SOUTH DAKOTA MULTI-TIERED SYSTEM OF SUPPORT (MTSS) INITIATIVE, THE “BEHAVIOR SIDE”

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)
INTRODUCTIONS

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Administrator of Office of Student
Wellness and Supports

Stephanie Weideman - PBIS Coordinator/Trainer

Pat Hubert - PBIS Coordinator/Trainer

Dr. Kari Oyen - PBIS Trainer

Deb Zebill - PBIS Coordinator/Trainer
WEBINAR GOALS

- Give a brief overview of PBIS critical elements
- Answer questions
- Provide contact information
  - Rebecca.cain@state.sd.us
  - 280-3568
Do you think a student’s behavior affects their academic performance?
PBIS/RTI/MTSS: WHAT’S THE DIFFERENCE?

MTSS
Multi-Tiered System of Supports

Response to Intervention
Positive Behavioral Interventions and Supports
Universal (All Students)

School-wide, Culturally Responsive Systems of Support (75-85% of students)

Targeted/Intensive (High-risk students) Individual Interventions (3-5%)

Selected (At-risk Students)

Classroom & Small Group Strategies (10-20% of students)

• Intensive academic support
• Intensive social skills teaching
• Individual behavior management plans
• Parent training and collaboration
• Multi-agency collaboration (wrap-around) services
• Alternatives to suspension and expulsion
• Community and service learning

• Increased academic support and practice
• Increased social skills teaching
• Self-management training and support
• School based adult mentors (check in, check out)
• Parent training and collaboration
• Alternatives to out-of-school suspension
• Community and service learning

• All settings, all students
• Preventive, proactive
  Defining Expectations
  Teaching Expectations & Social skills
  Acknowledging Expectations
  Engaging in Systematic Supervision
  Organizing Routines/Procedures
  Correcting Behavior
  Reviewing Data- SWIS, Surveys
WHAT DO PBIS SCHOOLS NEED TO DO?

WHAT AM I EVEN DOING
WARNING! THIS MAY SEEM LIKE A LOT!

- You will not be implementing everything all at once!
- We will meet you where you are and help you move forward
- Go slow to go far!
- You will have an experienced coordinator to guide your process
CRITICAL ELEMENTS OF PBIS:
DISTRICT COMMITMENTS

1. PBIS Team Composition
2. Team Operating Procedures
3. Behavioral Expectations/Rules
4. Teaching Expectations/Rules
5. Problem Behavior Definitions
6. Discipline Policies
7. Professional Development
8. Classroom Procedures
9. Feedback and Acknowledgement
10. Faculty Involvement
11. Student, Family & Community Involvement
12. Discipline Data
13. Data Based Decision Making
14. Fidelity Data
15. Annual Evaluations
CRITICAL ELEMENT 1: TEAM

- Team MUST include building principal
- Usually 5-7 people
  - Special educator, classroom teachers, counselors, school psychologists, educational assistants, etc.
- Agrees to attend trainings in summer of 2022
  - June 8-9 and July 27 in Rapid City or
  - June 15-16 and August 3 in Sioux Falls
- Develop, implement and evaluate the Action Plan
- Secure data collection system
- Meets at least monthly as a team with PBIS coordinator
  - Review data
  - Make decisions based on the data
THREE DAYS OF TRAINING???

- Knowledgeable and engaging trainers
- Not all “sit and get”
- Trainers talk about an element, then you plan what that looks like in your building
- Walk away with your Action Plan and ready to begin implementation!
“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we... ...teach? ...punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)
BEHAVIOR IS LEARNED

Students learn any behavior in the same way they learn to read – through instruction/modeling, practice, feedback, and encouragement.
How does your school differentiate between classroom managed and office managed behaviors?
If a behavior is important enough to require a rule/expectation and correction in cases of error, then it is important enough to specifically acknowledge the positive expression of the behavior.
REINFORCEMENT SYSTEMS-FOCUS ON WHAT YOU WANT TO SEE MORE OF

Creates Power Struggles

Builds Relationships
Example of Discipline Referral Data: Core SWIS Reports

- Avg Referrals/Day/Month
- Referrals by Prob Behavior
- Referrals by Location
- Referrals by Time
- Referrals by Student
- Referrals by Day of Week
- Referrals by Grade
QUESTION

Does your district collect and use behavior data?
Office Discipline Referrals (ODR)
Suspensions
Restraint/seclusion
Days absent
Tardies

https://www.pbisapps.org/products/swis
REQUIRED DATA SUBMISSIONS FOR PBIS SCHOOLS

- Building level Office Discipline Referral (ODR) data in fall and spring
- Tiered Fidelity Inventory (TFI)
- Climate survey data (optional at this time)
- Behavior screening data (if applicable)
CRITICAL ELEMENT 15: ANNUAL EVALUATIONS

- Tiered Fidelity Inventory
  - Conducted once in the fall for new schools-see where you are
  - Conducted in the spring each following year-see how far you’ve come!
  - Done as a team with PBIS coordinator
  - Results are for PBIS team use and planning only
  - [https://www.pbis.org/resource/tfi](https://www.pbis.org/resource/tfi)
STATE COMMITMENT TO DISTRICTS

1. All State sponsored PBIS trainings are free to all districts in the PBIS initiative (registration for the MTSS Summer Conference will be at a reduced rate).

2. A PBIS coordinator will be assigned to your district.
   - Facilitate monthly PBIS team meetings and action plan updates.
   - Provide training on behavior related topics as needed
   - Transition responsibilities for meetings and data reviews to the PBIS team by year three (or sooner if ready).
   - Transition responsibilities for ongoing training to new staff beginning year four.
GRANTS

- Years 1 and 2: $1,500.00 per building
- Year 3: $1,000.00
- Year 4: $500.00 for year four.
- The district will be responsible for all funding following year four.
- The grants are to be used for
  - Expenses related to PBIS trainings including mileage, lodging, substitute pay, and teacher stipends (meals cannot be reimbursed with these funds)
  - Data collection systems, assessment subscriptions, and educational materials
DISTRICT COMMITMENT

- Identify 100% administrative buy-in at all levels (school board, superintendent, principal)
- Assemble building level team
- Building administrator MUST be on the team and attend the three days of training
- Secure funding to ensure continued commitment and implementation
PBIS DISTRICTS

- Brookings
- McCook
- DeSmet
- Miller
- Sioux Falls
- Brandon
- Canistota
- Lead-Deadwood
- Bridgewater-Emery
- Stanley Co
- Douglas
- Deubrook
- Flandreau
- Freeman
- Chamberlain
- Andes Central
- Lemmon
- Waubay
- Irene-Wakonda
- Wolsey-Wessington
- Parker
- Leola
- McIntosh
- Vermillion
- Menno
- Harrisburg
- Big Stone City
- Bon Homme
- Hot Springs
- Dupree
- Kadoka
- Lennox
- Plankinton
- Redfield
- Rapid City
- Rutland
- Sisseton
- Smee
- Smee
- Huron
INTERESTED IN RESPONSE TO INTERVENTION IMPLEMENTATION?

- December 15, 10:00-10:30AM CST
- Meeting Link: https://state-sd.zoom.us/j/97599513874?pwd=dUo2Qmx0TFV2Y0JGTUJjWGk1WUhwQT09
- Meeting ID: 975 9951 3874
- Passcode: 135761
- Contact Brandi Gerry at brandi.gerry@state.sd.us with any questions.
NEED ADDITIONAL INFORMATION?

- Contact Becky Cain
- Rebecca.cain@state.sd.us
- 605-280-3568
QUESTIONS?