Aligning Pupil Services Within the PBIS Framework: Avoiding Parallel Systems of Support

Emilie O'Connor, M.S.W.
Technical Assistance Coordinator

Objectives

1. Identify two action steps that further align pupil services' work within equitable multi-level systems of supports.

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
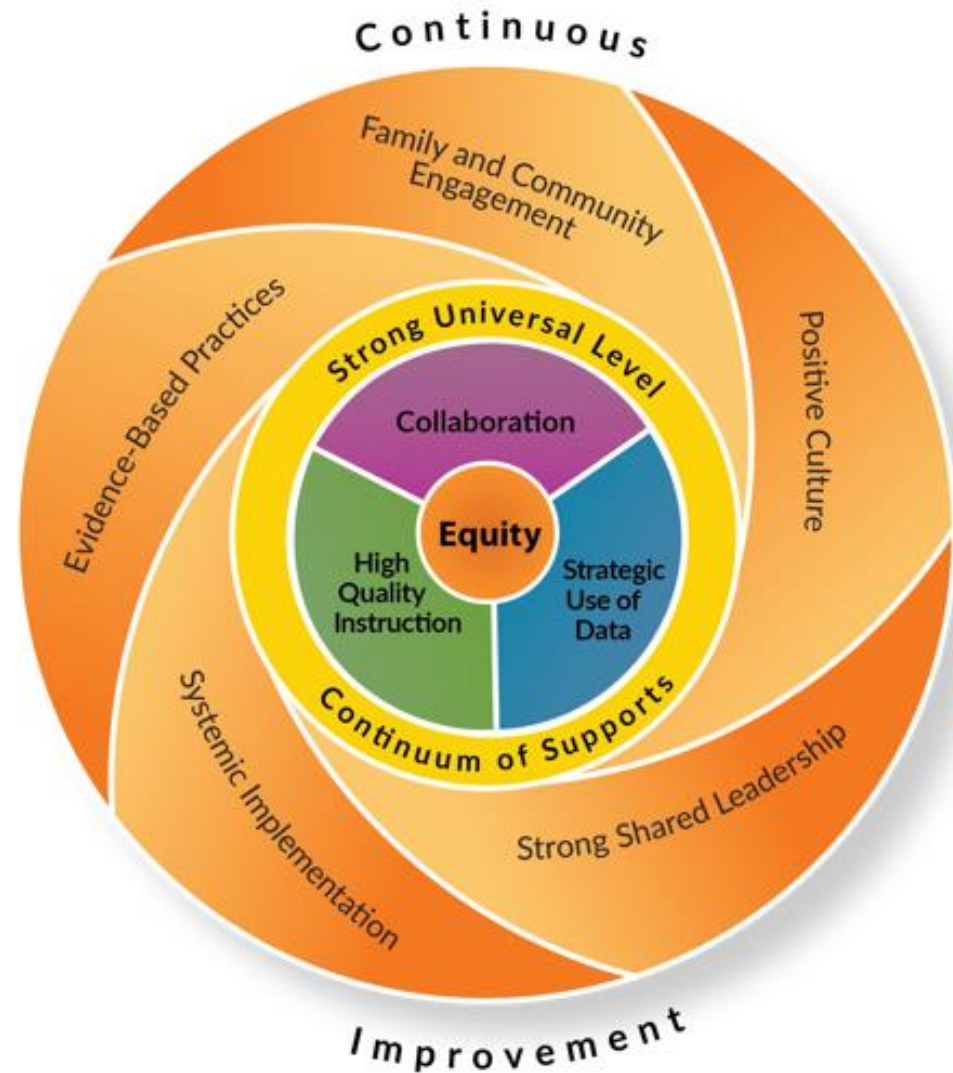
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PBIS 2018

In Wisconsin:

Equitable Multi-Level Systems of Supports

Systemic Implementation

Schools and districts can better meet the needs of every learner when **policies, programs, practices, roles, and expertise are aligned** and coordinated into an interdependent whole.

The systems approach of an equitable multi-level system of supports enables schools and districts to **proactively provide** the most effective instruction and supports to learners.

In this way, systemic implementation helps ensure **all learners benefit equitably** from access, opportunity, and support across the school and district.

Welcome!

Introduce yourself (name, role, school, district)

What is one change you've experienced in your role as a result of implementing equitable multi-level systems of support (RtI and/or PBIS)?

Turn and Talk

1. How would administrators, staff and families describe your role? Is it the same or different from how you describe your role?

2. How are decisions made in your school about how and when to give students more social/emotional support?

3. How are you currently assessing whether your work is effective?

Current Status

Graphically represent how students access supports for social, emotional, academic enabler, and behavioral supports past Tier 1 in your school and for what.

Indicate where your role fits within that.

Assume differentiated Tier 1 teaching and supports are solidly in place in 80% of all classrooms.

Prepare to share out!

For What You Directly Support:

1. Draw an arrow next to those you directly implement. ⟶

2. <u>Underline</u> those you support through training, coaching, or decision-making.

3. Circle any that are supported by a team.

4. Put a star next to any that are aligned to concepts you know are systematically taught in context at tier 1. ★

Cohesive Decision-Making?

Tier 2

Tier 2

Tier 3
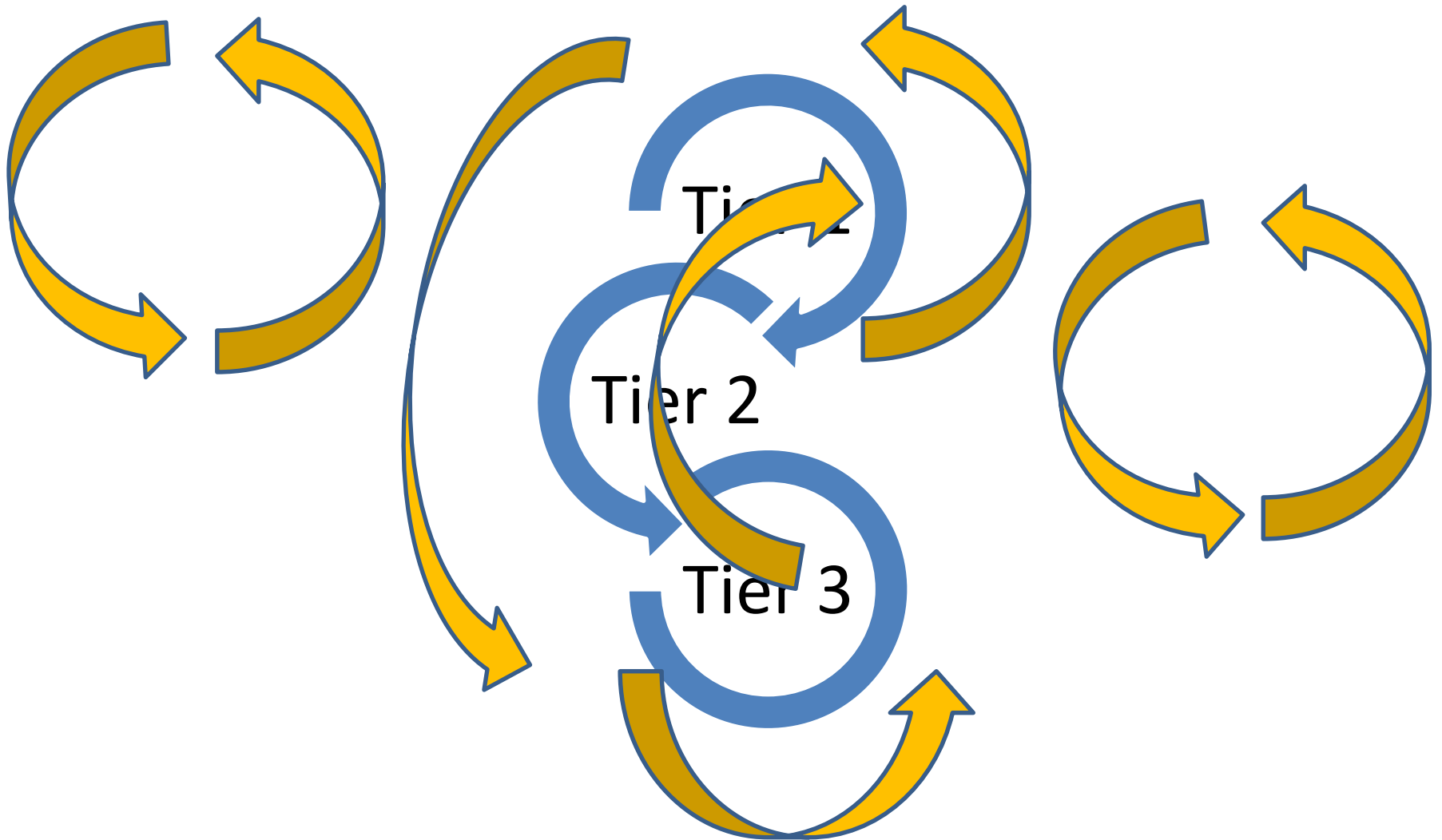
Contributing Factors

- Any student, any time, any reason sent to a pupil services staff for "support"

- Subjective vs. data driven decision-making

- Determining response to support only in the group or one-on-one

- Social, emotional, behavioral and academic enabler skills primarily supported and "owned" by pupil services

- Supports based on life events rather than reaction to life event and data

Tier 2 Interventions

- Aligned with tier 1
- Supported by and driven by a team
- Include six features
  - Entry/Exit Criteria
  - Increased Teaching with Opportunities to Practice
  - Increased Adult Feedback
  - Increased Home-School Connection
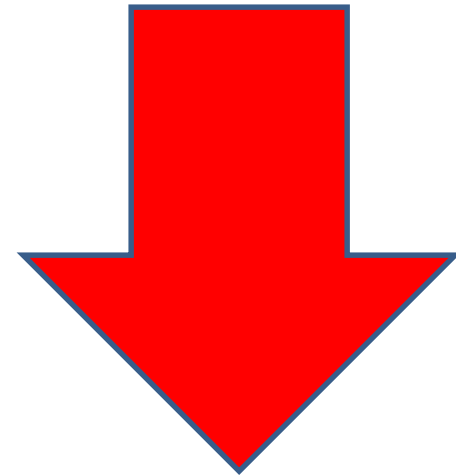 - Progress Monitoring
  - Fidelity

Work Backwards: Tier 3

Think of a common tier 3 need that occurs in your school as it pertains to social, emotional, academic enabler, behavioral skills.

How do you know?

What supports are provided?

Link this need to prosocial skills.

Work Upwards: Tier 1

If underlying, foundational skills were taught and supported through universal supports, what would that look like?

How would you know?

What supports would be provided to the staff involved?

Early Intervention: Tier 2

Refer back to your chart of supports.

Is there an intervention that provides additional support and instruction around the skill identified?

Aligned and Systemic

- Pupil services:
  - Plan with a leadership team to determine effective, efficient supports
  - Provide training and ongoing support to build capacity
- Supports are:
  - Data-driven
  - Aligned through the tiers
  - Skill-based
  - Widely known with common understanding

Questions to Answer with a Team:

- Is this practice evidence-based?
- Does our data still suggest a need for this practice?
- If so:
  - Does the team have oversight and support the practice?
  - Is it aligned with tier 1 practices?
  - Does it include all six features?

If not, do we modify or discontinue?
If yes, celebrate and sustain!

Universal first and always

Learning is the Desired Outcome

Not the practice or service itself.

Access is not enough.

Application in the natural environment is essential.

Brainstorm: Possible Next Steps

Popcorn Share

1. Any lingering questions?

2. What is an "ah-ha moment" from this session?

Contact Information

Emilie O'Connor

Wisconsin RTI Center / PBIS Network

oconnore@wisconsinpbisnetwork.org

414.238.4559