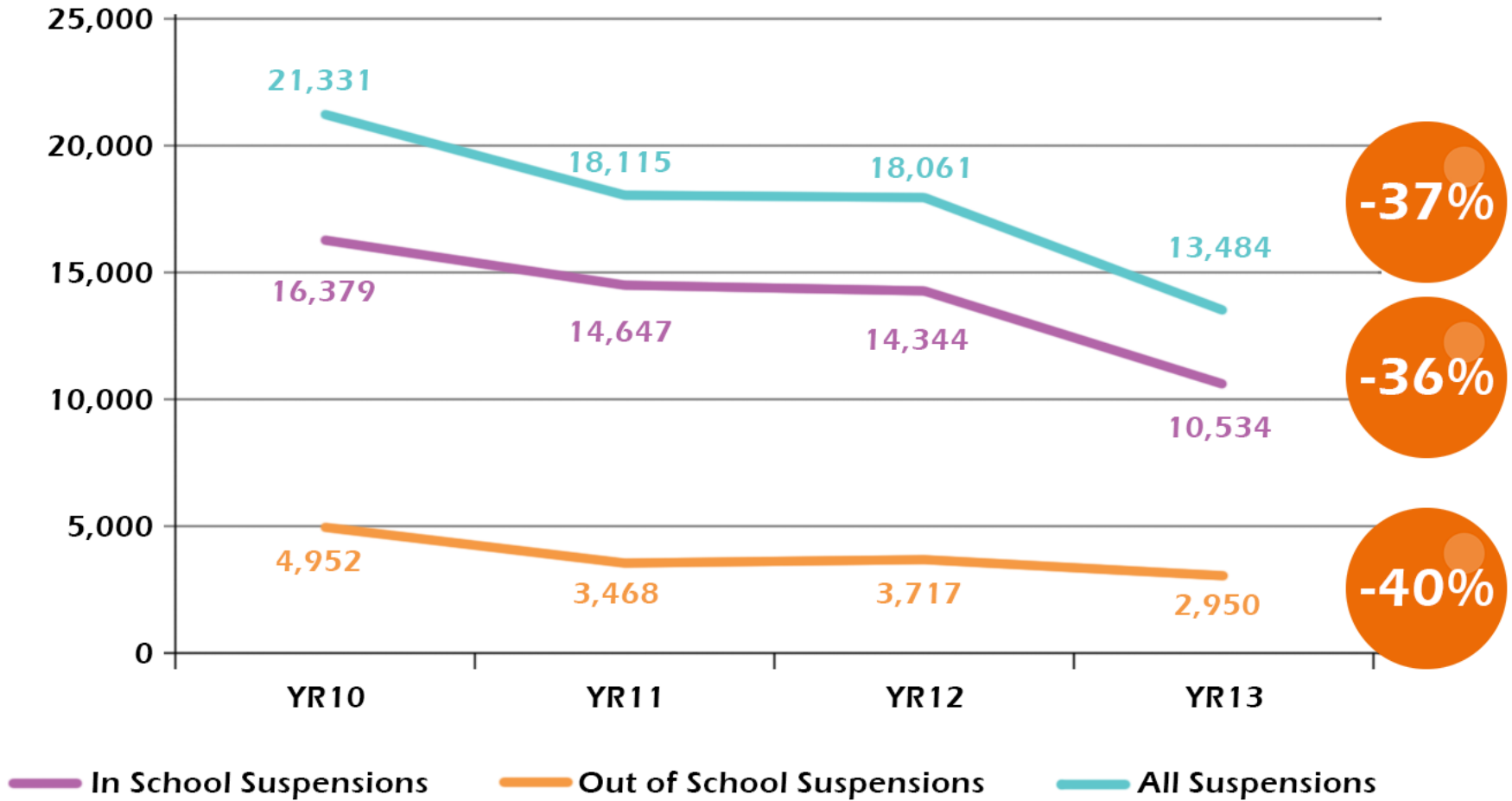
Case Study – Suspensions

District Demographic Data

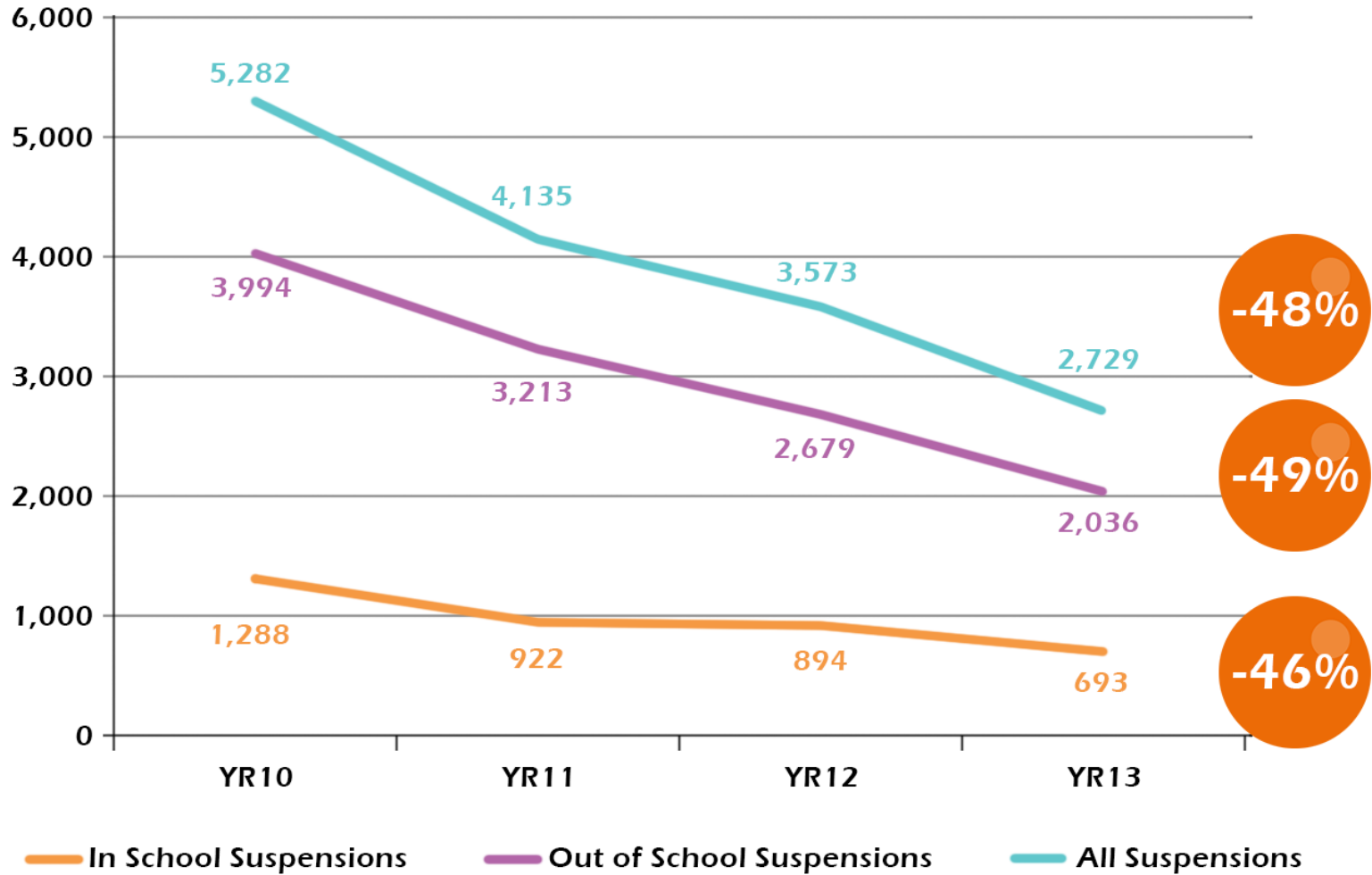
- Student Enrollment: 49,991
- High Schools: 7
- Middle Schools: 11
- Elementary Schools: 36
- Alternative Schools: 3
- Economically Disadvantaged: 95%
- Limited English Proficient: 33%



All Students: Number of Suspensions by Year and Type with Percent Reduction from Baseline (YR10)



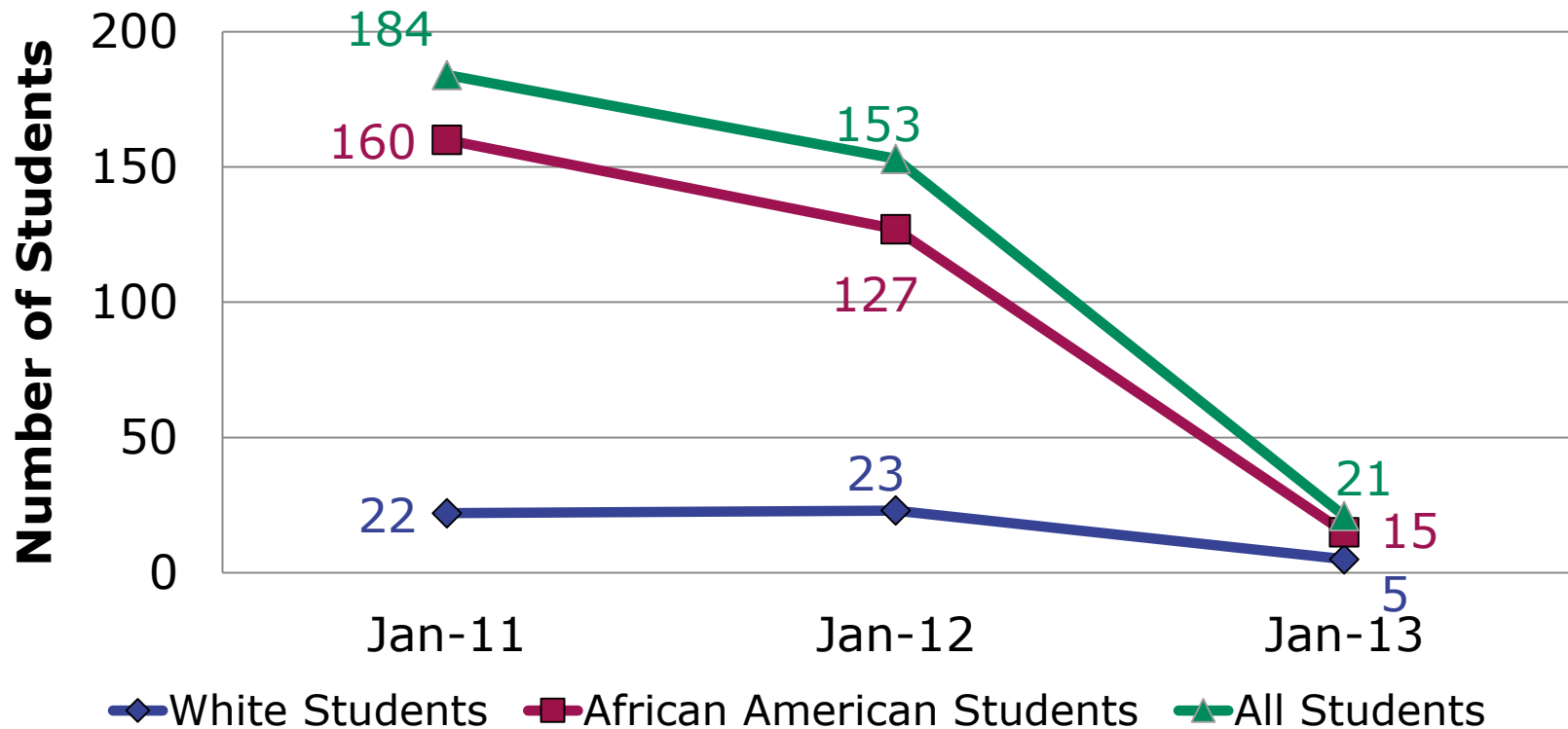
Special Education Students: Number of Suspensions by Year and Type with Percent Reduction from Baseline (YR10)



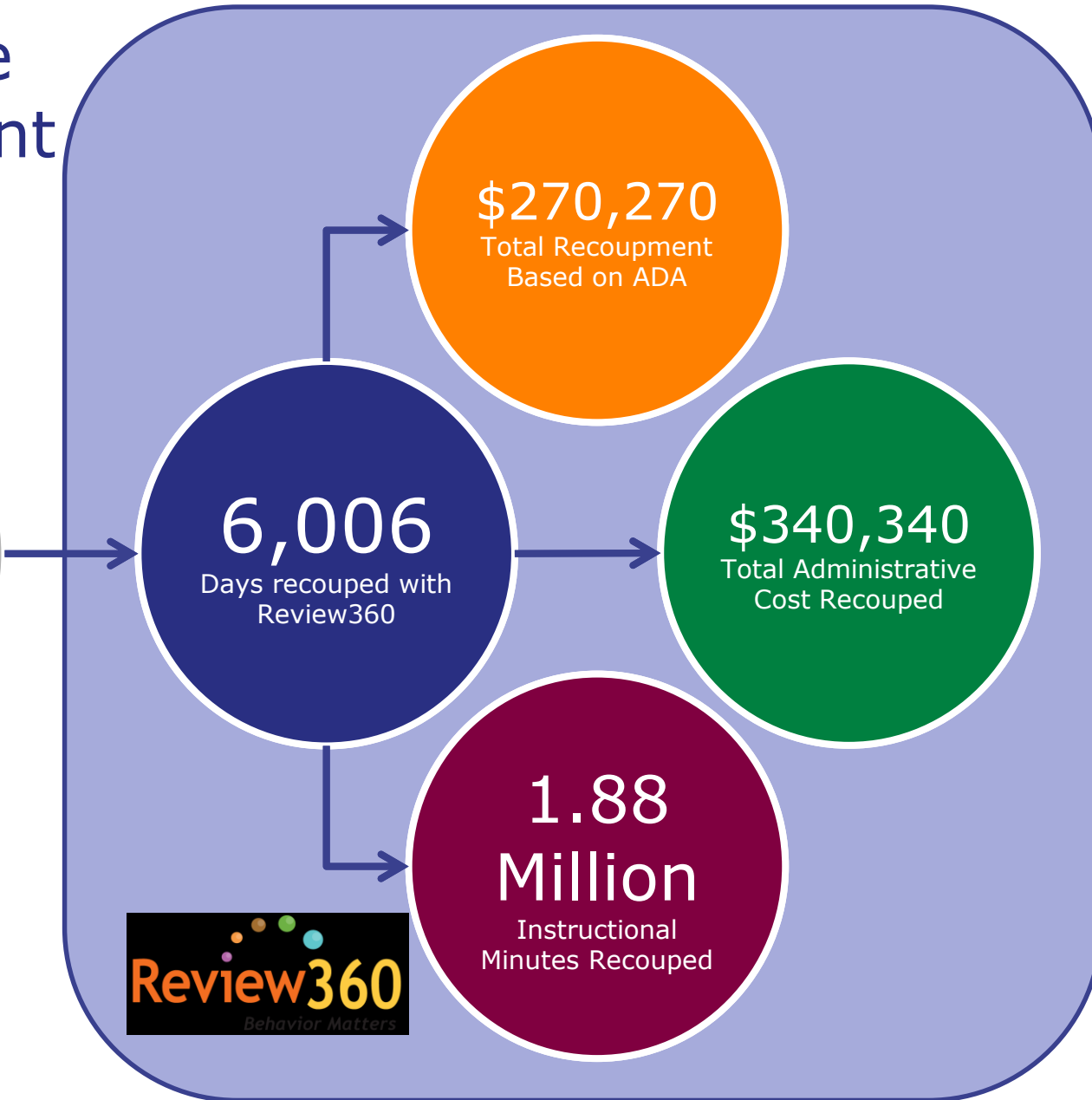
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Importance of monitoring the 10 day rule Progress Report for Indicator 4 Rates of Suspensions/Expulsions of students with disabilities

Review360 impact



Brownsville Independent School District





Special Education Impact

Case Study: Non-Public School Placements

Challenge: District was Spending \$2M Annually on 40 Students

- District did not have internal resources to serve the students
- District did not have access to defensible data to adequately qualify students

Solution: Create an Internal Setting to Serve Students with EBD

- Staff the facility with an administrative team, teachers, and paraprofessionals
- Create a consistent model for the delivery of behavioral services & collection of data

Results:

- All 40 students were served throughout the year in the district
- Initially 4 sets of parents were vocal in their skepticism
- Students on average were meeting their goals 78% of the time
- 1 parent unsuccessfully petitioned for their child's return to a non-public day school

Case Study: Extended School Year Services

Challenge: Reserving ESY for Students with Greatest Need

- Upon request ESY services were routinely provided by the district
- Department was spending a significant amount of money on ESY each year

Solution: Establish Qualification Guidelines for ESY

- Create a consistent model for the collection of progress data
- Provide parents with regular reports of student progress

Results:

- Went from serving 243 students to 88 students
- Cost of ESY services went from \$376,650 to \$136,400

Case Study: Self-Contained Classrooms

Challenge: Resistance to Accepting Students into General Ed.

- Behavioral units were used as an “emergency placement” setting for too many kids
- There was a great deal of inconsistency in teachers practices
- There was an absence of defensible data to help guide the decision making process

Solution: Improve the Consistency and Quality of Behavioral Services

- Create a consistent model for the delivery of behavioral services
- Implement guidelines that better defined the need for services
- Continue to monitor student progress for students with EBD in general education

Results:

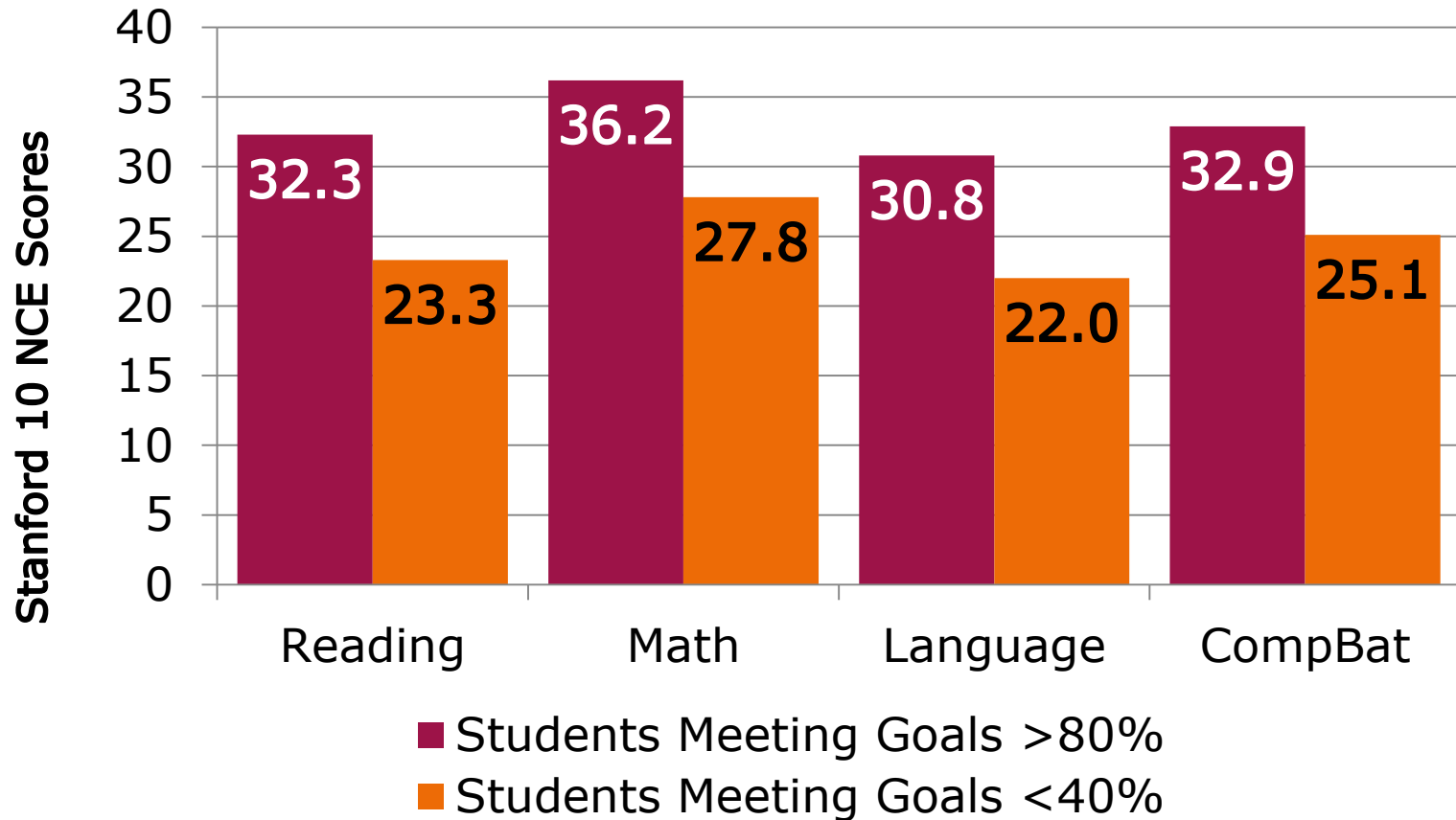
- 67% of the 124 students met their goals 80% of time or better
- 28% of the students met their goals 60% to 80% of the time
- District had a 90% implementation rate by their teachers.
- Reduced staffing needs resulted in saving \$103,500
- Reduced expenditures on non-public day school placements: 4 fewer students=\$78,000
- Total 1 year savings of \$181,500



Academic Impact

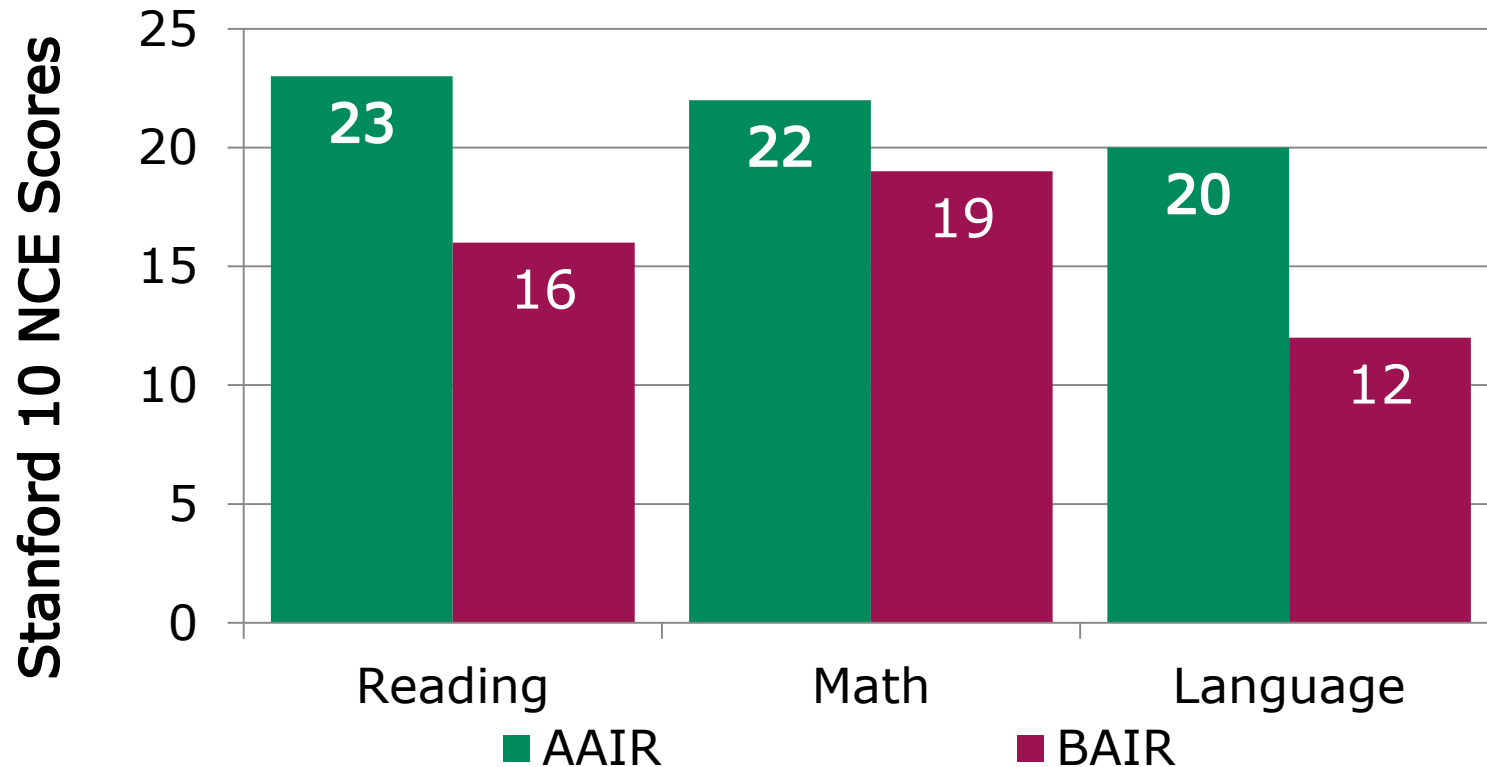
Behavioral Progress and Academic Achievement

Comparison Based on Students' Behavioral Progress



Behavioral Progress and Academic Achievement

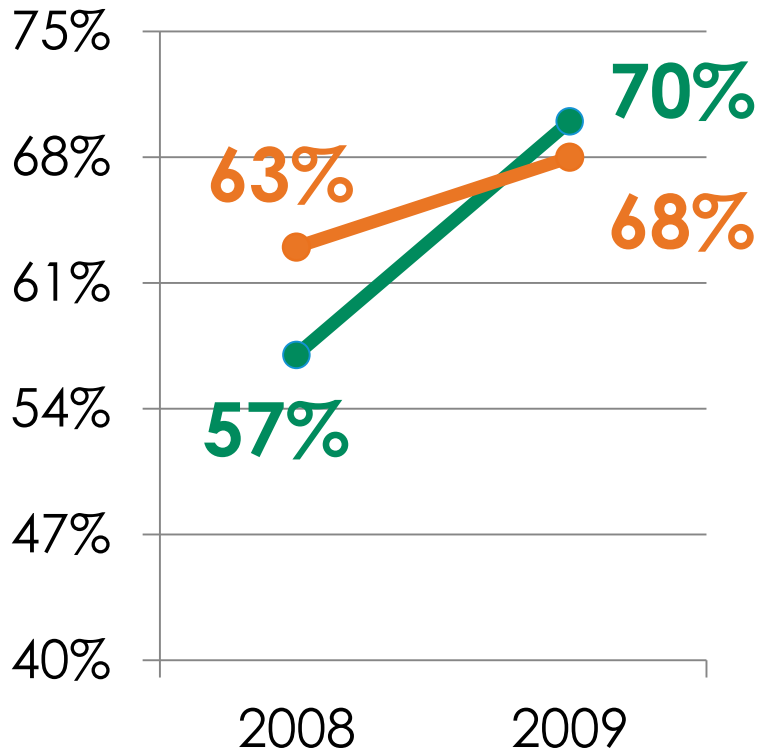
Comparison Based on Rates of Teacher Implementation



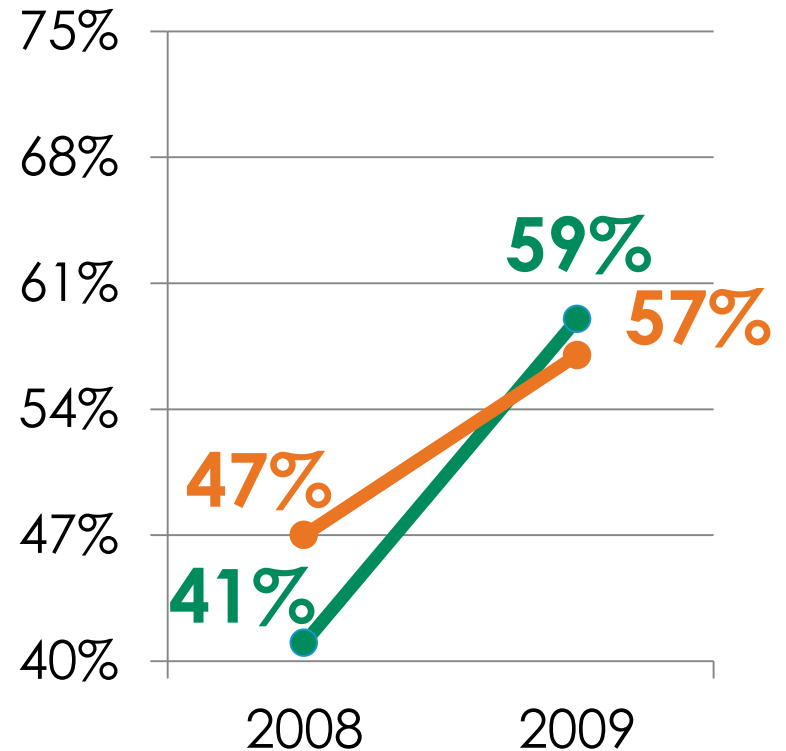
AAIR=Above Average Implementation Rate / BAIR=Below Average Implementation Rate / AIR=90 Days of Student Data

Comparison of the Percent of SPED Students Passing State Assessment

Reading

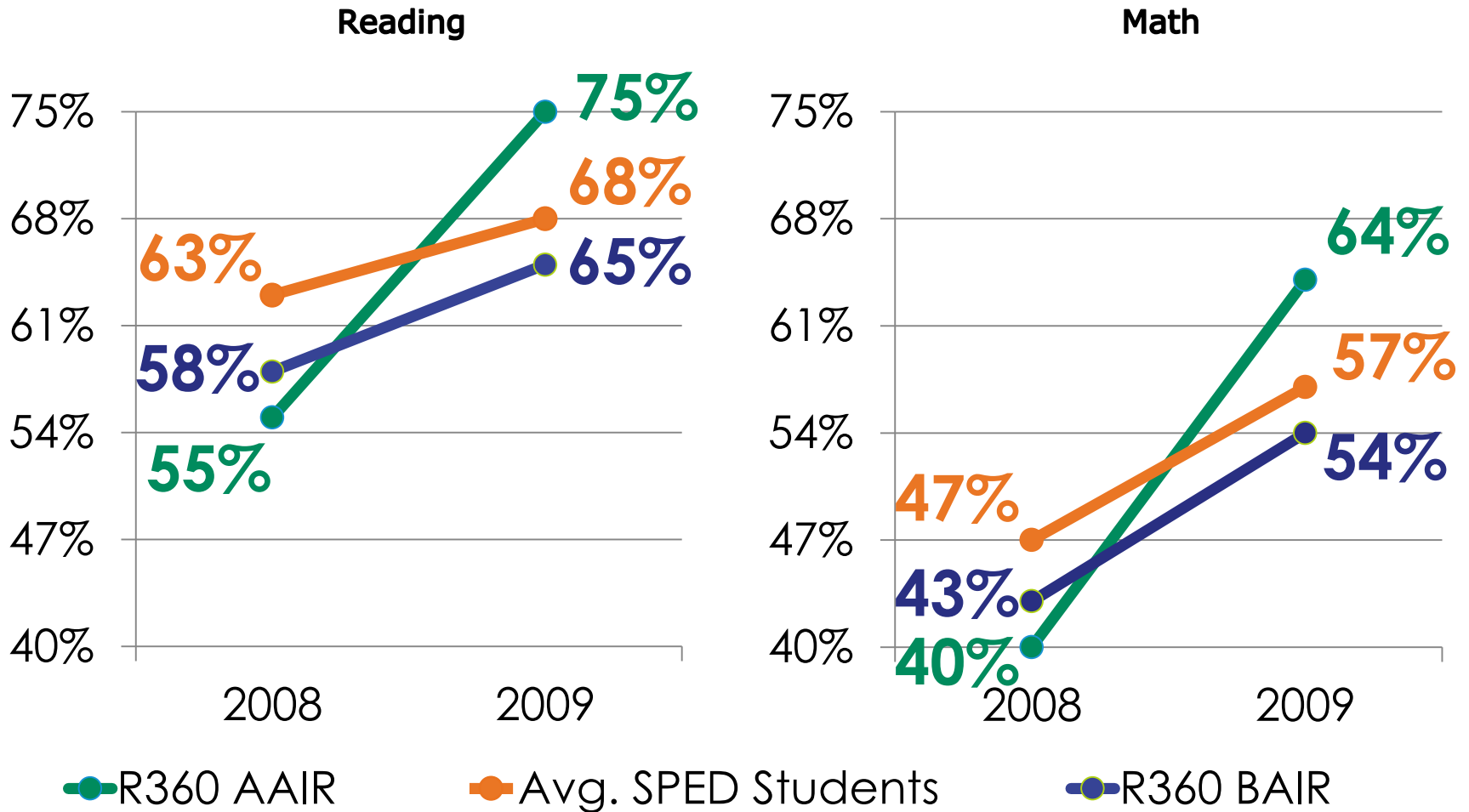


Math



● R360 Students ● Avg. SPED Students

Comparison of the Percent of SPED Students Passing State Assessment



AAIR=Above Average Implementation Rate / BAIR=Below Average Implementation Rate / AIR=85 Days of Student Data



Sample Reports

Dashboards – Awareness and Usability



SHERRIE WIGGINTON - logout

Student ▾

Analysis ▾

Administration ▾

Modules ▾

Help & Settings ▾

! There are 197 incident tasks that have been pending for more than 14 days, and 2 for more than 7 days. [Details](#)

Recent Incidents

Details View

LAUSELL, RICHARD (2019543622)
Fighting
Reported by: WILLIAMSON, JESS
12/4 — Office Referral

D'ELENA, ERYNN (1589638469)
Fighting
Reported by: HERRING, LINDA
12/3 — Office Referral

LAUSELL, RICHARD (2019543622)
Fighting
Reported by: WILLIAMSON, JESS
11/21 — Office Referral

LAUSELL, RICHARD (2019543622)
Gum/Candy Violations
Reported by: WILLIAMSON, JESS
11/11 — In Class Incident

[full list](#)

Location



[full report](#)

Time of Day



[full report](#)

Ethnicity



[full report](#)

Grade



[full report](#)

Quick Tools

Student Roster

RTI Referral

View a Plan

Walkthrough

Report an Incident

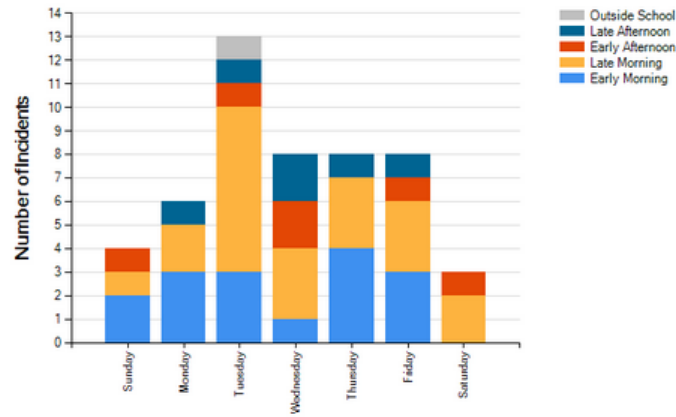
Reports

Easy to Understand Graphics

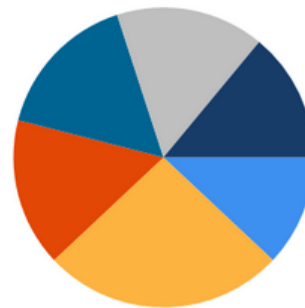
Incidents By Time of Day
Academic Year, 2014-2015



Americas Elementary School



■ Early Morning ■ Late Afternoon
■ Late Morning ■ Outside School
■ Early Afternoon



■ Monday ■ Thursday
■ Tuesday ■ Friday
■ Wednesday ■ Weekend

Instant District Snapshot

Review360®

District Snapshot Report
Reporting Period - May 2012

Incidents

6879 incidents this reporting period
20% decrease from prior reporting period (8564)
District School Incidents Average: 101

Highest Incidents Reported (Current Period)
- go to details

Elementary Schools	
Hall Elementary	114
Rawlins Elementary	86
Bowser Elementary	72
Elementary Average	55
Middle Schools	
O'Connor Middle School	594
Webster Middle School	530
Lyle Middle School	430
Middle Schools Average	306
High Schools	
Turner High School	786
Henderson High School	378
Nelson Forest High School	312
High Schools Average	262
Alternative Schools	
Desert Hills High School	536
J. Cartwright School	478
McKenzie Creek Alternative School	360
Alternative Average	311

Student Plans

Behavioral Management Plan - go to details

Implementation Status			
	Curr	Prev	% Change
# of Student w/plans	2710	2302	18%

Suspensions

10-day Rule - go to details

Range	1-3	4-6	7-10	11+
Elementary	127	62	33	15
Middle	199	78	51	22
High	173	74	55	19
Alternative	23	17	11	7

Suspensions Breakdown - go to details

General Education (Current Period)				
Type	Elem.	Middle	High	Alt.
In-school	240	567	399	211
Out of School	179	422	303	199
DAEP	61	139	117	97
Special Education (Current Period)				
Type	Elementary	Middle	High	Alt.
In-school	327	701	638	481
Out of School	206	627	499	383
DAEP	116	325	291	197

Module Progress

Completion Rate by School Type

- go to details

Module Set	Elem.	Middle	High	Alt.
School-wide	73%	79%	82%	100%
Teacher	90%	85%	77%	94%
Special Education	79%	83%	80%	97%
Bullying	77%	75%	87%	91%

Schools with Lowest Completion Rate

- go to details

Elementary Average	
Hall Elementary	56%

Instant School Snapshot

Review360®

School Snapshot Report
Reporting Period - May 2012
for Perkins Elementary School

Incidents

278 incidents this reporting period
11% increase from prior reporting period (314)
15% above district average (241)

Incident Summary - [go to details](#)

	Period	Dist Avg	YTD
General Education	11	11	23
Special Education	9	13	32

School Incident Hotspots

- [go to details](#)

Location	Incidents	YTD
Hallway	13(27%)	71(41%)
Cafeteria	11(21%)	34(24%)
Playground	0(0%)	26(18%)

(_%) is the percent of total incidents

Suspensions

10-day Rule - [go to details](#)

Range	1-3	4-6	7-10	11+
Qty	27	12	3	1

Suspensions Breakdown - [go to details](#)

General Education			
Type	Period	Dist Avg	YTD
In-school	40	39	161
Out of School	31	34	104
DAEP	13	13	190
Special Education			
Type	Period	Dist Avg	YTD
In-school	21	19	161
Out of School	37	29	104
DAEP	61	68	190

Module Progress - [go to details](#)

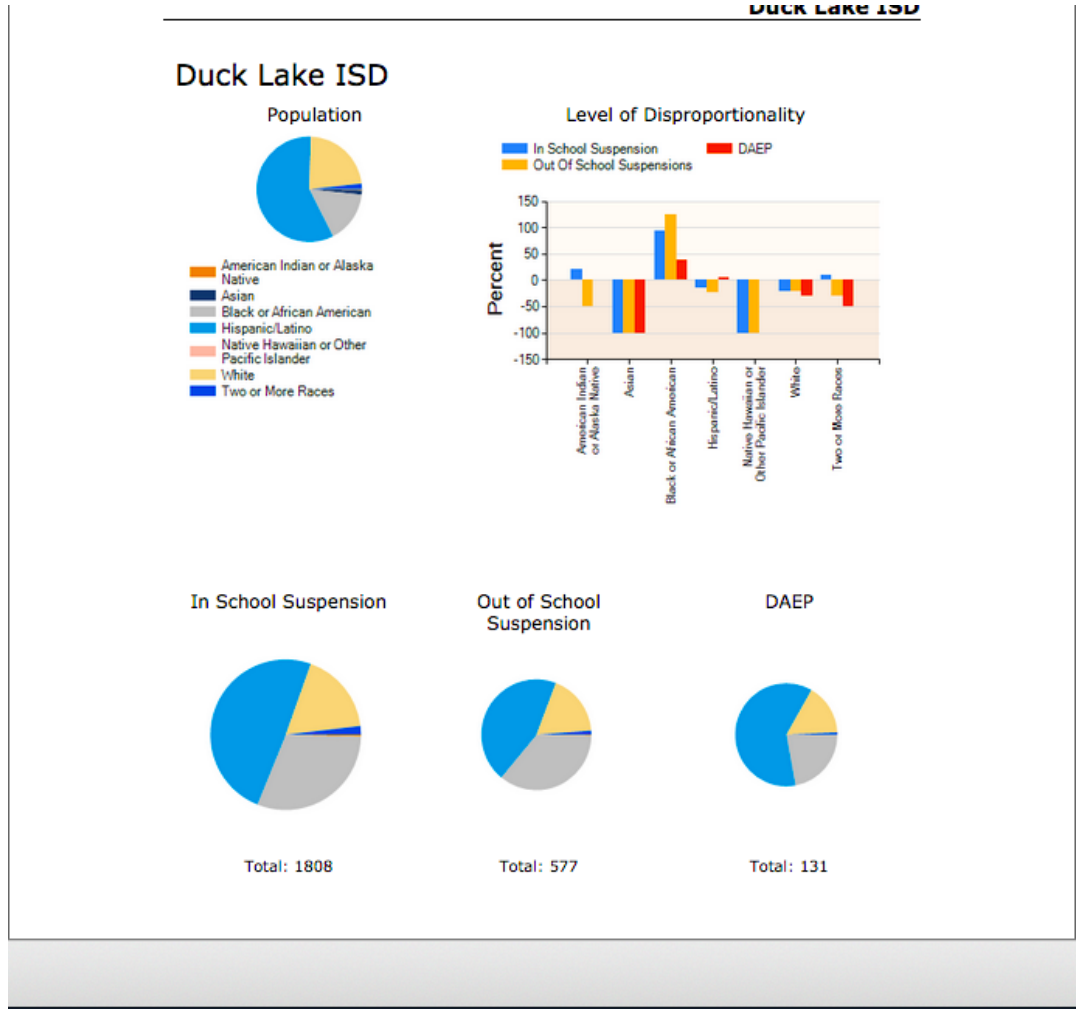
Module	Complete	In-Progress	Not Started
Expectations	43	7	12
Procedures	50	5	7
Reinforcement	49	3	10
Structure	40	15	7
Interaction	37	12	12
Correction	51	4	7
Bullying	11	7	44

Student Plans

Behavioral Management Plan - [go to details](#)

	Implementation Status		
	Current	Previous	% Change
# of Student w/plans	27	23	10%+
# of Student Plans w/ data	24	22	7%+
# of Student Plans w/o data	3	1	66%+
# of Teachers who have not logged on	1	1	-
# of students meeting their goals	20	19	4%+
# of students not meeting their goals	7	4	66%+

Disproportionality Analysis Report





User Survey Results

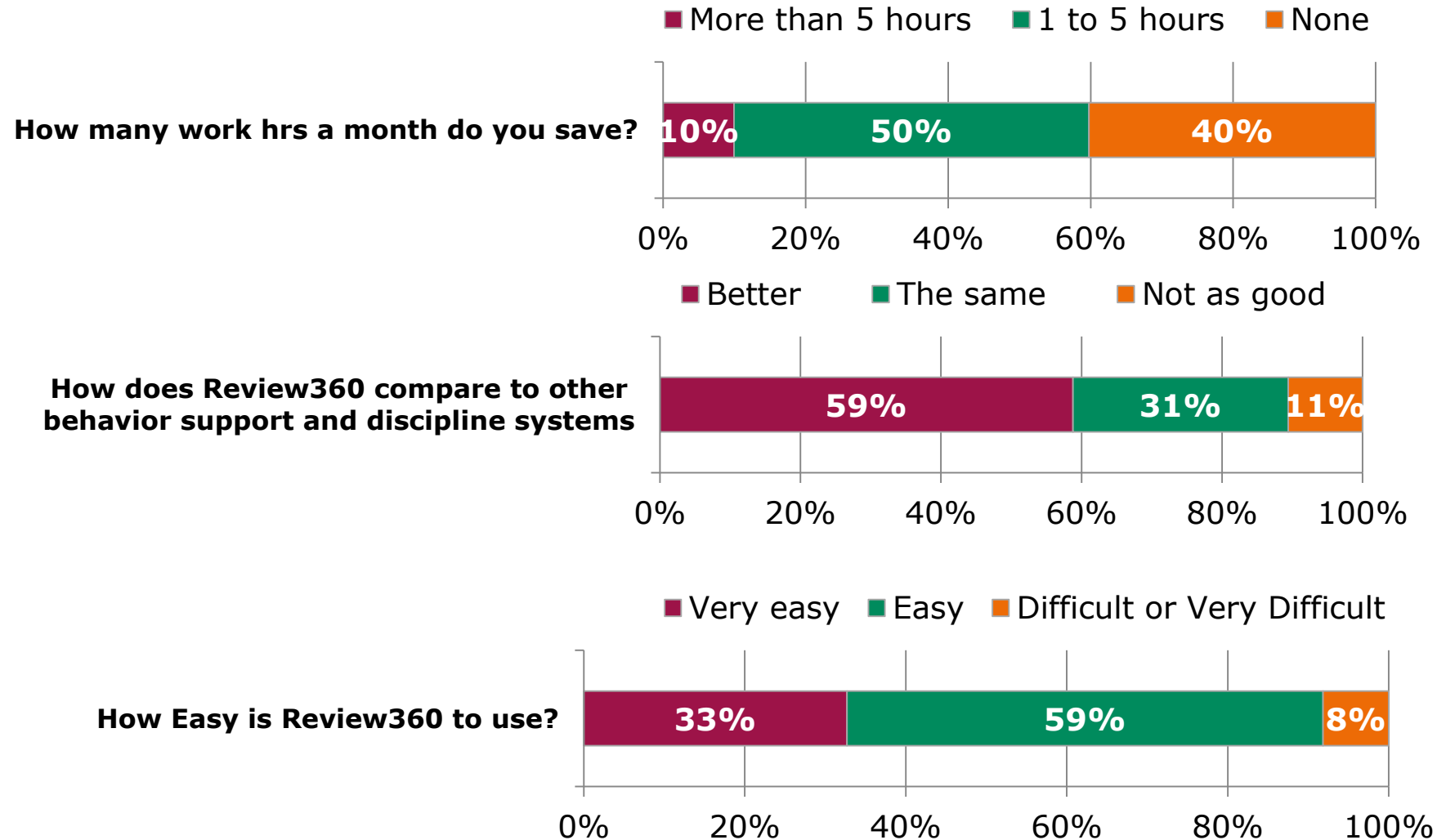
Survey Results

- **Multiple Districts**
- **Implemented District wide in Gen Ed**
- **686 Users**
 - 503 General Ed Teachers
 - 69 Special Ed Teachers
 - 81 School Administrators
 - 28 Professional Support Staff

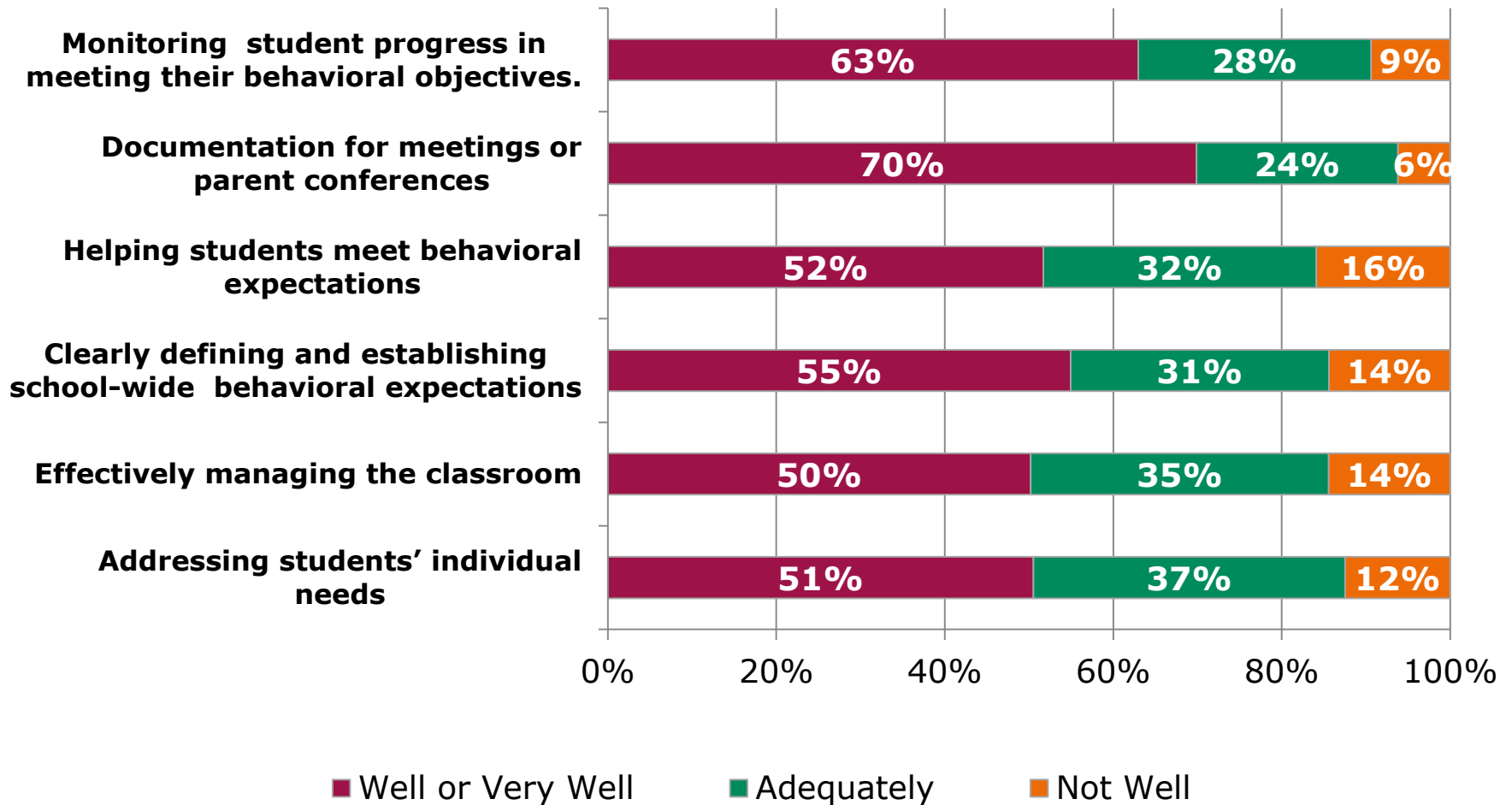


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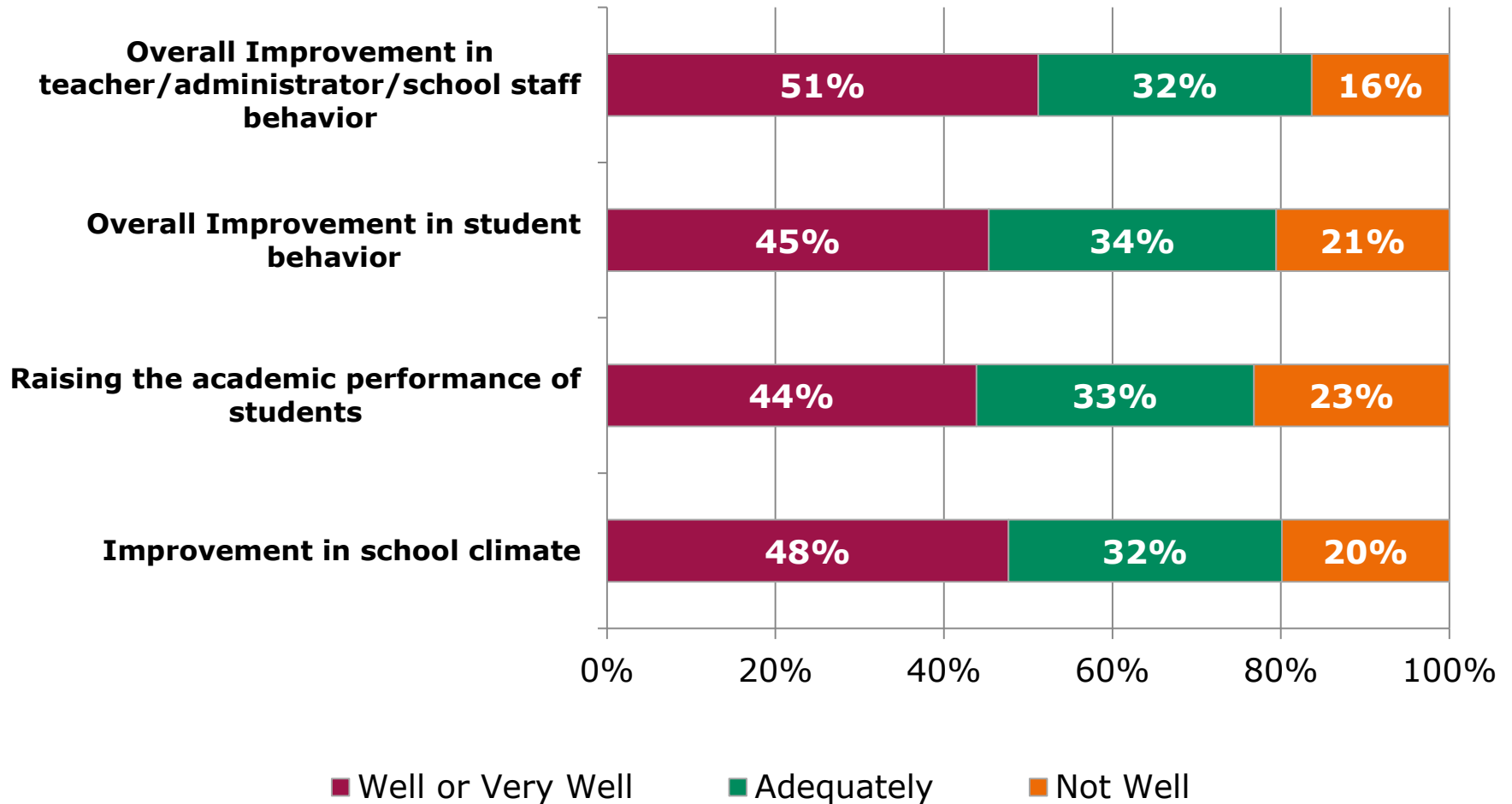
Effectiveness and Usability of Review360



How well does Review360 facilitate the following Student Behavior related processes or outcomes?



How well does Review360 facilitate the following School-wide processes or outcomes?



Why Review360



We know what works for students with behavioral problems. The challenge is getting what works implemented in the classroom with fidelity. •

-Dr. Stewart Pisecco



Review360 *uniquely* combines **Professional Development**, **Decision Driving Data**, and **Remarkable Implementations** to bridge that gap.

For more information

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<http://meetreview360.com/bdubose>

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