Taking PBIS A Step Further:
Utilizing Social Skills Curriculum

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District Behavior Support Team
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Indianapolis, Indiana
Metropolitan School District of Pike Township

Enrollment 2014-15 by Ethnicity

Four Year Cohort Graduation Rate Trend
The District Behavior Support Team (DBST)

- Multidisciplinary team
- PBIS
- Assist with behavior referrals after team exhausts building supports
  - Discuss concerns with grade level team
  - RTI
  - Review behavior data
District Behavior Support Team
Referral Process

School submits Referral to Team Leader

Written report is provided to school within 48 hours with suggestions and strategies

Team reviews and assigns Behaviorist to observe

Behaviorist reviews report with teacher and continues to monitor behavior and implementation of strategies

Behaviorist presents information to DBST for staffing
Positive Behavior Interventions & Supports

- District-wide implementation
- School team
- School-wide procedures and expectations
- Acknowledgement system
- Lesson plans
- Data collection
DBST Coaching (PBIS)

• District expectation to meet 80% on School-wide Evaluation Tool (SET)
• Administrative meetings with team
• Action plans
• Professional development
• Data collection strategies
• Yearly SET
## Action Plan

<table>
<thead>
<tr>
<th>Feature</th>
<th>Status – <em>Achieved, In Progress, Not started</em></th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expectations Defined</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 3-5 positive statements</td>
<td>1. In Progress</td>
<td>1. Café procedures posted.</td>
</tr>
<tr>
<td>2. Posted</td>
<td>2. In Progress (January)</td>
<td>2. Retraining and re-teaching cafeteria procedures.</td>
</tr>
<tr>
<td><strong>B. Behavioral Expectation Taught</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Lesson plans</td>
<td>1. Achieved/In progress</td>
<td>1. Teachers were asked to discuss rules at community circle.</td>
</tr>
<tr>
<td>2. Students and staff know expectations</td>
<td>2. In Progress</td>
<td>1. Rules are reiterated on the announcements.</td>
</tr>
<tr>
<td><strong>C. System for Acknowledging Behavioral Expectations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. In Progress</td>
<td>1. Re-energize Rocket Fuel tickets and extend to specials and the cafeteria.</td>
<td></td>
</tr>
<tr>
<td>2. Achieved</td>
<td>2. Make expectations clear to cafeteria and special area teachers.</td>
<td></td>
</tr>
<tr>
<td>3. Achieve</td>
<td>3. Individual class systems: clip charts, classroom economy, Class Dojo</td>
<td></td>
</tr>
<tr>
<td>4. Achieved</td>
<td>4. Lifeline Awards and Honors Breakfast</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- Action Steps are based on the status of the feature.
- Statuses include: *Achieved*, *In Progress*, and *Not started*.
- Details for each feature are provided in the respective sections.
Social Skills Initiative 1

• District social skills initiative- Second Step
  – Research-based practice

• High number of DBST referrals for kindergarten students and teachers

• Second Step being used as a tier 1 intervention for kindergarten
  – User friendly
  – Highly engaging
DBST Support for Implementation & Fidelity

• All district kindergarten teachers trained in Second Step Curriculum

• Grade level planning meeting to ensure consistency
  – Lessons
  – Social skills time-community circle time, team training, flex time

• Monthly voluntary curriculum support meetings at each elementary site

• 2 class observations per semester
Benefits of Social Skills Curriculum Initiative One

- Increase social emotional learning
- Increase self-regulation
- Decrease impulsive behaviors
- Multimedia, multilayered curriculum
  - Songs, videos, brain breaks, puppets
- Parental involvement
- Common social skills language throughout the grade level
Kindergarten Referrals to District Behavior Support Team

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of K Referrals</th>
<th>Total % of Kindergarten referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>15</td>
<td>31%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>15</td>
<td>27%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>14</td>
<td>27%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>
Reactions and Thoughts

• Student engagement observed
• Teacher survey results
  – Enjoyed brain builders, story, and discussion
  – 88% of the teachers stated that their students used the Second Step language
  – 78% of teachers saw an increase in self-regulation skills
Social Skills Initiative 2

• District social skills initiative- Skillstreaming
  – Research-based pro-social skills training program
• PBIS data decision-recess, passing periods
• Skillstreaming is being used as a tier 1 & 2 intervention for middle & elementary
  – Flex time, community circle time, team time
  – Teachers struggling with classroom management
DBST Support for Implementation & Fidelity

• Individualized site training for all elementary and middle schools
• 10 school “teacher leaders” trained
• Team planning for implementation
• Created video models of skill lessons
• Follow up meeting with RTI team
Benefits of Social Skills Curriculum Initiative Two

• Increase social emotional learning
• Decrease impulsive behaviors
• Behavior specific social skill training based on student needs or deficiencies
• Social skills assessment
• Role plays
• Develop situational challenges to implement skill steps
# Suspension/Expulsion Data

## 2013-2014

<table>
<thead>
<tr>
<th>School</th>
<th>Suspension</th>
<th>Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Middle</td>
<td>756</td>
<td>16</td>
</tr>
</tbody>
</table>

## 2014-2015

<table>
<thead>
<tr>
<th>School</th>
<th>Suspension</th>
<th>Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Middle</td>
<td>315</td>
<td>4</td>
</tr>
</tbody>
</table>
Reactions and Thoughts

• User friendly
• Gives lots of flexibility
• Able to break apart in many sections
• Used during whole group instruction
• Able to identify specific areas of need
Questions