Durham County System of Care and Durham Public Schools Positive Behavior Support

Integrating Positive Behavior Support and System of Care: Making a Difference for Students in Durham County

Durham County System of Care

Helping Families Help their Children Succeed in Home, School and Community

What is a "System of Care"?

- A community-based System of Care is a comprehensive spectrum of services and supports organized into a coordinated network to meet the diverse and changing strengths and needs of children and youth with complex behavioral, educational, social and/or safety needs, and their families.
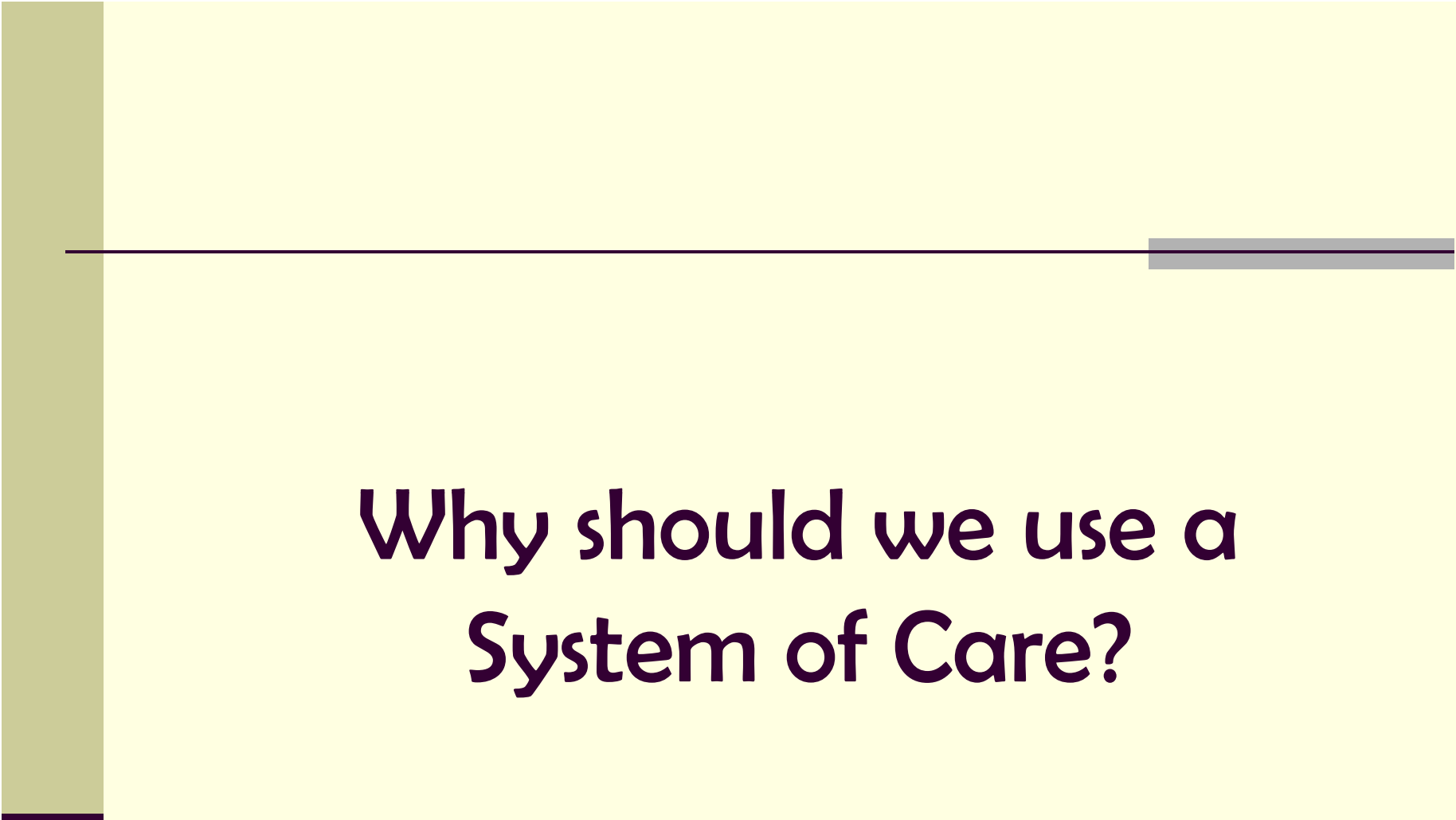
What is the Purpose?

- The purpose of a system of care is to make comprehensive, flexible and effective support available for children, youth and families throughout the community and through this assistance make the community a better place to live (Franz, 1999).

Principles of System of Care:

- Interagency Collaboration
- Individualized Strengths-Based Care
- Cultural Competence
- Child and Family Involvement
- Community-Based Services
- Accountability

Outcomes

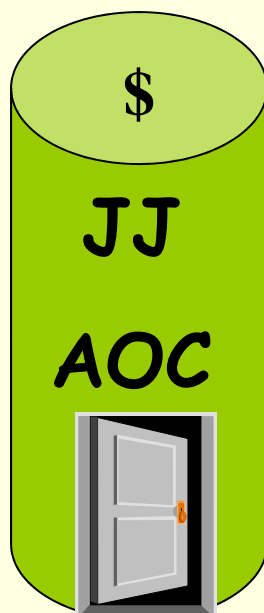Success, Safety and Permanency in Home, School and Community!

Why should we use a System of Care?

Child/Family Human Services

DSS — $ — Protection

JJ AOC — $ — Correction

Public Schools — $ — Education

Health/ Mental Health, SA, DD — $ — Treatment
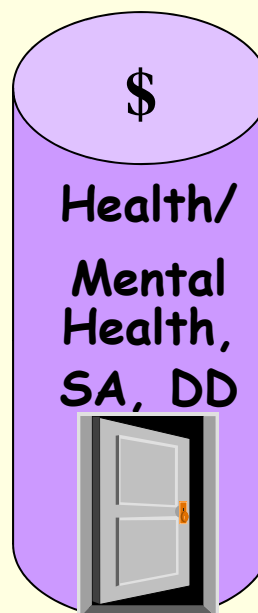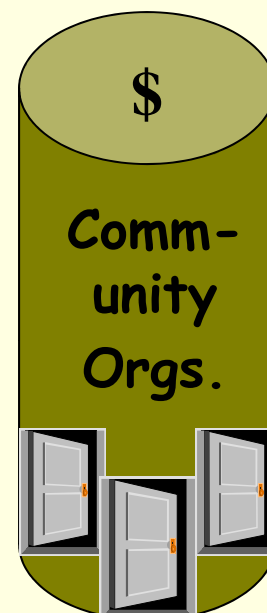
Comm-unity Orgs. — $ — Support

Extended Family
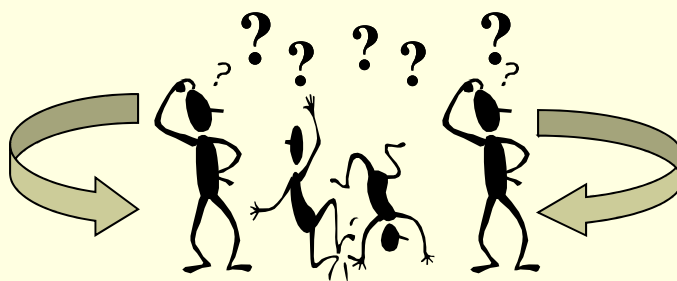
Neighborhoods, Friends

Child/Family Human Services *Reform*

$ DSS

$ JJ AOC

$ Public Schools

$ Health/ MH,SA, DD

$ Comm- unity Orgs.

Family Group Conferencing, Multiple Response System

Restorative Justice, Comprehensive Strategy, 'Blue Prints'

Positive Behavioral Supports (PBIS), Alternative Learning Programs
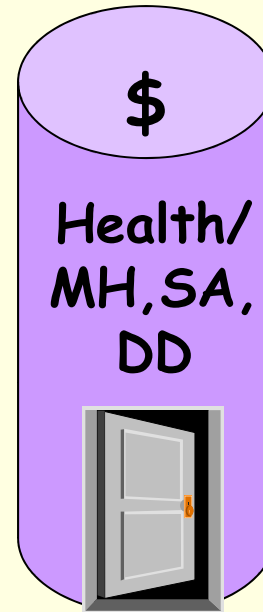
MH Reform, Health Choice, Smart Start, MAJORS, Person-Centered Care

Faith/Church, Clubs, Parks/Rec, Housing, Advocacy, etc.

Extended Family

Neighborhoods, Friends

Categorical vs. Non-Categorical System Reforms

Categorical System Reforms

Education

Mental Health

Child Welfare

Juvenile Justice

etc.

Non-Categorical System Reforms

Mental Health

Child Welfare

etc.

Juvenile Justice

Shared Population Focus

Pires, S. (2002). *Building Systems of Care: A Primer*
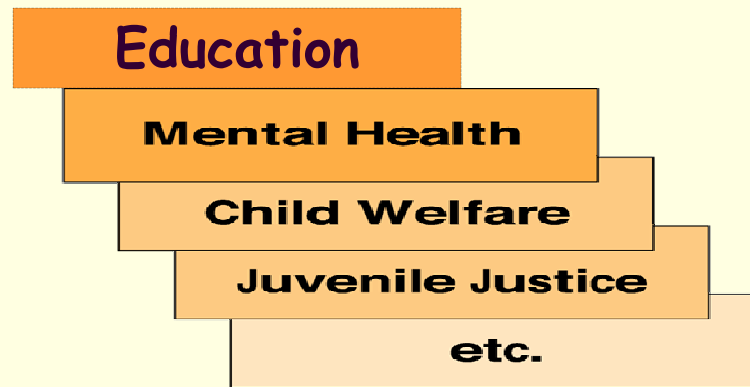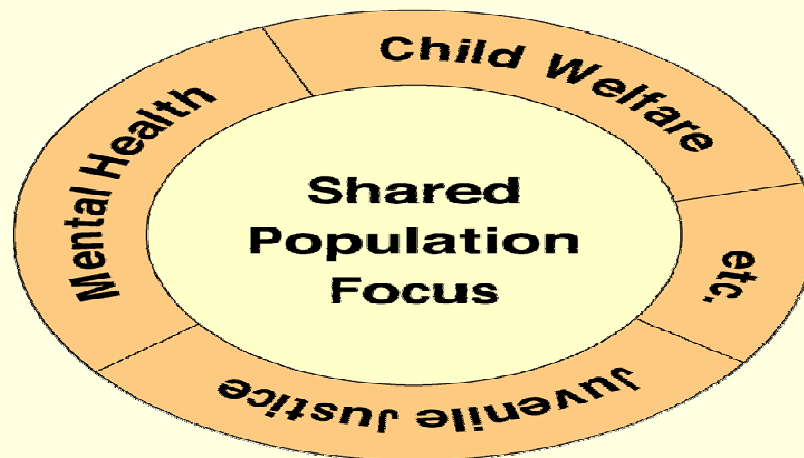
System of Care as Best Practice

According to the Center for Mental Health Services, SAMHSA, Federal DHHS*:

" The System of Care offers the best possible programmatic, fiscal, and organizational context for implementing and sustaining evidenced-based interventions . . ."

(*CMHS, 2004, Children's Service Initiative)

System of Care in Durham

History in Durham

- In August 2002, key leaders in Durham County's human service delivery system, including the Directors of Public Health, Department of Social Services, The Durham Center, Department of Juvenile Justice and Delinquency Prevention, Durham Public Schools, as well as the Chair of the County Commissioners, the Assistant County Manager and a District Court Judge, made a commitment to work together to develop a community-wide SOC.

- This group signed a Memorandum of Agreement that serves as a guide to the implementation of SOC in Durham County for all children and families.

- This led to the creation of a System of Care Infrastructure

Key Elements of Durham's SOC

- A Broad and Flexible Array of Services and Supports
- Child and Family Teams through Wraparound Approaches
- Collaborative Management, Support and Accountability

How does SOC Work in Durham?

All participating agencies, families and the community must work together in teams *in order to achieve outcomes* for children/families with complex needs:

- <u>Child and Family Teams</u> – wraparound service delivery & integration
- <u>Care Review Teams</u> – public/private supervisors working together
- <u>Community Collaborative</u> – program administrators & community working together
- <u>SOC Council</u> – policy implementers working together
- <u>Durham Directors</u> – policy makers working together

Who Are the Children and Families?

(Durham implementation)

Initial: children who have serious emotional disturbance, need services of multiple agencies, and are at-risk for out-of-home placement (and their families)

Future:
- ✓Parents with MH &/or SA needs whose children may have not yet entered 'the system';
- ✓Parents who have been found to have been "in need of services" for neglect (MRS);
- ✓Children who are at-risk for school failure, & their families;
- ✓Adults with MH and/or SA issues ('Adult SOC')

Community Collaborative

- The Durham Community Collaborative (CC) is a diverse group of individuals committed to Durham's children and families.

- The purpose of the Collaborative is to work together as full and equal partners to create neighborhood and community environments for Durham that empower and support children with special needs and their families to reach their full potential as responsible, productive and caring individuals.

Community Collaboratives
Integrating Resources & Response*

Child Serving
Agencies &
Community Resources
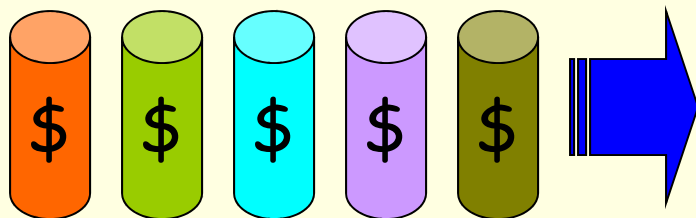
**One Unified
Approach**

$ $ $ $ $

**Community
Collaborative**

Comp.
Services +
Supports

Maximizing Resources for a Comprehensive System of
Services/Supports:
Braided Funding & Blended Services
Family, Neighborhood & Community Involvement

* John Franz, 1999

Results of SOC in Durham to Date

- ✓ Number of children/families served more than doubled
- ✓ Out of home placements drop from 50% to 16%
- ✓ Cross-agency training and education in best practices
- ✓ Agency cooperation/direct participation in service delivery
- ✓ Agency Directors, Deputy Directors and supervisors working together
- ✓ Significant drop in court ordered placements (from $700 K to $7 K to zero by 2005)
- ✓ County Commissioners invest $225,000 in SOC Community Support positions via cross-agency advocacy

Results of SOC in Durham to Date

- ✓ Continuity of care via CFTs for over 600 children, families
- ✓ New services identified, recruited via cross-agency RFP process
- ✓ Crisis continuum developing: 23-hour, Rapid Response Homes, First Responder Police/Clinical Outreach
- ✓ Funds braided to support new services & new positions: DSS/Court/MH Liaison, DJJ/Court/MH Liaison
- ✓ 2004 Ketner Award - NC County Commissioners Association
- ✓ 2004 Programs of Excellence Award - NC Council of Community Programs

Child and Family Teams and Wraparound Process

What are Child and Family Teams?

- The Child and Family Team is the 'heart' of the System of Care, building a team unique for each family, comprised of those persons who are important in their everyday lives.

- Supports and services are planned, coordinated, delivered and monitored through the Child and Family Team.

What is Wraparound?

- It is a philosophy that maintains that we must identify the community services and supports that a family needs and provide them as long as they are needed.

- Community resources are the primary mechanism for supporting the child and family. The community is viewed as the most effective means of family support.

- The formal service system is seen as secondary to community resources, but very important to family support.

What does a CFT do?

- Works together to develop a detailed and highly individualized comprehensive plan of service and supports with specific, achievable, strengths-based behaviors and goals.
  - This plan guides service delivery, the provision of supports, and coordinates the work of the various participants using a wraparound approach;
- Focuses on what a child and/or family needs to succeed, not just what the "system" wants to offer;
- Works together to ensure that an informal support network is available to meet the needs of the child and family;

What does a CFT do? (Cont.)

- Works to ensure that services and supports are accessible to families and that they are offered at convenient times and locations;

- Checks to make sure services and supports are working and suggests changes when they are not working; and

- Evaluates and tracks the outcomes of services and supports delivered to ensure they succeeded in meeting projected outcomes.

Durham Public Schools:

Positive Behavior Support

Helping Schools Achieve A Positive Climate and Develop Positive Strategies to Deal with Discipline

What is PBS?

- PBS stands for Positive Behavior Support
- PBS is not a curriculum
- PBS is a collaborative process for assessment and development of effective interventions
- Emphasizes the use of prevention, teaching and reinforcement-based strategies to achieve meaningful outcomes
- Aim is to build effective environments in which positive behavior is more effective than problem behavior

Designing Comprehensive Systems
CONTINUUM OF POSITIVE BEHAVIOR SUPPORT (PBS)

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

~5%

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

~15%

Primary Prevention:
School-wide and
Classroom-wide Systems
for All Students,
Staff, & Settings

~ 80% of Students
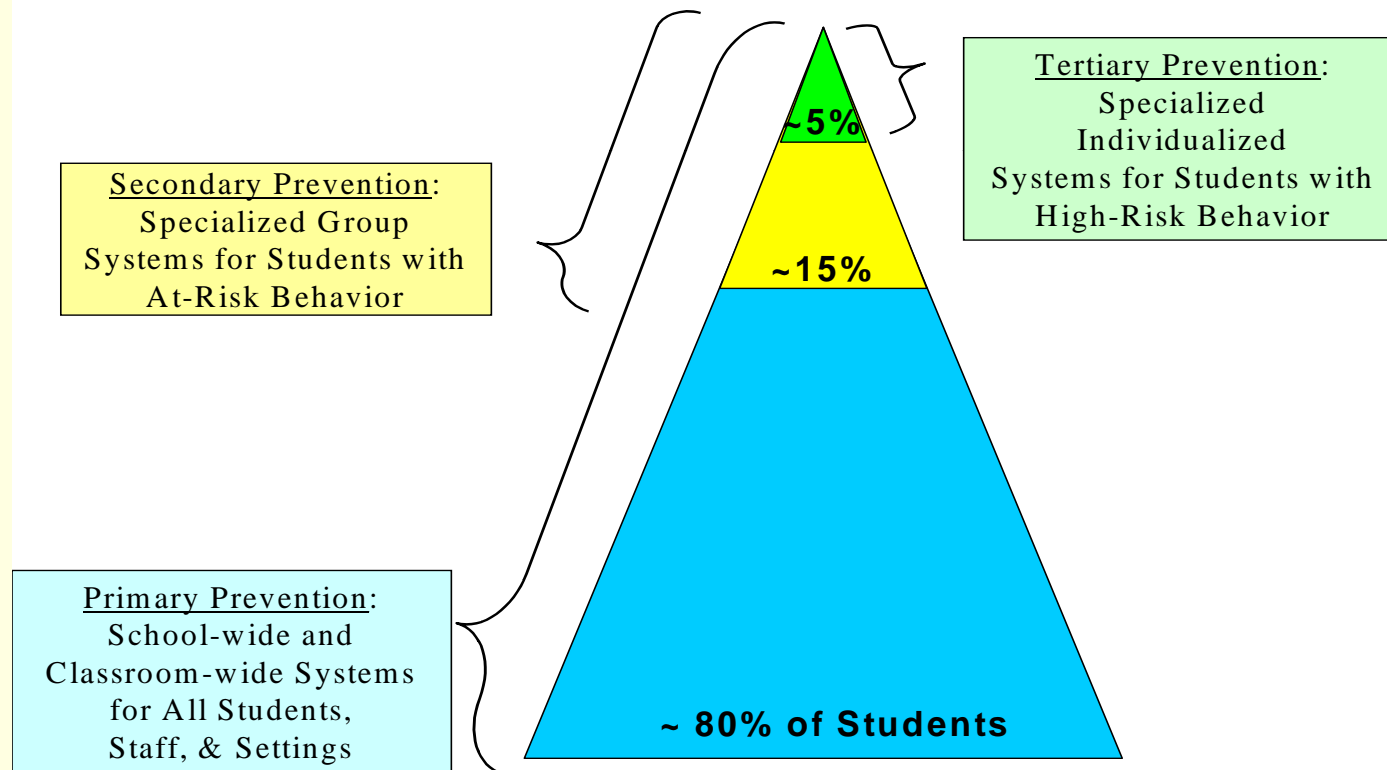
Adapted from the Center for Positive Behavior Interventions and Supports (2002)

School-wide System for All Students

Academic

Behavioral

Intensive, Individual Interventions
•**Tutoring**
•**Academic Remediation Plans**

Targeted Group Interventions
•**Small group instruction**
•**Focused academic help sessions**

Universal Interventions
•**Effective instructional practices**
•**Recognition of academic achievement**

5%

15%

80%

5%

15%

80%

Intensive, Individual Interventions
•**Individual Positive Behavior Support Plans**

Targeted Group Interventions
•**Social Skills instruction**
•**Reinforcement of specific skills**

Universal Interventions
•**School-wide rules and procedures**
•**Systematic reinforcement procedures**
•**Recognition of accomplishments**

Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff
Behavior

Supporting
Decision
Making

Supporting
Student Behavior

Positive
Behavior
Support
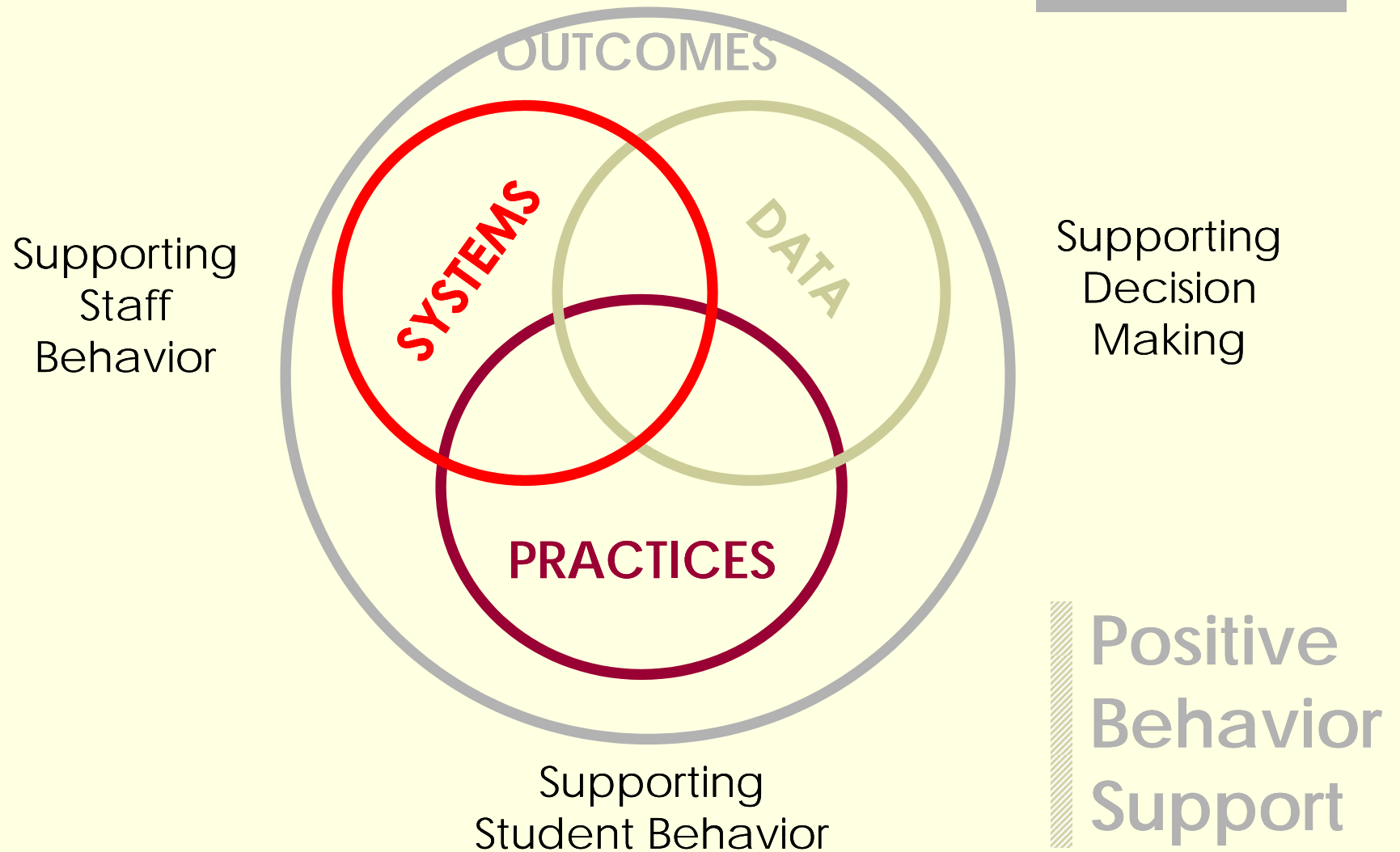
Why PBS?

- Problems are increasing

- Typical responses are inefficient

- Schools implementing comprehensive PBS see long term change
    - Reduction of ODR
    - Reduction of suspension
    - Increased staff morale and retention
    - Positive school climate

Common Features of the Problem Context

- Problem behavior is increasing
- Schoolwide discipline systems are typically unclear and inconsistently implemented
- Educators often rely on reactive and crisis management interventions to solve chronic problem behavior
- Educators often lack specialized skills to address severe problem behavior
- Teachers are being asked to do more with less
- Students have limited opportunities to learn school-based social skills and to receive feedback on their use

Traditional Discipline versus PBS

■ **Traditional Discipline**:

- Focused on the student's problem behavior

- Goal was to stop undesirable behavior, through the use of punishment.

■ **Positive Behavior Support**:

- Replaces undesired behavior with a new behavior or skill.

- PBS alters environments, teaches appropriate skills, and rewards appropriate behavior.

Typical responses are inefficient because they....

- Foster environments of external control
- Reinforce antisocial behavior
- Shift accountability away from school
- Weaken the relationship between academic & social behavior programming

Schools with Effective Discipline

- Effective Leadership

  Work smarter not harder

  Active involvement

  Clarity in direction

- Move Beyond Punishment

  Teach, monitor, reward appropriate behaviors before relying on punishment

Schools with Effective Discipline

Use different behavioral systems for different challenges

- Universal: Schoolwide

   When >35% of students receive referrals in a year

- Universal: Nonclassroom Settings

   When many problems located in one area

- Universal: Classroom

   When more than 50% of referrals from classroom

- Small Group / Individual Student

   Repeat offenders

Schools with Effective Discipline

Build Durable Systems

- Team-based change

- Administrative leadership

- Establish commitment
    - Schoolwide discipline is one of the top three goals
    - Three year timeframe

- Self-evaluation
    - Build on what works
    - Make all changes fit the local environment
    - Self-Assessment Survey

PBS Assumptions/Themes

- Focus on positive proactive programming

- Emphasis on clearly defined working structures

- Teacher/school takes ownership of student learning & behavioral challenges

- Problem behavior = Learning error
- High expectations for student success
- High value on learning (academic & behavior)
- Incentives

PBS Assumptions/Themes

- Schools are important and good!
- Regular, predictable, positive learning, and teaching environments
- Positive adult and peer models
- Regular positive reinforcement
- Academic and social behavior development and success

Features of a Comprehensive System of PBS

- Total staff commitment to managing behavior
- Clearly defined and communicated expectations and rules
- Consequences and clearly stated procedures for rewarding appropriate behavior and for correcting rule-breaking behaviors
- An instructional component for teaching students self-control, expected behaviors, and social skills strategies
- A support plan to address the needs of students with chronic, challenging behaviors

Your School Can Expect to...

- reorganize to become more efficient and consistent in procedures

- use preventative measures to decrease inappropriate behaviors including teaching appropriate behavior

- experience a shift in the school's attention from inappropriate to appropriate behavior

- experience a change in overall philosophy and school climate

Durham Public School Positive Behavior Support Continuum

Planning for 2005/2006

What is the Positive Behavior Support Continuum?

- The Positive Behavior Support Continuum provides system-wide support in the areas of behavior and discipline to the Durham Public Schools.

- The continuum includes:

  Development of school based positive behavior support teams to build capacity at the school level

  In school intervention for high-end students

  Alternative programs for students who either need situational support or long-term service options.

What Will the Continuum Look Like?

- The **Positive Behavior Support Coaches** spearhead the **prevention effort**:

    - Develop school-based teams
    - Assist in developing and implementing 3-5 year plans for schools to meet behavioral goals
    - Assist with development of plans for individual high end students
    - There are 11 PBS coach positions

What Will the Continuum Look Like?

- **The Positive Behavior Support Assistants** provide **direct support services:**

  - These services are either
    planned, in response to crisis or to assist with transitions
  - These services are available to the entire system and are temporary.
  - Crisis support and transition services are normally provided for 2 weeks.
  - Stabilization or Planned programming normally is in place for 4-6 weeks.
  - There are 11 positive Behavior Support Assistant positions.

What Will the Continuum Look Like?

■ **Alternative placement options** include:

Lakeview and Bacon Street

COPE and Acute classrooms

■ Goal:

Develop additional intermediate options at the secondary level

Provide situational/short-term support for students who do not need the longer-term services available at Bacon and Lakeview

■ This can be done with existing resources

How Will Resources be Utilized?

- **3 regional teams**

  Coaches and Behavior Support Assistants work with the regions

  In each region there will be:
  - 3-4 Coaches
  - 3 BSAs

  1 BSA provides assessment of where it is needed throughout the system.

  Alternative programs will exist in each region for all levels

  - **Goal -** Staff from these programs will team with the Coaches and BSAs to form each regional Behavior team

Why Develop a PBS Continuum?

- **Designed to meet the needs of all students, exceptional and regular education**

- **State and National data indicate that schools and systems that incorporate this model have shown:**
  - **Reductions in referrals to special education,**
  - **Reduction of suspensions and office referrals**
  - **improved attendance and increases in school performance measures.**

Why Develop a PBS Continuum?

- **The North Carolina Department of Public Instruction is going statewide with this model**

- **Durham Public School's Positive Behavior Support Continuum has been an example for other systems to follow.**

- **The Positive Behavior Support Continuum supports other DPS goals**
  - **Closing the achievement gap,**
  - **Reducing suspensions and**
  - **Supporting safe school environments for all of it's students.**