PBIS Tier 2: Exploration...or Getting Ready

June 2014
Overview of Tier 2
Do you need Tier 2?
Are you ready for Tier 2?
Do you have classroom Tier 1 in place?
What do you need to get ready for Tier 2
What do you have now? Is it working?
Developing a teaming structure.
Overview of PBIS and Tier 2
Positive Behavior Interventions and Support?

What is PBIS?

• Multi-tiered Systems of Supports
• Systematic and individualized strategies
• Enhances student social and learning outcomes
• Prevents problem behavior

Key Features

• Proactive strategies
• Data-based decision making
• Problem-solving orientation
ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Supplemental Interventions & Supports.
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.
General academic and behavior instruction and support provided to all students in all settings.
Monitoring the progress and outcomes of all students

Monitoring the progress and outcomes of the system

Universal PBS
Classroom-Level PBS
Classroom Consultation
Check-In/Check-Out (CICO)
Brief Mentoring
Small Groups
Simple FBA/BIP
Comprehensive FBA/BIP
Wraparound

Continuum of Services
Tier 2 goals

Goals:

• Provide **remediation**
• **Prevent** problems from getting worse
• Provide a **continuum** of supports
• Identify and support students ‘at-risk’ for not reaching behavioral expectations
• Provide **sufficient and appropriate interventions**
How Does Tier 2 Fit with MTSS?

Multi-Tiered Systems of Support (MTSS) is:

1) Three tiers of support
2) Problem-solving approach
3) Evidence-based interventions
4) Increasing levels of intensity
5) Decisions based on data
6) Progress monitoring
In Other Words...

**We organize our resources**
- Multi-Tiered model

**So kids get help early**
- Actions based on outcomes (data!), not procedures

**We do stuff that’s likely to work**
- Evidence-based interventions

**And make sure they’re successful**
- Progress monitoring
- Problem-solving process
- Increasing levels of intensity
Do You Have a Need for Tier 2?
Changing the triangle: Think of the lava as children moving across the continuum

Another way to look at the MTSS process. As students get “hot” they move up the lamp. As they cool down, they go back down again into Tier 1 supports.
Why Tier 2 is Important

- The goal of Tier 2 is **remediation**, and to prevent problems from getting worse.
  - Efficient use of resources
    - Make better use of what we have
    - More kids get the help they need
  - Least restrictive environment
    - Best predictor of long-term success
Why this is important: “Responding” to Interventions

- If a student is identified as needing Tier 2 supports, but spends a lot of time in an environment that generates a high rate of problem behavior...the environment likely contributes to the student’s “problem”

- Or if that student spends a lot of time with adults who don’t teach or reward appropriate behavior...that student hasn’t contacted the Tier 1 supports
In either case...

- We can’t say the student had a poor response to the supports, because the supports weren’t implemented with fidelity.
  - The responsibility is on the adults in the school to arrange effective environments.
Do You Have Tier 1 and Classroom PBIS in Place?
Why examine classroom data?

Environment or Student?
Classroom Problem-Solving Process

Step 1 - Problem Identification
What’s the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Step 1: Problem Identification

Looking at School-Wide Data

- Office Discipline Referral data ✓
  - by location ✓
  - by staff ✓
  - by classroom & behavior ✓
- Minor Incident Reports ✓
- Teacher Nominations ✓
- Administrator Observation ✓
Let's take a look at Sunny Elementary's classroom data
Referrals by Location

![Bar chart showing referrals by location with 'Class' having the highest number of referrals.]
Referrals by Staff

Administrator
Teacher 1 - Referrals by Behavior

Custom Graph - Referrals By Problem Behavior

Number of Referrals

M-Other, M-Tardy, M-Face, M-Disruption, M-Contact, M-Inapp lan, Minor, Weapons, Arson, Bomb, Vandal, Combust, Drugs, Alcohol, Tobacco, Out bounds, Inapp affection, Tech, Dress, Theft, Prop dam, Skip, Tardy, Harass, Lying, Other behavior, Age/Fight, Disrespt, Inapp lan, Disruption
Teacher 2 - Referrals by Behavior

Custom Graph - Referrals By Problem Behavior

Number of Referrals

- M-Other
- M-Tardy
- M-Dress
- M-Poverty Misuse
- M-Discipline
- M-Contact
- M-Inapp Jan
- Minor
- Unknown behav
- Weapons
- Arson
- Bomb
- Vandal
- Combust
- Drugs
- Alcohol
- Tobacco
- Out bounds
- Inapp affection
- Tech
- Dress
- Theft
- Tardy
- Harass
- Agg/Fight
- Lying
- Skip
- Inapp Jan
- Other behav
- Disrespect
- Disruption
Tier 2 teams need to examine the data

Referrals by location

Referrals by staff

Identify what behaviors are being referred by which staff

Not implementing Tier 1 with fidelity

Tier 2 team needs to determine if the teacher is implementing Tier 1 interventions with fidelity.

Implementing Tier 1 with fidelity

Team needs to review Tier 1 interventions and assist teacher on effective implementation

Behavior team can:
- Review minor behavior forms with teacher
- Using the Classroom Consultation Guide, offer alternate solutions
Step 1: Problem Identification

Looking at Class-Wide Data

- Office Discipline Referral data
  - by time
  - by motivation
  - by administrative decision
- Classroom Assessment Tool (CAT)*
- Positive Environment Checklist (PEC)*
- Direct Observation*

*In Classroom Consultation Guide
Tier 1 Classroom Support

• Revisit the school-wide plan
  – Are the school-wide expectations being used in all classrooms?
  – Are classroom rules developed according to guidelines?
  – Are teachers teaching & rewarding their students appropriately?
  – Why is it difficult to maintain implementation?
• Training, Modeling, Coaching, Feedback
• Provide incentives for desired teacher behaviors
Teacher 2

• Initial information showed Teacher 2 was implementing Tier 1 interventions

• The team decided to break down the data further
Teacher 2 - Classroom Ref. by Time
Teacher 2 - Referrals by Motivation

Custom Graph - Referrals By Motivation

- Number of Referrals
- Unknown mot
- Other mot
- DK
- Avoid a
- Avoid p
- Avoid wrk
- Ob ith
- Ob a attn
- Ob p attth
- Avoid task
Ref. by Admin. Decision
The Tier 2 team refers to the Classroom Consultation Guide as a resource and decides to use the ‘Analyzing Patterns’ worksheet to determine how to help Teacher 2.
Problem Identification Statement

• Specifically defines the problem at hand

Approximately 50% of the students in Teacher #2’s classroom engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction) for several minutes at a time during large-group reading instruction.
Classroom Problem-Solving Process

Step 1 - Problem Identification
What's the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Step 2: Problem Analysis

• Once data are collected, the next step is to analyze the data to:
  – Identify possible triggers of behaviors needing change and maintain those elements in place that encourage target behaviors
    • When behavior is less likely to occur
    • When behavior is most likely to occur
  • Identify the motivation or function of the target behavior

• Analyzing Patterns page 1-2*

*Classroom Consultation Guide p.231-232
Classroom Assessment Tool*

*In Classroom Consultation Guide

- Can be used as an interview or a teacher self-evaluation checklist
- Areas Evaluated include:
  - Physical Setting
  - Scheduling
  - Socialization
  - Defining & Teaching Behavior
  - Reward Systems
  - Consequence Systems (Responding to problem behavior)
  - Instructional Planning & Delivery

*In Classroom Consultation Guide
Examples of Function

- When Johnny is given a math worksheet, he scribbles on it or tears it up to avoid the task.

- When Jarred comes into class late, he stands behind the teacher and mimics her speaking style in order to gain peer attention.

- When Vicki visits her father over the weekend, she puts her head down on her desk and closes her eyes to avoid adult attention.
Hypothesis Statement

• Based upon what the data show

• Critical in identifying appropriate interventions

• Components of a hypothesis
  – When this occurs (describe circumstances)
  – The class does (describe behavior)
  – To get/avoid (describe consequences)

• Page 3 of Analyzing Patterns*

*Classroom Consultation Guide p.233
Sunny Elementary’s Hypothesis Statement for Teacher 2

• **When** the teacher doesn’t review recently learned material, **and** changes topics before checking for comprehension,

• **close to half of the students in the classroom engage in disruptive behavior**

• **to avoid** the new task (based on Instructional Organization, Curriculum & Instruction sections).
Classroom Problem-Solving Process

Step 1 - Problem Identification
What’s the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?

Step 3: Intervention Design

• With classroom teacher, review and select appropriate interventions based upon hypothesis statement
  – Read the narrative of each section
  – Look through the examples/tools
  – Consider other available resources
  – Select strategies that are feasible and agreeable to the teacher
Intervention Design

• Use the information gathered on the Analyzing Patterns Worksheet

• Link strategies to the hypothesis and include:
  – Classroom Expectations & Rules
  – Teaching Behavior
  – Classroom Procedures
  – Reward System
  – Responses to Problem Behavior
  – Modifications to the Environment and Curriculum & Instruction

• **Sample Intervention Plan***

  *Classroom Consultation Guide p.198*
Classroom Intervention Plan

<table>
<thead>
<tr>
<th>Teaching Behavior (how you will teach, when you re-teach, how you will remind students, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More frequent comprehension checks</td>
</tr>
<tr>
<td>• Make connections between reading materials and students' lives</td>
</tr>
<tr>
<td>• Allow students more choice in choosing reading materials</td>
</tr>
</tbody>
</table>
Classroom Problem-Solving Process

Step 1 - Problem Identification
What’s the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Step 4: Response to Intervention

- Is the plan working?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan to maintain the intervention (include generalization &amp; fading procedures)</td>
<td>• Modify existing plan or develop a new plan</td>
</tr>
<tr>
<td></td>
<td>• Consider referring back to problem-solving model if intervention isn’t working</td>
</tr>
</tbody>
</table>
Step 4: Response to Intervention

• Did we meet the intervention goal?
  – (Review the Goal Statement pg.2 on the Analyzing Patterns Worksheet*)

• Are there:
  – decreases in problem behavior?
  – increases in appropriate behavior?
  – achievement of broader goals?
  – durability of behavior change over time?
  – increases in academic achievement?

*Classroom Consultation Guide p. 232
Implementation Fidelity

• Implementation monitoring
  – (Is it really happening?)

• Establish plan for tracking individual and group performance
  – Daily tally of incidents and rating of task engagement
  – ODRs for classroom

• Determine schedule for monitoring
  – Implementation
  – Outcomes
What Do You Need to Get Started with Tier 2?
Why Tier 1 Data Systems are Important for Tier 2

• Provides better information for planning & problem solving

• **Tier 1 is a building block** for additional supports for your students with Tier 2 needs.
  - *Your Tier 1 data are your blueprint.*
Step 1: Problem Identification

1. If students spend a lot of time in environments that generate a high rate of problem behavior…

   OR

2. If students spend time with adults who do not teach and/or reward appropriate behavior…

   The environment may be contributing to the students’ problem behavior!
Tier 1 System

1. Is Tier 1 effective for ~80% of the students? (~0-1 ODRs)

2. Were students taught the Tier 1 expectations and rules?

3. Have students earned reinforcers for demonstrating the Tier 1 expectations?

4. Are consequences for specific behaviors taught and used consistently across staff?

5. Is implementation consistent and ongoing across staff and throughout the year?
Classroom Review

Classroom PBS Guiding Questions

1. Are fewer than 40% of referrals coming from the classroom?
2. Are effective instruction and behavior management occurring within the classroom?
3. Is the student’s problem behavior significantly different from peers? (i.e., more intense, more frequent, lasts longer)

*If the answer is “No” to any of these questions, address the environment before considering Tier 2 supports.*
Ineffective instruction and poorly structured environments may set the stage for poor student outcomes.
Everything builds off Tier 1, including data!

A few critical questions for Tier 1:

• Is our Tier 1 system doing what it needs to (do we have a healthy triangle)?

• Office referrals: who, what, when, where, why, and how often?

• Identify if behavioral issues are Tier 1 (all areas) or only a few classrooms
  – Referrals by staff
    » Consider combining office- and classroom-managed incidents
## Using ODRs to Plan for Tier 2

<table>
<thead>
<tr>
<th>Tier 1 Questions</th>
<th>Tier 2 Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there common locations, times, etc. where problems occur?</td>
<td>• Keep school-wide referrals low</td>
</tr>
<tr>
<td></td>
<td>• Design targeted interventions</td>
</tr>
<tr>
<td>Are there common problem behaviors, or expectations that aren’t followed?</td>
<td>• Identify skills that need to be taught</td>
</tr>
<tr>
<td>Do “frequent flyer” students engage in problem behavior for similar reasons/motivations?</td>
<td>• Identify effective contingencies for appropriate behavior</td>
</tr>
<tr>
<td></td>
<td>• Inform more specific skill instruction</td>
</tr>
<tr>
<td>Do some classrooms have higher levels of problem behavior?</td>
<td>• Identify classroom contingencies, priorities for coaching</td>
</tr>
</tbody>
</table>
Remember

If your data show more than 15% of your students need Tier 2 supports, this indicates it is a Tier 1 issue!
What Could this Look Like?
Dataland School

School-Level Report
This Year's Core Report
School Year 2013-14, Majors only

<table>
<thead>
<tr>
<th>% of Students</th>
<th>6+ ODR:</th>
<th>0.78</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students</td>
<td>2-5 ODR:</td>
<td>6.80</td>
</tr>
<tr>
<td>% of Students</td>
<td>0-1 ODR:</td>
<td>92.43</td>
</tr>
</tbody>
</table>

Do they have an effective core for behavior?
Dataland School: Monthly Problem-Solving Meetings

**Problem Behavior**

**Location**

**Time**

**Admin Decision**

**Monthly Referral Rate**

School Months:
- August: 0.5
- September: 1.37
- October: 2.39
- November: 1.88
- December: 1.4
- January: 0
- February: 0

Average Referrals Per Day:
- August: 0.5
- September: 1.37
- October: 2.39
- November: 1.88
- December: 1.4
- January: 0
- February: 0
An Informative Data System

ODRs & Academic Instruction

Why problem behavior is occurring (motivation)
Drilling into Data

Teacher M. Jones needs help!

Many students in her class receive multiple referrals.
Importance of the Data System

• Schools must know where problems are and are not occurring so they can tell if the environment needs fixing, or if the student needs more support.

• Students are identified and prioritized for Tier 2 interventions based on accurate data. If your data system is not in place, you may miss the students who need help the most.

• The interventions schools provide at Tier 2 must be based on student need; the data system provides the information that identifies the students and the needs.
At Tier 2, an integrated data system should:

- Directly assess specific skills
- Be sensitive to small increments of growth over time
- Be administered efficiently (quickly and easily)
- Be administered repeatedly
- Be readily summarized in teacher/family-friendly formats
- Be used to make comparisons across students
- Have direct relevance to intervention development for specific skills
Possible Sources of Data: Tier 2

- Teacher/Team Nomination
- Normed behavior rating scales
- Daily Progress Reports (DPR)
- Reward system artifacts
- Student discipline data
- ESE referrals/requests for assistance
- Achievement data
Is your school ready?

Prior to beginning Tier 2, have your team answer these questions:

• Does your school have administrative support? (money, allocation of resources, planning and meeting time, materials, etc)

• Is your school implementing Tier 1 with fidelity (≥ 70% BoQ; ≥ 41 on items 1-27 PIC )?

• Is there staff buy-in?

• Has the school climate remained the same? (i.e. no major changes in administration and/or staff, funding or staff morale)

• Is Tier 2 implementation a top priority?
It's OK!

Tier 1

Tier 2
Multi-Tiered System of Supports (MTSS)

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

(FLRtI State Transformation Team, Dec. 2009)
What do you have now? Is it working?
Assess Current Tier 2 Supports

• Most schools have 6 or more Tier 2 strategies in place
• Many are not evidence-based
• Few have any outcomes
• Almost none have any implementation fidelity
• Better to have a few effective strategies than a lot of ineffective ones
Teaming
Objectives:

• Understand necessary roles and responsibilities
• Review exemplar teams
• Rationale for communication with teachers and families
• Considerations of ethical/legal issues within a Tier 2 system
Team Roles

*Teams may look different from school to school*

**Essential Members:**

1. Administrator
   a. Resource allocation

2. Communication *(meeting documentation Misc. pgs. 1-4)*
   a. Tiers 1 and 3 for behavior and academic needs
   b. Staff and families

3. Content Knowledge
   a. Social and emotional behavior, academics
   b. Tier 2 evidence-based interventions
   c. Legal/ethical guidelines

4. Data ‘Expert’
   a. Progress monitoring
   b. Implementation fidelity
   c. Evaluation
## Dataland “MTSS Team”

<table>
<thead>
<tr>
<th>Who?</th>
<th>Title</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Allen</td>
<td>Assistant Principal</td>
<td>Allocates resources, assists with scheduling and communication to staff; knowledge of academic needs</td>
</tr>
<tr>
<td>Ms. Stewart</td>
<td>School Psychologist</td>
<td>Behavioral expertise, data interpreter, expertise with internalizing issues, knowledge of legal/ethical guidelines</td>
</tr>
<tr>
<td>Ms. McIntyre</td>
<td>Special Education teacher</td>
<td>Behavioral expertise and communicates with staff and families and teams at Tier 1 and 3</td>
</tr>
<tr>
<td>Mr. Johnson</td>
<td>Guidance Counselor</td>
<td>Data expertise, assists Mr. Allen with resources and scheduling, knowledge of academic needs and expertise on a range of Tier 2 interventions</td>
</tr>
</tbody>
</table>
Team Responsibilities

Responsibilities

1. Identify students
2. Match student needs to interventions
3. Monitor/coordinate interventions
4. Data-based problem-solving
5. Communicate with all stakeholders
6. Identify staff professional development needs
7. Monitor effectiveness of Tier 2
   a. Number of students receiving support
   b. Implementation fidelity
   c. Student progress across interventions
8. Adhere to legal/ethical guidelines

Misc. pgs. 1-4
Communicating with School Staff

Rationale:

• Increases likelihood that staff will refer students
  • Support is available, and it works!

• Build buy-in for Tier 2 interventions

• Increase adult awareness of students receiving Tier 2 support
  • Reminders to prompt/reinforce students’ new skills
    • Improve generalization of skills, which will contribute to intervention effectiveness
  • Opportunities for informal support
Considerations:

• Communicate and train teachers on screening process
• Inform teachers about students receiving Tier 2 interventions
• Provide professional development around implementation, how to support new skills
• Share progress of students and effectiveness of systems
• Communicate legal/ethical guidelines
Communicating with Staff:

• Screening procedures shared 3x/year
• Aggregate graphs included in school progress reports during staff meetings
• Student graphs shared during grade-level or content-area meetings
• Reminders provided throughout school year
  • Filling out students’ behavior report cards
  • Prompting for skills taught in popular interventions
  • Informally supporting students receiving Tier 2
Communicating with Families

Rationale:

- Families are partners, and a resource!
- Understanding student culture a requisite of culturally responsive instruction
  - Social-emotional behaviors and attitudes are grounded in students’ cultures

Considerations:

- Understand and incorporate families’ philosophies on social-emotional learning
- Culturally-responsive implementation at all tiers
- Family engagement and communicating progress
- Adhere to district guidelines for communication
What could this look like?
Dataland School

Communicating with families:

• Tier 2 interventions are advertised and promoted to all parents throughout the year (Follow your district’s guidelines regarding Tier 2 screening and parent notification)
  – Announcements, newsletter articles, bulletin boards, flyers
    • A few parents opt their child out
  – Bi-weekly family-friendly graphs are shared with parents
Let’s Review

Do you need Tier 2?
Are you ready for Tier 2?
Do you have classroom Tier 1 in place?
What do you need to get ready for Tier 2
What do you have now? Is it working?
Developing a teaming structure.
Contact Information and Resources

FLPBS Project
- Phone: (813) 974-7684
- Fax: (813) 974-6115
- E-mail: flpbs@fmhi.usf.edu
- Website: http://flpbs.fmhi.usf.edu
- www.facebook.com/flpbs

OSEP TA Center on PBIS
- Website: www.pbis.org

Association on PBS
- Website: www.apbs.org