Increasing Student and Family Success through Integrated Multi-Tiered Systems of Support
Steph Jensen, MS, LPC

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

I Think I’ll Use All of These

- Time-out
- Time-out
- Lost ofprivileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
- Loss of privileges
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

Multi-Tiered Interventions

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

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

Secondary Intervention:
- Inclusion Support, No Room for Bullies

Tertiary Intervention:
- Specialized Classroom Management, Positive Alternatives to Suspension, Due School Expulsions

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.
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!

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
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

Identify the problem areas
Relate problem areas to specific skills
Form a plan that guides staff behavior
Monitor the implementation of the plan
Update and modify the plan as needed
Section 8: Putting it all Together

Putting it all Together

Boys Town's Basic Assumptions

Correlates of skill deficits

Everyday Behaviors

Social competence

ABC Model

Social Skills and Task Analysis

Types of Social Skills Deficits

Teaching Techniques: concepts; techniques

Service Planning: functions of behavior; service planning

A Systems Approach

Administration

Consultation

Model Implementation

Training

Evaluation

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 Connections 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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<thead>
<tr>
<th>Hospital Cost Comparison</th>
<th>Days Hospitalized</th>
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<tbody>
<tr>
<td>Student Costs Pre vs Post</td>
<td>Days Hospitalized From Infection Control</td>
</tr>
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Question & Answer

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

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!