

Session 13: The Role of the School-based Clinician in PBIS


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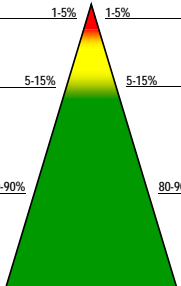
Telling the Story

To be exposed to:

- Ways to evolve practice in the context of RTI/PBIS
- One districts professional development plan for clinicians
- One clinicians experience with RTI/PBIS
- Trends across districts

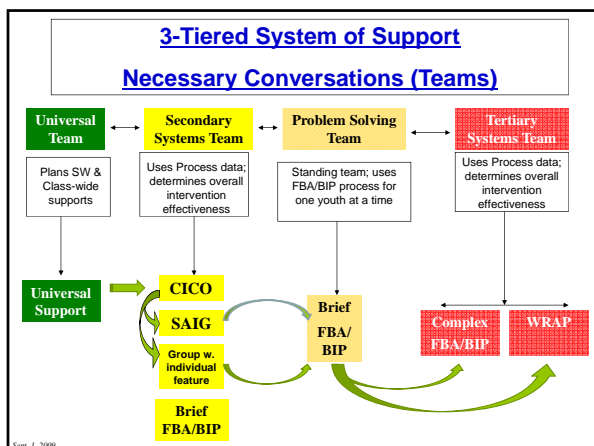


School-Wide Systems for Student Success: A Response to Intervention (RTI) Model

Academic Systems		Behavioral Systems
<p>Tier 3/Tertiary Interventions 1-5%</p> <ul style="list-style-type: none"> • Individual students • Assessment-based • High intensity <p>Tier 2/Secondary Interventions 5-15%</p> <ul style="list-style-type: none"> • Some students (at-risk) • High efficiency • Rapid response • Small group interventions • Some individualizing <p>Tier 1/Universal Interventions 80-90%</p> <ul style="list-style-type: none"> • All students • Preventive, proactive 		<p>Tier 3/Tertiary Interventions 1-5%</p> <ul style="list-style-type: none"> • Individual students • Assessment-based • Intense, durable procedures <p>Tier 2/Secondary Interventions 5-15%</p> <ul style="list-style-type: none"> • Some students (at-risk) • High efficiency • Rapid response • Small group interventions • Some individualizing <p>Tier 1/Universal Interventions 80-90%</p> <ul style="list-style-type: none"> • All settings, all students • Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
 Adapted from "What is School-wide PBIS?"
 CDEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
 Accessed at <http://pbis.org/schoolwide.htm>

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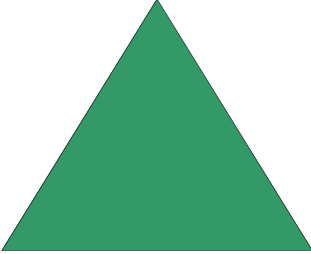
To meet this challenge, school psychologists will need to:

- Open to changing how students are identified for intervention; how interventions are selected, designed, and implemented; how student performance is measured and evaluated; how evaluations are conducted; and how decisions are made.
- Open to improving skills (as needed) in evidence-based intervention strategies, progress monitoring methods, designing problem-solving models, evaluating instructional and program outcomes, and conducting ecological assessment procedures.
- Willing to adapt a more individualized approach to serving students while also adapting a more systemic approach to serving schools.
- Willing and able to communicate their worth to administrators and policymakers—to “sell” new roles consistent with the provisions of IDEA 2004.

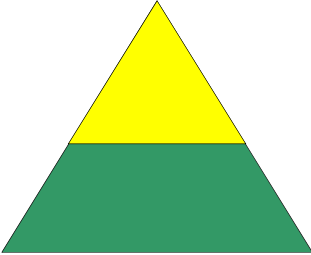
To meet this challenge, school social workers will need to:

- Be willing to re-examine their approaches to change and problem resolution.
- Take risks in terms of attempting new interventions and strategies.
- Examine their beliefs about special education and services to students with special needs.
- Engage in regular and ongoing professional development opportunities.
- Be more physically available to the classroom.
- Examine their personal service delivery system and make adaptations to better serve students.
- Determine more efficient ways to provide services to more students.
- Become more expert in data collection.

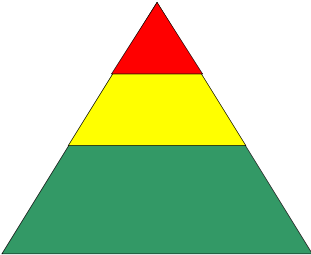
Tier 1
con·sult



Tier 2
co·or·di·nate



Tier 3
fa·cil·i·tate



District Example



District U-46

- School District U-46 serves portions of 11 communities in the northwest suburbs of Chicago in Cook, DuPage and Kane Counties.
- School District U-46 serves over 40,000 children in grades preK-12. The District ranks as the second largest in Illinois with 40 elementary schools, 8 middle schools and 5 high schools.
- 30/53 schools are implementing some level of PBIS
- Approximately 50 School Social Workers/20 School Psychologists
 - Guidance Counselors are not yet included
- Over the past 9 years little professional development

2010-2011 Professional Development

- Day 1 Functional Behavior Assessment
- Day 2 Behavior Intervention Planning
- Day 3 Small Group/Community Alliance
- Day 4 FBA/BIP Introduction to Wrap
- Monthly opportunities for coaching of FBA/BIP

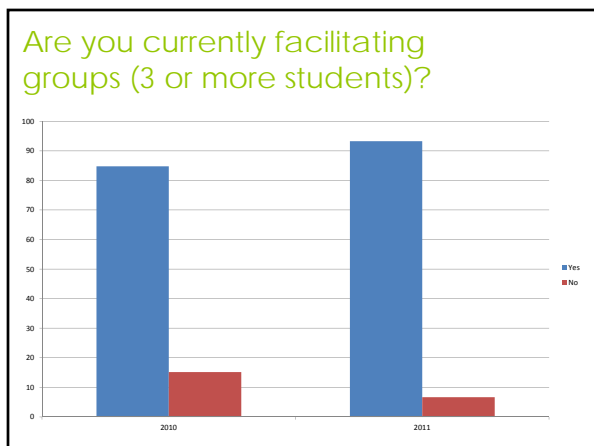
2011-2012 Professional Development

- Second Step Curriculum
- Strong Kids/Strong Teens
- Wraparound Day 1
- Wraparound Day 2

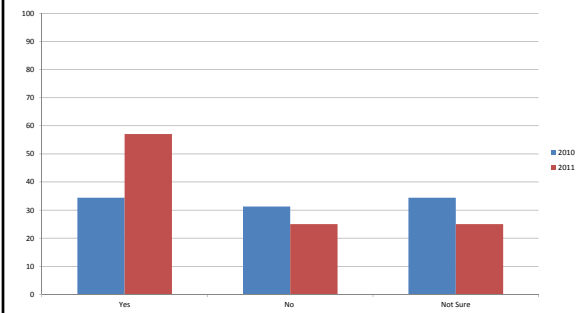
- Monthly opportunities for coaching of FBA/BIP and wraparound

Survey Social Workers

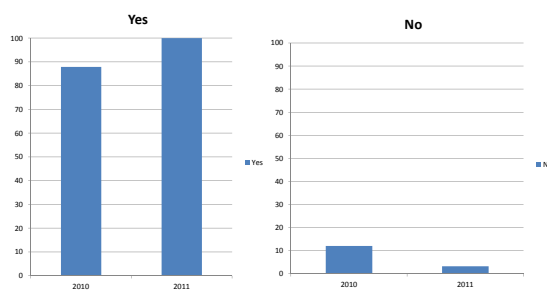
2010		2011	
33/50 Responded	66%	30/50 Responded	60%
Elementary	60.6%	Elementary	70%
Middle	21.2%	Middle	3.3%
High School	27.3%	High School	30%



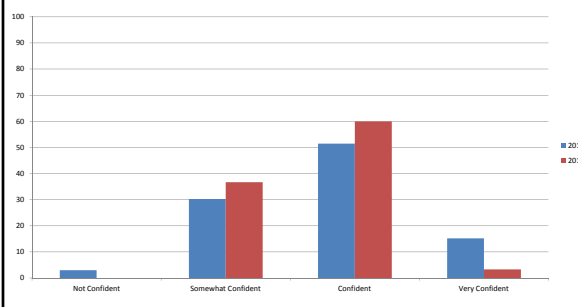
Are you using evidence-based curriculum for your work with individual students and groups?

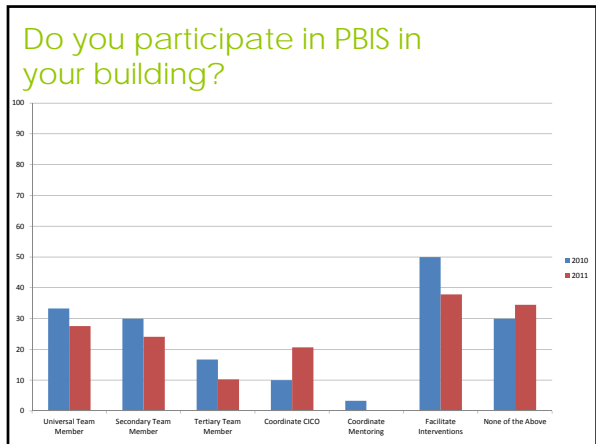


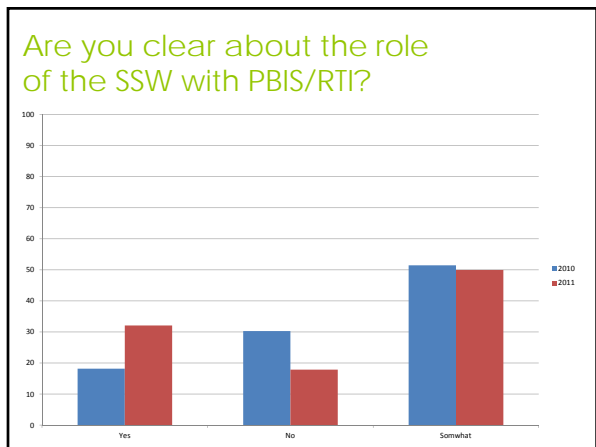
Do you currently conduct FBA/BIPs in your building?



Do you feel confident conducting functional behavior assessments and supporting a team in writing a behavior intervention plan?







U-46: Long term goals

- Clinicians fluent in evidence based practice
 - Small Groups, FBA/BIP, Wraparound
- Monthly opportunities for feedback/problem solving
- Clinicians are collaborative members of problem solving teams
 - As students transfer buildings individual plans continue
- Clinicians are leaders in the RTI/PBIS process

The Role of
the Clinician
Ali Hearn MSW, LCSW

Professional Experience

- 6 years of experience
 - Prairie Grove Middle School
 - Marlowe Middle School
 - Huntley High School

Social Worker, 2006

- Daily Job Responsibilities:
 - Individual and Group Counseling
 - Crisis Intervention Work
 - FBA and BIP
 - Social Developmental Evaluations
 - Assessments
 - Grade Level Team Meetings
 - Problem Solving Team Meetings (weekly)
- Beyond the Limits: Projects Outside of Daily Duties
 - Hero In The Hallway
 - Red Ribbon Week Competition/Activities
 - Character Education Curriculum Development for 6th grade
 - Social Emotional Learning Grant / Planning

Social Worker, 2011

- o **Daily Job Responsibilities:**
 - Individual and Group Counseling
 - Crisis Intervention Work
 - FBA and BIP
 - Social Developmental Evaluations
 - Assessments
 - Consultation with Classroom Teachers
 - Problem Solving Team Meetings (weekly)
- o **Beyond the Limits: *Job Roles Outside of Daily Duties***
 - Social Work Team Leader for the District
 - RENEW Facilitator
 - Tier 3 Coach
 - Student Support Programming- System Coordinator

Social Worker, 2016

- o **Daily Job Responsibilities:**
 - Tier 3 Meetings (weekly)
 - Tier 2 Meetings (weekly)
 - Student Support Programming Data Team Meeting(weekly)
 - Student Support Programming Team Meetings (weekly)
 - Train Facilitators in the Development of FBA and BIP
 - Lead Trainings for Classroom Teachers (social and emotional strategies)
 - Train Facilitators/Help Support Facilitators for SAIGs (weekly)
 - PBIS Interventions Facilitator – During Raider Time
 - Individual and Group Counseling
 - Crisis Intervention Work
 - Assessments

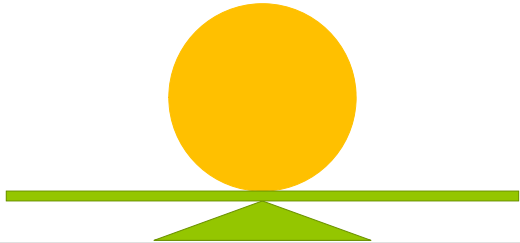
Social Worker, 2016

- o **Beyond the Limits: *Job Roles Outside of Daily Duties***
 - Social Work Team Leader for the District
 - PBIS Committee Member for the District
 - Present Data and Status of PBIS at District Office Meetings / Board of Education Meetings

TRANSITION PERIOD

INDIVIDUAL/DIRECT MINUTES WITH STUDENTS

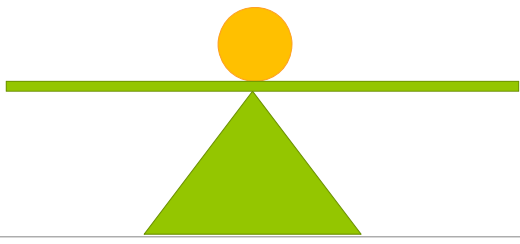
TIME SPENT IN ROLES SUCH AS COORDINATOR, FACILITATOR, COACH, ETC.



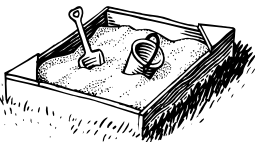
AFTER

INDIVIDUAL/DIRECT MINUTES WITH STUDENTS

TIME SPENT IN ROLES SUCH AS COORDINATOR, FACILITATOR, COACH, ETC.



What/Who is in your sandbox?



- Individual school staff
- School teams
- Administration
- District Office administration
- Other Buildings in the district
- Systems

Common Trends

- Moving from reactive to preventative
- Time efficient and least restrictive
- Moving from Tier 1 to leading Tier 2/3
- Facilitating Tier 3 Interventions
- Serving students needs vs. "labeled" populations
- Systems approach
- Intervention vs. Referral to Professional

QUESTIONS???

Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
