Laying the Groundwork for Success in Education: PBIS & RtI vs. Truancy

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Learning Targets

• Participants can confidently explain the importance of a systems approach to instruction and behavioral intervention.

• Participants will understand the impact of NCLB on the creation of PBIS and RtI.

• Participants can report that they remained awake (for the most part) for Jeffrey’s two hour presentation.
Goals for Today

• Tools for your Toolbox

• Information for Understanding

• Affirmation
First the Obligatory “Impact of Truancy” PowerPoint Section of the Workshop

This is a chain presentation. If you do not give this presentation to at least two new people, you will die in 3 days.
Characteristics of an at-risk student

• **A history of academic failure.** Students may have a history of poor academic achievement going back as far as third grade (K. L. Alexander, Entwisle, & Dauber, 1995; Garnier, Stein, & Jacobs, 1997).

• **Emotional and behavioral problems.** Potential truant/dropouts tend to have lower self-esteem than their more successful classmates have. They also are more apt to create discipline problems in class, use drugs, and engage in criminal activities (Finn, 1991; Garnier et al., 1997; Jozefowicz et al., 1994; Rumberger, 1995; U.S. Dept. of Education, 1992).
Characteristics of an at-risk student

• **Frequent interaction with low-achieving peers.** Students at risk for truancy and drop-out tend to associate with low-achieving, and in some cases antisocial, peers (Battin-Pearson et al., 2000; Hymel, Comfort, Schonert-Reichl, & McDougall, 1996). Such peers may argue that school is not worthwhile and are likely to distract students’ attention away from academic pursuits.

• **Lack of psychological attachment to school.** Students at risk for academic failure are less likely to identify with their school or to perceive themselves as a vital part of the school community. For example, they engage in few extracurricular activities and are apt to express dissatisfaction with school in general (Christenson & Thurlow, 2004; Hymel et al., 1996; Rumberger, 1995).
The Impact of School Discipline and Zero Tolerance

• Where a child attends school—and not the nature of the offense—is the greater predictor of the likelihood of a student’s receiving a disciplinary referral.

• The overall statewide average referral rate to a Disciplinary Alternative Education Program is 2 percent a year—however 167 districts referred students at two to six times the state average for one or more years between 2001 and 2006.

• In 2005-06, 79 school districts referred students to out-of-school suspension (OSS) at a rate of 20 percent or higher—compared to the statewide average of 14 percent.

• The “Top 10” districts had overall OSS referral rates ranging from 37 to 58 percent that year.

• More than 300 districts (326) exceeded the statewide overall ISS referral rate of 17 percent in 2005-06, and the “Top 10” districts had overall ISS referral rates ranging from 45 to 67 percent that year.

Analysis of data self-reported by school districts to the Texas Education Agency 2007
Impact of Truancy

• The RAND Corporation estimated that each high school dropout costs society between $188,086 and $297,188 (Vernez, Krop, and Rydell 2000).

• Truancy’s high societal costs are evident in studies of adults who were frequent truants as adolescents. According to Baker, Sigmon, and Nugent (2001), such adults are more likely than others to:
  • Have poor physical and mental health
  • Work in low-paying jobs
  • Live in poverty
  • Utilize the welfare system extensively
  • Have children with problem behaviors
  • Be incarcerated

The policy recommendations offered by educational research include a strategic plan for investment in five key areas, including:

1. the development of a comprehensive data system and evaluation framework;
2. increased student support for academic attainment and achievement;
3. improved teaching and instruction with respect to cultural competence (e.g., more inclusive subject matter, more use of positive racial and ethnic role models, etc.);
4. more active promotion of parental engagement and volunteer involvement; and
5. the development of a seamless P-20 continuum of education at the state level.

WA State Center for Children and Youth Justice – June, 2011
RTI Continuum of Support for ALL

- Universal
- Targeted
- Intensive

George Sugai
School-Wide Positive Behavior Support

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for SOME Students (with At-Risk Behavior)

Tertiary Prevention:
Specialized Individualized Systems for a FEW Students with High-Risk Behavior

~80% of Students

~15%

~5%
PBIS and Response to Intervention
The Birth of RtI

Subtitled:

Patching the HOLE in NCLB...
With Response to Intervention (RtI)
Failure to Make Academic Progress...
Whose Problem is it anyway?

Two Approaches to Solving Non-Learning

• 1. Assume the Problem lies **within the Child**
   (Specific Learning Disability qualification using the Discrepancy Model)

   Or

• 2. Assume that the problem is **with the instruction**.  
   (Theory of Practice: That all children can learn)
What is RtI?

• Response to Intervention (RTI) is a system-based multi-tier approach to the early identification, intervention and support of students with learning and behavior needs. Its core components are:

  ▪ High Quality Classroom Instruction with Fidelity
  ▪ Research-Based Instruction
  ▪ Universal Screening
  ▪ Strategic Progress Monitoring
  ▪ Research-Based Interventions
  ▪ Intensive Progress Monitoring During Interventions
  ▪ Multi-tier Approach
What is the Discrepancy Model for SLD?

Currently, Washington State (and most, but not all states) uses a ‘Test-Score Discrepancy Model’ to identify students with Specific Learning Disabilities.

A student with a suspected academic delay would be administered a battery of tests, including an intelligence test and one or more academic achievement tests.

Imagine their IQ score is like the size of the cup; it holds the potential for the student to learn.

We then determine how much of the cup the student is filling with academic skills, based upon testing.

Using a cutoff score based upon their IQ score, we determine if the gap between their academic skills and IQ is statistically significant and ‘severe’.

The student could demonstrate a ‘severe discrepancy’ [gap] between IQ and achievement and they could be diagnosed with a Learning Disability.
Limitations to the ‘test-score discrepancy model’

- Requires chronic school failure BEFORE remedial/special education supports can be given.

- Fails to consider that outside factors such as ineffective instruction and/or ineffective curriculum may contribute to a child's learning delay.

- More SLD students identified each year (although that trend is slowing because of the upward trend in Autism qualifications)

- Disproportional Identification (race, social/economic, etc)

- Professional Judgment may be used without empirical data to support qualification.
So is This RtI Thing a New Idea?

RtI is the practice of:

a) Providing high-quality instruction/intervention matched to the student’s identified educational/behavioral needs

and

b) Using learning rate over time and level of performance

to

c) Make important decisions to guide instruction.

My 3rd Grade teacher did this when she assigned me to the Minnows Reading Group.
Why RTI matters in a Discrepancy World...

P.L. 108-446 (IDEA 04) eliminates the requirement that a severe discrepancy between achievement and ability must exist to identify a child as having a specific learning disability.

(States may use the discrepancy model but they are not required by law)

The State of WA is allowing the use of the discrepancy model as school districts design and implement the RTI model.
So...How does RtI plug the hole in NCLB?

• Meet Vince

Vince is a 5th grade boy who’s teacher reports that he is currently reading about 3 years behind his peers. He dislikes reading, but his parents find books he likes in order to increase his reading interests. They practice reading with Vince for 30 minutes each night, but it is a struggle to get him to practice without their direct assistance.
Andrew is a 5th grade boy who’s teacher reports that he is reading about 3 years behind his peers. He is interesting in books about zombie’s, but hates to be called upon to read aloud in class. Andrew’s parents do not practice reading with him, because his mother struggles with reading herself, and his father works the evening shift at the paper mill.
Both boys are tested for Special Education

• Vince’s Intellectual ability is measured and found to be at a Standard Score of 100. His Reading Comprehension Standard Score is 80.

• Andrew’s Intellectual ability is measured and found to be at a Standard Score of 80. His Reading Comprehension Standard Score is 80.

• Both boys are confirmed to have a delay in reading, equal to 2.5 years behind their classroom peers.

• But only one boy will qualify for special education services in reading comprehension.
Why don’t both boys qualify?

Because Washington State uses the Discrepancy Model for Specific Learning Disabled qualification...
Vince demonstrates a significant difference between his IQ of 100 and his reading skill of 80 and thus will receive special education services to address his reading delay.

Andrew does not demonstrate a significant difference between his IQ of 80 and his reading skill of 80. There is nothing the district can offer him and his family for remediation.

In other words...

Vince has a “Disability”

Andrew has an “Inability”
What might having an Undiagnosed Learning Disability mean for Andrew?

- Up to 50% of the prison population has some type of learning disability
- Rely more heavily on public assistance/welfare because of lack of education
- 62% of learning disabled students are unemployed one year after graduation
- 35% of students with learning disabilities drop out of high school – This is more than twice the rate of their nondisabled peers
- 31% of adolescents with learning disabilities will be arrested 3-5 years out of high school
- 50% of juvenile delinquents tested were found to have undetected learning disabilities
- From 40% to 75% of youths who are arrested for delinquent acts and/or who meet psychiatric criteria for a “conduct” disorder are arrested in adulthood

(Washington Summit on Learning Disabilities)
• RtI addresses the deficits of the archaic Discrepancy Model by moving the focus off of the student’s intellectual/academic skill discrepancy and putting the focus squarely on the discrepancy between where the student performs academically and where his/her peers are typically performing.
Why is RTI important to General Ed?

*Response to Intervention* is an additional method to determine qualification as a student with a Specific Learning Disability. In the RTI model:

- A student with academic delays is given no less than 2 peer reviewed, research-validated interventions.
- The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student to catch up with his or her peers.
- If the student fails to show significantly improved academic skills despite several well-designed, researched validated interventions, this failure to 'respond to intervention' can be viewed as evidence of an underlying Learning Disability.
Response to Intervention Model

- **Tier 1**: All Students
  - General Instruction with Accommodations and/or Modifications as needed

- **Tier 2**: Some Students
  - Supplementary Instruction
  - Supplanted and/or Supplementary Instruction

- **Tier 3**: A Few Students
  - Special Education

**IEP/Eval Mtg**
Features of RTI

- High Quality Classroom Instruction
- Research-Based Instruction
- Universal Screening
- Strategic Progress Monitoring
- Research-Based Interventions
- Intensive Progress Monitoring During Interventions
- Fidelity Measures (peer consultation/coaching)
- Multi-tier Approach
Essential Legal Components of RTI

- **WAC 392-172A-03060 Process based on a student's response to scientific research-based intervention.** (1) School districts using a process based on a student's response to scientific, research-based interventions to determine if a student has a specific learning disability shall adopt policies and procedures to ensure that such process includes the following elements:

  - (a) Universal screening and/or benchmarking at fixed intervals at least two or three times throughout the school year;
  - (b) A high quality core curriculum that sufficiently meets the instructional needs of the majority of the students;
  - (c) Scientific research-based interventions are identified for use with students needing additional instruction;
  - (d) Scientific research-based interventions used with a student are appropriate for the student's identified need and are implemented with fidelity;
  - (e) A multitered model is developed for delivering both the core curriculum and strategic and intensive scientific research-based interventions in the general education setting;
  - (f) Frequent monitoring of individual student progress occurs in accordance with the constructs of the multitered delivery system implemented in the school consistent with the intervention and tier at which it is being applied...
What are advantages of RTI?

• One advantage of RTI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners.

• Another advantage is that RTI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

• Doesn’t wait for failure to occur before individualized intervention.

• Allows Teachers to recover their role as the educational expert.
What does RTI implementation look like?

- Gen Ed instruction (w/fidelity) using a research based core curriculum
- Screening all students.
- Identify Students Needing Additional Support
- Develop and Implement an intervention designed for that individual’s needs
- If response to intervention is not adequate – Modify or Choose another intervention and implement.
- If response continues to be inadequate progress – Specialized Instruction Support may be appropriate.
What RTI IS

- RTI is:
  - An initiative that supports general education school improvement goals
  - Intended to help as many student as possible meet proficiency standards without special education
  - A method to unify general and special education in order to benefit students through greater continuity of services
  - Focused primarily on effective instruction to enhance student growth

M. Beebe-Frankenberger 2006
What RTI is NOT:

- A stand alone special education initiative
- A means for getting more students into special education
- A method for increasing or decreasing special education numbers
- Focused primarily on disability determination (aka discrepancy model)
- Documented through a checklist
What are some RtI “Interventions” that are currently being used?

• At the Tier 1 Level
  – Ability Grouping
  – Class within a class
  – Café Instruction
  – Pre-Teaching Lessons
  – Post Lesson Check-in
  – Modifications to instruction and/or materials
  – Differentiation

• At Tier 2 and 3
  – Title 1 and LAP interventions
  – Small group instruction
  – Before and/or after school instruction
  – Supplemental Instruction
  – Supplanted instruction
  – Individualized instruction
Why else is RtI important to General Education?

• The current educational staff evaluation system that WA State has adopted, entitled TPEP (Teacher-Principal Evaluation Project), requires that both teachers and principals demonstrate a focus on evidence based, purposeful instruction, targeted student growth and confirmation of data-based decision making using peer collaboration models.
If it is important, does RtI work for General Ed?

While RTI was initially included in the Reauthorization of IDEA 2004 as an alternative method for Identifying Learning Disabled Students, interesting secondary effects began to show up in professional literature:

• “Of the (Florida) districts with sufficient data, more than twice as many report RTI led to an improvement in AYP than those reporting no improvement.”
  McGraw-Hill Education Policy Paper: Response to Intervention (RtI)

• A freshman failure rate that was reduced by 57 percent, with 91 percent of ninth graders reporting a smooth adjustment to high school. As well as, a 62 percent growth in enrollment in AP classes and a 25 percent growth in enrollment in honors classes.
  Thomas B. Doherty High School in Colorado Springs, CO

• In respondent districts that had sufficient data to determine the impact of RTI, 76% indicated RTI has led to an improvement in (AYP) vs. 24% that indicated it has not and 87% indicated RTI has reduced the number of special education referrals.
  Spectrum K12, NASDSE, CASE, and AASA - 2010 Response to Intervention Adoption Survey Report
Do Tiered Academic Interventions Make a Difference to Camas?

• The two middle schools in the Camas School District began a “7th Period Math Intervention Class” for 45 minutes per day. Beginning in the Fall of 2011, both schools began to use the districts benchmark testing to select and provide interventions in Math to about 50% of their student population.

• Other than this Math Intervention Period, there were no changes in curriculum or math offerings made over the last two years.
Growth at the 50th Percentile

Camas School District - Liberty Middle School
50th Percentiles: Winter
Mathematics Concepts and Applications

No Math Intervention for 8th graders in 2011-2012
Growth at the 50th Percentile

Camas School District - Skyridge Middle School
50th Percentiles: Winter
Mathematics Concepts and Applications
Positive Behavior Intervention Supports

Whatever would we need it for?
‘School-wide’ Positive Behavior Intervention Support is:

- A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to be effective learning environments for all students.

- **Evidence-based features of SW-PBIS**
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation (Systems that support effective practices)
Total U.S. schools implementing PBIS
Cost Benefit Analysis of Reactive Discipline vs. PBIS

Oregon Middle School Example (Pre-PBIS)

5100 referrals =
229,500 min. @ 45 min./referral
= 3825 hrs.
= 478 days @ 8 hrs/day
of lost student instructional time

• Principal was at work 16 hr/day and it didn’t help
• Implemented PBIS and referrals were reduced by over half in first year

240 days of instruction Gained!
Values of PBIS & Mission for School PBIS Teams

1) Improving school/student performance
2) Tying all efforts to the benefit of students
3) Never changing things that are working
4) Always making the smallest change that will have the biggest impact on students/school
Establishing a Social Culture

Common Language

Common Vision/Values

Common Experience

MEMBERSHIP
Components of School Wide PBIS System

- Developing School Rules
- Defining & Teaching expectations across settings
- Defining & Teaching School-wide routines in common areas
- Acknowledgment system
- Consequences System & Decision Making
- Data Based Decision Making Model
Developing School Rules

Mrs. Mutner liked to go over a few of her rules on the first day of school.
THE FOX FOUR

1. I am safe.
2. I am respectful.
3. I am responsible.
4. I am a learner.
Defining and Teaching School Routines and Expectations

“"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>

1. **SOCIAL SKILL**
2. **NATURAL CONTEXT**
3. **BEHAVIOR EXAMPLES**
<table>
<thead>
<tr>
<th>P</th>
<th>Perseverance</th>
<th>Holding to a course of action despite obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Stay positive</td>
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<tr>
<td></td>
<td></td>
<td>• Set goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learn from mistakes</td>
</tr>
<tr>
<td>R</td>
<td>Respect</td>
<td>To show consideration, appreciation, and acceptance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respect yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respect others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate appropriate language and behavior</td>
</tr>
<tr>
<td>I</td>
<td>Integrity</td>
<td>Adherence to an agreed upon code of behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be responsible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do your own work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be trustworthy and trust others</td>
</tr>
<tr>
<td>D</td>
<td>Discipline</td>
<td>Managing oneself to achieve goals and meet expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Strive for consistency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend class daily; be on time</td>
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<tr>
<td></td>
<td></td>
<td>• Meet deadlines; do your homework</td>
</tr>
<tr>
<td>E</td>
<td>Excellence</td>
<td>Being of finest or highest quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do your personal best</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exceed minimum expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inspire excellence in others</td>
</tr>
</tbody>
</table>
Dorothy Fox Elementary

Bathroom Expectations

I am safe
- Keep water off floors
- Wash hands
- Report problems

I am respectful
- Use quiet voices
- Give people privacy

I am responsible
- Flush toilets
- Towels: Count 1, 2... rip
- Follow classroom checkout

I am a learner
- Do what you need to do
- Return to class promptly
- Quick, quiet, aim, flush!
Hallway & Sidewalk Expectations

Responsible
Use a hall pass
Follow adult directions
Stay in walk areas

Respectful
Use calm & quiet voices

Safe
Always walk
Stay to the right, facing forward
Walk in line(s) as a group
Keep hands, feet & objects to self
Inclement weather wipe feet on mats and walk slowly
Developing Positive Reward Systems

• Students earn “tickets” for being caught doing the right thing.
• Those tickets are entered into drawings or used as currency or are used to recognize students at school assemblies.
• Parents are sent copies or asked to sign a “ticket” to validate the child’s positive behavior.
What behavior data are we currently collecting?

- Discipline Referral Data
- Detention/Suspension/Expulsion Data
- Attendance data

- Are we using this data effectively?
- Are we getting the most out of the data we’re collecting?
Effective Data Systems

• In order to make the most informed decisions regarding SW PBIS
  – an effective data system must provide data not only about individual students, but also compile discipline data school wide
  
  – Can the school currently look at discipline data from a school-wide perspective?
Data Systems – CRITICAL!

• Essential features of a Data Systems
  – Capacity for SW & Indiv Student Decision Making
  – Easy data entry
  – Easy data summary & recall
  – Capacity to easily ‘mine’ the data to answer questions
  – Graphic display for easier data analysis & decision making
Minor Referral Form

Pause for PAWS
Pursue Excellence by
- Acting Respectfully
- Working Responsibly
- Staying Safe

Student ____________________________

ID # ________ Grade _____ Date ______ Time ___

Referred By _________________________

Infraction:
- Gum
- Running
- Horseplay
- Hands/feet
- Cell Phone
- Wrong place
- Wrong time
- Public Display of
  - Affection
- Other: __________

Dress Code:
- Shirt
- Shorts, skirts
- Sagging
- Other
Using Data for Decision Making

• The best data system in the world won’t make a difference if no one is looking at the data and using it to guide decision making

• The SW-PBIS team should commit to reviewing data at least monthly and using it to inform decision making to maximize resources & results

• TIPs Model for systematic data review/decision making.
School Wide Information System (SWIS)

• Web-based discipline referral information system
  – Database for tracking office referral and suspension data
  – Provides accessible and useful data summaries (in graphs and tables) to help guide decision making in school planning
  – Allows for easy manipulation of data to find answers to your specific questions

• Located on the web at [www.swis.org](http://www.swis.org)
  – $250/year per school
What Does Effective Data look like?
THE BIG FIVE
at a Middle School of 600 students

Average Referrals Per Day Per Month, 2009-10

<table>
<thead>
<tr>
<th>School Months</th>
<th>Average Referrals Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>0.5</td>
</tr>
<tr>
<td>Sep</td>
<td>0.5</td>
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<tr>
<td>Oct</td>
<td>1.5</td>
</tr>
<tr>
<td>Nov</td>
<td>2.0</td>
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<tr>
<td>Dec</td>
<td>2.5</td>
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<tr>
<td>Jan</td>
<td>1.5</td>
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<tr>
<td>Feb</td>
<td>1.0</td>
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<td>Mar</td>
<td>2.0</td>
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<td>Apr</td>
<td>2.0</td>
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<tr>
<td>May</td>
<td>1.5</td>
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<tr>
<td>Jun</td>
<td>0.5</td>
</tr>
<tr>
<td>Jul</td>
<td>0.5</td>
</tr>
</tbody>
</table>
Referrals By Problem Behavior, 2009-10

Number of Referrals

Forg/Theft | Dress | Tobacco | Alcohol | Combust | Other | M-Prty Misuse | Bomb | M-Disruption | M-Inapp lan | Lying | M-Contact | M-Disrept | Vandal | Prop dam | Disruption | Tardy | Skip/Truancy | PAgg | Harass | Inapp lan | Disrept

0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130 | 140 | 150 | 160 | 170 | 180 | 190 | 200 | 210 | 220
Referrals by Student
Minor, Sep 4, 2012 - Jun 19, 2013, At Least 3 Referrals

Number of Referrals

Students

4556954
4646310
5380770
5449568
5505975
5629582
6634370
6872257
7135406
4539176
4937271
6429062
6625281
7040758
5190781
5380781
5451987
5898458
6831321
4545857
4878436
4991092
4545873
6417988
Components of PBIS Training

1. **School-wide System**
   - School-PBIS Team
   - School Rules
   - Define & Teach:
     - Expectations
     - Routines
   - Acknowledgment System
   - Consequences & Decision Making
   - Handbook

2. **Classroom Support**
   - Training/ Support opportunities
   - Individual Teacher Support

3. **Individual Student System**
   - Targeted Group Interventions
   - FBA/BSP – Intensive Individualized Interventions
Six Basic Recommendations for Implementing PBIS

• Never stop doing what already works

• Always look for the smallest change that will produce the largest effect
  - Avoid defining a large number of goals
  - Do a small number of things well

• Do not add something new without also defining what you will stop doing to make the addition possible.
Six Basic Recommendations for Implementing PBIS

- Collect and use data for decision-making

- Adapt any initiative to make it “fit” your school community, culture, context.
  - Families
  - Students
  - Faculty
  - Fiscal-political structure

- Establish policy clarity before investing in implementation
Main Messages

- Supporting **social behavior** is central to achieving academic gains.

- **School-wide PBS** is an evidence-based practice for building a positive social culture that will promote both social and academic success.

- **Implementation** of any evidence-based practice requires a more coordinated focus than typically expected.
Do Tiered Behavior Interventions Make a Difference?

• In 2010 the Camas School District began a three year plan to introduce PBIS to all the schools.

• Within two years all the schools except CHS were implementing Multi-Tiered Positive Behavioral Interventions
Trends in Behavior Referrals
Helen Baller Elementary School

Average Referrals Per Day Per Month - Multi-Year
Minor, 2010-11 - 2013-14

School Months
Trends in Behavior Referrals
Prune Hill Elementary School

Average Referrals Per Day Per Month - Multi-Year
Minor, 2011-12 - 2013-14

Average Referrals Per Day

School Months

2011-12
2012-13
2013-14
Trends in Behavior Referrals
Lacamas Elementary School

Average Referrals Per Day Per Month - Multi-Year
Minor, 2010-11 - 2013-14

Average Referrals Per Day

School Months

Legend:
- 2010-11
- 2011-12
- 2012-13
- 2013-14
Trends in Behavior Referrals
Skyridge Middle School

Average Referrals Per Day Per Month - Multi-Year
Minor, 2011-12 - 2012-13

School Months

Average Referrals Per Day

- Green bars represent 2011-12
- Blue bars represent 2012-13
Data Drives the Decisions

“I'll pause for a moment so you can let this information sink in.”
Referrals by Time of Day

Referrals by Time
All, Sep 9, 2010 - Jun 22, 2011

N = 37
Referrals by Time of Day

Referrals by Time
All, Sep 9, 2011 - Jun 20, 2012

N = 17
Questions?

Give me six hours to chop down a tree and I will spend the first four sharpening the axe.

Abraham Lincoln
Resources for RtI and PBIS

- National Center on Response to Intervention
- RtI Action Network
  http://www.rtinetwork.org/
- Positive Behavioral Interventions and Supports
  http://www.pbis.org/
- Northwest PBIS Network
  http://www.pbisnetwork.org/