

PBIS ESSENTIAL KNOWLEDGE

Understanding the PBIS framework versus the formal PBIS Centers, and the complimentary role of Flippen Group processes in meeting/exceeding IDEA legislation compliance at the district/campus level.



PBIS AND FLIPPEN GROUP PROCESSES

In the pursuit of achieving excellence in schools, the role of the PBIS framework is frequently a cornerstone consideration for many administrators for obvious reasons. We know it is vital for you to fully understand the relationship between The Flippen Group processes, the PBIS framework, and PBIS Centers. This reference guide is here to aide you in the exploration of how our processes play a complimentary role in your successful achievement of PBIS framework compliance and district/campus-level excellence.

What are we even talking about when we say “PBIS?” (Framework vs. Formal Center)

Over the years, as we have worked with thousands of districts and campuses across North America, we have discovered there is a rather ubiquitous lack of clarity in the terminology related to PBIS. Many administrators do not understand fully the distinction between the PBIS generic framework and the role of the Formal PBIS Centers.

In order to facilitate a useful understanding, it is critical that we first define and provide some historical context to PBIS framework and PBIS Centers in order to better clarify the role Flippen Group processes play in supporting your objectives.

History of PBIS:

IDEA 1997 & 2004: When the Individuals with Disabilities Education Act (IDEA) was amended in 1997 and 2004, Congress explicitly recognized the potential of positive behavioral interventions and supports [generic] to prevent exclusion of students with disabilities to access educational opportunities that could improve their educational outcomes. [**BOLD** word is our addition to emphasize that the original law did not capitalize these words.]

PBIS vs. Zero Tolerance: Researchers at University of Oregon were doing research in the area of positive behavioral interventions and supports [*in contrast with zero tolerance policies*]. The focus of PBIS [generic] is to find out why the behavior is occurring and provide support for behavioral change. According to the PBIS Center (U. Oregon), this type of behavioral policy is in contrast with zero tolerance policies that focus on punishing the student that exhibits bad behaviors.

PBIS Center in Oregon: In the 1997 IDEA amendment, a grant to establish a national Center on Positive Behavioral Interventions and Supports was legislated. Researchers at the University of Oregon received the grant to establish the original PBIS Center. The Oregon PBIS Center established a multiple-state partnership that includes researchers from other universities.

PBIS and Legal Protection for Schools: An adjunct instructor at the U of Oregon School of Law (Heidi von Ravensberg, JD) wrote a paper describing how schools can protect themselves from lawsuits if they can document how they have followed the IDEA laws: “*Administrators who utilize functional behavioral assessment...*” [available from the PBIS Center] “*can provide evidence in a due process hearing of compliance with the IDEA 2004 procedural protections.*”

PBIS and IDEA Legislation 2006: An amendment to include PBIS requirements for all students failed to pass Congress in 2006. At the federal level, PBIS (pbis) is only required for Tier IV students. However, the PBIS Center expanded its focus to encompass all students. Some states may have put the requirement of applying pbis for all students as a means to demonstrate their commitment to RTI (providing academic and behavioral interventions for students in Tiers I - IV). PBIS (or pbis generic) is the framework by which schools can determine which behavioral interventions to implement.

IDEA and Professional Development: IDEA authorizes states to use professional development funds to “*provide training in methods of . . . positive behavioral interventions and supports to improve student behavior in the classroom*” (20U.S.C. §1454(a)(3)(B)(iii)(I)). Congress provided competitive grant funds that can be used to provide training and joint training to the entire spectrum of school personnel in the use of whole school positive behavioral interventions and supports [generic] (20U.S.C. §1483(1)(C&D)).

FACT: The PBIS (pbis) [generic] Framework established in the IDEA legislation is different than the Formal PBIS Centers (as noted above). IDEA legislation allows schools to implement positive behavioral intervention and support (pbis generic) processes IF the program developer can provide evidence-based research studies that demonstrate the effectiveness of the intervention in reducing negative behaviors and promoting pro-social skills.

The Role of Flippen Group Processes

Flippen Group Processes and Formal PBIS Centers:

It is not the role of our processes to replace the basic training (for the leadership team) provided by PBIS Centers. In fact, our leadership and teacher trainings, as well as our evaluation services, are designed to interface seamlessly with the trainings offered by the PBIS Center. We assist your district and campus-level leadership team in carrying out your primary PBIS [generic] framework responsibilities of:

- Increased Training Capacity
- Increased Coaching Capacity
- Increased Coordination Capacity
- Improved Evaluation Capacity
- Identifying Measurable Outcomes

Our relational and classroom management process can support PBIS [generic] goals at all Response to Intervention (RTI) levels:

- Tier I (general population interventions)
- Tier II (targeted group interventions)
- Tier III (intensive individual interventions)
- Tier IV (special education interventions)

Flippen Group processes are a pbis-type, school-wide intervention that can be used effectively in the PBIS [generic] framework developed by any school. Our processes develop the relational capacity of a school so that the PBIS [generic] framework can work more effectively.

Without using the PBIS Centers, Flippen Group can:

- Establish an **effective leadership team** to implement a PBIS [generic] framework within a school.
- Provide follow-up assistance to **help the leadership team address its 4 primary responsibilities**: Increase training, coaching, coordination, and analytical capacity.
- Establish a **school-wide, positive behavioral intervention and support (SW-PBIS) system (CKH-CBD)** that will improve academic and behavioral outcomes.
- Provide analytical tools to monitor progress.

In conjunction with the PBIS Center training: Flippen Group processes can help the established PBIS leadership team implement the PBIS [generic] framework.

- Provide follow-up assistance to **help the leadership team address its 4 primary responsibilities**: Increase training, coaching, coordination, and analytical capacity.

- Establish a **school-wide, positive behavioral intervention and support (SW-PBIS) system (CKH-CBD)** that will improve academic and behavioral outcomes.
- Provide analytical tools to monitor progress.

The PBIS Center or The Flippen Group support system can help the school establish behavioral support documentation [for legal issues]. Flippen Group trainings can help all of the school's PBIS activities work more effectively.

Published Evidence of Tier I and Tier II Effectiveness

- Tier I effectiveness (BOCES & Riverside published study...see below) for behavioral issues (discipline referrals and pro-social skills development)...CKH-CBD
- Tier II effectiveness (Sherwood article with at-risk students) for academic issues (increased percent passing in three subjects) ...CKH-Teen Leadership

These are the published articles:

CKH-TEEN LEADERSHIP (RTI Tier II)

ACADEMIC OUTCOMES

Grades

1. Sherwood, R. "It all began with a handshake." The Effective Schools Project Journal. 9 (2003): 6-11. Print.

BEHAVIORAL OUTCOMES

Discipline Referrals and Pro-social skills

2. Cirillo-Teverbaugh, K.J. "Adolescent loneliness: Implications and intervention strategies." *Eta Sigma Gamma Student Monograph Series*. 12.1 (1994):1-10. Print.

3. Castro, V., Johnson, M. B., and Smith, R. "Self-reported resilient behaviors of seventh and eighth grade students enrolled in an emotional intelligence based program." *Journal of School Counseling*. 6.27 (2008): n.page. Web Apr. 2012. <http://www.jsc.mon-tana.edu/articles/v6n27.pdf>.

CKH-CAMPUS BY DESIGN (RTI Tier I)

BEHAVIORAL OUTCOMES

Discipline Referrals and Pro-social skills... "BOCES" study demonstrates our capabilities in evaluation capacity

4. Holtzapple, C.K. "Measuring behavioral outcomes associated with comprehensive character education programs: A practical approach to using fewer schools in school-randomized controlled trials while maintaining adequate statistical power." *Journal of Research in Character Education*. 9.1 (2011): 57-69. Print.

5. Holtzapple, C.K., Griswold, J.S., Cirillo, K.J., Rosebrock, J., Nouza, N., and Berry, C. "Implementation of a school-wide adolescent character education and prevention program: Evaluating the relationships between principal support, faculty implementation, and student outcomes." *Journal of Research in Character Education*. 9.1 (2011):71-90. Print.

**To Learn More About Flippen Group
Processes and PBIS Call Today**
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