

Increasing Student and Family Success through Integrated Multi-Tiered Systems of Support

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Wait To Fail System

Old Faulty Philosophy – Kids Will Do Well If They Want to

- › They are defiant, attention-seeking, manipulative, coercive, unmotivated, and limit-testing
- › Cannot be on our campus
- › Send them away to get fixed
- › The parents are passive, permissive, inconsistent, non-contingent disciplinarians

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I Think I'll Use All of These



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Punitive Interventions

- › Don't solve the problems that set in motion challenging behaviors...and they don't teach behaviorally challenging children the skills they are lacking.



Punitive Interventions

- › They just push kids further outside the mainstream and fuel alienation and adversarial adult-child interactions.



Punitive Interventions

- › Moving beyond the "usual" ineffective punitive interventions -- detention, suspension, and so forth is crucial



And They Thought They Didn't Have The Time To Pay Attention To Me



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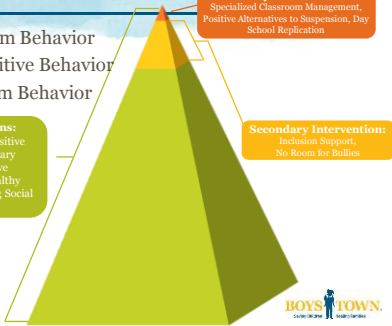


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Multi-Tiered Interventions

- › Prevent Problem Behavior
- › Encourage Positive Behavior
- › Correct Problem Behavior

Universal Interventions:
Well-Managed Schools, Positive Foundations for Elementary Students, Administrative Intervention®, Safe & Healthy Secondary Schools, Teaching Social Skills in Schools



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Purpose of the Project

- › To provide a common language to ALL providers (general education staff, special education staff, parents, mental health personnel, and administration)
- › Enhance communication between staff and students, staff and staff, and staff and families.



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Boys Town Basic Philosophy

Behavior is learned & can be changed	Direct-care providers are the best treatment agents	Students need prosocial, replacement skills
Interventions must be specified & trained	Supervision is key to program success	Catch 'em being good!

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Teaching Social Skills in Schools Workshop Goals

- Introduction of social competence concept
- Teach assessment & identification of social skill deficits
- Provide an understanding of social skills teaching methods
- Assist in creating a social skills action plan

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Bio-Psycho-Social Approach



Section 1: Functional Social Behavior

- › Social skills
- › Social competence
- › Principles of behavior
- › Task analysis
- › Code switching
- › Generalization & internalization
- › Conducting an observational assessment



Section 2: Introduction to Individual Teaching Techniques

Praise	Differential Reinforcement	Behavioral Specificity
Rationales	Consequences	Role-Play & Rehearsal
Quality Components	Relationship Development	Tolerances



Section 3: Proactive Teaching

- › Planned Teaching
- › Preventive prompts



Section 4: Effective Praise

- › Types of praise
- › Using praise to shape behavior



Section 5: Correction

- › Continuum of Correction
- › Guided-Self Correction
- › Corrective Teaching
- › Managing yourself
- › Managing the environment
- › Managing the learning



Section 6: Teaching Social Skills in Group Settings

- › Group structure and focus
- › Preparing materials & content
- › Creating and maintaining a productive group atmosphere
- › Group teaching components
- › Monitoring progress

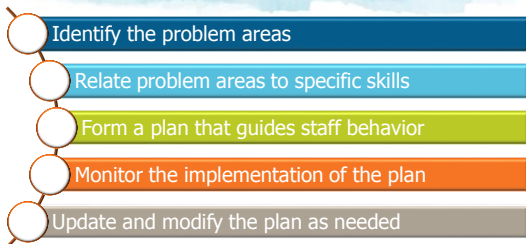


Section 7: Social Skills & Service Planning

- › Why students need varying levels of support
- › Functions of behavior
- › Basic steps in service planning
- › Case studies



Basic Steps Service Planning



Section 8: Putting it all Together

Putting it all Together



A Systems Approach



Moving Forward...

- › The TSSIS Training of Trainers is NOT to train a specific model, but to provide a skill set for multiple settings on how to teach social skills and provide varying levels of support for children.



TSSIS Aligns with PBIS

- › Provides consistency in strategies across the educational continuum
- › Specific social skills instruction that can be individualized
- › Structured approach for all professionals working with children to communicate
- › Customizable interventions for multiple settings



Riverside County SELPA

Where we started

- › 36 Children in RTCs ages 8-17
- › 10 out of state
- › 1-5 years in placements
- › Average cost per month \$12,000
- › Average visits home per year – 1
- › 100% on Medications
- › 100% More than 1 DSM Diagnosis



Riverside County SELPA

Where we are:

- › 40 Boys Town Trainers within Riverside County
- › Have not placed a student in long term RTC since July 2012
- › Reduced the RTC population from 36 to 1
- › Reduced NPS by about 100 since 2012
- › Have 67 students receiving ERMHS wrap around services



Riverside County SELPA

Where we are (continued):

- › Targeting NPS numbers now by offering wrap before moving a student off campus
- › Parents and students feeling supported and successful
- › Reduced hospitalizations and incarcerations
- › Increase in attendance and grades
- › Kids are learning resources in the community to promote long term needs



Calcasieu Academic and Treatment Center

- › Serves children in K-Grade 8 in Calcasieu Parish Schools
- › Combines education & mental health treatment for children with serious mental health concerns
- › Collaborative effort between Calcasieu Parish Schools and over 40 community agencies
- › Program focus
 - › Achieving functional gains
 - › Being developmentally appropriate
 - › Culturally relevant/sensitive
 - › Being student and family centered



Programs Offered by Positive Connections

- › **Specialized Classroom Management**
 - › Designed for special education teachers and para-professionals working in self-contained or alternative settings
 - › Teaches students social skills, incorporates a level motivation system to address adaptive and non-adaptive behavior
 - › Goal is to increase students' on-task behavior and help them acquire the social skills needed for school and community success



Programs Offered by Positive Connections

- › Common Sense Parenting®
 - › Six, two-hour sessions where parents have an opportunity to learn, practice and apply new behavioral-based parenting skills
 - › These skills will enable parents to learn to nurture their children's development and combine affection and discipline to decrease their children's negative behaviors and increase their positive behaviors



Calcasieu Academic and Treatment Center

- › Where we started
 - › Based on anecdotal records, prior to attending Positive Connects Students were hospitalized on average 3 times per year with an average stay of 15 days

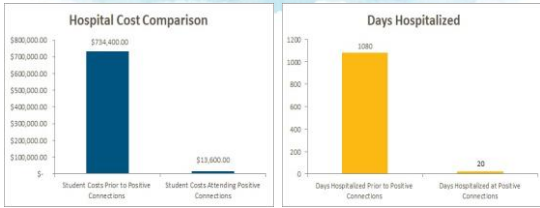


Calcasieu Academic and Treatment Center

- › Where we are
 - › Of the 24 students at Positive Connections, 2 students were hospitalized for 10 days in 2012/2013
 - › This reduction in hospitalizations saves the community approximately \$301,800 per year



Cost Savings



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Question & Answer

- › Brainstorm any comments, questions, concerns, or reactions you have.

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Boys Town Resources

- › **Steph Jensen**
Steph.Jensen@boystown.org - 888-820-8005
- › **Workshops**
www.boystowntraining.org - 1-800-545-5771
- › **Boys Town Press**
www.boystownpress.org - 1-800-282-6657

Thank you for attending!

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