

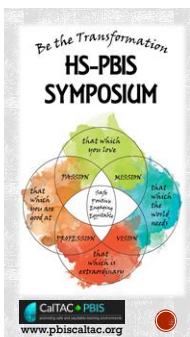
High School PBIS Symposium 2018

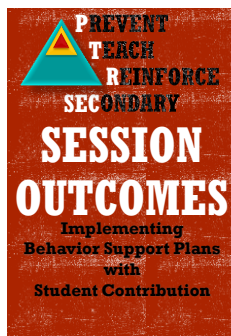


**PREVENT
TEACH
REINFORCE
SECONDARY**
Implementing Standardized
Behavior Support Plans
with Student Contribution

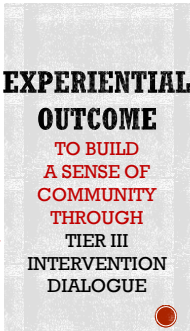
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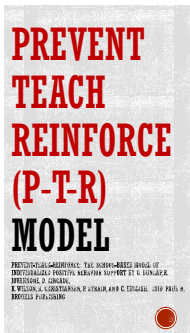
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**RATIONAL
OUTCOME**
TO EXPLORE
PREVENT
TEACH
REINFORCE
SECONDARY
(PTR-SEC)
WITH HS-PBIS
IMPLEMENTATION
CONSIDERATIONS






Evaluating Prevent-Teach-Reinforce (PTR) in a High School Setting
 Kaitlin Sullivan, ksullivan@usf.edu
 Graduate Thesis, University of South Florida
 June 25, 2016



Tier 2/3 Systems Support Team

Individual Student Team
 Individual Student Team
 Individual Student Team

TEAMING
Individual Student-Centered Team




Step One: Goal Setting and Individual Behavior Rating Scales (IBRST)

Target Behavior	Define																			
Behavior to Decrease TASK REFUSAL Refusing to follow directions, refusing to complete assignments, refusing to participate in class, refusing to follow classroom rules, refusing to follow school rules.		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Behavior to Increase WORK COMPLETION Following directions, completing assignments, participating in class, following classroom rules, following school rules.		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1




KEY:
 Problem Behavior Definition Time/Routine: All day Specific Time/Routine:
 5 = Fantastic day 81%-100%
 4 = Typical best day 61%-80%
 3 = Good day 41%-60%
 2 = Fair day 21%-40%
 1 = Typical worst day 0%-20%


Replacement/Alternate Desired Behavior: Definition Time/Routine: All day Specific

Time/Routine:
 5 = Fantastic day 81%-100%
 4 = Good day 61%-80%
 3 = Some day 41%-60%
 2 = Typical best day 21%-40%
 1 = Terrible day 0%-20%



Step Two: Functional Assessment and Problem Analysis

PREVENT Data	TEACH Data	REINFORCE Data
 <p>When teachers were attending to other students (independent work time), and she was asked to begin working on a non-preferred subject (i.e., history or math).</p>	<p>she would engage in task-refusal.</p>	<p>As a result, she avoided having to engage in academic work and received attention from adults and peers.</p>
 <p>When asked to begin a non-preferred task (i.e., math) that was too difficult or told that work was wrong.</p>	<p>he would engage in off-task behaviors</p>	<p>As a result, he gained attention from adults and avoided/delayed the task demand.</p>
 <p>When having minimal work to complete, a request was made of him, and teacher attention was elsewhere.</p>	<p>he would engage in disrespectful interactions with adults.</p>	<p>As a result, he gained attention from adults in the form of verbal interactions or access to requested activities with preferred adults.</p>



embedding **choice** as an antecedent intervention may lead to a decrease in challenging behavior
(Kern et al., 1998)

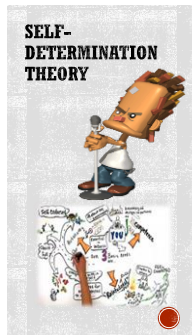


allowing students to provide input during FBA and BIP development may offer opportunities for **choices**, which could decrease the likelihood of challenging behavior

high levels of **self-determination** have been correlated with increased GPAs and decreased absences and disciplinary encounters with middle school students with behavior disorders (Herron & Martin, 2014)



How is your PBIS implementation facilitating internal regulation and increasing **RELATEDNESS** **COMPETENCE** **AUTONOMY** with your students?



Step 1: Goal Setting-Student Version

Student Name: _____

WHAT BEHAVIORS DO YOU WANT YOU WOULDN'T DO SO MUCH IN SCHOOL?

Target Behaviors:	Definition:

WHAT BEHAVIORS DO YOU WISH YOU WOULD DO MORE IN SCHOOL?
WHAT BEHAVIORS WOULD YOU LIKE TO DO MORE THAT WOULD LET YOU MEET YOUR GOALS?

Target Behaviors:	Definition:

Step One: GOAL SETTING STUDENT VERSION



1. Do you have a specific objective for each of the following? If yes, what is it?

... Do you have a specific objective for each of the following? If yes, what is it?	... Do you have a specific objective for each of the following? If yes, what is it?
... Do you have a specific objective for each of the following? If yes, what is it?	... Do you have a specific objective for each of the following? If yes, what is it?


2. Do you have a specific objective for each of the following? If yes, what is it?

... Do you have a specific objective for each of the following? If yes, what is it?	... Do you have a specific objective for each of the following? If yes, what is it?
... Do you have a specific objective for each of the following? If yes, what is it?	... Do you have a specific objective for each of the following? If yes, what is it?

3. Do you have a specific objective for each of the following? If yes, what is it?

... Do you have a specific objective for each of the following? If yes, what is it?	... Do you have a specific objective for each of the following? If yes, what is it?
... Do you have a specific objective for each of the following? If yes, what is it?	... Do you have a specific objective for each of the following? If yes, what is it?

Step Two: F-B ASSESSMENT Prevent Component STUDENT VERSION



1. Does (student behavior) get you attention from classmates?

... Yes. List the specific classroom _____

... No _____

2. Does (student behavior) get you attention from adults?

... Yes. List the specific adults _____

... No _____

3. Does (student behavior) get you items or preferred activities (games, electronics, materials, food) from classmates or adults?

... Yes. List the specific objects or preferred activities _____

... No _____

4. Does (student behavior) get you avoid or delay a transition from a preferred activity to a non-preferred activity?

... Yes. List the specific transition _____

... No _____

5. Does (student behavior) get you to avoid or delay a non-preferred (difficult, boring, repetitive) task or activity?

... Yes. List the specific non-preferred tasks or activities _____

... No _____

6. Does (student behavior) get you away from a non-preferred classroom or adult?

... Yes. List the specific classroom or adult _____


... No _____

7. What behaviors could you do that would help you meet your academic and behavior goals? Select 5 behaviors that would allow you to participate in class, make positive grades, and get credits toward graduation.

<input type="checkbox"/> Study skills	<input type="checkbox"/> Homework completion	<input type="checkbox"/> Work productivity (complete and turn in assignments)
<input type="checkbox"/> Socially engage (e.g., working cooperatively with peers, cooperates)	<input type="checkbox"/> Organizational strategies	<input type="checkbox"/> Time management
<input type="checkbox"/> Participates, present, and be engaged	<input type="checkbox"/> Self-regulation (controls impulses, stays calm, cooperates with strategy)	<input type="checkbox"/> Active to class or task

Other _____

Step Two: F-B ASSESSMENT Teach Component STUDENT VERSION



**HOW DOES
PREVENT
TEACH
REINFORCE
SUPPORT SELF-
DETERMINATION
WHEN STUDENTS
ARE INVOLVED?**



**BUILDING
CAPACITY
PREVENT
TEACH
REINFORCE**

CalTAC + PBIS
promoting safe and equitable learning environments

CalTAC+PBIS (Technical Assistance)	PTR MASTER FACILITATORS (District Level)	PTR FACILITATORS (Site Level)	PTR TEAMS (Site Level)
<p>Function: PTR Master Facilitator Academy</p> <p>Year One: CalTAC, TRS & PTR Master Facilitator Academy Training (3 days)</p> <p>Year One: CalTAC, TRS & PTR Master Facilitator Academy Training (3 days)</p> <p>Year One & Two: PTR Master Facilitator Academy of Practice</p>	<p>Function of PTR Master Facilitator Academy: To provide technical assistance and implementation of the PTR program</p> <p>Year One: CalTAC, TRS & PTR Master Facilitator Academy Training (3 days)</p> <p>Year One: CalTAC, TRS & PTR Master Facilitator Academy Training (3 days)</p> <p>Year One & Two: PTR Academy of Practice</p> <p>Year One & Two: PTR Academy of Practice</p>	<p> PTR Master Facilitator with PTR Master Facilitator</p> <p>Year One: PTR Master Training & Implementation (3 days)</p> <p>Year One: PTR Master Training & Coaching Support (3 days)</p> <p>Year Two: PTR Master Training & Coaching Support (3 days)</p>	<p> PTR Master Facilitator with PTR Master Facilitator</p> <p>Year One: PTR Master Training & Implementation (3 days)</p> <p>Year Two & Three: PTR Master Training & Coaching Support (3 days)</p>

The End

PLANNING • BUILDING

THANK YOU

CalTAC + PBIS
promoting safe and equitable learning environments

Cristy Clouse & Barbara Kelley
www.pbiscaltac.org
