



# PBSIS

Helping Schools Build Systems of Support

The Boggs Center on Developmental Disabilities  
Rutgers, The State University of New Jersey  
*In Partnership with the*  
Offices of Special Education  
New Jersey Department of Education  
2017-2018 School Year



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ON DEVELOPMENTAL DISABILITIES

Funded by IDEA - Part B, 2017-2018

## Today's Presentation

- **NJPBSIS**
- **Tiered Intervention System for Conduct and Behavior**
- **Tracking and Using Office Conduct Referral Data**
- **Readiness Building Steps**



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[www.njpbs.org](http://www.njpbs.org)

- Partnership between NJ DOE Offices of Special Education and The Boggs Center, Rutgers Robert Wood Johnson Medical School
- No cost to participating schools and districts
- Started in 2003
- 14 cohorts with 227 schools
- Competitive application process to participate
- Schools in the network receive training on tiered intervention systems for conduct and behavior and have access to ongoing support to help sustain implementation



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## WHAT ARE TIERED INTERVENTION SYSTEMS?



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### Tiered Intervention Systems are....

- A **framework** to address the range of your students' needs
- **Continuous** to ensure students do not get lost in planning gaps
- Based on a **principle of prevention** – high quality learning environments that anticipate a range of needs reduce the need for intensive and reactive interventions



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### NJ Tiered System of Support



#### Tier 3: Tertiary Interventions for Behavior & Conduct

##### Tiers 1 and 2 plus:

- Screening process(es)
- Process for reviewing referral, assigning case manager & gathering information
- Use of the competing pathway to plan for interventions
- Coordination with outside resources (as needed)
- Progress monitoring
  - Fidelity of implementation
  - Response to intervention

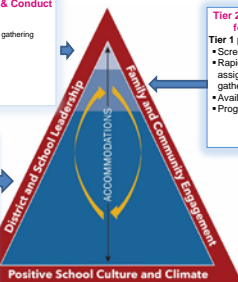
#### Tier 1: Universal Intervention for Behavior & Conduct

- Data driven intervention planning
- Use of prevention practices
  - Framework of expectations
  - Process for ongoing instruction on the expectations & social and emotional skills
  - System to support reinforcement of expectations
- Active supervision
  - Use of cueing and prompting
- Effective procedures for dealing with conduct infractions
- Progress monitoring
  - Fidelity of implementation
  - Response to intervention

#### Tier 2: Secondary Interventions for Behavior & Conduct

##### Tier 1 plus:

- Screening process(es)
- Rapid process for reviewing referral, assigning case manager & gathering information
- Available menu of interventions
- Progress monitoring
  - Fidelity of implementation
  - Response to intervention



- > Flexibility in movement between the tiers
- > Necessary accommodations through all tiers



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**Jeff Pride**  
Integrity  
Responsibility  
Excellence



**MUSTANGS A.R.E.**



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## The Role of Conduct Referral Data in the Universal Intervention



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## Analyzing Office Conduct Referral Data

### •What you need:

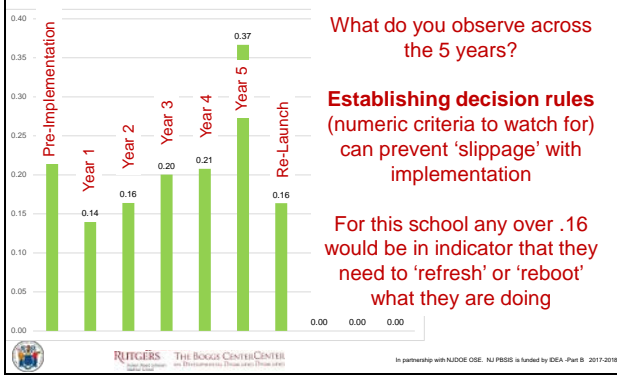
1. A system to document referrals to the office
  - Written referral form
  - Electronic referral form
2. A system for quantitatively capturing the referrals that come to the office
  - Electronic method
  - Paper / Pen method
3. System for generating reports for specific data needs



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## Using Data: Average Per 100 Students Per Day



What do you observe across the 5 years?

**Establishing decision rules** (numeric criteria to watch for) can prevent 'slippage' with implementation

For this school any over .16 would be in indicator that they need to 'refresh' or 'reboot' what they are doing

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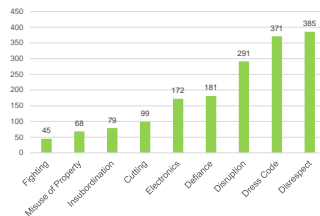
## Using Data: Infraction Patterns

What are the top 3 infractions?

How would you prioritize which ones to address?

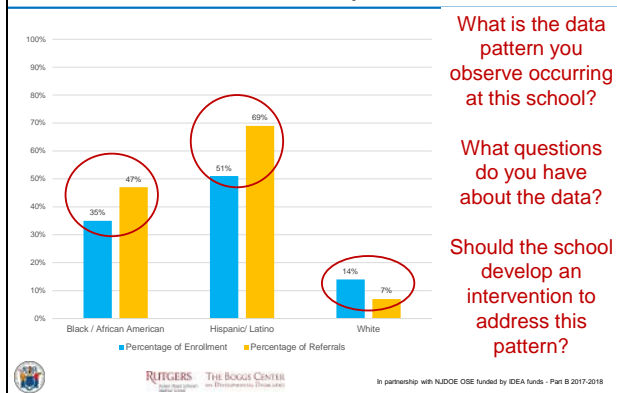
Are the infractions:

*A procedure following issue?  
Rooted in a social skill deficit?*



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## Using Data: Race / Ethnicity Pattern



What is the data pattern you observe occurring at this school?

What questions do you have about the data?

Should the school develop an intervention to address this pattern?

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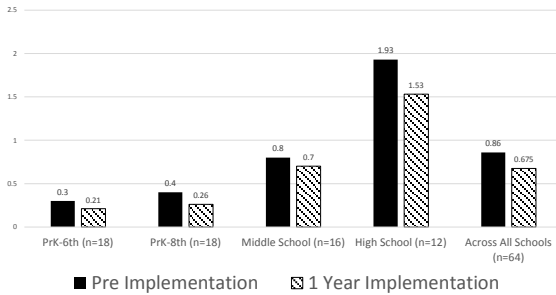
## NJ PBSIS OUTCOME DATA



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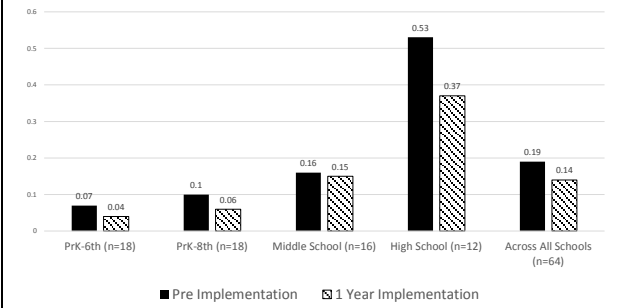
### NJ PBSIS Outcome Data Office Conduct Referrals Average Per Day Per 100 Students



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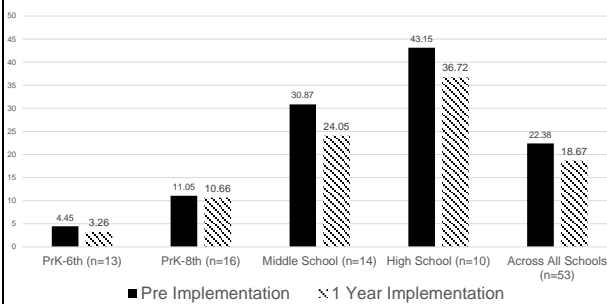
### NJ PBSIS Outcome Data Office Conduct Referral Average Per Day Per 100 Students: Students with IEPs



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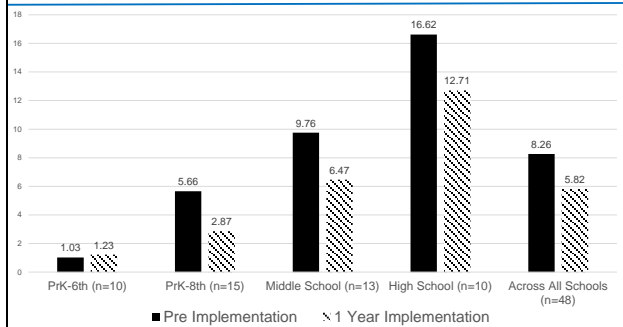
### NJ PBSIS Outcome Data Out of School Suspension Average Per 100 Students



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### NJ PBSIS Outcome Data Out of School Suspension Average Per Day Per 100 Students: Students with IEPs



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## Readiness Steps

- Orientation for building Principals
- Assemble a leadership team
- Complete the Benchmarks of Quality
- Begin tracking Office Conduct Referral Data



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## Contact Information

- Contact Sharon for more information about joining the NJ PBSIS network and the readiness steps for implementation:

Sharon Lohrmann, PhD  
Assistant Professor of Pediatrics  
Director, NJ PBSIS  
[sharon.lohrmann@rutgers.edu](mailto:sharon.lohrmann@rutgers.edu)

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## ADDITIONAL INFORMATION AND RESOURCES



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## Acronym Clarifications

MTSS	PBIS	NJTSS	NJ PBSIS
<i>Multi-tiered Systems of Support</i>	<i>Positive Behavior Interventions and Supports</i>	<i>New Jersey Tiered System of Support</i>	<i>Positive Behavior Support in Schools</i>
<ul style="list-style-type: none"> <li>• Umbrella framework for academic and behavior tiered intervention systems</li> <li>• Referenced in ESSA</li> </ul>	<ul style="list-style-type: none"> <li>• A specific type of tiered system framework for intervention planning to address behavior and conduct needs</li> <li>• Reference in IDEA</li> </ul>	<ul style="list-style-type: none"> <li>• The New Jersey specific application of a tiered system</li> </ul>	<ul style="list-style-type: none"> <li>• The NJ training team to deliver professional development on tiered intervention systems for behavior and conduct</li> <li>• Every state has some version of a state training team</li> </ul>
Visit <a href="http://www.rti4success.org/">http://www.rti4success.org/</a>	Visit <a href="http://www.pbis.org">www.pbis.org</a> , the national OSEP TA Center on PBIS	Visit <a href="http://www.state.nj.us/education/njtss/">http://www.state.nj.us/education/njtss/</a> for the NJTSS page	Visit <a href="http://www.njpbs.org">www.njpbs.org</a>



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# UNIVERSAL INTERVENTION



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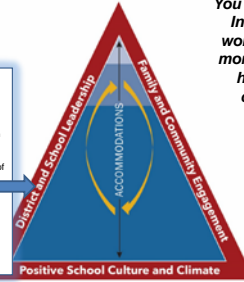
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# NJ Tiered System of Support



## Tier 1: Universal Intervention for Behavior & Conduct

- Data driven intervention planning
- Use of prevention practices
  - Framework of expectations
  - Process for ongoing instruction on the expectations & social and emotional skills
- System to support reinforcement of expectations
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- Effective procedures for dealing with conduct infractions
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  - Fidelity of implementation
  - Response to intervention



*You know the Universal Intervention Tier is working when 80% or more of your students have 0 or 1 office conduct referral*



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## Universal Intervention Tier Toolkit of Practices

- **Rapport Building Strategies**
- **Instruction on Soc.-Emo. skills**
  - Up front teaching
  - Teachable moments
  - Review when error patterns occur
- **Environmental Cues**
  - State expectations positively
  - Clearly defined routines and rituals
  - Visual cues and attention getting signals
  - Prompting
- **Reinforcement**
  - Use a 3:1 praise ratio
  - Link to incentives
- **Area Management**
  - Active Supervision
  - Redirection and Error Correction

*The Universal Tier is a collection of practices aimed at PREVENTING problem behavior from occurring*



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## SOAR to Success

*Respectful and Responsible*



The students' performance is here

**Frame Expectations Positively**

**Teach Expectations & SEL Skills**

**Reinforce Performance**



The goal for student performance is here



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## Change Begins with Having the Right Information

Teach students the skills you want them to display



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# ADVANCED TIER PLANNING



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## Advanced Tier Intervention

- Advanced Tier Intervention refers to the process of augmenting the universal intervention with specific interventions, supports and strategies for students who meet a pre-determined criteria of need



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## NJ Tiered System of Support



### Tier 3: Tertiary Interventions for Behavior & Conduct

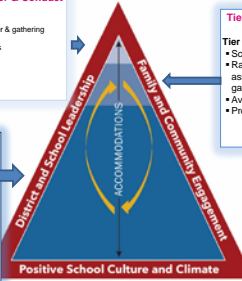
- Tiers 1 and 2 plus:**
- Screening process(es)
  - Process for reviewing referral, assigning case manager & gathering information
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### Tier 1: Universal Intervention for Behavior & Conduct

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### Tier 2: Secondary Interventions for Behavior & Conduct

- Tier 1 plus:**
- Screening process(es)
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- Flexibility in movement between the tiers
- Necessary accommodations through all tiers



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## Use a Screening Process

- Screening is the process of applying a systematic process and operationalized process to determine which students have intervention needs at the secondary (tier 2) and tertiary (tier 3) levels. Some examples include:
  - 3 Office Conduct Referrals
  - 1 Out-of-School Suspension Assignment
  - Chronic absenteeism
  - Significant change in disposition (e.g., becoming withdrawn)



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## Characteristics that Distinguish Secondary and Tertiary Interventions

### Secondary Tier Interventions

- Rapid enrollment into the interventions (within 1 week of eligibility)
- Pre-determined menu of interventions
- Small group intervention delivery (most often)
- Short(er)-term intervention

### Tertiary Tier Interventions

- Comprehensive planning (can take 3-4 weeks to assess need)
- Interventions are designed specific to the student's behavior pattern
- Small group & individually-based intervention delivery
- Long(er)-term intervention
- Outside-agency coordination



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## Examples Secondary Tier Interventions

- Check-in Check-out systems
- Mentor
- Counseling or Support Groups
- Enrichment Activities
- Social-Emotional Skill Groups
- Counseling or Support Groups
- Academic Adjustments
- Incentive Systems



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