

Including Students with Autism and Other
Developmental Disabilities in Schoolwide
PBS Tier 1 and Tier 2 Supports:
All Means All

SETTING THE STAGE FOR SUCCESS
ACT-AUTISM COMMUNITY TRAINING CONFERENCE
VANCOUVER, BC
OCTOBER 20, 2018
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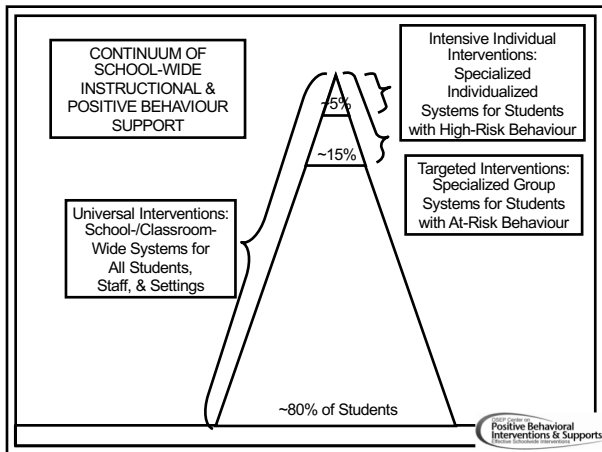


Goals of This Session

- Explain the essential elements of Schoolwide PBS (SWPBS)
 1. Tier 1: Universal (School- and Classroom-wide) Interventions for All Students
 2. Tier 2: Targeted Interventions for Students with At-Risk Behaviour
- Show how Tier 1 and Tier 2 interventions can be designed to include students with autism and other developmental disabilities

Schoolwide PBS Goals

1. Build systems that make it easier to teach
2. Create environments that encourage (rather than discourage) prosocial behaviour
3. Teach all students what is expected
4. Provide a continuum of behaviour support to students who need more support to be successful



Common Misconceptions

- Misconception #1: The three tiers describe *students* rather than *the level of support provided*
 - "He's a red zone kid"; "She's stuck in the yellow zone"
- Misconception #2: Students with autism/DD always require Tier 3 supports
 - Not true! Many (most?) of these students can respond to Tier 1 and 2 supports *if they are designed to accommodate their learning needs*

Evidence-Based Practice?

AKA
"data-driven decision making"

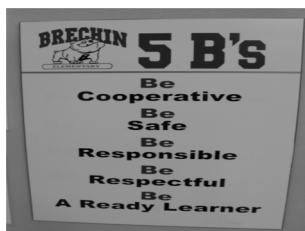
- Short answer: Yes!
- See <https://www.pbis.org/research>

Tier 1: Schoolwide System

1. **Define** schoolwide expectations (i.e., social competencies)
2. **Teach and practice** expectations
3. **Monitor and acknowledge** prosocial behaviour
4. Provide **instructional** consequences for problem behaviour
5. Collect information and use it for **decision-making**

School-wide Expectations

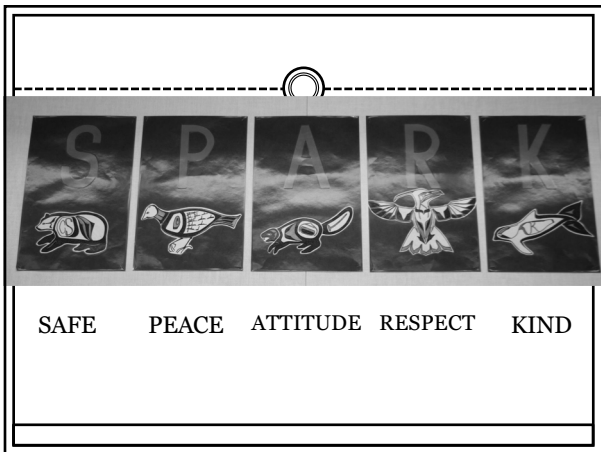
- Small number
 - 2 to 5
- Broad
 - Cover all expected behaviours
- Memorable
- Positively stated













Tier 1 Visual Supports

- Include pictorial symbols for Tier 1 expectations as part of students' visual schedules and/or augmentative communication systems

respect

responsible

safe


Define Expectations by Setting

- Transform broad school-wide expectations into specific, observable actions for specific settings
- Clear examples of what is and what is not expected
- Expectation should be culturally appropriate

	Be Responsible	Be Respectful	Be Resourceful
Classroom	<ul style="list-style-type: none"> follow classroom rules be on time focus during lessons 	<ul style="list-style-type: none"> be a good listener use your manners speak with respect it's OK to be different 	<ul style="list-style-type: none"> have a positive attitude do your best - always walk - talk - squawk use garbage and recycling cans
Playground	<ul style="list-style-type: none"> follow playground rules play safely take care of & return equipment 	<ul style="list-style-type: none"> listen to staff keep hands and feet to yourself show good sportsmanship 	<ul style="list-style-type: none"> walk - talk - squawk share and cooperate use garbage and recycling cans
Hallways	<ul style="list-style-type: none"> walk on the right hand side go straight to where you need to 	<ul style="list-style-type: none"> use inside voices look but don't touch displays use window for office errands 	<ul style="list-style-type: none"> tell and adult about accidents
Washrooms	<ul style="list-style-type: none"> do your business, flush, and leave wash your hands with soap 	<ul style="list-style-type: none"> respect others' privacy use inside voices 	<ul style="list-style-type: none"> keep washrooms tidy tell an adult about accidents
Lunch	<ul style="list-style-type: none"> sit while you eat clean up when finished make healthy choices 	<ul style="list-style-type: none"> listen to monitors use your table manners 	<ul style="list-style-type: none"> eat your food - save leftovers share with others in need use garbage and recycling cans
Assemblies	<ul style="list-style-type: none"> follow assembly routine 	<ul style="list-style-type: none"> be a good listener sing "Oh Canada" with pride clap respectfully 	<ul style="list-style-type: none"> sit with kids who help you behave
Before and After School	<ul style="list-style-type: none"> cross bus lane and street safely line up to come inside follow breakfast program routine make after school plans early 	<ul style="list-style-type: none"> listen to staff keep hands and feet to yourself be ready at desk by second bell 	<ul style="list-style-type: none"> walk - talk - squawk take all belongings with you keep playground clean
Bus	<ul style="list-style-type: none"> be on time follow bus rules follow bus line up routines 	<ul style="list-style-type: none"> listen to bus driver use inside voices keep hands and feet to yourself 	<ul style="list-style-type: none"> sit where you can behave take all belongings with you use garbage cans

At NorKam, We CARE				
	All Settings	Classroom/Library	Halls/Cafeteria	Off-Campus
C Compassion	We will <ul style="list-style-type: none"> be inclusive of all community members accept cultural and individual differences leave harmful items at home 	We will <ul style="list-style-type: none"> encourage mutual respect value differences of opinion learn about others 	We will <ul style="list-style-type: none"> be considerate of others 	We will <ul style="list-style-type: none"> be courteous and cooperative promote a safe, supportive, and caring community
A Accountability	We will <ul style="list-style-type: none"> accept the consequences of our actions expect to apologize, repair, and replace report any unsafe, or destructive behavior 	We will <ul style="list-style-type: none"> do our own work study and review for tests ask for extra help if needed complete and hand in all work 	We will <ul style="list-style-type: none"> use recycling bins and garbage cans make healthy choices clean up after ourselves carry a hall pass during class time 	We will <ul style="list-style-type: none"> respect school policies model good behavior report bullying or unsafe behavior
R Respect	We will <ul style="list-style-type: none"> use positive language respect school property dress appropriately follow staff directions follow emergency procedures 	We will <ul style="list-style-type: none"> turn off and put away cellphones and electronic devices remove hats come to class on time be aware of emergency routines 	We will <ul style="list-style-type: none"> keep lockers free of graffiti keep aisles, doorways and stairways clear respect personal space 	We will <ul style="list-style-type: none"> respect our neighborhood model good behavior respect our environment obey traffic rules
E Excellence	We will <ul style="list-style-type: none"> use manners demonstrate pride in our school 	We will <ul style="list-style-type: none"> give maximum effort have a positive attitude support others' learning do our best work 	We will <ul style="list-style-type: none"> wait patiently in line-ups model good behavior 	We will <ul style="list-style-type: none"> be considerate of community expectations be good ambassadors of NorKam show our best selves

TEACH the Expectations



- Create a schedule and lesson plans for:
 - Start of the year
 - Booster sessions
- Teach the expectations in the actual settings
- Teach the:
 - Words
 - Rationale
 - Actions

	Be Responsible	Be Respectful	Be Resourceful
Classroom	<ul style="list-style-type: none"> follow classroom rules be on time focus during lessons 	<ul style="list-style-type: none"> be a good listener use your manners speak with respect it's OK to be different 	<ul style="list-style-type: none"> have a positive attitude do your best - always walk - talk - squawk use agenda book daily
Playground	<ul style="list-style-type: none"> follow playground rules play safely take care of & return equipment 	<ul style="list-style-type: none"> listen to staff keep hands and feet to yourself show good sportsmanship 	<ul style="list-style-type: none"> walk - talk - squawk share and cooperate use garbage and recycling cans
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Step 1: Introduce the rule
<p>A. Outline focus of the lesson. 'Today, we are going to learn about being safe.'</p> <p>B. Check for student understanding. 'What are we going to learn about?'</p> <p>C. Define being safe.</p> <p>Being safe means to be free from injury, to be healthy, and to be trustworthy.</p>
Step 2: Demonstrate the rule
<p>D. 1. Model examples of 'being safe' (by yourself, with another adult, or with students with positive social status) and examples of 'not being safe' (by yourself or with another adult). Have students label the situation as 'safe' or 'not safe,' and ask them to explain why.</p> <p>2. Ask 2-3 students to give an example of a situation in which they know how to be safe.</p> <p>E. Role plays: some examples to use...</p> <p>1. The recess bell rings and you need to get back to class <i>fast</i>. What is the safe thing to do?</p> <p>2. You have a disagreement with a friend. What is the safe thing to do?</p> <p>3. You spill your beverage at lunch. What is the safe thing to do?</p>
Step 3: Provide Monitoring and Feedback
<p>F. Discuss the role play</p> <p>1. Ask student to indicate or show how they could be safe.</p> <p>2. Encourage and support appropriate discussion responses. Minimize attention for inappropriate responses.</p> <p>G. Use real situations as examples during class discussions.</p> <p>1. Just before students transition to another activity outside of the classroom, ask them to tell you how they can Be Safe (precorrection).</p> <p>2. When you see student(s) Being Safe, provide specific praise to the student(s).</p> <p>3. When you see student(s) who are not being safe, stop them, state the rule and redirect, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.</p>

How??
<ul style="list-style-type: none"> Teach social and emotional skills just like academic skills <ul style="list-style-type: none"> Use positive & negative examples <ul style="list-style-type: none"> Goal is for students to identify the line between acceptable and not acceptable Provide regular practice to build skills Provide performance feedback Monitor progress in skills <ul style="list-style-type: none"> If students have trouble, re-teach and provide practice

Acknowledge Appropriate Behaviour

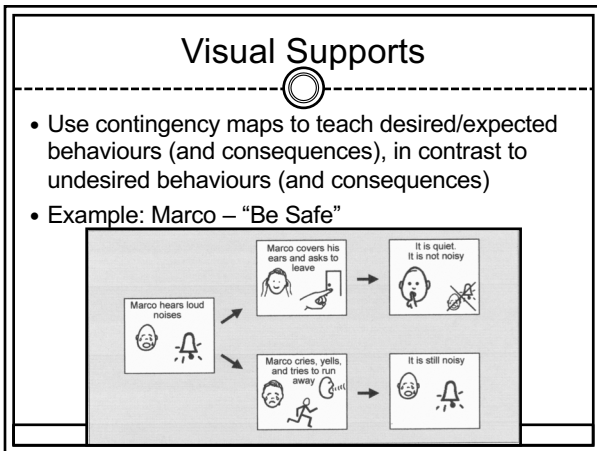
- Every faculty and staff member acknowledges appropriate behaviour
 - ✦ 5 to 1 ratio of positive to negative contacts
- System that makes acknowledgement easy and simple for students and staff
- Different strategies for acknowledging appropriate behaviour (small frequent incentives more effective)

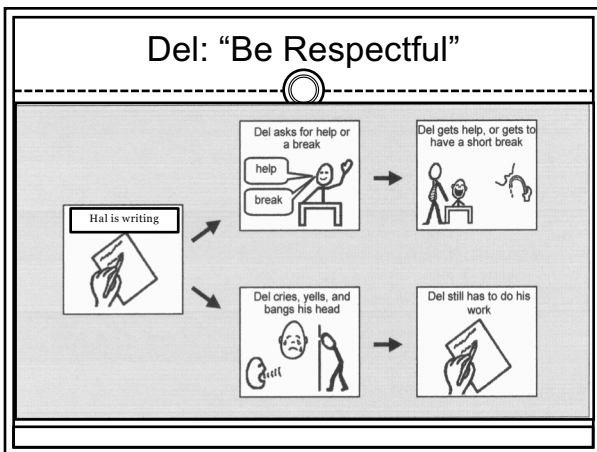
Effective Use of Acknowledgement Systems

- Highlight the natural consequences for prosocial behaviour
- Most powerful reward: **SUCCESS**
- Close second: attention
- Provide as little reward as is needed to encourage behaviour
- Move from tangible to natural as soon as possible

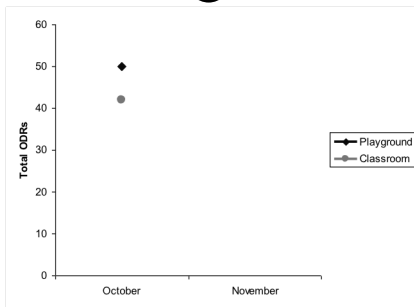








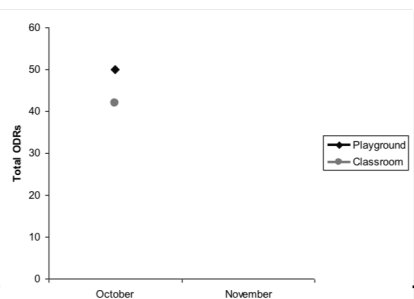
Use Data for Decision-Making



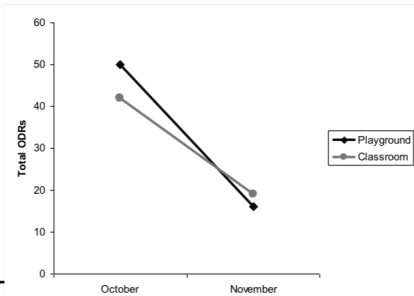
The "Playground Challenge"



Office Discipline Referrals PRE

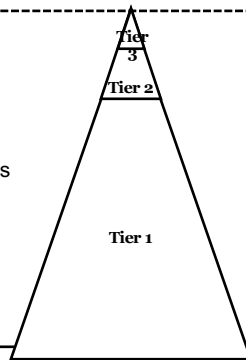


Office Discipline Referrals POST



Tier 2

- Common features:
 - Increased structure and feedback
 - Social-emotional skills instruction
 - Regular & frequent opportunities for success (and recognition)
 - Academic assistance
- Examples: Check-in Check-out (CICO) system, homework club, social skills groups, friendship clubs, etc.



Tier 2

- Tier 2 interventions are usually designed to be efficient, but *not* individualized
 - Group interventions
 - Check-in/Check-out (CICO) system (aka the Behaviour Education Program; Crone et al., 2004)



Check-In/Check-Out (CICO)

- A program to add:
 - Mentoring by an adult in the school who looks out for the student
 - Structured process of feedback and recognition to a school day
 - Instruction in needed skills
 - School-home communication
 - Built-in monitoring of student progress

CICO Record

Name: _____ Date: _____
 0 = Need work, 1 = "OK" 2 = Nice Job

	Safe			Responsible			Respectful		
Check In	0	1	2	0	1	2	0	1	2
Before Recess	0	1	2	0	1	2	0	1	2
Before Lunch	0	1	2	0	1	2	0	1	2
After Recess	0	1	2	0	1	2	0	1	2
Check Out	0	1	2	0	1	2	0	1	2
Today's goal				Today's total points					

CICO Home Report

Name: _____
 Date: _____

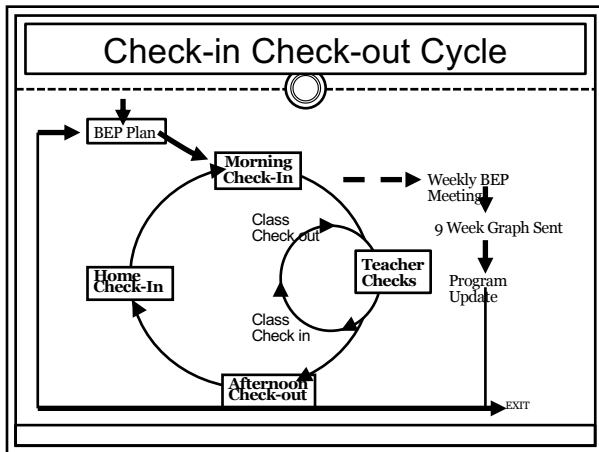
_____ I met my goal today _____ I had a hard day

One thing I did really well today was: _____

Something I will work on tomorrow is: _____

Comments:

Parent/Guardian Signature: _____
 Comments: _____






















































CICO Challenges for Students with Autism/DD

- CICO *expectations* may not be clear
- CICO *rating system* may not be understood by students with developmental disabilities
- *Check-in intervals* may not be frequent enough
- Reinforcement at the end of the period/class/day may be *too delayed*

0 = Not Yet 1= Good 2= Excellent	Be Safe		Be Respectful		Be Your Personal Best				Teacher initials
	Keep hands, feet, and objects to self		Use kind words and actions		Follow directions		Working in class		
Class	0	1 2	0	1 2	0	1 2	0	1 2	
Recess	0	1 2	0	1 2	0	1 2			
Class	0	1 2	0	1 2	0	1 2	0	1 2	
Lunch	0	1 2	0	1 2	0	1 2			
Class	0	1 2	0	1 2	0	1 2	0	1 2	
Recess	0	1 2	0	1 2	0	1 2			
Class	0	1 2	0	1 2	0	1 2	0	1 2	
Total Points =				Today _____ %				Goal _____ %	
Points Possible =		50							

Solutions

- Individualize CICO points cards for students who need this
 - Use pictures or symbols to clarify expectations
 - Use symbols, color codes (red, yellow, green), or other concrete markers for the rating system

		Hands, Feet and Mouth to Self 	Be Kind to Others 	Raise Hand and Wait to Speak 	do your work 	Teacher initials	
Class							
Recess							
Class							
Lunch							
Class							
Recess							
Class							
How many  ?			How many  ?			More:  	

Solutions

- Adapt CICO check-in system
 - Check in more often during a lesson/period (e.g., twice, instead of at the end only)
 - Provide explicit reinforcement for specific Tier 2 behaviours at the end of *each* lesson/period, not just at the end of the day
 - Decrease the number of “points” students need to accumulate to earn reinforcement

Tier 3

- Key components:
 - Individualized, function-based behaviour support
 - Identify what basic need students are trying to meet with problem behaviour
 - ✕ Teach adaptive, prosocial skills to meet those needs
 - ✕ Change environments to make problem behaviour less likely
 - ✕ Stop inadvertently making problem behaviour worse

Eyes on the Prize

- *School-wide* means everyone
- All means *ALL!*

References

- Fixsen, D. L., Naoom, S.F., Blasé, K., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature* (FMHI Publication No. 231). Tampa, FL: University of South Florida, Louis del la Parte Florida Mental Health Institute, National Implementation Research Network.
- Hawken, L., & O'Neill, R. (2006). Including students with severe disabilities in all levels of school-wide positive behavior support. *Research and Practice in Severe Disabilities*, 31, 46-53.
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- Kurth, J., & Enyart, M. (2016). Schoolwide positive behavior supports and students with significant disabilities: Where are we? *Research and Practice in Severe Disabilities*, 41, 216-222.
- O'Neill, R., Albin, R., Storey, K., Horner, R., & Sprague, J. (2015). *Functional assessment and program development for problem behavior*, 3rd ed. Boston: Cengage Learning.
- Snell, M. (2006). What's the verdict? Are students with severe disabilities included in school-wide positive behavior support? *Research and Practice in Severe Disabilities*, 31, 62-65.
