

IPBS in Bethel: What We've Learned in 7 Years

Erin White, Behavior Specialist
Helena Hafdahl, Special Education Teacher
Bethel School District
Eugene, Oregon

About Bethel School District

- Located in Eugene, Oregon
- Approximately 5,700 students
- 60% of students qualify for free and reduced lunch
- Schools
 - 5 Elementary Schools
 - 2 K-8 Schools
 - 2 Middle Schools
 - 1 High School
 - 1 Alternative High School

The Beginning...

- In order to address behavior we used...
 - Piecemeal approach
 - Reactionary strategies and "wait to fail"
 - Reliance on one individual to "fix" kids
 - Train and hope
 - "Best guess" interventions
 - Ship 'em off

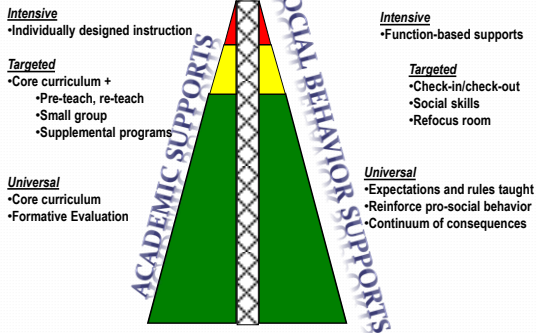
But We Know What Works...

- Prevention and early intervention
- Interventions derived from behavior analysis
 - Explicit instruction
 - Opportunities to practice
 - Reinforcement of desired behavior
 - Immediate feedback
 - Plan for generalization and maintenance
- Progress monitoring & data-based decisions

Enter IPBS

- Bethel had been implementing PBIS since the 1990s
 - But the district needed to build in supports for students needing Tier II and III supports
- IPBS came to Bethel via model demonstration grant in 2007
 - Worked closely with University of Oregon, Educational Community Supports, Dr. Cindy Anderson and Dr. Rob Horner
 - Implemented district wide in all elementary, middle and K-8 schools

Braiding of Supports—Bethel School District



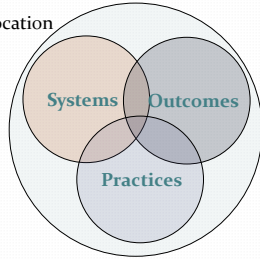
Kowalko et al., 2007; Bethel School District Eugene, OR

It was hard work to do....

- Team-based decision-making
- Resource management and allocation
- Access to technical assistance
- Data guide decisions



- District planning & oversight



Building Team

- Schools had to build their teams
 - Administrators
 - Special Education Teachers
 - Counselors
 - Speech/Language Specialists
 - General Education Teachers
 - Educational Assistants
 - School Psychologist
 - District Behavior Specialist

Team Decisions at Tiers II and III

- Individual student decisions
 - Who needs an intervention?
 - What intervention is likely to work?
 - Who will guide implementation?
 - How will we progress monitor?
- School-level decisions
 - What interventions do we have that work?
 - What interventions are not working?
 - Do we need additional interventions?—how do we find them?
 - What systems-features are needed for our interventions?

Setting Up Advanced Tiers

- Schools are doing a lot!
- Focus on Tier II interventions
- Build better systems: Assess what already is in place
 - Interventions
 - Team structures
 - Progress monitoring tools
- Look for existing systems to modify
- Emphasis is on data-based decisions
- Teams provide format for
 - Intervention decisions
 - Progress monitoring

Do Current Tier II Interventions:

- Meet current needs
- Require only minimal staff time
- Have needed materials readily available
- Use best instructional practice
- Generalize to educational settings
- Build off of Tier I foundation
- Have documentation
- Contain data-based rules for selecting students
- Have data-based rules for progress monitoring

Success rests on...

**PROGRESS
MONITORING**

Data Collection

- Frequent progress monitoring
- Easy to use—requires only a brief amount of teacher time
- Provides objective data that can be graphed
- Tied to intervention objectives and goals
- SWIS: CICO and ISIS

Building Level – What it Looks Like

- Building capacity without relying on 1 hero
- Team member roles during meetings – facilitator; time keeper; data bee; coordinators of interventions (both tiers)
- Agenda is prepared in advance and promotes efficient group processes
- Administrative buy-in/attendance
 - Creating resources
 - Attending meetings
 - Follow through with system deficiencies
 - Hiring practices

Defining the Tiers

- Tier II
 - Check In/Check Out or Check'n'Connect
 - Academic/Behavior CICO
 - Social skills groups
 - Lunch Groups
 - Breaks are Better
 - Refocus Room
- Tier III
 - Behavior Support Plans
 - Behavioral/Social Goals on IEP
 - Level Systems
 - Student Stars
 - Extended Resource Rooms

Contextual Fit

- Single most important factor in developing an IPBS team and process
 - What works for one school, doesn't work for another school
- Same goal, but each team goes about the process different depending on the culture of their school

Elementary Schools

- Meet monthly
 - Some met twice per month at the beginning
- Team consists of administration, counselors and special education teachers
 - Speech/language specialists for some schools
 - District behavior specialist attends if possible
 - School Psychologist attends if possible
- Facilitators are counselor, resource room teachers or principal
- Teams either use paper agendas or google docs

Middle Schools

- Cascade Middle School
 - Meets with grade level teams every three weeks
 - Attendees are mainly general education teachers , 1-2 administrators and counselor. Special education teachers attend some meetings.
 - Use paper agendas
 - Facilitator is an educational assistant in charge of Cougar Pride room
- Shasta Middle School
 - Meets with grade level teams once per month
 - Attendees are general and special education teachers, counselors and both administrators
 - Use google docs for agenda
 - Facilitator is assistant principal

K-8 Schools

- Meadow View
 - Meets monthly K-8 in one meeting
 - Attendees are both administrators, counselor, resource teachers, extended resource room teachers and speech/language pathologist
 - Uses paper agenda
 - Facilitator is extended resource room teacher
- Prairie Mountain
 - Meets monthly K-5, then 6-8 on separate dates
 - Attendees are both administrators, counselor, resource teachers, extended resource room teachers, general education teachers and speech/language pathologist
 - Uses google docs for agenda.
 - Facilitator is resource room teacher (K-5) and assistant principal (6-8)

IPBS at Prairie Mt. School

- Demographics of Prairie Mt. School
 - K-8 school with over 740 students
 - Two Resource Room programs, K-5 and 6-8
 - Two self-contained classrooms for Autism
 - ELD program for students K-8
 - Directly serving over 100 students
 - Over nine languages spoken
 - Low SES school

IPBS Teams

- Two teams
 - K-5 Team
 - 6-8 Team
- Teams meet on alternating weeks, once a month
 - K-5 team meets for one hour
 - 6-8 teams meet for an hour for each grade level
- Meeting notes are a Google Doc
 - Allows for everyone to provide input on student behavior before the meeting

Team Members

- Administration
- Special education teacher(s)/Case managers
- Speech/Language pathologist
- School psychologist
- District behavior specialist
- School counselor
- General education teachers
- K-5 teachers rotate meetings each month
- 6-8 teachers come for their scheduled meeting

Which Students We Monitor

- Students on IEPs with behavior goals, social thinking goals, behavior support goals, classroom plans, counseling groups, including students placed in self-contained classrooms
- Students on Check-In/Check-Out (CICO)
- Students on Alternative Plans
- Students with 3 or more referrals
- Any other students who need to be monitored

Responsibilities

- Meeting facilitator:
 - Sets up the meeting notes before each meeting
 - Pulls SWIS data to update meeting notes
 - Sends monthly meeting notes to case managers
- Case managers:
 - Update student information before the meeting
- General education teachers:
 - Provide narrative information on student progress
- CICO Coordinator:
 - Update CICO data

How We Collect Data

- SWIS
- ODRs
- Students with three or more major referrals
- CICO
- Any student on CICO
- ISIS
- Students with behavior goals and individual data collection plans
- Narrative notes on student progress from teachers
- Use behavior data to add or make changes to student plans

Sample IPBS Notes

- [K-5 IPBS Notes](#)
- [6-8 IPBS Notes](#)

Questions

Bethel IPBS Forms

- District website: <http://www.bethel.k12.or.us/>
 - District Tab
 - District Office
 - PBIS
 - Forms
- IPBS System forms
- Tier II System forms
- Functional Behavioral Assessment forms
- Behavior Support Planning forms

Contact Information

- Erin White, K-8 Behavior Specialist
 - Bethel School District
 - (541) 689-0512 x 2130
 - erin.white@bethel.k12.or.us
- Helena Hafdahl, Special Education Teacher
 - Prairie Mt. School
 - (541) 607-9849
 - helena.hafdahl@bethel.k12.or.us
