Weaving Together RAMP and PBIS

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Note, some content from Goodman-Scott & Herman, 2016
Positive Behavioral Interventions & Supports (PBIS)

PBIS is a framework to:
- Identify student/school needs
- Develop strategies for success
- Evaluate success through data collection

Goals
- Increase academic performance
- Increase safety
- Decrease problem behavior
- Develop positive school culture
- Teach children appropriate behavior and give them the support to sustain that behavior
- Culturally responsive
School Counseling

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Introductions
Learning Outcomes

* Brief background on RAMP and PBIS
* Discuss the experiences and perspectives of ten school counselors in RAMP schools implementing PBIS
* How does this apply to you?

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The ASCA National Model:  
A Comprehensive School Counseling Program

- 3rd edition; 15th year

- CSCP: Student academic, career, social/emotional

- Associated with positively student outcomes:
  - Higher student achievement scores, grades and attendance;
  - Lower rates of behavioral concerns and consequences;
  - Enhanced school climate, graduation and retention rates
  - PSC special issue: Carey & Dimmitt, 2012
RAMP

- National designation aimed to highlight “school counseling programs that have demonstrated advanced implementation of comprehensive, results-based, developmental programs” (ASCA, 2012, p. xi)

- Started in 2003

- Over 700 current RAMP schools

- RAMP associated with higher student achievement (Ward, 2009; Wilkerson, Pérusse, & Hughes, 2013)
Let’s Shift Gears…
PBIS
“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we… teach?”

(Herner, 1998)
PBIS: Three Tiers

Tier 1: Prevention for all students through school-wide expectations, acknowledgement, and discipline procedures; approximately 80% of students are successful with Tier 1 interventions.

Tier 2: Students At Risk
Interventions for students who need services in addition to Tier 1 prevention strategies; small group and individual strategies; approximately 15% of students.

Tier 3: High Risk
Most intense interventions for approximately 5% of students; these students haven’t responded to Tier 1 or 2 interventions; have chronic, complex issues.

~5%
~15%
~80% of Students

Continuum of Academic & Social Behavior Support

Core systems features:
- School-wide expectations
- Common behavioral definitions
- Common classroom practices
- Common school-wide discipline policies/procedures
- Tier I team to monitor and respond to data
- An embedded behavioral curriculum
- Acknowledgement of core expectations
- School community awareness
- Cannot operate efficiently or effectively without Tier I systems practices in place

Specialized Group Supports for Students with At-Risk Behavior
- Decision rules for student identification
- Feedback system that engages staff, students, and family
- Daily feedback and acknowledgement system
- School and community training to support student group growth

Specialized Individualized Systems for Students with High-Risk Behavior
- Individual treatments and supports tailored to student needs
Targeted
Intensive

Continuum of Support for ALL: “John”

Label behavior…not people

Experimental Research on PBIS

PBIS Experimentally Related to Outcomes:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Reduction in teacher reported bullying behavior and peer rejection

Reduction in problem behavior
Increased academic performance
Increased attendance
Improved perception of safety
Improved organizational efficiency
Reduction in staff turnover
Increased perception of teacher efficacy
Reduction in teacher reported bullying behavior and peer rejection
Pair and Share

• What school counseling activities do you perform for ALL students?

• What school counseling activities do you perform for SOME students: those with elevated needs?

Alignment with CSCPs
• Interviewed 10 School Counselors

• What are their experiences?
• RAMP-PBIS interaction

• “The data is amazing”

• “Part of the [school] culture”

• Challenges and benefits

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**RAMP-PBIS: Interwoven**

• “I think it [PBIS]... just marries really well with the school counselor's role, and just our comprehensive program”

• RAMP and PBIS “go hand-in-hand”

• “They definitely support one another”

• “Using attendance data... which is PBIS data, so it kind of inadvertently marries the two”
Suggestions

• Consider RAMP & PBIS?

• Discussing these frameworks with departments, advisory committee, and other key stakeholders
  • Benefits and challenges?
  • How does this fit with our school?
  • Support?

Suggestions

• Integrate RAMP and PBIS to support/strengthen the other:
  • Member of PBIS team; offer SCing expertise (background information on students, families, school climate, data, advocacy, leadership, systemic thinking, etc…)

  • Invite PBIS representation on CSCP advisory committee

  • Assist in developing & implementing PBIS behavioral lessons and school routines; suggest alignment with CSCP

  • Acknowledge students' successes/positive behaviors

  • Maximize their overlap: EFFICIENCY!
• “The data has been fabulous!”

• “The data is amazing”

• “We look at sub groups within our populations, like English language learners, students who are on free or reduced lunch, and think about how we can better serve those students... We do use data a lot.”

• “We've always been doing academic intervention stats... but how we are looking at it and then being able to assess... What was effective? What wasn't effective?”

RAMP Data

• RAMP “makes the data collection I'm doing for PBIS far more palatable and easy”

• Familiarity with data through RAMP = stronger contributor to PBIS

• School-wide data conversations
PBIS Data

• “When I was writing up to get RAMP... There was definitely PBIS stuff in there [application] as far as looking at our PBIS data... Being able to actually show that. The PBIS data was very, very helpful.”

• “Sometimes you do acquire some students for small groups based on the data provided by PBIS... It [PBIS data] might put someone [students] on the radar who possibly wasn't.”

PBIS Data

• “The one thing I would say that definitely helped me throughout the RAMP process was ... Our PBIS program, we do a lot of climate surveys... and those became pretty important for RAMP in terms of my results report. Because it was data that was already there... a lot of it helped support what I was already seeing in my own data.”
• PBIS: gather and analyze school data to determine students have elevated needs
• For example:
  • Office discipline referrals & suspensions
  • Attendance
  • Grades
  • Universal screening
  • School climate measures
Using **data** to move from general to precise ...

- **General statement:**
  - “There is too much fighting at our school”

- **Precise statement:**
  - There were 30 more ODRs for aggression on the playground than last year, and these are most likely to occur from 12:00-12:30 during fifth grade’s recess because there is a large number of students, and the aggression is related to getting access to the new playground equipment. “

**Discipline Data**

- Average per Day; per Month
- Location
- Problem Behavior
- Time of Day
- Students
- Day of the Week
- Grade
More Suggestions

• As member of the PBIS and interdisciplinary school-based leadership teams, SCs can discuss:
  • Student screening
  • Assessment
  • Intervention selection
  • Progress monitoring
  • Etc...

“Part of the [School] Culture”

• “[PBIS] really has become the culture of the school”

• “It's ingrained in what we do... it's the overall culture that we have in our building... making sure that we have this positive climate”

• “There's that common language throughout the school”
• “The consistent language has an impact, because the things that PBIS are looking to implement, those are the things that we [school counselors] do.”

• “Rarely do we [school counselors] have a conference with parents, students, teachers where [we do not talk] about those [PBIS school-wide expectations], acknowledging how the student is using them, maybe encouraging where they need to improve. The concepts really are... integrated in a lot of our day-to-day roles as counselors. I think it's ever-present in our mind and our actions.”
Suggestions

• Use the school-wide language (expectations) in student services
  • Expectations & interventions (Check-In, Check-Out)

• Examples:
  • Lessons, counseling, school-wide programming
  • Advising, graduation/college and career plans
  • Consultation and collaboration; parent/family education

• Speak the language of the school and district: familiar concepts
  • Advocate for students and school counseling department
  • Incorporate in national school counseling conversations
Language & Culture: Culturally Responsive

• Expectations, acknowledgements and procedures

• Stakeholder groups contributing

Challenges

• “I'm not a very good delegator... It's just easier sometimes to do it than to explain to somebody how to... I need to get better at asking.”

• “I wish that I didn't take it all on. Giving yourself the peace of mind to have other people have ownership in the program.”

• Balance:
  • Active leadership
  • Share responsibilities
  • Burn-out prevention and wellness
Challenges

• “The onset it was pretty intense”

• “We started off a little rocky, because it [PBIS] was one more thing to do.”

• However: longitudinally = saves time

• 57% decrease in lost instructional days over three years of PBIS implementation (Curtis, Van Horne, Robertson, & Karvonen, 2010)

Benefits of RAMP

• “I think RAMPing as a school, it’s the best PR you could possibly have with your community, especially with your principal, and your staff”

• “There's a huge shift in thinking when you start doing RAMP... it has to be a whole group effort, and leadership has to come into that in a way that acknowledges everyone and everyone's abilities.”

• Increased credibility

• Collaborative group effort needed to earn the RAMP designation
RAMP & PBIS: “They definitely support one another”

- Benefits implementing RAMP and PBIS in your school?
- Challenges implementing RAMP and PBIS in your school?
- What is one thing you can do right now?