

Incorporating Check & Connect With PBIS

Presenters:

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PBIS portions of the following material were developed by:

George Sugai and Rob Horner

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In conjunction with **The Iowa Department of Education**

Check & Connect information provided by:

University of Minnesota

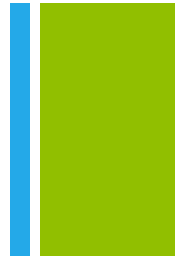
Session Behavioral Expectations

EXPECTATION	TRAINING SESSION
BE RESPECTFUL	Please, <ul style="list-style-type: none">◆ Be an active listener and use technology to enhance learning◆ All contributions are considered and acknowledged
BE RESPONSIBLE	Please, <ul style="list-style-type: none">◆ Wait your turn when sharing out◆ Participate in learning activities when prompted
BE PREPARED	Please, <ul style="list-style-type: none">◆ Start and end activities promptly◆ Contribute when called upon◆ Take notes for personal review

+ Outcomes for today's session:

Participants will:

- Review the main components of PBIS System and Check & Connect
- Learn from Iowa's state-wide Check & Connect implementation efforts
- Make connections between C&C & PBIS Implementation Efforts
- Review C&C data and the implications of strong systems functioning

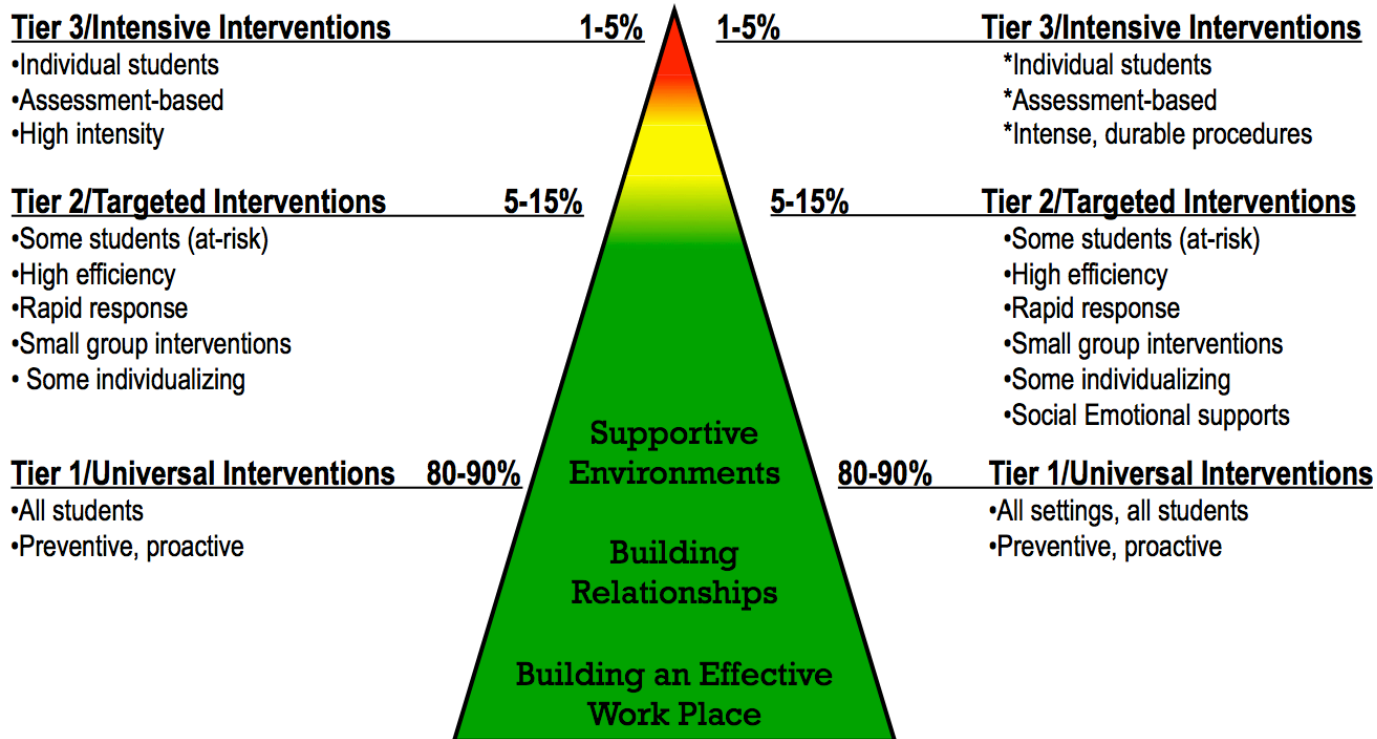


School-Wide Systems for Student Success: Conceptual Model of PBIS



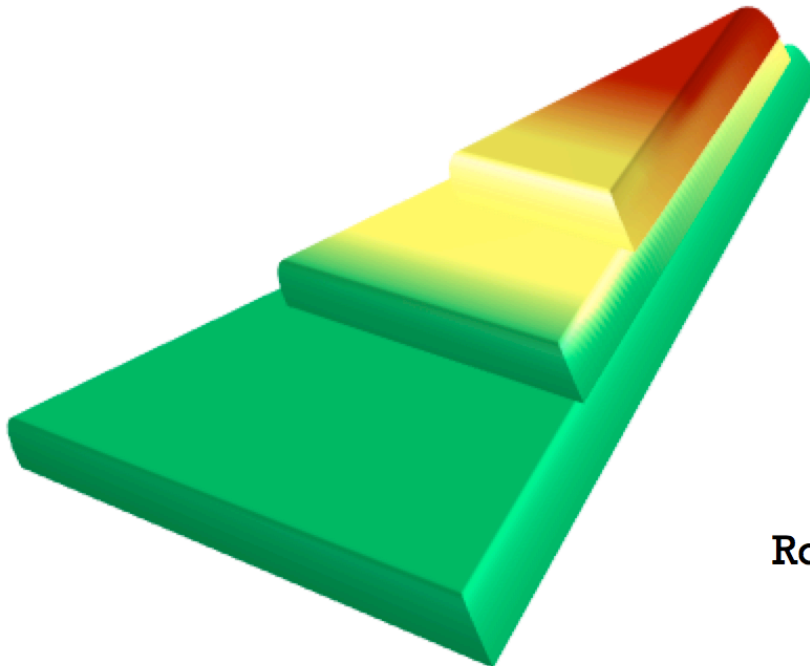
Academic Systems

Behavioral Systems



Multi-Tiered Systems of Support (MTSS)

Layers are ***added***
for those that need
additional supports



Intensive Tier:

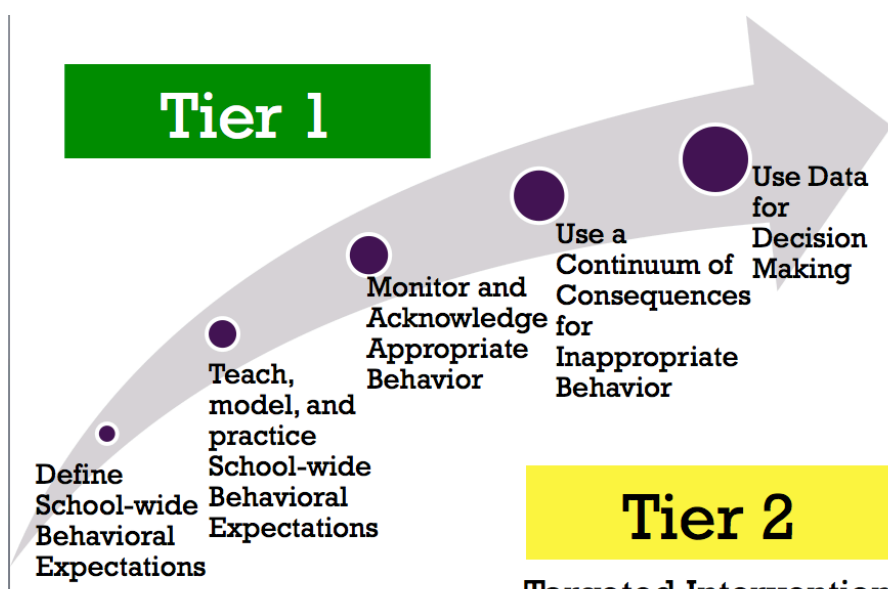
Individualized, intensive,
evidence-based instruction for
a few students

Targeted Tier:

Small group, targeted, evidence-
based instruction for some
students

Universal Tier:

Robust instruction in the IELS & Iowa
Core For All Students



Tier 1

Define School-wide Behavioral Expectations

Teach, model, and practice School-wide Behavioral Expectations

Monitor and Acknowledge Appropriate Behavior

Use a Continuum of Consequences for Inappropriate Behavior

Tier 2

Targeted Interventions

- Check In Check Out
- Check In Check Out with Modified Features
- Social Academic Instructional Groups (SAIG groups)
- Check & Connect

Tier 3

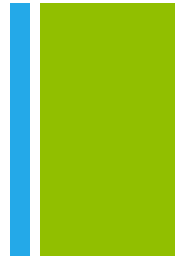
Intensive Interventions

- Function-based, assessment-driven, evidence-based interventions for individual students
- Wrap-around services

Tiers of support in a PBIS system



Iowa's Check and Connect Journey

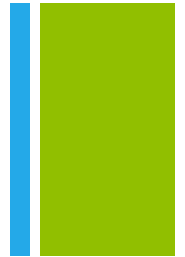


- March 2014 - Initial training
 - 16 Trainers
 - No additional FTE
 - Comprehensive Implementation 2-day training
- April-September 2014 - Iowa trainers observed
- May 2015 - Training options expanded
- Technical assistance provided throughout



Initial Successes

- Strong interest from schools
- Training well-received
- Continuity in training materials
- Fits well within MTSS system
- Fills a need for evidence-based Tier 2 interventions





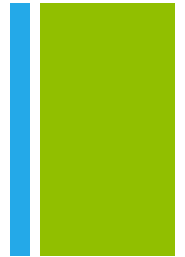
Initial Challenges

- Maintaining momentum for building implement
- Providing technical assistance and coaching
- Honoring other mentoring programs
- Ensuring fidelity of data collection
- Determining building readiness
- Allowing time to get trained
- Modifying to fit state professional development system





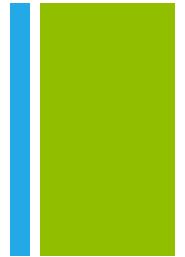
Current Challenges



- Growing new trainers
- Navigating differences in AEAs
- Adding mentors to implementing buildings
- Developing Readiness Recommendations
- Training Non-PBIS vs. PBIS buildings
- Developing State-wide evaluation system
- Determining fit in new PBIS model
- Building capacity for coaching support



Addressing Differences in AEAs - Training Choices for 2015-16



Initial Training		Adding Mentors	Follow-up training
Choice 1	Choice 2	Choice 3	Optional
<i>2 Day Comprehensive Implementation</i> 2-day Mentor or 1-day Mentor Follow-up training, Fidelity and Sustainability training	<i>1-Day Prep and Implementation</i> <i>2-day Mentor or 1-day Mentor</i> Follow-up training, Fidelity and Sustainability training	<i>2-day Mentor or 1-day Mentor</i> Follow-up training, Fidelity and Sustainability training	Follow-up training, Fidelity and Sustainability training

Red indicates Requirements of each choice

- Follow-up and TA for fidelity and sustainability provided to all, just not required as a formal training

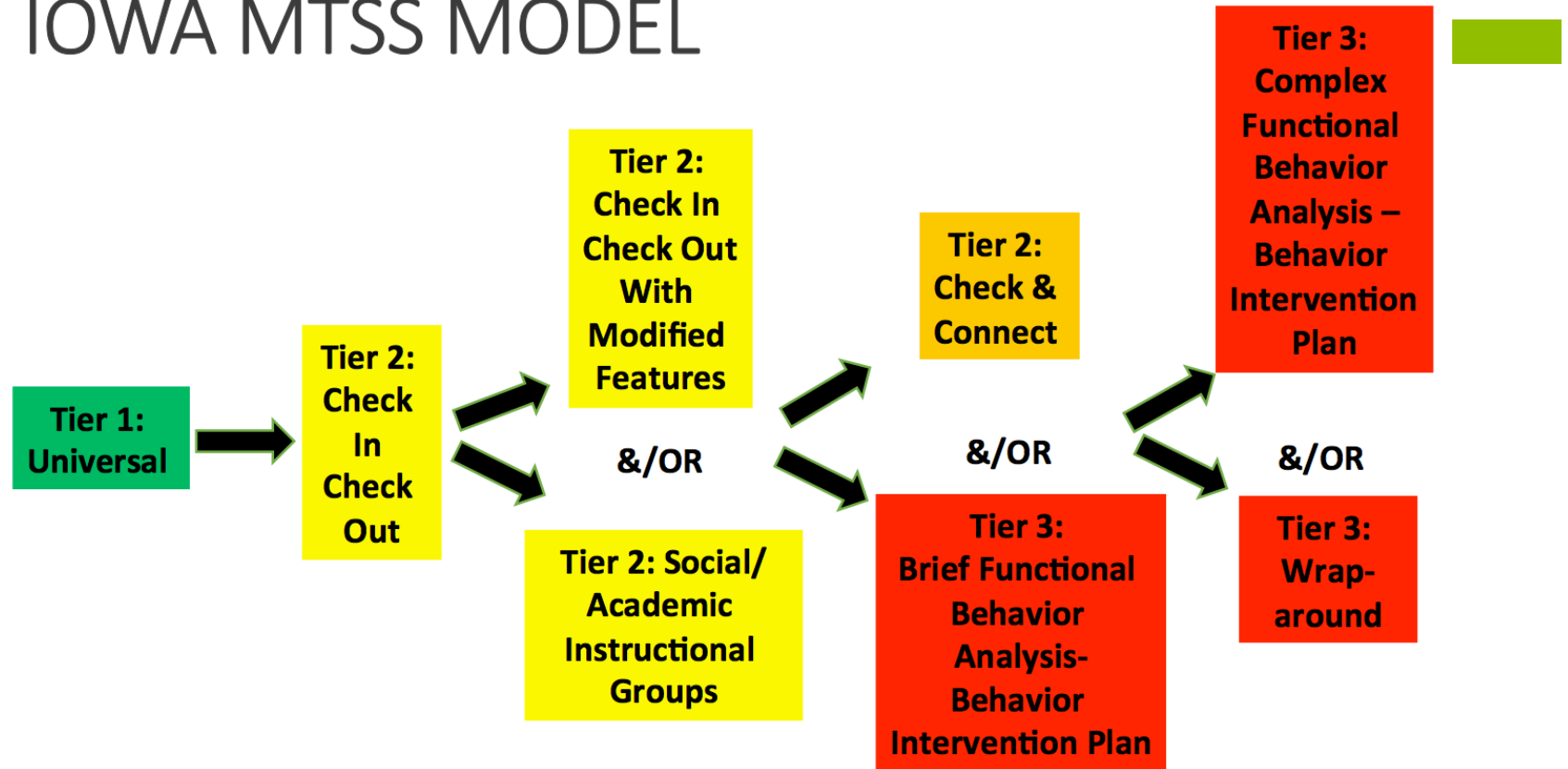
Check & Connect Readiness Indicators

School/Facility: _____ Certified Check & Connect Trainer: _____ Date: _____

Readiness Indicators	Data Source	Status		
		Not in place	Partial	In Place
1. Building administrator supports the implementation and use of the Check & Connect Mentoring Program and commits to attending Preparation & Implementation Training or Comprehensive Implementation Training.	Admin Interview			
2. A school/facility-wide behavior support team exists with access to training and support for Check & Connect and reviews behavioral data and student needs/progress at least twice monthly.	Team Roster & Meeting Schedule			
3. If school/facility is implementing PBIS, Tier 1 fidelity criteria on the Tiered Fidelity Inventory has been met.	TFI (Tiered Fidelity Inventory)			
4. If school/facility is implementing PBIS, Check In/Check Out has been implemented with integrity for at least one year (70% of students are meeting 80% goal and no ODRs).	TFI (Tiered Fidelity Inventory)			
5. The school/facility agrees to identify a Check & Connect Coordinator to support mentors and facilitate Check & Connect implementation with fidelity.	Admin Interview			
6. The school/facility agrees to utilize a Check & Connect Monitoring Form to assess student progress and needs.	Check & Connect Monitoring Form			
7. Within three months of Check & Connect Training, the school/facility is committed to having a clearly documented Check & Connect system. Procedures include: a. Writing a description of the program b. Identifying a Check & Connect Coordinator c. Document a process for identifying students for Check & Connect d. Develop Check & Connect monitoring form e. Develop a process and materials for involving adults, students, and families	Completed Planning Guide			
8. The school/facility agrees to provide Check & Connect Coordinators and Mentors with access to all necessary information needed for the monitoring form (i.e., student records, grades, attendance, behavior data, etc.).	Data Entry & Report Generation Schedule			
9. The school/facility agrees to allocate time to Check & Connect Coordinators and Mentors for weekly student data-review, mentoring time and time to collaborate (i.e., coordinators, parents, other mentors and staff).	Data Entry & Report Generation Schedule			
10. The school/facility agrees to access coaching support on the use of Check & Connect implementation and data for decision-making.	Admin Interview			
11. A small number of people within the school/facility are identified to attend Comprehensive Implementation or Preparation and Implementation Training (District and/or Building-Level Administrator, Check & Connect Coordinator, Tier 2/Internal Coach Team representation, potential mentor(s), At-Risk Staff).	Training dates			
12. The school/facility agrees to ensure that all mentors complete Check & Connect Mentor training with their designated coordinator. If mentors are to be trained separately, criteria a-e in item #7 (see above) must be in place before attending.	Admin Interview			



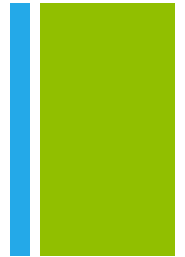
IOWA MTSS MODEL



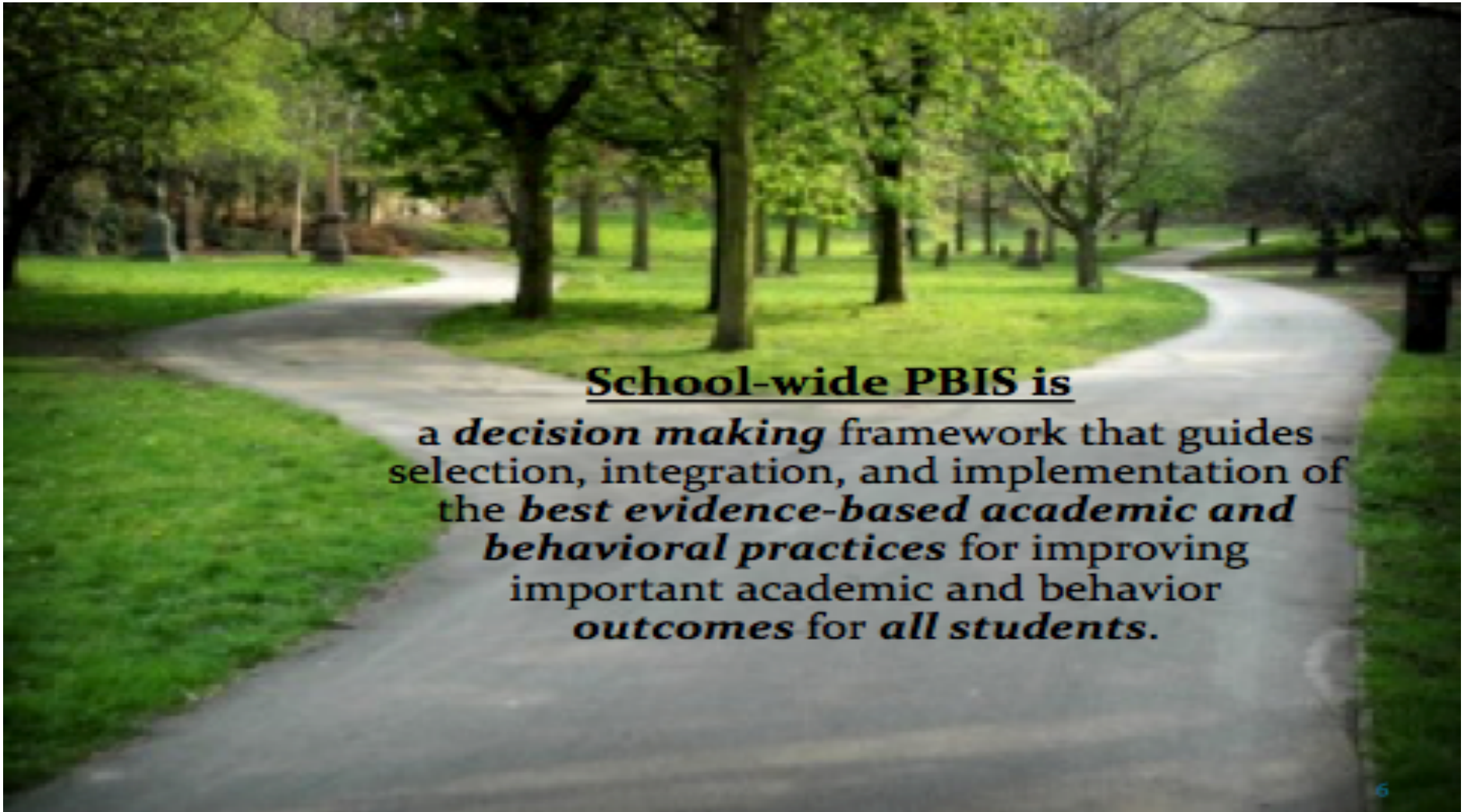
Two ways that students are placed into the continuum of interventions:

1. **Bottom up:** students are identified through decision rules as needing additional level supports.
2. **Immediate need:** students present as needing higher level supports right away and are placed in appropriate intervention based on meeting decision rule criteria

+ Developing State-wide Evaluation System



- Need for:
 - Fidelity measures
 - State-wide designation for C & C with start date in data system
 - Consistent decision making rule for progress
- Exploring options at this conference



School-wide PBIS is

a *decision making* framework that guides selection, integration, and implementation of the *best evidence-based academic and behavioral practices* for improving important academic and behavior *outcomes* for *all students*.

Main Logic for PBIS:

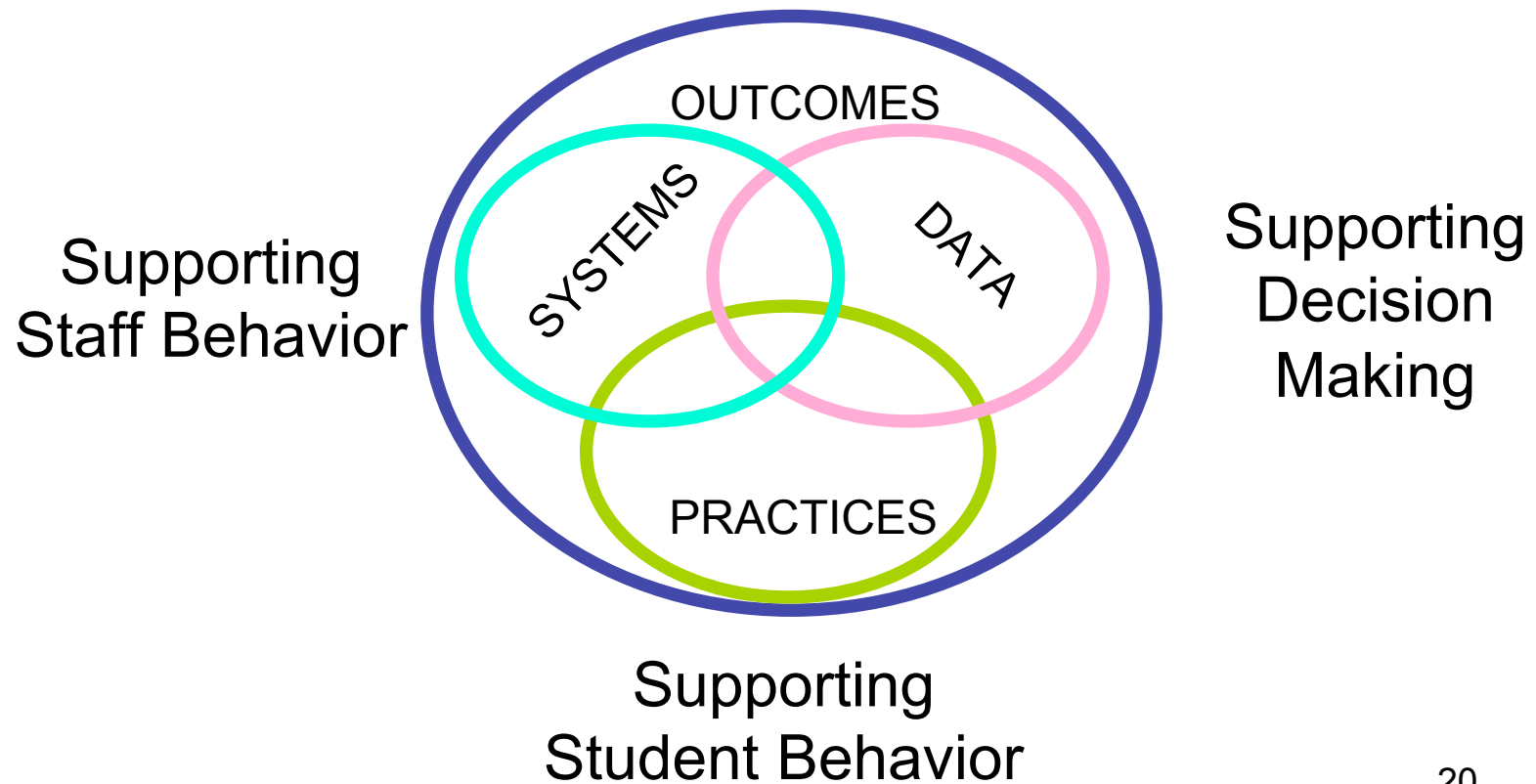
School-wide behavior support

- Begin with focus on all students
- Thinking functionally
- Provide as intense of services and resources as needed (per data!)

PBIS Implementation Framework

- **Organize resources**
 - Multi-Tier Mapping, Gap Analysis
- **Early Intervention**
 - Actions based on outcomes (data!), not procedures
 - Preventive
- **Evidence-Based**
 - Implemented with fidelity
- **Better ensure success**
 - Coaching and Support (staff)
 - Progress monitoring and performance feedback
 - Problem-Solving process
 - Increasing levels of intensity

Supporting Social Competence, Academic Achievement and Safety



Systems for SW-PBIS

- Administrative Leadership
- Team-based implementation
- Defined commitment
- Allocation of FTE
- Budgeted support
- Development of decision-driven information system
- Formal policies



Systems

Building A Culture of Competence



- **Define** behavioral expectations
- **Teach, model, & practice** behavioral expectations
- **Monitor and acknowledge** appropriate behavior
- Provide **corrective consequences** for problem behaviors.
- Use collected **data** to solve problems and make decisions.

Use of data

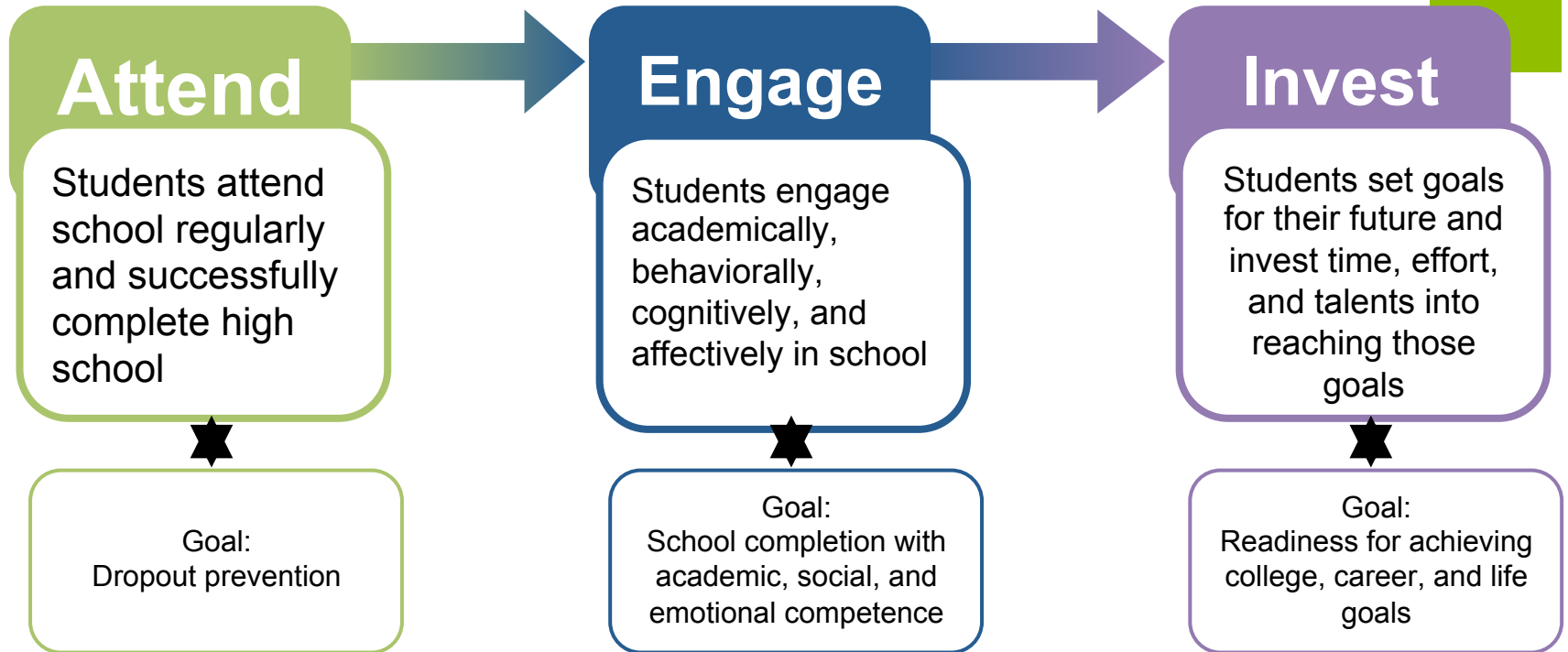


Data

1. Using **data** to make decisions and solve problems
2. Use of data to determination implementation integrity

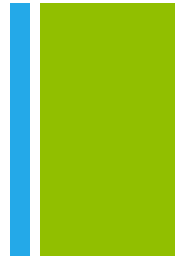


Attend-Engage-Invest Continuum





Goal for Check & Connect

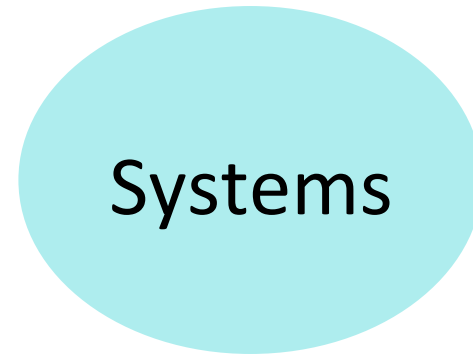


- Decrease tardy, absence, suspensions
- Increase student achievement
- Create student connectedness at school
- Create a home to school partnership
- High school graduation with academic and social competence



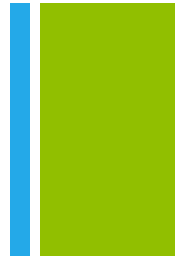
Systems for C&C

- Administrative leadership
- Coordinator & Mentors
- Defined commitment (2+ years)
- Allocation of FTE
- Budgeted support
- Decision-driven information system





Focus on Alterable Variables



Status

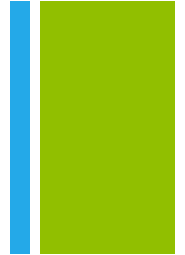
- Age
- Metro status and region
- Disability
- Socioeconomic status
- Ethnicity
- Gender
- Family structure

Alterable

- Attendance
- Attitude toward school
- Extracurricular participation
- Behavior
- Homework
- Grades, credit accrual



Burlington Community School District Criteria



Attendance

- 3 unexcused absences - 21 periods
BHS,
- 24 periods Elementary and Middle
School,
- 5 Tardies - look for a pattern
- 2 Truancies

Behavior Referrals

- 3 or more majors resulting in ODR (3
chronic minors may result in an ODR)

Transient

- 2 or more moves in-district in a year

Grades

- More than 2 D's or 1 or more F's
(high school and middle school)
- Elementary will look at other
identifiable factors (STAR, FAST, NI -
Needs Improvement noted on report
card in 1 or more academic areas)

Household Factors

- Siblings have qualified for C&C
- Parent in prison, close family
member death



Basic Intervention

- **Check** the Data
- **Connect** with the student:
 - Share “Checked” data
 - “Connect” PBIS school-wide expectations
 - Provide students with feedback
 - Problem solve
 - Review and/or set goals set with student



Practices



Basic Intervention



Practices

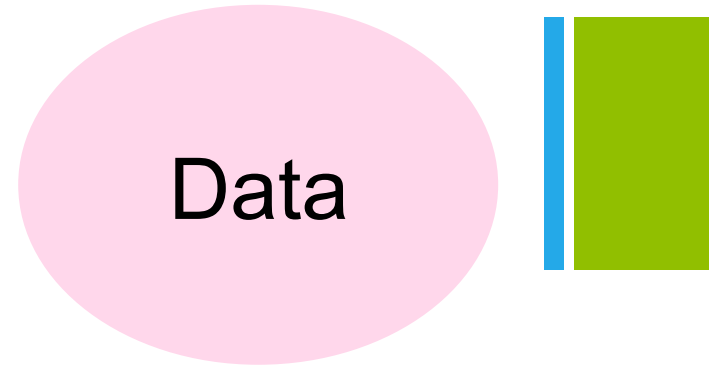


- Help students deal with everyday demands:
 - Facilitate opportunities for success with school work
 - Communicate the relevance of education to future endeavors
 - Create a caring and supportive niche in the school environment and connectedness to school
 - Help students with problem-solve



Program Impact:

- Improvements in...
 - Attendance/Tardy?
 - Behavior?
 - Academics?
 - Engagement?
- Effects on...
 - Participants?
 - Staff?
 - All students in the school?



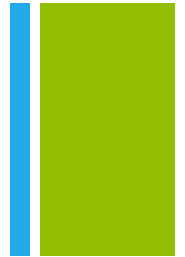
Implications For PBIS Based On The Data:

- Tier 1

- Tier 2

- Tier 3

+ What our students are saying...



- “My goal for next year is to not get into trouble and be on point with my grades.”
- “Check and connect helped me reduce the number of tardies from 12-16 in a week to 2 or none a week by the end of the year.”
- “C&C is a positive thing to be involved in...I want to do it again next year.”
- “I liked the end of the year celebration.”

+ What staff is saying...

“This (C&C) program allows teachers the opportunity to get to know students at a deeper level and for students to get to really know teachers. They see that teachers care and want for students to do well, and it offers an opportunity for teachers to improve upon teaching, modeling, and giving positive feedback to students.”

“Check & Connect gives students an opportunity to flourish and grow and at the same time as a person, a teacher, I know I had a little bit to do with that but essentially it is all them.”

“Mentoring has had its challenges, but well worth it as my student told me she felt she had someone to go to anytime during school or outside.”



 Burlington District Data: Suspension



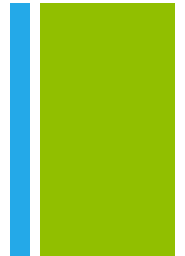
Building	# Targeted	# Assigned C & C mentor	# Monitor	# fewer removals and days of suspension in 2014-15 than 2013-14	% fewer removals and days of suspension in 2014-15 than 2013-14	Notes
Stone	36	26	8	20	77	1 moved; 1 no need
BAHS	23	10	4	9	90	9 dropped
BHS	76	47	20	39	83	9 moved
Aldo	45	14	24	14	100	2 IEP; 5 moved
TOTAL	180	97	56	82	87.5	

+ Scott & Jacob



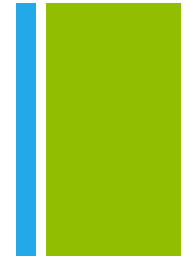


CHECK DATA:	JANUARY	FEBRUARY	MARCH
TARDY	113	147	173
UNEXCUSED ABSENCE	493 (periods)	437 (periods)	282
EXCUSED ABSENCE	68 (periods)	81 (periods)	167
ODR	2	3	3
RTC	13	12	13
ISS/OSS	3	2	7





CONNECT DATA:	JANUARY	FEBRUARY	MARCH
FORMAL MEETING	980	1006	1152
INFORMAL MEETING	279	268	314
PARENT CONTACT	66	45	14
TEXT	4	0	1
EMAIL	0	0	4
PARENT MEETING	1	0	3
STAFF COMMUNICATION	5	5	0



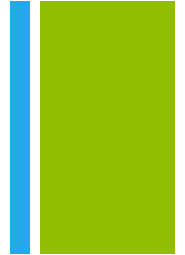


CHECK DATA:	PRE - C & C 8/18/14- 12/31/14	Implement ation 1/5/15- 4/21/15	OVERALL RESULTS	OVERALL RESULTS
Behavior incidents	542	491	Decrease by 3/4 incident p/ day	50%
Overall Absences	162 (periods)	148 (periods)	Decrease by 1 period p/ day	42%
Tardy	288	272	Decrease	23%



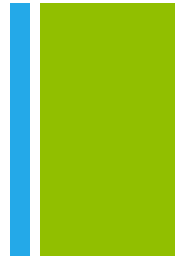


CHECK DATA:	JANUARY	FEBRUARY	MARCH
TARDY	26	6	7
UNEXCUSED ABSENCE	6 (periods)	4 (periods)	7
EXCUSED ABSENCE	4 (periods)	0 (periods)	21
ODR	0	0	0
RTC	0	1	0
ISS/OSS	0	0	0





School-wide Evaluation Tool (SET)



The SET is a research survey conducted by an outside evaluator to assess the critical features of Universal (Tier I) School-wide PBIS (SWPBIS). The evaluation allows teams to:

- Assess features in place
- Determine annual goals
- Evaluate on-going efforts
- Design and revise procedures
- Compare year to year efforts

The SET can be taken twice the first year – a pre and a post evaluation. Subsequent evaluations are often conducted annually.

+ Coaching:

Aldo Leopold - SET Score (Teaching/Overall)

Fall 2014 = 55/56

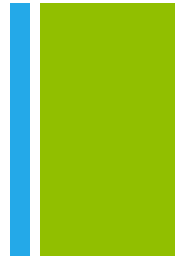
Spring 2015 = 90/91

100% of targeted students had fewer removals and suspensions than the previous year

Edward Stone - SET Score (Teaching/Overall)

Spring 2015 = 60/84

77% of targeted students had fewer removals and suspensions than the previous year





Edward Stone V. Aldo Leopold



Building	# Targeted	# Assigned C & C mentor	# Monitor	# fewer removals and days of suspension in 2014-15 than 2013-14	% fewer removals and days of suspension in 2014-15 than 2013-14	Notes
Stone	36	26	8	20	77	1 moved; 1 no need
Aldo	45	14	24	14	100	2 IEP; 5 moved
TOTAL	81	40	32	34	88.5	

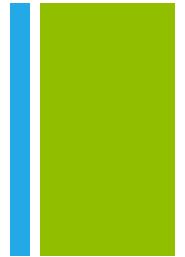
+ Mentor Self-assessment



- Complete as a pre, mid, and post-year assessment
- Data will help guide next steps



Next Steps:



For Burlington & Fairfield, Iowa as a state

- Training
- Tracking through state data system
- Sustaining C & C and building capacity



QUESTIONS?

