

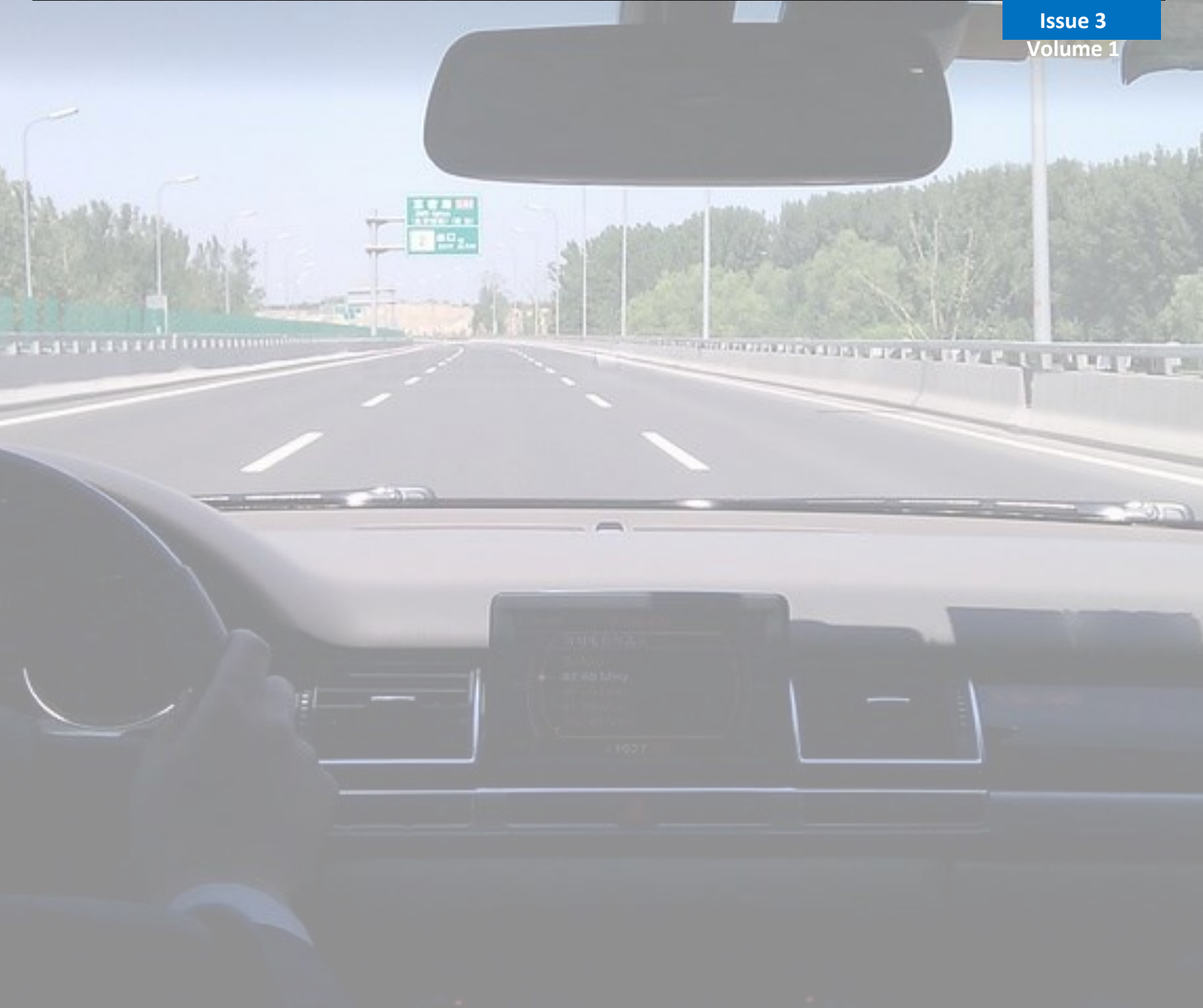


THE Keystone

CTSP

Newsletter

Issue 3  
Volume 1



Made Possible Through a Grant From:



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#### Issue 3

#### Keystone CTSP

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#### Quick Notes:

Happy retirement to Dave Toohey! Thanks for all your years of service to your communities in Cameron, Centre, Clearfield, Elk, Clinton, Juniata, McKean, Potter, and Mifflin Counties.

Belated welcome to Mike Mooney, Bucks Co. CTSP



## Issue 3

Hello all,

On behalf of the NDSP cohort, we hope that you and your families are staying safe and healthy at this time.

Unfortunately, everyone is being affected in some way by this crisis. Either directly or indirectly, from simple inconveniences to major family crisis's and personal loss.

The cover of this issue tells a tale affecting our work in traffic safety. Though some parts of the commonwealth are moving toward reopening to many activities, we have to think about the way that the "new normal" will affect the approach of community programs. There is no doubt that there has been a scramble to continue serving and presenting the familiar activities that your various offices offer throughout the year.

Even as areas of the state have been easing toward re-opening, distancing and other prevention guidelines have affected and will continue to effect methods of education, outreach, and delivery of programs for indeterminate lengths of time. The struggle to keep program offerings relevant to a shrinking audience, with little in the way of interaction success data; or focused, measurable objectives more often than not, may result in "preaching to the choir" outcomes.

Diver education offerings throughout the commonwealth, too, have been stalled due to the suspension of classes and all in-car driving by the schools and private providers. Classroom theory, in some instances, has also been suspended, delayed, or altered to an online format. The extent of a return to former standards will undoubtedly be in a constant state of flux, with the possibility of again being faced with future restrictions, leaving the need to shift gears on given notice.

Now, even more of the responsibility for those tasks now falls to the students and parents or guardians. The benefits of established, organized driver education programs available for free or a comparatively reduced cost, (especially in-car training), have taken a back seat in many cases to a "shotgun" approach resulting in poor safe driving proficiencies.

The focal points of our traffic safety programs are to educate, inform, and enact changes to improve driving safety to reduce crashes and fatalities. To strengthen the education aspect of these focal points, involvement with schools both with and without driver education programs, provides the opportunity to interact with teachers and focus on novice drivers while also providing their parents or guardians with standardized resources and programs.

As one of the planned tasks for this NDSP grant, CTSP offices will be receiving contact lists for public schools in each district that offer PDE-approved driver ed programs. The lists have been compiled to correspond as closely as possible to the borders of the PennDOT service districts. Granted, there are probably a few border discrepancies that neighboring offices may wish to work out.

Resource materials for parent or guardian seminars/ presentations will also be provided. The materials include slide presentations, manuals, web references, in-car lesson procedures, and skills sequences that can be used by mentor divers. All are based on the PDE approved Perceptual Program and driver education course. Some examples are included in this issue on page 4.

Thanks, and as always, stay safe!

**In memory of family, friends and acquaintances lost due the virus. Sympathies to all.**

**All the best to those recovering.**



## Response to Emergency Closure and Modifications to Driver Education Coursework

The PDE response to school closures and shutdown of face to face instruction came in the form of a directive through Secretary of Education Rivera to all content advisors to develop a resource guide of specific recommendations for online instruction use. The content areas were published to the Standards Aligned System portal (SAS). Educators were directed to the SAS site, <https://www.pdesas.org/> to access the particular subject area to be utilized for their online teaching tasks. The resources available ran the gamut from the traditional subject areas of ELA (English Language Arts), Math, Science, Language, and Social Studies; to Health and Physical Education, Arts, Tech and STEM and Driver Education.

Anyone familiar with the guidelines and requirements for Driver Education is familiar with the time requirements of 30 hours classroom theory, and six hours training behind the wheel. Naturally, under current closure and health guidelines, the in-car portion and end of skills testing are suspended, but classroom theory instruction continues. School Safety Director, John Kashatus explained his procedure, "I shared with teachers in Local Education Agency (LEA) (... any school; public, parochial, Catholic, IU, CTC, etc.) that depending on their continuity of education plan, they would not be penalized if they could not meet the 30 hour requirement. Also, in the interest of expediency if an LEA wished to utilize an online theory curriculum provider, I waived the application process; however, I was not contacted by any LEA wishing to go that route."

### CLASSROOM RESOURCES FOR DRIVER EDUCATION THEORY

**The following resources focus on the importance of safe driving, recognizing and making adjustments to hazardous conditions, and making informed decisions. The following resources complement the [Pennsylvania Enhanced Driver Education Program Guide](#) and can be found on the Pennsylvania Department of Education (PDE) Driver and Safety Education website. This outline serves as a navigation tool to assist driver education teachers in compiling lessons and activities to complement your curriculum.**

Navigate to the [PDE Driver and Safety Education](#) Website  
Open the [Supporting Materials](#) link  
Open the [Sample In Class Activities](#) link

You will find lessons on:

- Adverse Conditions;
- Risk acceptance and Management
  - Airbags;
  - Crash Statistics and Seat Belts;
  - Family Feud;
  - Seat Belt Lottery;
- Traction Loss;
  - The Effects of Gravity
  - Tire Patches-Over Steer
  - Tire Patches-Under Steer

In Sample Lessons you will find 21various lessons addressing Content Expectations 14.1 through 14.6

In Sample Curriculum Files you will find eighteen lessons ranging from driver perception, making informed decisions, and processing risk.

Module III Perception and Strategies navigate to:

Perceptual Skill Development and Scanning for strategies on how to helps students to prepare predict and anticipate when navigating the highway transportation system.

When you open Scanning you will find lessons on the following:

- Highway Conditions;
- Identifying HTS Events;
- Interacting with Other Users;
- Developing Targeting and Vision;
- Identifying Traffic Controls.

Modules II and IV Decision Making and Other Users will bring you to lessons on:

- Improving Perceptual Skills;
- Identifying Traffic Controls;
- Identifying Highway Conditions;
- Identifying the Actions of Other Drivers;
- Identifying Closing Probabilities;
- Responding to Problem Situations;
- Night Driving;

Perceptual Driving Programs Rationale.





(Samples)

Lessons and Hints to Work With Your New Teen Driver

## I. PA Graduated Driver Licensing, Traffic Laws, and Risk Reduction

Part 1

Be Ready, Be Safe, Be Responsible

PA GDL LEARNER'S PERMIT

STAGE 1

Permit valid for one year (can be extended)

6 months of logged practice time before testing

- Mandatory minimum: 65 hrs.
- w/10 hrs. night &
- 5 hrs. bad weather

Proper supervision with:

- licensed driver at least 21 years of age
- licensed parent, guardian, person in loco parentis or spouse of at least 18 years old

When a person is licensed as a driver in another state, they must obtain a Pennsylvania Driver License.

PA GDL-JUNIOR LICENSE

STAGE 2

JUNIOR LICENSE – AFTER PASSING THE DRIVING TEST, ALLOWS UNSUPERVISED DRIVING WITH RESTRICTIONS:

- NO NIGHTTIME DRIVING BETWEEN 11 P.M. AND 5 A.M.
- NUMBER OF PASSENGERS MUST NOT EXCEED THE NUMBER OF SEATBELTS IN THE VEHICLE.
- PASSENGER RESTRICTIONS: NO MORE THAN ONE (1) PASSENGER UNDER THE AGE OF 18 WHO IS NOT AN IMMEDIATE FAMILY MEMBER UNLESS ACCOMPANIED BY DRIVER'S PARENT/GUARDIAN.
- AFTER 4 MONTHS ON A JUNIOR LICENSE, THE LIMIT IS INCREASED TO: NO MORE THAN 3 PASSENGERS UNDER THE AGE OF 18 WHO ARE NOT IMMEDIATE FAMILY MEMBERS UNLESS ACCOMPANIED BY ONE OF YOUR PARENTS.

Lessons and Hints to Work With Your New Teen Driver

## II. YOUR TEEN DRIVER : PRE-ENTRY PROCEDURES

Part 2

Be Ready, Be Safe, Be Responsible

## DRIVING PROCEDURES

What are Driving Procedures ?

- They are:
  - A series of specific tasks,
  - done in an order that
  - become an efficient routine to help reduce risk before or during driving.
- Meant to develop regular good habits,
- They lead to constant, specific outcomes.

## PRE-ENTRY CHECKS

-CHECK AROUND THE OUTSIDE OF THE VEHICLE FOR:

Be Ready, Be Safe, Be Responsible

Lessons and Hints to Work With Your New Teen Driver

## III. YOUR TEEN DRIVER: ENTRY & PRE-DRIVE

Part 3

Be Ready, Be Safe, Be Responsible



## MIRROR SETTINGS

• One way to combat the problems caused by the traditional mirror setting is to adjust the mirrors to what is known as...

### Blind-Spot Glare Reduction

Be Ready, Be Safe, Be Responsible

Lessons and Hints to Work With Your New Teen Driver

## IV. PERCEPTUAL DRIVING FOR PARENTS / GUARDIANS

Part 4

Be Ready, Be Safe, Be Responsible

## HABITS TO IMPROVE PERCEPTION

Use a SYSTEMATIC SEARCH PATTERN.

Search in meaningful groups

- Traffic Controls
- Highway Conditions
- Other Users

Be Ready, Be Safe, Be Responsible

## Habits to Improve Perception

### SEARCH HABITS FOR IDENTIFICATION

Search ahead and to the sides

Be Ready, Be Safe, Be Responsible

Lessons and Hints to Work With Your New Teen Driver

## V. YOUR TEEN DRIVER : STARTING & MOVING

Part 5

Be Ready, Be Safe, Be Responsible

## ENTERING ROADWAY TASKS

- Foot on Brake
- Select Proper Gear- Direction D or R
- Release Parking Brake
- Proper Signal
- Traffic Check

Forward, Rear and Sides  
Blind spot check

Be Ready, Be Safe, Be Responsible

## ENTERING ROADWAY

- Traffic Check
- Forward, Rear and Sides
- Blind spot check
- Blind Spot Check

Be Ready, Be Safe, Be Responsible



## What is School-Wide Positive Behavioral Interventions and Supports (SWPBIS)?

Timothy J. Runge, PhD, NCSP, BCBA

Positive Behavioral Interventions and Supports is a term that is used to describe an array of approaches that are implemented to create changes in people's social behaviors, specifically increasing prosocial behaviors. When implemented well, these approaches ultimately facilitate access to and success in various environments, such as community, work, and school (Kincaid et al., 2016). The application of these approaches in a school setting (i.e. kindergarten through 12<sup>th</sup> grade) is commonly referred to as School-Wide Positive Behavioral Interventions and Supports (SWPBIS). SWPBIS utilizes a framework in which all students are exposed to varying amounts of assessment, instruction, and intervention based upon identified student needs. The amount of assessment, instruction, and intervention is organized into three tiers, with each tier representing an increased intensity and type of assessment, instruction, and intervention delivered to students needing that level of tiered support.

There are three tiers within SWPBIS, known as tier 1 (aka *primary*), tier 2 (aka *secondary*), and tier 3 (aka *tertiary*). At tier 1, all assessment and instructional practices are provided to every student in the same manner. In other words, all students receive the same social, emotional, and behavioral instruction. Similarly, all students' social, emotional, and behavioral functioning is assessed using the same evaluation methods. The purpose of tier 1 SWPBIS is to prevent or minimize barriers to learning while concurrently promoting prosocial behavior and successful inclusion in general education settings (Sugai & Horner, 2009). According to Newton, Todd, Algozzine, Horner, and Algozzine (2009), typical characteristics of tier 1 SWPBIS include:

- staff agree to a positively-oriented approach to discipline that is educative, not punitive (e.g., heavier emphasis on reinforcing appropriate behavior);
- students and staff agree on a set of locally-developed, culturally-sensitive school-wide expectations (e.g., "Be Safe, Be Respectful, Be Ready");
- the explicit instruction of school-wide expectations (e.g., explicitly teach appropriate behavior to all students in all school settings);
- multiple chances for students to practice exhibiting the school-wide expectations and receive corrective feedback from adults (e.g., practice exhibiting these expectations in all school settings with teacher support and correction as needed);
- frequent reinforcement of students exhibiting these school-wide expectations using a token economy (e.g., tokens given out by teacher when students are observed exhibiting the prosocial behaviors);
- a continuum of punishments for inappropriate, severe and / or dangerous behavior (e.g., use of traditional punishments such as detention and out-of-school suspensions reserved for only the most egregious and chronic inappropriate behavior);
- triannual universal screening of students' behavioral, social, and emotional functioning (e.g., teacher-completed in elementary grades; teacher-completed or student self-report in middle and high school);
- utilization of multiple data sources to evaluate SWPBIS implementation and outcomes (e.g., screening data, office discipline referrals, suspension, tokens given out); and
- a core team representing educators, support staff, administration, families, and, if appropriate, youth to review and

advise SWPBIS implementation and outcomes.

Tier 2 SWPBIS is reserved for those students who do not respond favorably to the tier 1 SWPBIS assessments, interventions, and support. Typically, 15-20% of all students require tier 2 SWPBIS supports. Within this tier, additional assessments, interventions, and supports beyond the primary tier are provided (Gottfredson & Gottfredson, 1996; Walker, Ramsey, & Gresham, 2005). These tier 2 SWPBIS assessments, interventions, and supports are characterized to include:

- a school-wide team of educators and administrators that manages tier 2 supports;
- consistency between the school-wide expectations and tier 2 assessment, instruction, and intervention;
- more frequent (e.g., weekly) evaluation of students' progress;
- more frequent (e.g., weekly) communication of students' progress to students, staff, administration, and guardians;
- a wider range of reinforcements and more frequent schedule of reinforcement; and
- regular reviews (e.g., monthly) of data to determine which students need secondary-tiered interventions and which students should be exited.

There are few limits to the breadth of tier 2 SWPBIS interventions that could be implemented when considering local needs and context. Often these take the form of small group instruction delivered by a school counselor, school social worker, or school psychologist. These interventions are typically scripted, evidence-based interventions that address common barriers to learning such as anxiety, depression, family / community dysfunction, and organizational skills to name a few. One very common tier 2 intervention is called Check-In / Check-Out (CICO; Crone, Hawken, & Horner, 2010). CICO is a low-





cost, empirically-validated intervention for students whose challenging behavior is often reinforced by adult attention. Mentors are assigned to students. Mentors can be any adult in the school building. Before-school check-ins occur daily in which the mentor reminds the student of what appropriate behaviors are expected throughout the day. The student then carries a daily behavior report card around all day in which his or her behavior is rated by teachers and, as appropriate, by self-report. After-school check-ins with the mentor focus on reviewing behaviors exhibited that day, calculation of points earned on the daily behavior report card, and awarding of a daily reinforcer, if the pre-established number of points were earned. The student takes the daily behavior report card home for review and signature by guardians and returns it to school the following morning.

Approximately 5 – 10% of all student do not respond favorably to the assessments, instruction, and intervention offered at tiers 1 and 2 of SWPBIS. These students require tier 3 SWPBIS which is the most intense and focused set of assessments, instructions, and interventions provided to students with chronic misbehavior and/or substantial mental

health needs. Eber and colleagues (2009) described tier 3 SWPBIS as student-centered and family-oriented given that there are often significant needs that extend across the students' functioning within the school setting. Tier 3 SWPBIS involves individually-designed interventions to address the student's social, emotional, and behavioral needs within and outside the school. Often community-based supports are provided to the family as well as the student in an effort to address these complex and unique needs.

An initial cohort of 34 schools in Pennsylvania was invited by the Pennsylvania Department of Education to receive training to implement SWPBIS in summer of 2007. Since that time, many more schools have been trained and are implementing tier 1 SWPBIS. A cross-sectional review of the number of PAPBS Network schools implementing tier 1 SWPBIS each spring since 2007 is provided in Figure 1. Over the past 12 years, the number of schools implementing tier 1 SWPBIS has increased considerably, with confirmation of fidelity in 565 schools in

spring 2019. In just the past academic year alone, the PAPBS Network has seen a 43.4% increase in the number of schools implementing tier 1 SWPBIS. Moreover, growth in the past four years is at 200%.

Implementation fidelity disaggregated by building level for the 2018-2019 academic year are provided in Figure 2. Consistent with national data, the majority of schools implementing tier 1 SWPBIS were at the elementary level (65.5%;  $n = 372$ ). Middle and high schools accounted for 14.5% and 7.3% of all tier 1 SWPBIS sites, respectively. Schools categorized as Other accounted for 10.1% of all tier 1 SWPBIS schools. Just over 2% of all tier 1 SWPBIS schools in 2018-2019 were Alternative education settings.

Figure 1  
*Cross-Sectional Count of Combined Cohort Schools Tier 1 SWPBIS Implementation Fidelity 2006-2019*

Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports.

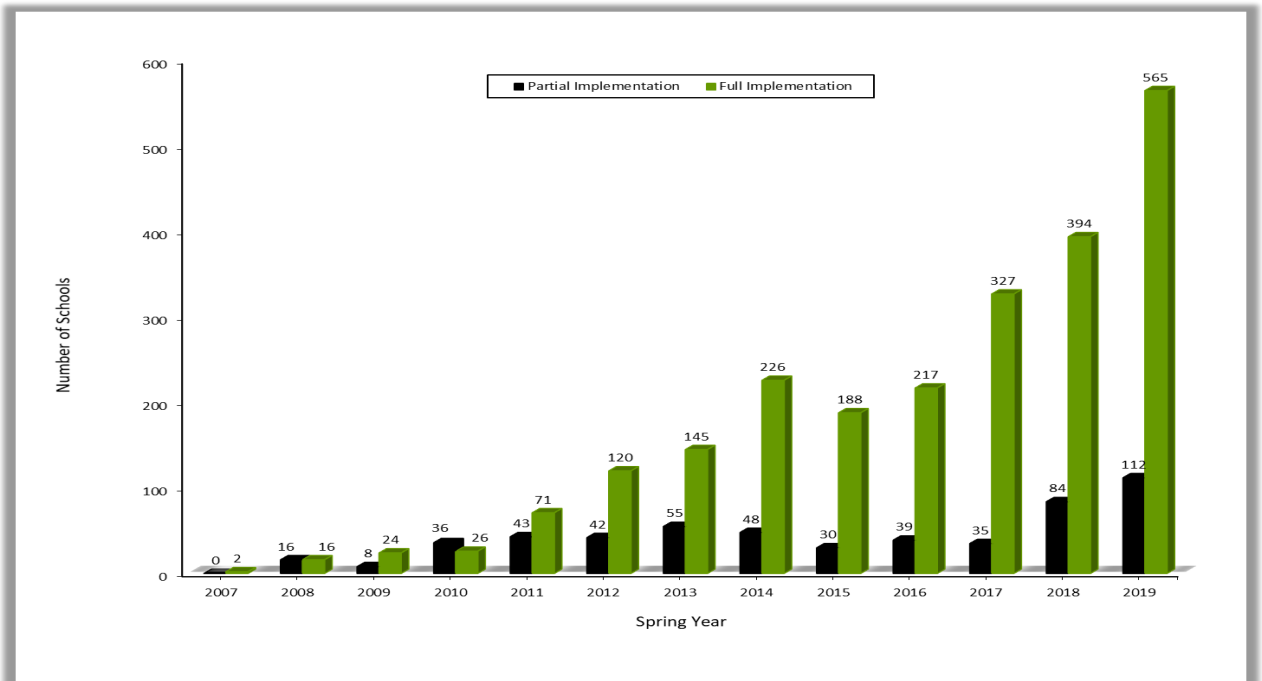
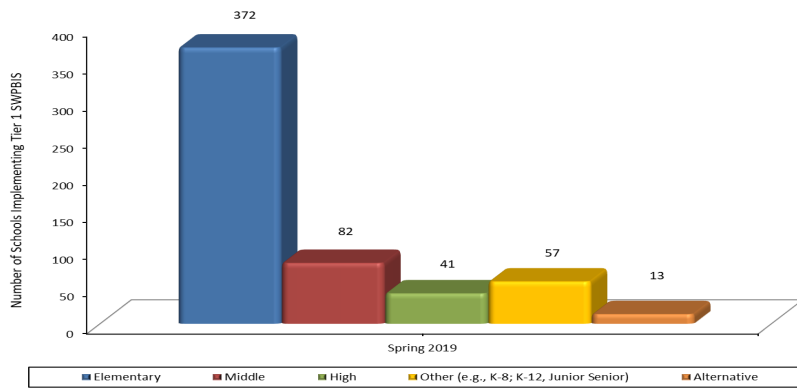




Figure 7

*Number of Schools Implementing Tier 1 SWPBIS by Building Type in Spring 2019*



*Note.* SWPBIS = School-Wide Positive Behavioral Interventions and Supports.

As more schools implement SWPBIS across Pennsylvania, our research team will continue tracking implementation. We also have been monitoring various outcomes related to SWPBIS. Executive summaries of these outcomes can be found at: <http://papbs.org/Home.aspx>

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