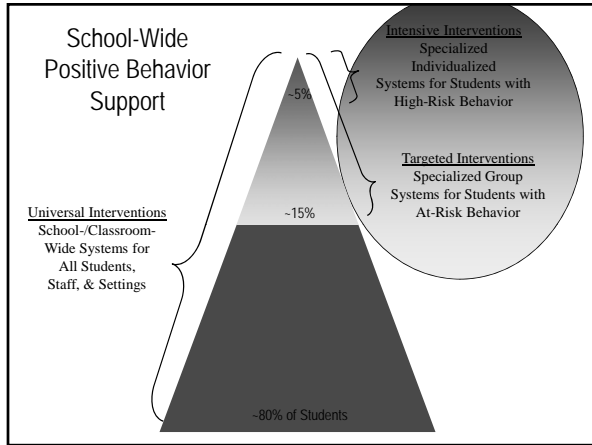
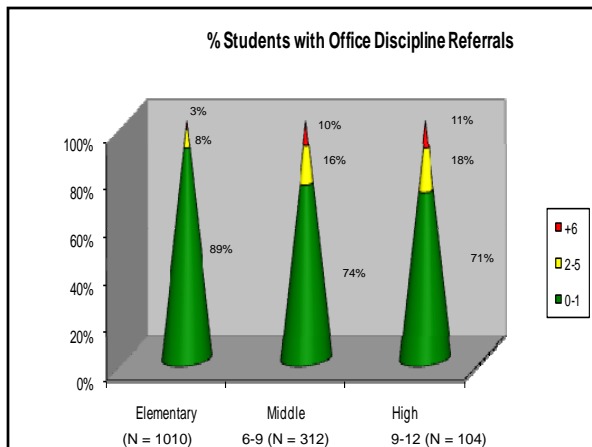
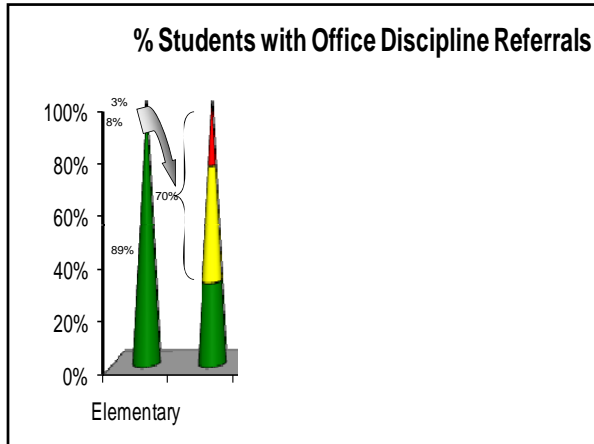


Working on the top of the Triangle: Systems for Secondary and Tertiary Interventions

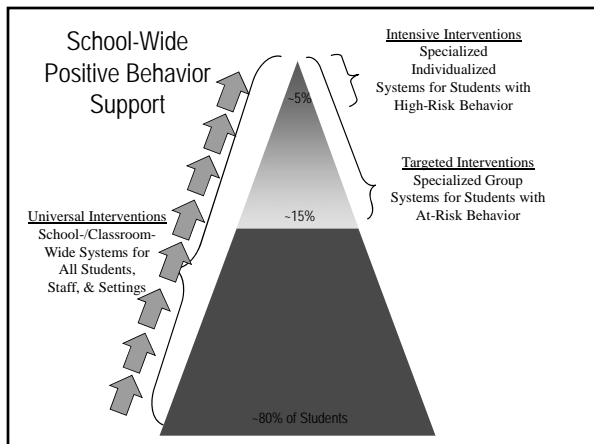
Cynthia M. Anderson, PhD
University of Oregon

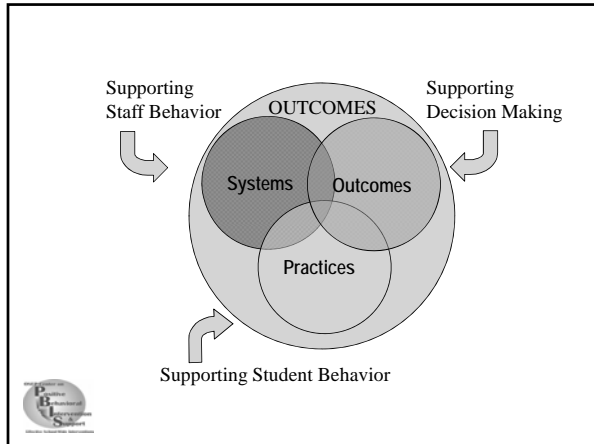


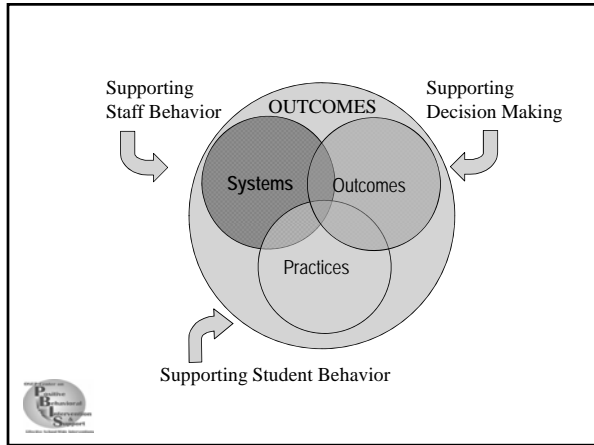




- ### Successful Schools
- Provide proactive social supports AND evidence-based academics
 - Proactive social supports=school climate that is:
 - Focused on teaching
 - Consistent
 - Sustainable
 - Focused on maximizing success
 - Meets needs of all students
 - Supports teachers in their work

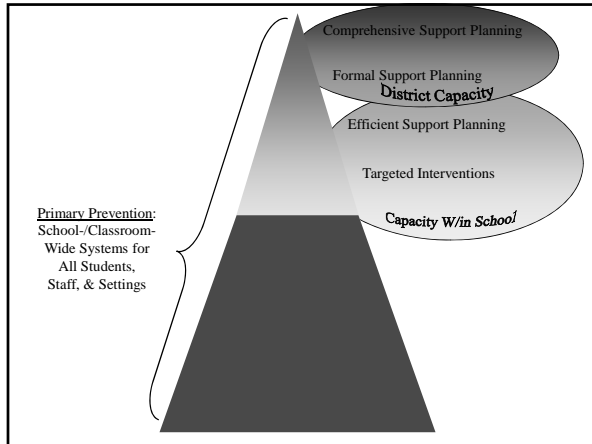






IPBS in a School: Practices

- Continuum of supports



IPBS in a School: Practices

- Continuum of supports
- Interventions for academic and social behavior linked

Braiding of Supports—Bethel School District

Intensive

- Individually designed instruction

Targeted

- Core curriculum +
 - Pre-teach, re-teach
 - Small group
 - Supplemental programs

Universal

- Core curriculum
- Formative Evaluation

Intensive

- Function-based supports

Targeted

- Check-in/check-out
- Lunch buddies
- Social skills
- Boys/girls club

Universal

- Expectations and rules taught
- Reinforce pro-social behavior
- Continuum of consequences

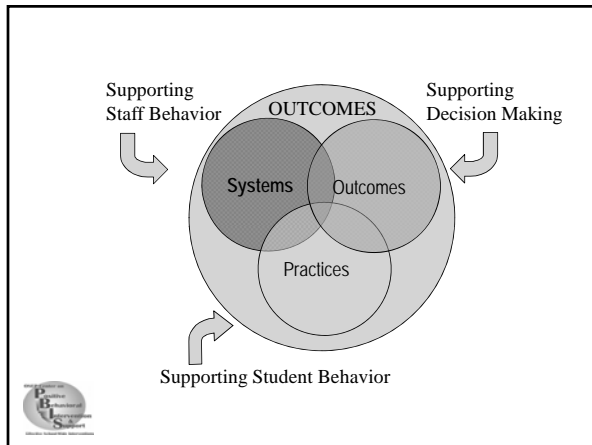
Kawilko et al., 2007; Bethel School District
Eugene, OR

IPBS in a School: Practices

- Continuum of supports
- Interventions for academic and social behavior linked
- Multiple ways of identifying students who may benefit
 - Office discipline referrals
 - Request for assistance
 - Formative evaluations

City
Trenton

South
Florida
Florida



IPBS in a School: Systems

- Teams to support all students
 - Standing team—progress monitoring
 - "Ad-hoc" team—student focused

IPBS in a School: Systems

- Standing Team—IPBS Team
 - Responsibilities
 - Membership
 - Coordinator
 - Administrator
 - FBA coordinator
 - Targeted interventions coordinator
 - Academic specialist
 - Representation from Regular and Special ed.

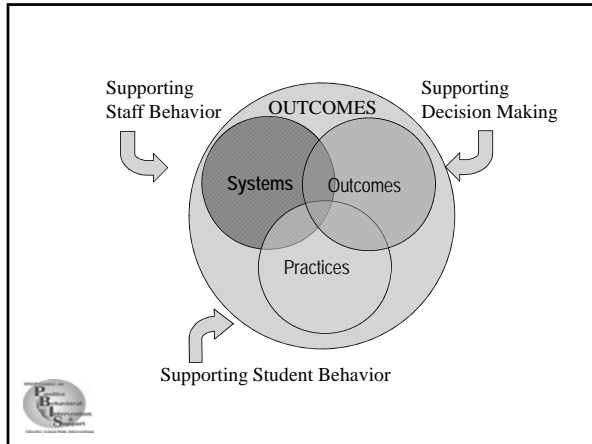


IPBS in a School: Systems

- "Ad-hoc" team—student focused
 - Responsibilities
 - Conduct FBA
 - Build support plan
 - Intervention, systems, important outcomes
 - Membership
 - Someone with expertise in FBA
 - Teacher(s)
 - Parent, student

IPBS in a School: Systems

- Teams to support all students
- System for monitoring outcomes
- Access to technical assistance
- Link between SWPBS and IPBS
- Families and schools linked



IPBS in a School: Outcomes/Data

- Individual students
 - Tools for data collection
 - Process Daily
 - Fidelity Rating - Fidelity
 - Tools for easy graphing and evaluation
 - Teachers receive feedback regularly
 - Parents receive feedback regularly
- Effects of system monitored
 - Outcomes ipb
 - Fidelity ipb

PAY ATTENTION NOW!!!

- Our Goal: Supporting students with significant challenges
 - With positive outcomes
 - With fidelity
 - Over time


Requires

DISTRICT SUPPORT

IPBS System in a School District

- Practices
 - Technical assistance
 - Capacity building
 - Efficient school systems and practices
- Systems
 - Reallocation of resources, roles
 - District-level coordinators
 - Ongoing training
- Data
 - Process
 - Across and within schools
- Outcomes
 - Across and within schools

CSPI



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Critical Features of Request for Assistance Forms

- Demographic Information (teacher and student)
- Definition of problem
- Routines analysis
- What has been tried
- Possible motivation

REA Sample 1
REA Sample 2

