

Training for Trainers of School-wide PBS

Choosing Small Group / Targeted Interventions

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Essential Features

Emphasis is on continuum and interrelated components of data, practices, systems

Small Group / Targeted Interventions

- When universals not sufficient to impact behavior
- When students display chronic patterns
- When concerns arise regarding students behavior

Small Group / Targeted Interventions: Building Blocks

- Teach/build pro-social replacement behaviors
- Build maintenance and generalization strategies to promote use
- Attend to possible function of the problem behavior

Consider

- Not fixed group
- Student's needs vary across continuum over time and within academic/social area
- Least intrusive but matched to student need

Important Themes

- Part of a continuum – must link to school-wide PBS system
- Efficient and effective way to identify students
- Assessment = simple sort
- Intervention matched to presenting problem but not highly individualized
- Important Themes
- Small group = all students get the same intervention (e.g., pull out social skills)
- Targeted = altering classroom or other environment to support a small number of students but will likely benefit all students (e.g., classroom environment changes)

Common misperception is that these strategies will "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff are often involved in the intervention – Important to stress that these interventions will require high level of involvement among ALL staff within the school building

Small Group / Targeted Interventions

Social Skills

- Identify critical skills (deficit or performance problem)
- Develop social skill lessons
- "Tell, show, practice"
- Match language to school-wide expectations
- Generalization strategies

Must provide clear & specific activities all staff follows to promote generalization & make sure staff using strategies

Self-Management

- Teach self-monitoring & targeted social skills simultaneously
- Practice self-monitoring until students accurately self-monitor at 80% or better
- Periodic checks on accuracy

It is not simply giving students a self-evaluation check-list, must teach and practice to fluency and reinforce both accurate self-evaluation and appropriate behavior

Mentoring

- Focus on "connections" at school
 - Not monitoring work
 - Not to "nag" regarding behavior
- Staff volunteer
 - Not in classroom
 - No administrators
- Match student to volunteer
 - 10 minutes min per week

Emphasize the importance of being ready to meet with student on a regular, predictable, and consistent basis. Goal is not to become a "friend," but a positive adult role model who expresses sincere and genuine care for the student

Check-in

- Focus is on academic & social compliance
 - AM / PM
- Teach strategies to enter work /objectives to accomplish
 - Agendas
- All staff must prompt/reinforce student use

Emphasize the goal is to fade out the check-in so the focus should be on reinforcing students for accurately self-monitoring and work completion across the school day

Peer Tutoring

- Tutors must be taught how to teach
- Tutors must be taught what to do if tutee does not comply
- Tutors must be given the option to drop out at any time without penalty

Initially, peer tutoring should be undertaken only with close and on-going teacher supervision to ensure success

Academic Support

- Homework
 - If data indicate it doesn't come back, give up the battle and build support within the school day
- Remediation
 - Direct instruction in addition to the current curriculum
- Accommodation
 - Within instruction

Emphasize the need to identify and intervene early before students fall behind – Ideal is routine screening using CBM to identify students early

Individual Support Plans

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Linked to school-wide system

Range of approaches to train school teams: *General case to specific adaptation*

Working with School Teams

- Universals must be well established and in-place
- Target practices that are preferred or promising (empirically validated)
- Teach basic features of strategies first (general case)
- Keys
 - Match intervention to student need
 - TA to adapt general case to school need
 - Staff implementing interventions have skills and support
 - ALL staff aware of interventions and their part in promoting generalization
- Focus on the systems to support throughout

Data

- Systematic way to identify at-risk students (e.g., office referrals, teacher nomination, rating scales)
- Measure progress and fade support slowly

Practices

- Within class first option
- Pull out programs must have generalization strategies
- Link small group with school-wide rules and social skills
- Academic & social strategies

Systems

- Training for ALL staff on procedures
- Options for students who transfer in during school year

Screening & Assessment

- Routine review of individual student data
- Efficient teacher referral system
- Parent referral
- Screening tools (e.g. SSBD)
- Look for those students who are often “under the radar”...
 - Students who change addresses frequently
 - Temporary or seasonal farmers or workers in the community
 - Homeless students
 - Students in foster care or juvenile service homes

Screening & Assessment

- Office discipline referral data-decision rules
 - 3 ODR for same offense = child study team
- Review of attendance, grades, achievement, other archival data
- Teacher referral
 - Simple form
 - Quick response

Focus is on sorting student for service, not “diagnosis and placement.”

Social-Behavioral Concerns

- Social skills
- Self-management

Academic Concerns

- Peer Tutors
- Check in
- Homework club

Emotional Concerns

- Adult tutors

Plan for Integrity of Implementation

- Teaching
- Coaching and feedback
- Scripts for adults to follow
- Data Collection
- Follow-up support meetings
- Follow up data evaluation