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
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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
Universal Interventions:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

~15%

~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOUR SUPPORT

Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Targeted Interventions: Specialized Group Systems for Students with At-Risk Behaviour

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behaviour

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?

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

- 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.
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
How??

- Teach social and emotional skills just like academic skills
  - Use positive & negative examples
    - 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
    - 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
**Visual Supports**

- Use contingency maps to teach desired/expected behaviours (and consequences), in contrast to undesired behaviours (and consequences).
- Example: Marco – “Be Safe”

**Del: “Be Respectful”**

- Use contingency maps to teach desired/expected behaviours (and consequences), in contrast to undesired behaviours (and consequences).
Antonia: “Be Kind”

Waiting In Line

Discourage Problem Behaviours

- Do not ignore problem behaviour
- Provide clear guidelines for what is handled in class vs. sent to the office
  - Office Discipline Referral (ODR)
- Use mild, instructional consequences
- Remember the PURPOSES of negative consequences
  - Provide more practice
  - Prevent escalation of problem behaviours
  - Prevent/minimize reward for problem behaviours
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 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: ______________

<table>
<thead>
<tr>
<th></th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
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<tr>
<td>Check In</td>
<td>0 1 2</td>
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<tr>
<td>Before Recess</td>
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<td>Before Lunch</td>
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<td>After Recess</td>
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<td>Check Out</td>
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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: ____________________________
Weekly BEP Meeting
9 Week Graph Sent
Program Update

Check-in Check-out Cycle

Morning Check-In
Class Check-in
Teacher Checks
Afternoon Check-In
Weekly BEP Plan

Morning Check-In
Class Check-in
Teacher Checks
Afternoon Check-In
Weekly BEP Plan

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

Check -in intervals may not be frequent enough
Reinforcement at the end of the period/class/day may be too delayed

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<th></th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Your Personal Best</th>
<th>Teacher initials</th>
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Total Points = Points Possible = 50

Today ___________% Goal ___________%
**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

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