SANCTUARY & PBIS:
HOW POSITIVE BEHAVIORAL INTERVENTIONS SUPPORT THE SANCTUARY MODEL

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Presentation Objectives
1. Overview of the Orchard School
2. Comprehensive RTI/PBIS Systems at Orchard School
3. Bridging Sanctuary & PBIS
4. Data Driven Decision Making

THE ORCHARD SCHOOL-ANDRUS

• ANDRUS main campus in Yonkers, NY
• Nationally recognized special education school

The Orchard School-ANDRUS

• Classroom ratio of 8:1:1
• Services provided:
  o Individual & Group therapies
  o Speech and Language Therapy
  o Occupational Therapy
  o Physical Therapy
  o Psychiatric services (Residential students only)

ORCHARD SCHOOL OVERVIEW

The Orchard School-ANDRUS

• Day and Residential students (Grades K-9)
• Individualized Educational Plan (IEP): basis of academic and related services
• IEP classifications:
  o Emotional Disability (84%)
  o ASD/PDD (8%)
  o OHI/ADHD (6%)
  o Learning Disability (1%)

Treatment Programs:

Residential Program
• Approx. 73 students
• Reside mostly in New York State (also serve children nationally via Interstate Compact).
• Difficulty managing emotion and behavior at home & school.
• Consistent, structured, supervised, & therapeutic support; specialized academic support.

Day Program
• Approx. 79 students
• Reside in Westchester, New York City, and neighboring counties.
• Social & emotional difficulties prevent performing to fullest academic potential.
• Therapeutic support & specialized academic support.
Referrals

- School districts/Committee on Special Education (CSE)
- Department of Social Services (DSS)
- Specialists in the field of trauma

Curriculum & Treatment

- 12-month program
- New York State Curriculum
- Participate in New York State Assessments (unless Alternative Assessment)
  - 9th grade students: Algebra and Living Environment Regents Examination
- Specialized Treatment modalities:
  - Sanctuary Model (certified in 2012)
  - Play Therapy
  - Trauma Focused Cognitive Behavioral Therapy (TF-CBT)
  - Art Therapy
  - Eye Movement Desensitization Reprocessing (EMDR)
  - Body and Sensory regulation/integration

Discharge

- Average length of stay:
  - 18 months to 2 years
- Goals:
  - Return to parent/guardian home
  - Educated in home school districts

Response to Intervention (RtI)

- Screening
  - Proactively Identify Student Needs
  - Predict who may be at risk for poor outcomes
- Progress Monitoring
  - Assess performance
  - Quantifies improvement
  - Evaluates effectiveness
- Multi-level Prevention System
  - 3 levels of intensity
  - Allows for individualizability
- Data-Based Decision Making
  - Data analysis informs decision making
  - Objective replaces subjective

RTI/PBIS OVERVIEW
AT ORCHARD SCHOOL

PBIS = RtI for Behaviors
It’s a multi-layered Approach

For more information on RtI visit the National Center on Response to Intervention: http://www.rti4success.org
PBIS focuses on...

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Maximizing academic achievement

Improving support for students w/ EBD

Materials modified from George Sugai & Rob Horner (10/7/08)
“School-Wide Positive Behavior Support: Overview”

Brief Introduction of PBIS Model

<table>
<thead>
<tr>
<th>P: Positive</th>
<th>B: Behavioral</th>
<th>I: Interventions &amp; S: Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Point</td>
<td>Basic Principles</td>
<td></td>
</tr>
<tr>
<td>• Provide behavioral interventions to meet the student where he or she is currently functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Behaviors, like academics, need to be taught</td>
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<tr>
<td>• Student should be informed &amp; involved in the process</td>
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<tr>
<td>• Interventions are student, environment &amp; time specific</td>
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<td></td>
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<tr>
<td>• Use data to make decisions</td>
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Teaching Behaviors: Ask Yourself, “How did I learn to...?”

Blow a bubble? or Use public transportation?

Drive a car?

Tie my shoes?

Memorize the multiplication table?

PBIS at The Orchard School

Tier 3: Intensive Problem-Solving

Example: Functional Behavior Assessment (FBA), Behavior Intervention Plans (BIP), 1:1 Staffing

Tier 2: Targeted Problem-Solving

Example: CARE Program, Classroom Specific Behavior Plans, Teacher Consultation

Tier 1: Universal Prevention & Early-Stage Problem-Solving

Example: CHAMPS, B+ Program, Classroom Observations

At Orchard School we are C.H.A.M.P.S.

- Conversation –
  - What voice level should a student use during this class?
- Help –
  - How can a student get help or assistance in this class?
- Activity –
  - What is the activity for this class?
- Movement –
  - What level and type of movement is expected during this class?
- Participation –
  - How will the teacher know students are participating in this class?
  - How will the teacher know students are not participating?
- Success –
  - If a student meets the basic expectations of CHAMPS, he or she will experience success!

We like that CHAMPS is...

- Specific & Predictable
  - Clear, simple expectations
  - Proactive
  - Opportunity for practice & re-teaching
  - Positive
  - 6:1 schedule of reinforcement
  - Emphasis on Labeled Praise
  - Evidence-based
  - Provides data with which to make informed decisions

Example: CHAMPS Expectations for Reading Class

During Reading we will use a Voice Level 0. Other than the reader, no one should be talking.

If you need help or have a question, please raise your hand & wait silently for staff to come over to your desk.

Today’s activity is reading Chapter 3.

During this period, you are to remain seated with your feet on the floor.

If you need materials or need to use the restroom, please ask staff.

I will know you are participating and earning Champs Bucks when you have your book open on your desk and are talking while your peers read aloud.

I will know you are not participating when you are out of your seat or having side conversations.

When we follow expectations, we are successful and earn Champs Bucks.

Let’s have a great class!
Expectations are set for all types of activities...

How CHAMPS works

- Teachers set CHAMPS expectations for each class.
- Students earn CHAMPS bucks for following expectations.
- Students use bucks to buy items at CHAMPS Store.

Tier 2 Interventions

- Supports 10-15% of students
- Assortment of immediate interventions
- Similar implementation across students
- Prevents worsening of problem behaviors
- Continuous data monitoring and systematic decision making process
- Increased communication with students, staff, and families

Systematic Approach

- **Step 1:** Student Selection
- **Step 2:** Assess & Enroll Students to Appropriate Interventions
- **Step 3:** Monitor Progress Data
- **Step 4:** Evaluate Success & Modify Program

CARE Program at Orchard School

- **Morning Check-in**
  - Positively greeted by coordinator and pick up CARE card
- **Throughout Day**
  - Staff reinforces expectations
  - Rate students on CARE card: what they earned based on their behavior
- **Afternoon Check-out**
  - Tally points; made goal?
- **Home/Cottage Feedback**
  - Reinforce positives and encourage student to make goal
**Tier 3 Interventions**

- Supports 5-8% of students: Student specific plan
- Identifies the FUNCTION of a particular behavior
- Functional behavioral assessment (FBA) identifies the events that reliably predict and maintain problem behavior.
- Continuous data monitoring and systematic decision making process
- FBA is the basis of a behavior intervention plan (BIP)

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**Functional Behavior Assessment**

- **Five Outcomes (O’Neill et al)**
  - A clear description of the problem behavior
  - Identification of predictors or antecedents of the behavior
  - Identification of the consequences that maintain the behavior
  - Development of a testable hypothesis
  - Collection of direct observation data

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**FBA Data Sources**

- Interviews:
  - Teacher, student, clinician, family, and related service providers
- Direct observations
- Team meetings
- Baseline data focuses on:
  - Frequency, duration, location, latency, and intensity

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**Behavior Intervention Plans**

- **Four Considerations (O’Neill et al)**
  - How will staff & family support change
  - Plan driven by functional assessment data
  - Consistent with behavioral psychology principals (i.e., reinforcement, punishment, generalization, stimulus control)
  - Good fit with the environment to optimize implementation
What is the Sanctuary Model?

- **Objective:**
  - Provides a cohesive context where healing from psychological & social traumatic experience can be addressed
- Organizational culture intervention
- Theory-based, trauma-informed, evidence-supported

Seven Sanctuary Commitments

- Nonviolence
- Emotional Intelligence
- Social Learning
- Open Communication
- Social Responsibility
- Democracy
- Growth & Change

Sanctuary Tool Kit

- Practices to support the creation of a trauma-informed culture
- Safety Plans
- Red Flag Reviews
- Team Meetings
- Community Meetings
- Treatment Planning Conferences
- Psycho-education

Key Features

- **Sanctuary Model**
  - Creating therapeutic communities based on trauma theory
  - Focuses on impact of recurrent stress
- **Sanctuary & PBIS**
  - Provides safety for both students and staff
  - Fosters a shared language
  - Organizes how we talk about treatment & interventions
  - Frequent contact with team members, students, and families
  - Focuses on growth and change

Challenges to Change

- Innovative practices do not fare well in old organizational structures and systems.
- Organizational and system changes are essential to successful use of innovations.

Understanding the Context

- Behavior support is the redesign of environments, not the redesign of the student.
- PBIS, like Sanctuary, focuses on changing the behavior of staff who will implement the interventions.
  - PBIS describes how we will intervene and work with students academically, behaviorally, and socially.

Fixsen, Blase, Horner & Sugai, 2008
Integrated Methods for Bringing about Change

- **Diffusion/Dissemination** of information
- **Training**
- **Policies and Funding**
- **Coaching** staff in the intervention environment
  - All methods work to support one another, but have limited impact separately

What Works: Emphasis on Coaching

- **Facilitation**
  - Focus on Efficiency *in vivo*
- **Modeling**
  - Constantly focusing on increasing individual capabilities
- **Prompting/reminding/pre-correcting**
  - More than ‘Cheerleading’, directive encouraging
- **Asking the ‘right’ questions**
  - Program evaluation (data driven)

Unique Challenges of School Environment

- Very structured and tightly scheduled
- Frequent transitions
- Infrequent access to breaks or preferred activities (gym, recess, computers, art).
- History of failure/learned helplessness
- Social pressures
- Multiple staff, inconsistent messages
- Sensory demands

Balancing Complimentary Systems

PBIS and Sanctuary

To obtain the data-driven decision making, we need to consider the following tools:

<table>
<thead>
<tr>
<th>TOOL KITS</th>
<th>PBIS</th>
<th>SANCTUARY MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, consistent expectations</td>
<td>Psycho-education</td>
<td></td>
</tr>
<tr>
<td>Labeled Praise</td>
<td>Safety Plans</td>
<td></td>
</tr>
<tr>
<td>Continuous availability of reinforcement</td>
<td>Community Meetings</td>
<td></td>
</tr>
<tr>
<td>Data-driven decision making</td>
<td>Treatment Planning Conferences</td>
<td></td>
</tr>
<tr>
<td>3-Tiered System of Support (universal, group, individual)</td>
<td>Red Flag Meetings</td>
<td></td>
</tr>
<tr>
<td>Team Meetings</td>
<td>Team Meetings</td>
<td></td>
</tr>
</tbody>
</table>

DATA DRIVEN DECISION MAKING
Disagree/Strongly Disagree

We talk about ways to control our
know he’s going through so
–
Jimmy broke a window today.

12 12
September
200
2010-2012
Not Sure

IR by Problem Behavior September 2012

Results of Student Survey
Area: SELF

Comparing the 2011-12 and 2010-11 school years...
• In 2010-11: 2466 incidents
• In 2011-12: 1382 incidents
• That represents a 44% decrease in negative and aggressive behaviors.
• All 12 months saw a range of between 18-39% reduction in unwanted behaviors compared to the previous year.
• We also experienced up to 78% reduction in TCI Restraints during this time period.

Big 5 Data:
(Who, What, Where, When, How Often)
IR by Problem Behavior September 2012

Big 5 Data:
(Who, What, Where, When, How Often)
IR by Student September 2012

Why Data?
• Feelings are SUBJECTIVE
  ○ Subjective decision-making is reactive & inconsistent
  ○ Example:
• Data is OBJECTIVE
  ○ Objective decision-making can be proactive & planned (consistent)
Big 5 Data: (Who, What, Where, When, How Often)

**IR by Location**
September 2012

Big 5 Data: (Who, What, Where, When, How Often)

**IR by Time**
September 2012

Big 5 Data: (Who, What, Where, When, How Often)

Using a Student Example...
How we utilize Sanctuary and PBIS to best meet the needs of each student at the Orchard School.

Alexandria

Alexandria's Data

<table>
<thead>
<tr>
<th>Month</th>
<th># of Incidents</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>3</td>
<td>TP on 7/24 with mother &amp; clinician</td>
</tr>
<tr>
<td>August</td>
<td>1</td>
<td>10th Birthday 8/11</td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>Reevaluated from Ms. S to Ms. W, 9/11</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>TP on 10/13 with mother &amp; clinician</td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Alexandria's CARE Card Progress
Ray's Data

<table>
<thead>
<tr>
<th>Month</th>
<th># of Incidents</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>5</td>
<td>Admitted 8/2</td>
</tr>
<tr>
<td>September</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>5</td>
<td>TPC 11/20 with grandmother, teacher, clinician</td>
</tr>
<tr>
<td>December</td>
<td>3</td>
<td>Christmas 12/25, Anniversary of mother's death</td>
</tr>
<tr>
<td>January</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>TPC 2/19 with grandmother, teacher &amp; clinician</td>
</tr>
<tr>
<td>March</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>2</td>
<td>TPC 4/2 with grandmother, teacher &amp; clinician</td>
</tr>
<tr>
<td>May</td>
<td>1</td>
<td>Mother's Day</td>
</tr>
<tr>
<td>June</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Aimsweb Behavior Graph:
Ray's Behavior Intervention Plan

Aimsweb Behavior Graph:
Ray faded 1:1

Another Student Example...

Ray
QUESTIONS?