Overlap of EBISS, OrRTI, and PBIS: Synergy or Separate Silos?

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Objectives for Today’s Presentation

- Attendees will gain an understanding of the purpose, implementation components, and outcome data of each initiative.
- Participants will understand areas of overlap and divergence among the initiatives.
- Districts involved in more than one initiative will better understand how to integrate similar components across initiatives and reduce redundancy.
- Participants will gain an understanding of what options will be available in coming years.
Mission and Purposes of Initiatives

- Three Initiatives
  - Effective Behavior and Instructional Support Systems (EBISS)
  - Oregon Response to Intervention (OrRTI)
  - Positive Behavior Intervention and Supports (PBIS)

- Mission
  - To develop evidence based practices in all districts in Oregon to meet the needs of all students
  - Build systems level capacity to support sustainable practices

- Essential Components
  - Prevention focused
  - Inclusive of all students
  - Multi-tiered intervention framework
  - Continuum of evidence based instruction and interventions
  - Universal screening, progress monitoring and data analysis
  - District and school level teaming to support data-based decisions
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES
Highlights of EBISS

- Districts implement an integrated, multi-tiered approach to:
  - Schoolwide Behavior Model
  - Schoolwide Literacy Model in Elementary School
  - RTI SLD Eligibility in Elementary
  - Schoolwide Reading Model in Middle and High School

- ECE programs implement a systematic, multi-tiered approach to:
  - program-wide behavior
  - program-wide early literacy support*

- Districts allocate resources in order to sustain and advance implementation of OLF K-12, PBIS, and RTI across schools.
Highlights of EBISS: Guiding Principles

- Multi-tiered, prevention-based instruction and intervention
- Scientifically-based practices
- Data-driven decision making, accountability and results
- Data-driven leadership and coaching
- Capacity building for sustainability
Highlights of OrRTI

- Statewide initiative that supports districts in developing sustainable RTI systems that
  - serve all students through multi-tiered instructional and behavioral supports, and
  - provide the conditions and data needed for SPED entitlement decisions for students suspected of having a SLD
- Cadre 1: 4 districts in 2005-06
- Currently:
  - 6 Cadres, 38 active fully supported districts, 4 partial support districts
- Currently in the first year of a new 2 year contract; possibility of 2 year extension
Highlights of PBIS

- 2 year grant from ODE beginning in 2009 to build upon universal SWPS to secondary and tertiary interventions
- Clackamas ESD is the coordinating agency
- Clackamas, High Desert and Linn Benton Lincoln ESDs are working together to build regional capacity
- Selection criteria for local district participation was established based on readiness within the conditions of the grant
- ESD “Hubs” selected one or two districts within their region to participate with the ESD in developing secondary and tertiary behavior supports in a number of schools within the district
Highlights of PBIS

• ESD Regional Hubs Mission:

  • Build statewide and regional capacity to adopt, implement and sustain multi-tiered behavioral supports and interventions where all students experience success

  • Contribute to discovering conditions that support successful implementation of secondary and tertiary interventions as part of the SWPBS continuum
“This is the worst class I’ve ever had.”
Training and Implementation Offered by Initiatives

• All professional development and technical assistance activities are focused on the Core Features

• Leadership
• Assessment & Evaluation Systems
• Coordination and Coaching
• Action Planning
• Professional Development
• Stakeholder Support
# Commonalities Between RTI, SWRM, PBIS

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EBISS Training and Implementation

EBISS TEAMING FRAMEWORK

Leadership Point Person: Administrator with authority to allocate resources for training and implementation

District EBISS Leadership

- District PBS Planning + Behavioral Expertise
- District Literacy Planning + Literacy Expertise

Systems Coach: Coordination and implementation of systems level support; coaching and data expertise at the universal level for the blending of behavior and literacy

School-wide Team

- School-level PBS Facilitator
- School Administrator
- School-level Literacy Facilitator/Coach

Individual Student Support

Grade Level

Ongoing EBISS Support and Coordination
Features of EBISS
Multi-tiered, Research-based Core Curriculum & Interventions

Universal Screening & Progress Monitoring

Standardized Decision Rules & Procedures

Effective Teaming & Problem Solving

Integrity of Implementation and Sustainability

(Little rti: LD Identification)

OrRTI Training and Implementation

BIG RTI: Support for All Learners
Little rti: LD Identification
OrRTI Training and Implementation

- Sub-grants to support training and development
- Mini-conference style trainings, i.e.:
  - **Administrators Symposium**: District level drivers for sustainable practices
  - **Foundations of RTI**: Multi-tiered Research-based Instruction and Interventions, Teaming, Screening and Progress Monitoring, Data-based Decision Making, Administrative Support and facilitation
- Needs assessment and goal setting
- On-site coaching
  - Skills, processes, and systems implementation
  - Development of “Implementation Plan” and RTI “Handbook”
- Lab-school visits
- Web-based resources
PBIS Training and Implementation

- Focus ESDs and selected districts’ training together, ESDs provide technical assistance and coaching to:
  - Dedicate time for exploration and readiness in year one
  - Establish and implement Tier 2 Intervention Check-In/Check-Out (CICO) including decision making rules
  - Establish effective IPBS Team structure
  - Progress monitor CICO using SWIS CICO
  - Over time, make other Tier 2 interventions systematic and data based
PBIS Training and Implementation

- Develop improved capacity for individual/intensive supports over time
  - Learn to apply function based thinking
  - Ensure specialists have adequate training
  - Don’t under-estimate the amount of coaching/support that is needed to do function-based assessments/individual support plans well
Screening (IPBS) team identifies & monitors
Secondary Prevention Group Interventions for students “at risk”
- CICO, First Steps to Success, Skills groups
- Group interventions w/modifications

Core Student–Focused Team assess & plan supports
Screening (IPBS team monitors)
Comprehensive & Function Based Supports

SWPBS team identifies & monitors universal, school–wide strategies
- Coordinates teaching & reviewing school–wide expectations across settings (playground, cafeteria, classroom, etc.)
- Coordinates consistent system of responding to behaviors
- Coordinates training activities & updates for staff on behavior support
Expected Outcomes
Expected Outcomes: EBISS

District Leadership Team established and meeting regularly. Roll of Systems Coach developed to facilitate DLT.

- Develop and implement district-wide plan for the implementation of OLF K-12 and PBIS and eventually RTI
- Shore up Data Collection and Use Systems across the district
- Use building level and district-wide data in behavior and academics to make professional development and system-wide decisions
- Develop personnel at the district level to provide coaching support for evidence-based practices and also
Expected Outcomes: OrRTI, Year 1

- Develop:
  - RTI Implementation Plan and Handbook with protocols, decision rules, processes, and procedures
  - RTI Budget
  - Professional Development Plan
- Strengthen Core instruction
- Establish/enhance universal screening and progress monitoring
- Establish effective teaming practices
Expected Outcomes: OrRTI, Year 1

- Measures of success:
  - LD Rate (pre/post)
  - OAKS Data
  - CBM Screening Data
  - District Implementation Evaluation Tool – School Based
  - District Implementation Evaluation Tool – District Based
  - Observation data from walk-through and fidelity checks
  - Progress towards goals established with OrRTI
Expected Outcomes: PBIS

- Advance work on Tier 2 implementation based on targeted action plans developed by ESDs and local districts using results from PBIS self assessment
- Reduce students’ office discipline referrals based on SchoolWide Information System (SWIS)
- Identify students’ needing Tier 2 supports, implement CICO and establish % of students successful based on CICO SWIS data
- Measure impact of PBIS on suspensions, expulsions, and out of district placements
- Achieve school level fidelity of universal implementation as measured by School-wide Evaluation Tool/ Benchmarks of Quality
- Determine implementation status of Tier 2 behavior support systems within a school using the Benchmarks for Advanced Tiers (BAT)
The End in Mind

• With the purposeful use of implementation science, we can:
  • Make statewide use of good instruction, evidence-based practices, and other innovations…
  • To produce increasingly effective outcomes for all students…
  • For the next 50 years and beyond.
Initiative Contacts and Resources

- **EBISS**
  - Erin Chaparro, echaparr@uoregon.edu
  - Check Website for Webinar Opportunities:
    - http://ctl.uoregon.edu/pd/projects/ebiss

- **OrRTI**
  - David Putnam
  - Website: http://oregonrti.org/

- **PBIS**
  - Barbara Bolstad
  - Website: http://www.clackesd.k12.or.us