



Positive Behavior Support Across the Lifespan: Expanding Interagency Collaboration in Statewide Planning

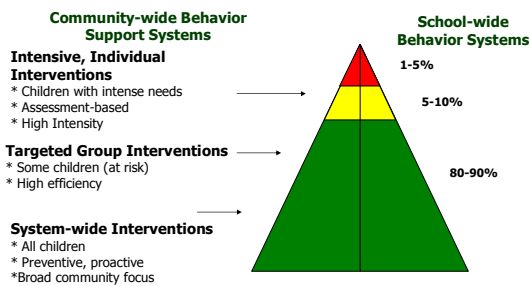
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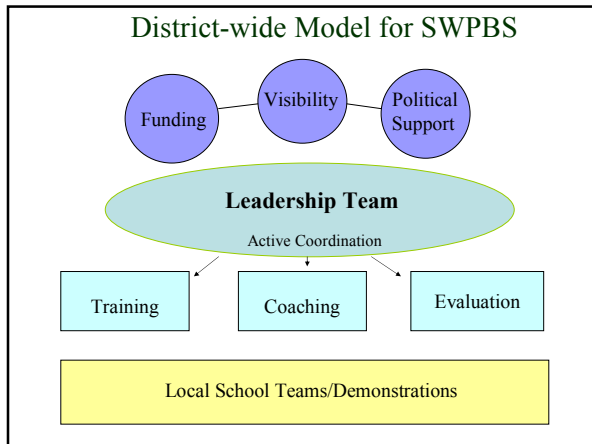
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Today's Presentation

- Key sources of PBS funding supporting interagency statewide planning in Kansas
- Mechanisms used to support interagency planning
 - State
 - Region
 - Individual
- School-wide PBS training system
- PBS Kansas and Logic Models

Expanding the Triangle to Community-based Organizations



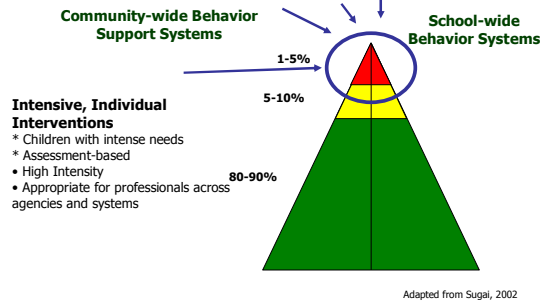


Goal: Link Tertiary Training to Other Funded PBS Efforts

Kansas Institute for Positive Behavior Support: Tertiary Training System

- Project Initiated in 2001
- Medicaid Director initiated PBS project
- Training program match with KU (federal fiscal participation)
- Statewide match for reimbursement
- Kansas State Plan includes PBS
 - Children who are Medicaid eligible (physical health screen)

KIPBS Tertiary Training System and Capacity Building



Prevention-focused Planning: Mental Health, Education, Early Childhood, etc.....

- **Primary Prevention**
 - Teach social and communication skills to everyone
 - Create positive reinforcing climates (6 positives to every demand/correction)
 - Use data to identify problematic settings
- **Secondary Prevention**
 - Identify children at risk for serious problem behavior
 - Intervene early with social skills instruction, increased supervision, more positive reinforcement, mental health services
 - Improve data based decision making
- **Tertiary Prevention**
 - Improve service coordination for students who need individualized supports and services
 - Use function-based interventions
 - KIPBS team-based facilitation
 - Focus on systems and individual



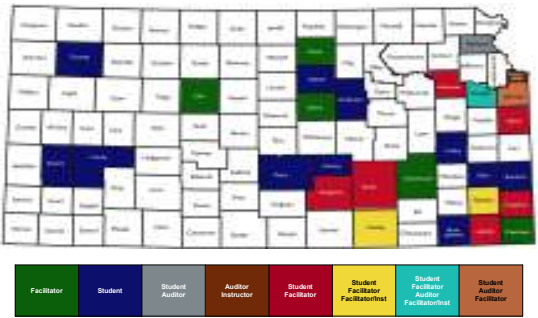
Over 90 Professionals Trained Representing...

- Developmental Disability Services
- Mental Health
- Children and Family Services
- Education
- Independent Contractors
- District Tertiary Trainers in School-wide Positive Behavior Support (SWPBS)

Issues Related to Scaling Up and Scaling Out

- Training materials are created to support (case study stories, examples)
 - Developmental Disability
 - Mental Health
 - Child Welfare
 - Education
 - Other specific areas and populations
- Can be used to support regions and organizations to establish billing (e.g. interagency team training)
- *Medicaid does not provide funds for infrastructure and "going to scale" in different systems*
- Reimbursement cannot be used during schools hours in Kansas

Create a Small Cadre of Highly Trained Facilitators Connected to SWPBS and Organization-wide PBS



Kansas State-wide Positive Behavior Support Planning



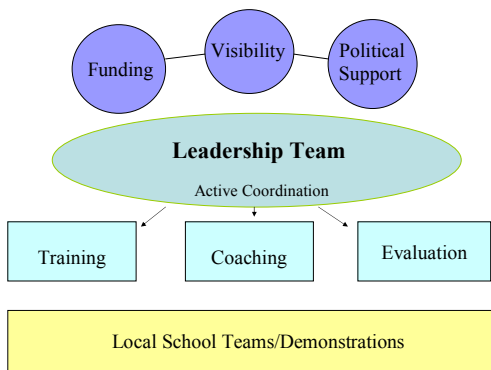
School-wide Positive Behavior Support and KIPBS

- Early Beginnings of SWPBS
- Kansas State Department of Education SIG funds -- first steps in SWPBS infrastructure
- 6 districts 48 schools implementing during 2008-2009

Current Status of SWPBS

- State Dept. has decided not to emphasize infrastructure and statewide data collection
 - SPDG funds for 3 tier model
 - Created an RTI team separate from initial implementation
 - "Planning year" for behavior
- Consortium of districts now fund SWPBS
 - 8 districts 62 schools during 2009-2010
- South western regional team forming 2009-2010
 - Three districts
 - Five schools
- Grant writing with districts
- Regional interagency meetings are currently underway in 2 locations
- KIPBS tertiary training used to build regional capacity
 - Tier 3 interagency events
 - Linked to district leadership team for SWPBS

District-wide Model for SWPBS



Kansas SWPBS District Model

District Leadership Team Tertiary Support

- 2-3 meetings to establish action plan in **year 1**
- 1-2 meetings in **year 2** to support in second year for tertiary
- Monthly district coordinator phone meetings
- 1-2 onsite full day meetings for district coordinators
- District leadership team assesses behavioral expertise within the district
- Assumption: it takes 1-3 years to be confident in facilitating highly complicated tertiary plans

SET Inter-rater Agreement System

- District Coordinators are trained with KIPBS staff to conduct the SET
- KIPBS staff member is key inter-rater agreement lead
- All District Coordinators must achieve 75% or higher agreement levels compared to KIPBS staff person
- KIPBS Staff lead smaller number of SETs as part of evaluation plan

Kansas SWPBS District Model

Two Types of Trainers in Districts

- District Tertiary Trainers
- District Universal/Primary Trainers
- Co-training occurs with KU Staff
- Fidelity of implementation training tool in development

Goals of District Leadership Team

- Concept of a district tertiary team is introduced as part of the infrastructure
- Most districts move slowly towards interagency teams in year 1
- Recruit human service professionals to complete KIPBS training
- Identify 1-2 district trainers to complete KIPBS training
- **Goal: Establish a district interagency tertiary team that meets monthly**

Tier 1 Training & Infrastructure

- District Coordinator and District Trainers Identified
- External Coaches (as needed)
- Two internal coaches are encouraged in each school
 - Internal coach for Tier 1 (Primary Prevention)
 - Internal coach for Tiers 2 and 3
- District Coordinator conducts coaches meetings within the district
- Most districts use SWIS for data based decision making
- PBS Surveys is used for other SWPBS tools
 - SET
 - EBS Team Checklist
 - School Safety Survey

Team Training System: All 3 Years

- **Summer Kick Off**
 - 1 day coach training
 - 2 days for team training
 - District trainer day
- **Fall Follow-up Training**
 - 1 day coach training
 - 1 day team training
 - District trainer day
- **Spring Follow-up Training**
 - 1 day coach training
 - 1 day team training
 - District trainer day

Criteria for Schools to Move Forward with SWPBS to Year 2 Training

- School is SWIS Ready (is ready to use SWIS or a similar data system for decision making) as indicated by:
 - The office referral form, majors/minors (flow chart), and behavioral definitions are in place
 - The ability to print off "the big five" and individual student data for decision making
 - Data are easy to access for team meetings (SWPBS teams, SIT teams, etc.)
- Self assessment data are available on www.pbssurveys.org
 - At least one leadership team checklist per year
 - EBS Survey
 - School Safety Survey
- School scores 80% overall on the SET and 80% on the teaching subscale
- Readiness Checklist is completed with all "Yes" responses
- District Commitment letter is on file

Team Training Across Years

Universal/Primary Team participates in

- Established as standard planning team
- 1 internal coach facilitates tier 1 team planning
- Tier 1 Introductory training year
- Tier 1 Advanced Training
- Teams moving to Tier 2 are responsible for working with school team to decide who attends Tiers 2 and 3 training
- Creates plan to prepare any new members attending Tiers 2 and 3 training

Tiers 2 and 3

- Student Improvement Team (SIT) is a system encouraged by KS
 - Academics
 - Behavior
- This team participates in training focused on individual student systems
- 1-2 individuals who cross over with Tier 1 team is encouraged
- 1 internal coach facilitates the SIT

Tiers 2 and 3 Training

- Coach and Team Training system for tiers 2 and 3
 - District trainers learn to provide onsite support to SIT teams
 - SIT Teams create referral process for
 - Social and behavioral
 - Academic
 - Emotional
 - Newcomers club
- (note: we adopted materials created by Michigan's & Michigan's training materials)
- SIT teams refer students needing Tier 3 to the district tertiary team

Onsite Support for School Teams

- Goal at Tiers 2 & 3: Train district professionals who will:
 - Oversee workshop trainings for teams for tier 3
 - Provide support onsite to school teams who meet criteria for moving forward
 - Identify 3-4 school professionals in each school who will learn measurement and direct observation
 - Establish a data base for academic and behavioral tracking
(beyond Check In/Check Out)
 - Conduct case studies at the SIT meetings with real students to show process
 - District inservices organized for all faculty to support SIT process on an ongoing basis
 - Evaluation at district level to improve the onsite support system

Criteria for Teams Requesting for Onsite Support & Assistance

- SWIS data system is in use and school-wide progress is demonstrated
- Score on the SET is 80% overall and 80% on teaching expectations
- Annual plan and self assessment data are submitted and on file
- Universal checklist is completed & at 80%
- Part 1 of the Targeted Interventions Checklist – 80% average completion

Integrating KIPBS and SWPBS Implementation Efforts

District Leadership Teams
District Tertiary Teams

Example: Salina District Leadership Team (First Implementation Year)

- Salina School District Leadership Team action plan
 - Identify behavioral expertise within the district and schools
 - Identify a district tertiary team
 - Recruit community professionals to participate in KIPBS training
 - Case studies from KIPBS are implemented in schools implementing PBS
 - Some team members audit KIPBS and collaboratively learn the process without putting in as much time and FTE

Salina Regional Planning Example Continued

- District leadership team implementing SWPBS
- Team attends KIPBS training launch including the following members
 - District Coordinator
 - 2 mental health professionals
 - Elementary school coach
 - Counselor (high school)
 - 2 high school administrators (auditors only..sit in when they can)

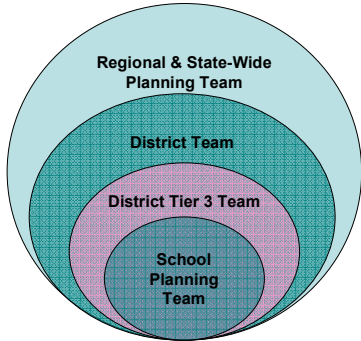
Progress Update

- All schools trained at tiers 2 and 3 (N=12)
- First Interagency regional event has occurred
- Mental health professional now completing KIPBS course
- One school has all three tiers in progress
 - Two school professionals completing KIPBS
 - Onsite mentoring completed for both cases and team
 - Student improvement team leader shadows special education behavioral consultants

Regional Event

- Range of human service professionals
 - Developmental disability
 - SRS state regional staff
 - Mental health
 - Children and family services
- Elementary and high school presentations
- Afternoon breakout sessions for problem solving
- Identified information for the district leadership team
 - Action planning notes
 - There is a regional interagency report just completed by an organization outside of Salina
 - Individuals signed up to participate in district leadership team
 - Discussion related to person-centered planning used in schools and developmental disability services
 - Discussion related to district tertiary team planning

Connecting Systems



District Tertiary Team Process

- District leadership teams create a 3 year action plan
- District trainers are identified in year 1
- The district leadership team recruits other human service leaders to attend meetings
 - Information about KIPBS training opportunities are shared
 - Planning for a district tertiary team begins
 - Capacity building at Tier 3 occurs both within the district and in other services

Evaluation Planning

- District leadership team learns to create a logic model for SWPBS (or RtI)
- Fidelity of implementation tools are used to evaluate progress
- Process evaluation occurs to assess progress
(how many trainings, satisfaction, etc.)
- Outcome measures are used to evaluate implementation
- District Coordinators summarize data annually

So Far, We Have Described...

- An interagency tertiary training system funded by Medicaid
- The SWPBS efforts funded by SIG funds

The next step is to show how statewide planning is used to try to continue linking all PBS projects in Kansas



PBS Kansas
www.pbskansas.org

Kansas State-wide Positive Behavior Support Planning

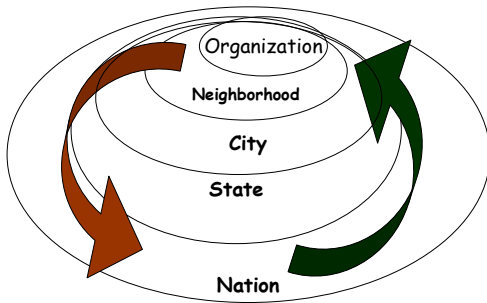


KIPBS Intergency Tertiary Training

PBS-Kansas KIPBS contributes to PBS- Kansas but it is not controlled by Any one group

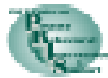
SWPBS funded by SIG funds and led by KSDE

Building Relationships Vertically



Organization-wide & State-wide Planning

- Create vision for organization/state
- Build foundation and leadership
- Use resources strategically
- Increase internal expertise
- Ensure sustainability
- Build behavioral expertise within the agency/state



PBS Kansas: Vision and Mission

- **PBS Kansas Mission Statement**
The PBS Kansas (PBSKS) initiative promotes the use of proactive evidence-based strategies to meet the social and emotional needs of all Kansans by partnering across systems to enhance behavioral expertise and use new and existing resources in an efficient, effective manner.
- **PBS Kansas Vision Statement**
Healthy relationships built by Positive Behavior Support (PBS) will enhance quality of life across the life span.

PBS-Kansas Stakeholders

Adult service providers and leaders
Family support organizations
Mental health systems
Early childhood providers
State professionals and policy leaders
Educators
University professionals

Currently missing:

Family members, child welfare, self advocates, people of diversity

Logic Models

- Explain what your project is all about
- Holds us accountable to what we said we were trying to achieve
- Helps build a team-based process for leading a project
- Provides a way to make decisions
 - Does an activity fit within the logic model?



Goal in Kansas: Unify Data Systems at the State Level

- All projects develop logic models to guide progress
 - Schools
 - Districts
 - Organizations
 - State PBS implementation efforts
- All logic models are directly linked to the PBS-Kansas logic model

Fidelity of Implementation: Schools

Systems Level Evaluation

(Data collected to evaluate overall implementation)

- EBS Leadership Team Checklist (team self assessment)
- School-wide Evaluation Tool (SET) (Objective/research tool)
- Tier 2 & 3 Self-assessment
- Outcome Measures including:
 - Office discipline referrals (ODRs), suspension, expulsions, etc.
 - Academic data school-wide
 - Targeted group intervention data
 - Staff turnover
 - Number of positive referrals

Individual Level

(Data collected at individual student level)

- Individual Student Evaluation Tool (ISSET) (Objective/research tool)
- KIPBS PC-PBS Checklist
- KIPBS Impact Assessment
 - Empirical vs. anecdotal
 - Baseline/intervention data for both problem behavior and replacement behaviors
 - Contextual Fit Survey
 - Quality of Life Survey
 - PCP/wraparound satisfaction Survey
 - Academic data individual

Fidelity of Implementation: Adult Residential Supports

Systems Level Evaluation

(Data collected to evaluate overall implementation)

- PBS Kansas Organization-wide Planning Checklist (self assessment)
- Modified Tool based on SET (Objective/Research tool)
- Outcome Measures including
 - Incident reports
 - Number of referrals for PBS tertiary supports
 - Pre-post measures of PBS knowledge
 - Documentation review (crisis, restraint, abuse/neglect allegations)
 - Staff turnover

Individual Level

(Data collected at individual student level)

- KIPBS tertiary systems evaluation tool
- KIPBS PC-PBS Checklist
- KIPBS Impact Assessment
 - Empirical vs. anecdotal
 - Baseline/intervention data for both problem behavior and replacement behaviors
 - Contextual Fit Survey
 - Quality of Life Survey
 - PCP/wraparound satisfaction Survey

To View the Tertiary Tools from PBS-Kansas...

Please visit www.pbskansas.org
What's New (on the home page)



PBS-Kansas Action Plan

- Progress slowed a little this year due to new members
- New stakeholder groups include
 - Practitioners in early childhood and in home supports
 - Disability Rights Center
 - Consumer advocacy Group
- Due Date for Action Plan: December 30, 2010
 - New evaluation system
 - New processes

Systems Change and Expansion of PBS Across Agencies

Lessons Learned

Lessons Learned in PBS-Kansas

- Change is often nonlinear
- Concepts like the “Tipping Point” provide clues for moving forward
- Functional relationships are needed to provide pathways toward positive change

Systems Change in PBS

- State level action planning is essential
 - Create an infrastructure
 - Increase consistency
 - Go to scale systematically
- Working at a grassroots level is equally important
 - Small actions can lead to big outcomes (but not always in a direct linear fashion)
- Community and regional assessments must identify mechanisms for collaboration
 - Identify feedback loops in community
 - Interagency or PBS meetings already occurring

Quality of Leaders in Systems Change

- Understanding key elements of systems change literature
- Use evaluation data in a formative manner
- Be able to “cross boundaries” or systems easily
- Build relationships that cross organizations, regions, and settings

For Data Collection Summaries for KIPBS and SWPBS

Please visit www.kipbs.org
What's New (on the home page)
