



THE CEDARHURST SCHOOL

Promoting Growth and Success

What is The Cedarhurst School?

The Cedarhurst School

- Private, therapeutic, special education outplacement
- Students with ED, Asperger, and OHI labels
 - ▣ Social, emotional and behavioral problems
 - ▣ Psychiatric diagnoses
- Middle and High School (ages 11-21)
- Public school students from all over Connecticut
- Tuition paid by sending Districts

About Cedarhurst

- Small class size (no more than 8 per class)
- Self-contained and mainstream classrooms, transition program, school engagement program
- Special education teachers, social workers, behavioral support staff
- Therapeutic groups, individual counseling, crisis intervention, collaboration with collaterals
- Use of self referred time away for self regulation/use of coping skills

Restraint/Seclusion Timeline

1980 – 1995 Restraints and seclusion occurred weekly

Introduced MBE Practices

1995

MBE – Managing Behavioral Expectations

- Comprehensive, in-depth program of body language skills, active listening skills, verbal communication skills, and physical, defense and control skills. The program is designed to teach how to recognize, reduce, and manage aggressive behavior.
- Adapted for the school environment with the emphasis on de-escalating verbally

Introduced PBS Practices

2000

2006

2009 – 2012

No reports restraints or seclusions



What does PBIS look like in alternative settings?

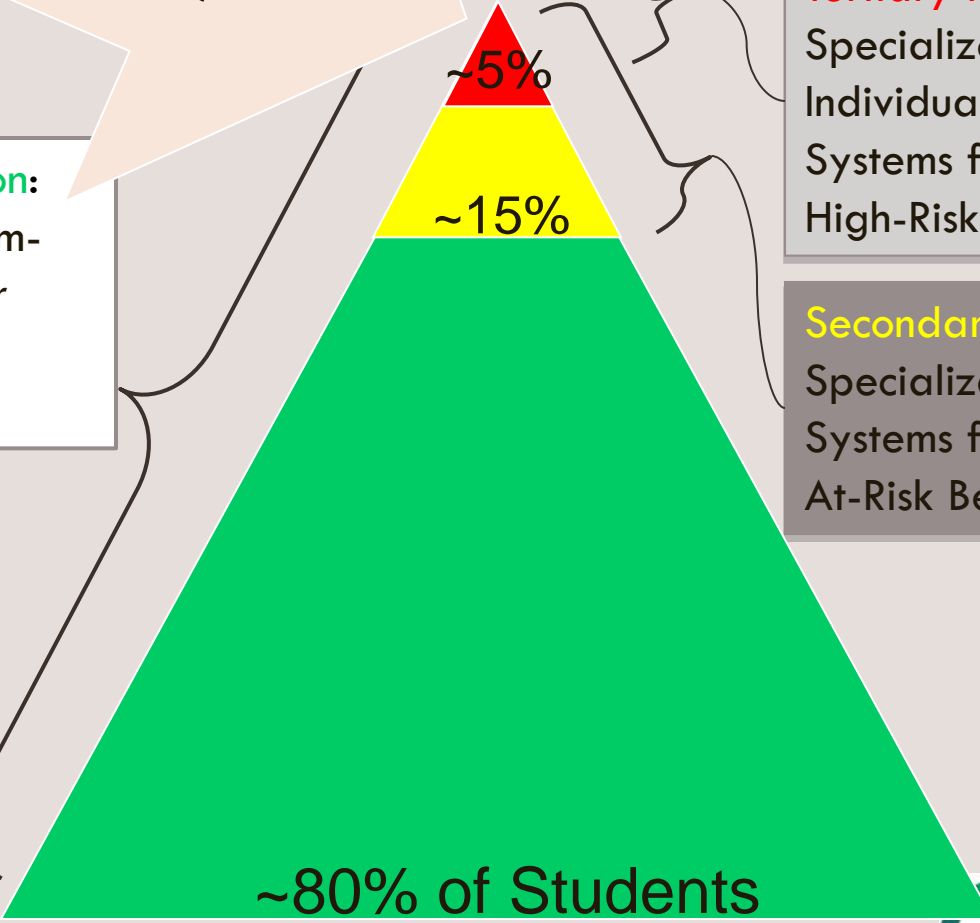
Continuum of School-Wide Instructional Alternatives

Small and variable population of students with intensive behavioral, medical, and educational needs.

in Altern

Most interventions are individualized and intensive.

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings



Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

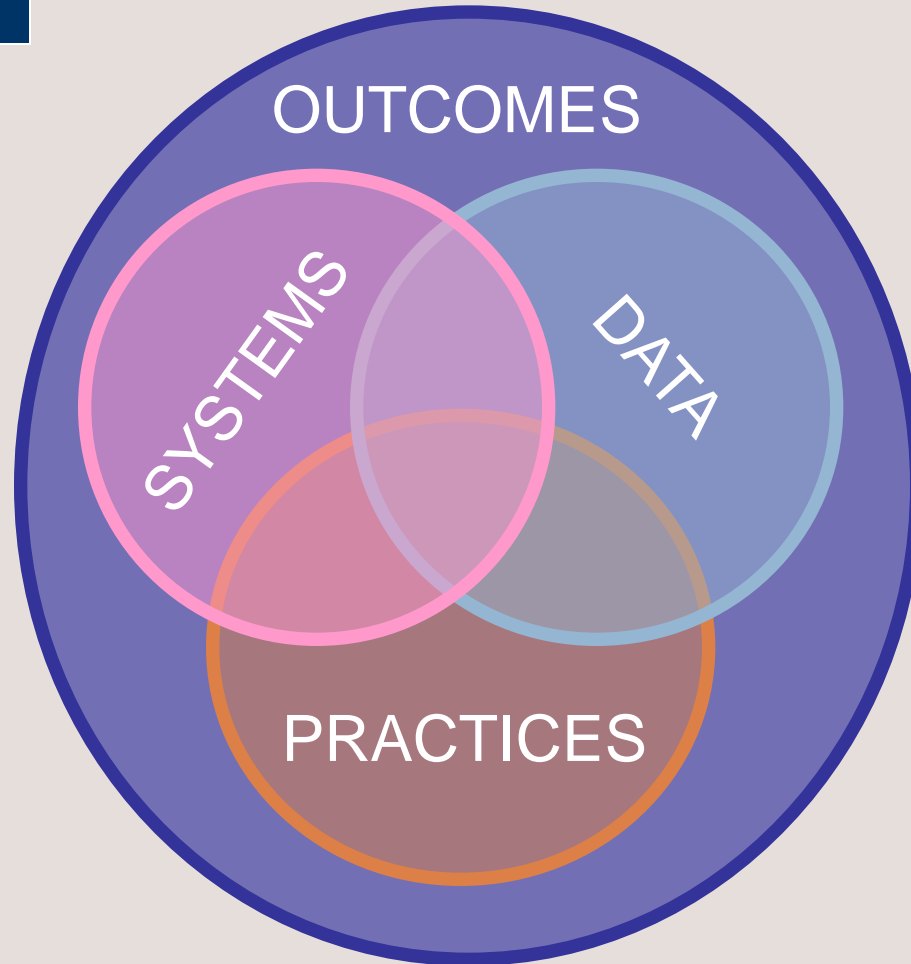
Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

(based on Simonsen, Pearsall, Sugai, & McCurdy, 2012)

Critical Features of SWPBS

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

Motivation For Change

We were pulling our hair out!



Changes

How they were made

- Met with consultant in first year – presented PBIS – was not successful – started with Tier 3
- The leadership team worked with new consultant in our second year to strengthen our universal program – Tier 1
- We made changes to our level and point systems, developed additional individual supports, roles clearly defined for clinical, behavioral and academic staff, clearly defined behavioral expectations, created lessons/schedule to teach behavioral expectations
- Reintroduced PBIS to all staff in orientation and presented the action plan as a jumpstart to the practice

Changes (continued)

How they were made

- Created the PBIS team and trained staff in data collection
- Began weekly PBIS team meetings to review data, to make changes and schedule activities
- Prepared quarterly reports to share with staff



What does PBIS look like at Cedarhurst?

Start with the Universal (Tier 1)

- Emphasis on structuring a universal behavioral support system that applies school-wide
 - ▣ Tier II and III won't work unless Tier I is solid
- Align existing practices with PBIS Universal Practices
- Tier II
 - ▣ Define criteria for plan development, implementation and fade out
 - ▣ Implemented once Tier I is solid
 - Individual mentoring and coaching, contingent and non-contingent

Annual Action Plan

- Annual Goals
 - ▣ Reduce frequency and duration of taking space
 - ▣ Increase percentage of students maintaining level
 - ▣ 4:1 ratio of positive reinforcement to negative consequences
 - ▣ Fidelity to the PBS model
- Data on progress compiled quarterly to keep us on track
- Achieving goals promotes on-going buy-in from staff and students



Practices



Individual Supports

- Meetings with social worker daily or as needed
- Monitored meetings with peers – coached by staff
- Individual support plans – Tier 2
- Communication with teachers/advisors daily
- Communication with parents/collaterals weekly/as needed
- Daily contact with Advisors – beginning and end of day
- Mentoring/Coaching
- Parent meetings as needed
- Re-entry meetings as needed
- Individual coping skills – encourage use of



Systems



Positively Stated Expectations

Responsibility	Safety	Respect
<ul style="list-style-type: none">-Participation-Focus on Task-Be Prepared	<ul style="list-style-type: none">-Use Equipment Appropriately-Physical/Verbal Boundaries-Be on Time	<ul style="list-style-type: none">-Appropriate Language-Focus on Yourself-Follow Directions

PBIS LESSONS

**You can't expect
anyone to do
anything until they
are taught!**

Behavioral Matrix

	Responsibility	Safety	Respect
Classroom	<ul style="list-style-type: none">-participation in class-focus on task-ask permission to leave the room-be prepared-be attentive-turn in cards at start of class	<ul style="list-style-type: none">-use equipment and materials appropriately-be on time-maintain physical and verbal boundaries-be aware of your surroundings	<ul style="list-style-type: none">-be an active listener-follow directions-focus on yourself-be supportive of others-use appropriate language
Hallways/Stairs	<ul style="list-style-type: none">-use water cooler appropriately-dispose of cups-keep moving to your class	<ul style="list-style-type: none">-keep hands and feet to yourself-keep walkways clear-walk at all times	<ul style="list-style-type: none">-use quiet voices-be considerate of others
Bathrooms	<ul style="list-style-type: none">-wash hands-ask permission to use bathroom-flush toilet-inform staff of problems/lack of supplies	<ul style="list-style-type: none">-turn off water after use-one person at a time in the bathroom--place paper towel in trash can-clean up after yourself	<ul style="list-style-type: none">-knock before entering-use toilet appropriately-reply to knock on door

Lesson Plans

Classroom Lesson

Name of Expectation (Rule)

Responsibility, Safety, Respect

Routine-Classroom

- Participate in task at hand
- try your best
- enter and exit in an orderly fashion
- be prepared
- use equipment and materials appropriately
- be supportive of others

Lesson Objectives

- students will be able to classify and produce positive and negative examples of classroom expectation

Lesson Materials

- dry erase board
- positive and negative example note cards

Teaching Examples

Positive Examples

- Responsibility: raise hand, wait to be called on, ask permission
- Safety: use appropriate language and keep personal space
- Respect: encourage others, say “nice job”

Lesson Plans--continued

Negative Examples

- Responsibility: head on desk
- Safety: blurt out own personal issues for everyone to hear
- Respect: talk with another student while others are engaged in lesson

Lesson Activities

Model

- Review class expectations and focus on matrix items not posted (ie. Be an active listener, turn in card at beginning of class)

Lead

- Pass out cards with positive and negative examples
- Create chart on board
- Have students read card and determine where it goes

Test

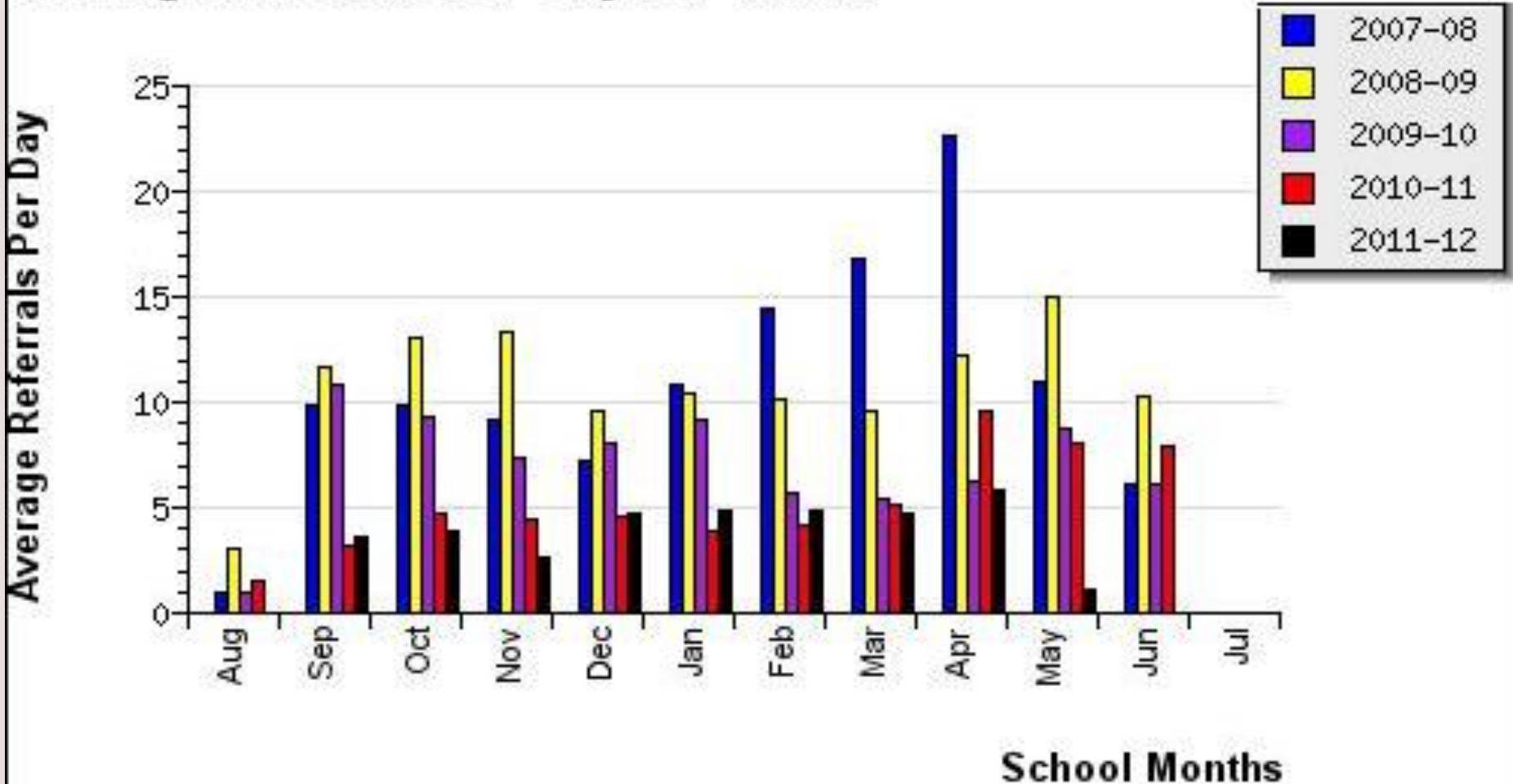
- As a group, generate one for positive and negative example for each expectation
- Have student self reflect and fill out own card based on expectations

Does it work?

The data speaks!

Significant reduction in Office Referrals

Average Referrals Per Day Per Month

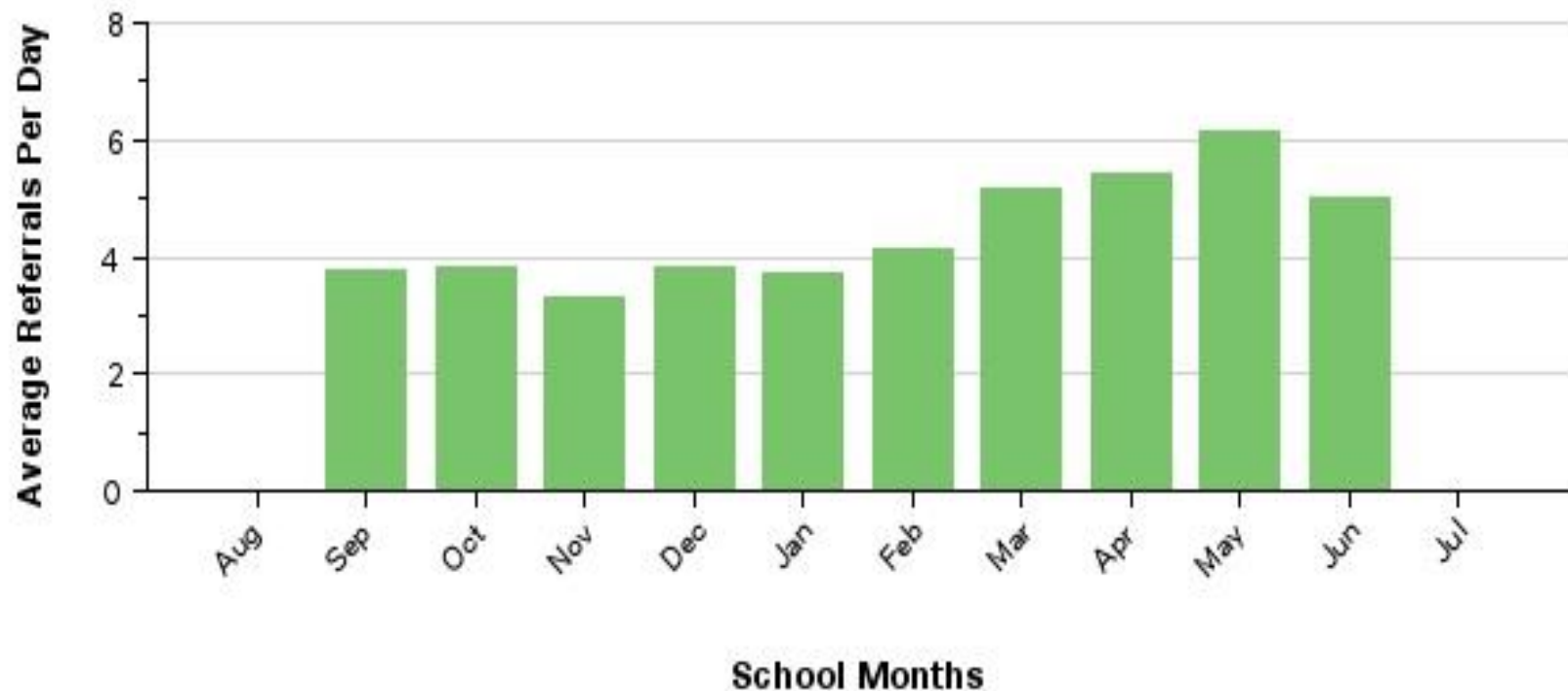


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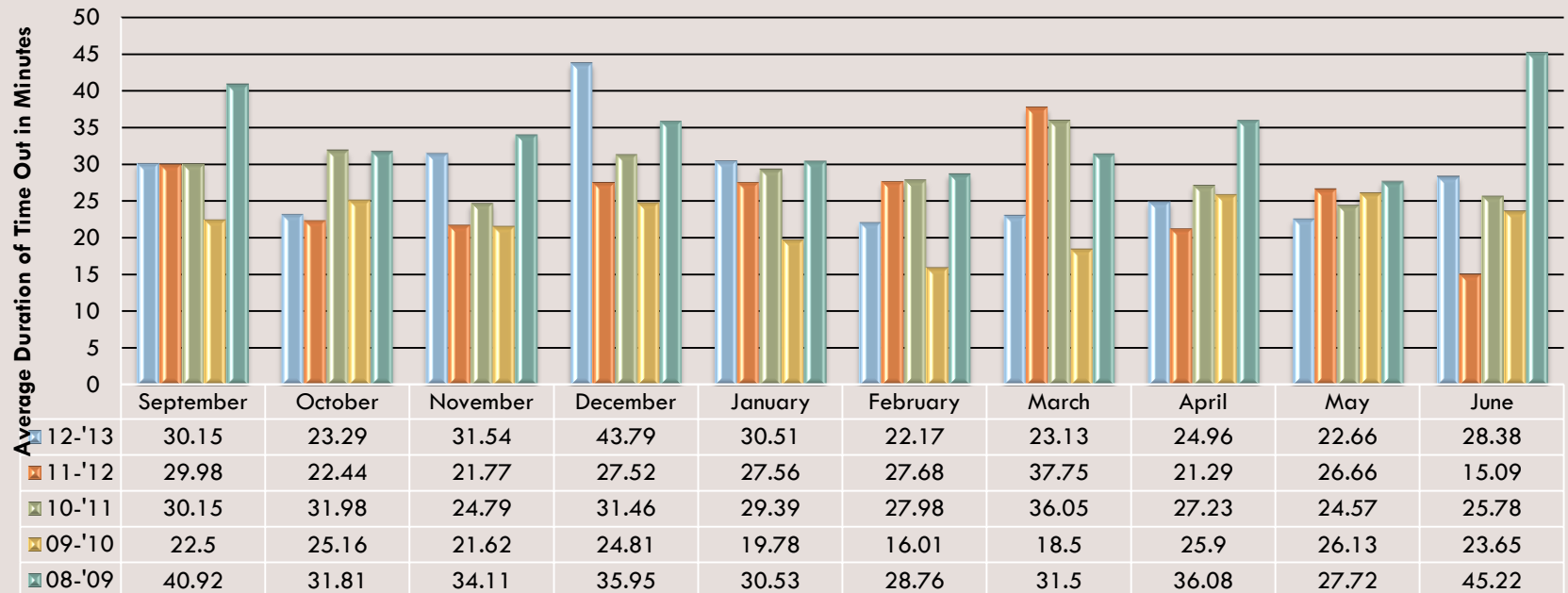
All, 2012-13



Shorter episodes of take space

Duration of Take Space- Annual Comparison

'08-'09 (34.26) / '09-'10 (22.41) / '10-'11 (28.94) / '11-'12 (25.77) /
'12-'13 (28.06)



Fewer episodes of time out of class

Frequency of Take Space - Annual Comparison

'08-'09 (8.72) / '09-'10 (7.24) / '10-'11 (4.93) / '11-'12 (3.91) / '12-'13 (4.1)





Outcomes



PBIS Team

- PBIS Team coach
- Teachers, paras, social workers, director
- Student council provides input
- Team meets once a week RELIGIOUSLY
- Review data
- Plan PBIS activities
- Problem-solve
 - ▣ Problems are discussed by PBIS team
 - ▣ Solutions are sought from entire staff

Daily Wrap Up Meeting

- Entire staff meets every day for 30 minutes
 - ▣ Determine behavioral goals
 - ▣ Review data
 - ▣ Discuss levels
- All staff have opportunity to discuss PBIS practices, effectiveness and goals
- PBIS Team members present identified issues and ask for or offer possible solutions
 - ▣ Everyone takes ownership

Student Investment

- Student Council
- Student input into rewards
- Careers Class creates posters to advertise rewards



- Culture of participation has built over years
 - ▣ All students participate enthusiastically

Parent Involvement

- Weekly communication home
 - Postcards home to emphasize positive
 - Email
 - Multi-staff approach
- Emphasize communication with family members
 - Parents reward school progress at home
 - Parent Survey

Data Collection

- **Everyone** participates
 - Teachers: ticket tallying, expectation card tallying, sign up for events, tracking levels
 - Other staff
- Data drives decisions
 - Student
 - Tweak reward universally
 - Tier II plan
 - Time of Day
 - Location
 - Staff

How is it sustained?

Modify the program as you go to correct ineffective practices

Data collection

- Many team members involved in data collection, entry and processing
- If any team member feels overburdened, we examine the process to spread the load
 - Example:
 - Initially one person was responsible for entering all ticket data each week, as well as running data reports for PBIS team
 - Now each person enters their own ticket data each week in a shared “ticket tally”

Other factors

- SET Evaluation to monitor fidelity
- Positive behavior in the classroom reinforces/rewards staff participation in the system
 - ▣ Behaviors worse in the beginning
 - ▣ Consistency and repetition (teaching expectations) led to student acceptance and success
- Attention is on positive behavior which fosters positive feelings in both student and teacher/staff

Other factors

□ GOOSE

(Get Out Of School Early)

- Healthy competition
 - Being recognized - cards
- ## □ Staff cohesion
- Staff Development
 - Staff Destressors



What did we learn

- Focus on the positive
- Teach the expectations you wish to see
- Work as a team
- Be forgiving
- Consistency
- Recognition

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