PBIS Tier 2: Installation...or Getting Started

June 2014
Agenda

- Critical Components of Tier 2
- Identification of students
- Problem-solving at Tier 2
- Evidence-based practices
- Progress Monitoring & Decision Rules
- Evaluating your Tier 2 System
Tier 2 Features

• Builds on Tier 1 expectations
• Matches the needs of individuals
• Supports/Interventions:
  • Similar areas of need
  • Function-based
  • Readily available on campus (materials/resources)
  • Begin within 30 days of referral
  • Provide data for progress monitoring
• Staff are easily trained on implementing interventions
• System for communicating progress
  • Students, staff and families
Activities at Tier 2

- Classroom consultations
- Identifying and prioritizing students for interventions
- Measuring intervention fidelity
- Daily data collection for individual students
- Bi-Weekly/Weekly data analysis of small groups of students
- Small group interventions
What Tier 2 is NOT

- Time out in another teacher’s room
- Self-reflection sheets
- Providing choices to students
- Behavior contracts
- Specific positive praise
- Referral to guidance counselor with a one time session
- Point sheet
Examples of Tier 2 Interventions

Behavior Education Program

Skillstreaming
Examples of Tier 2 Interventions

LEAPS

Friends and the Classroom

the goal
One of the hardest lessons for the students to learn is the difference between social time and class time. This is made more difficult by the presence of friends in the classroom. It is hard to be around friends and not spend time talking, laughing, cutting up and chewing off. The classroom is an exception. The students need to learn that socializing with friends during class time leads to trouble and that the trouble comes to both the person talking and the person that is listening to a friend talk. This lesson will directly address the students' pressures of education and friendship.

the objective
This exercise will help the students realize the importance of not interrupting or disturbing their friends while in the classroom.

Second Step

Combo Package: Pre/K–Grade 5 Kits
Examples of Tier 2 Interventions

I can problem solve

PREPARE

Steps to respect
Examples of Tier 2 Interventions

Anger management groups

Support Groups

Classroom-level interventions

Remember:
This is just a sample of what can be used. You want to be sure to use evidence-based interventions.
Identification of Students
Remember

If your data show more than 15% of your students need Tier 2 supports, this indicates it is a Tier 1 issue!
Identifying Students in Need

• Be efficient: use existing data sources to identify many students who need Tier 2 supports:
  • ODRs, OSS, ISS
  • Minors
  • Attendance
  • Tardies (school and/or class)
  • Early warning systems
  • Academic data
  • Lost instructional time (eg. any time out of room)
  • Nurse’s visits
Multiple Sources are Needed

• **Rationale:**
  - Identifies students with internalizing & externalizing concerns
  - Helps to integrate academic & behavior interventions
  - May inform motivation of students, leading to more effective grouping/intervention
  - May overcome teacher bias
  - Provides varying viewpoints, information across multiple locations
Commercial Screening Tools

Systematic Screenings of Behavior to Support Instruction: From Preschool to High School

1. BASC 2- Behavioral and Emotional Screening System (PK-12)
2. SRSS: Student Risk Screening Scale (K-6)
3. SSBD: Systematic Screening for Behavior Disorders (K-6)
4. Strengths and Difficulties Questionnaire (ages 3-17)
5. SSIS: Social Skills Improvement System (PK-12)

‘Screening Tool Matrix’

Misc. pg. 11
For more information watch online chat
1. District policies & procedures

2. Practicality
   - Cost
   - Time
   - Feasibility

3. Utility
   - Informs teams
     - What does it really tell you?
   - Improves interventions and outcomes
     - Can it help you improve the match or intensity of the intervention?

4. Research
   - Valid, Reliable
   - Time since normed
   - Matched to school population (age, demographics)
**Nomination Process**

**Nominations**

1. Identifies students who may never receive an ODR, but demonstrate problem behavior

2. Teachers or grade-level teams nominate and rank-order students based on behaviors of concern
   a. Standard nomination form
   b. Completed 2 to 3 times/year

3. Identify top 3 students
   a. Externalizers
   b. Internalizers

4. Student supports are provided based on data
Nomination Process Considerations

1. Staff training
2. Decision rules
3. Number of teachers requesting support exceeds resources
4. Staff notification of students receiving support
5. Timeline for nomination decision (~10 days)
6. Timeline for providing supports to students (~30 days)
7. Family notification if child is nominated (What is needed?)
Teacher Nomination Form

School: ____________________________________________

Teacher: __________________________________________

Grade(s): _________________________________________

Type of Class (e.g., regular ed., reading): ______________________________

Date: ____________________________________________

Step 1: Identify all students in your class, or across your day, who are of concern to you on two categories of inappropriate behavior: **externalizing** and **internalizing** behaviors. Middle school, high school, specials, or other teachers, identify the top students of concern **across** your day rather than by class or period.

**Externalizing Behaviors:** Behaviors that are displayed outwardly by the child towards an external social event in the environment. These behaviors typically occur too often or too much.

**Internalizing Behaviors:** Behaviors that are displayed inwardly towards self. These behaviors typically are self-imposed, do not occur frequently, and appear to allow the student to avoid social events.

**Examples of Externalizing Behaviors**
- Aggression toward others or things
- Hyperactivity
- Non-compliance
- Disruptive (out of seat, calling out)
- Arguing
- Defiance
- Stealing
- Not following directions
- Tantrums

**Examples of Internalizing Behaviors**
- Exhibits sadness or depression
- Diminished social interactions (sleeps a lot)
- Teased or bullied by peers
- Does not participate in games
- Overly shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting self, head banging)
- Withdrawn, avoids social situations/interactions
Grade Level Team Nomination Form

Complete this form after each teacher on the team has completed the Teacher Nomination Form individually.

School: ____________________________________________

Grade(s): __________________________________________

Date: ____________________________________________

**Step 1:** As a team, review each teacher’s nominations (top 3 externalizers and top 3 internalizers). Gain consensus on a total of three (3) externalizing students and three (3) internalizing students. Rank-order the selected students and list their names under Step 3 on page 2.

If a teacher feels that a particular student has a significant need for extra support, but the student was not nominated by the team, determine decision points for including/excluding this student on the nomination form.

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**Step 2:** Target Behavior – As a team, identify one target behavior for each student nominated. Select a target behavior that will address the concerns your team has for that student.
Remember

• If after performing your screening, a large percentage of students with common needs is identified, the most efficient approach will be to adjust Tier 1 system.
Can your screening data help you:

- Determine if there are:
  - Behavioral concerns only OR
  - Behavioral concerns in conjunction with academic need
  - Emotional concerns, alone or in conjunction with academic/behavioral need

- Identify the possible function of the behavior

- Help you to group students by instructional need
  - Students who need instruction in anger management vs. students who need assistance with organization
Additional considerations

Scheduling a screening process:

- Resources needed
- Timeline (frequency and when)
  - Consider timing with reading screening
  - Consider schools capacity for number of students needing support and ensuring timely manner of receiving support after identification
- Who is going to do it?
  - Data collection
  - Data input
  - Team to review it afterwards
- Decision Rules
  - Matching levels of supports to identified needs (are supports going to be provided at tier 1 or tier 2?)
Setting Students Up for Success

Good Tools + Better Match to Intervention + Interventions that are likely to work (evidence-based) = Better Student Outcomes
Dataland School initially reviews:

- ODRs
- Systematic Screener
- Team/teacher nomination forms
- Attendance data
• ODRs
  • Identified some students with externalizing behaviors
    • Disrespect, Disruption
  • Behaviors indicate a variety of needs: social skills, anger management, organization

• Standardized screener
  • Identified students with internalizing behaviors (anxiety) and some at-risk for depression
Dataland School

- **Teacher/Team nomination forms**
  - Confirmed concerns for some of the students identified
  - Identified additional students that may need supports
    - Death of parent, incarcerated family members

- Dataland team ended up with a list of 25 students needing additional supports
Students need supports to address:

- **Social skills:** Anger management
- **Academic Behavior Skills:** Organization
- **Coping skills:** Handling anxiety and depression
Grouping Common Needs

Guiding questions

– Do your students have similar instructional need?
– Do students have both academic and emotional/behavioral needs?
– Are their academic needs similar?
– Is the function of behavior similar?
Behavior that occurs repeatedly serves a purpose.

Same behavior may serve different functions:
- Example: Disruptive behavior may be to gain peer attention or to avoid a non-preferred task.
- The same intervention for the same behavior may be counter-productive if there are different functions involved (McIntosh, Campbell, Russell-Carter & Rosetto-Dickey, 2009).

Interventions are more effective when function-based (Reinke et al, 2013).

At Tier 2, do **NOT** do an intensive functional assessment.
Tier 1 Positive Psychology Strategies

- Avoid task
- Avoid Peer Attn.
- Avoid Adult Attn.
- Get Peer Attn.
- Get Adult Attn.
- Get Task

Academic Skills
- Math
- Reading 1
- Reading 2
- Ac. CICO
- Skill-streaming
- Conflict Resolution

Social Skills
- Organizing Skills
- Anger Mgmt.

Coping Skills

Avoid Peer Attn.
Get Peer Attn.
Get Adult Attn.
Get Task
Evidence-Based Interventions
Objectives:

• Identify features of evidenced-based interventions
• Locate resources to help your school select evidence-based interventions for Tier 2
• Develop a schedule for providing Tier 2 interventions
Evidence-Based Interventions

Features
1. Research and theory to support the intervention (i.e., similar population, demographics, setting, etc.)
2. Method for progress monitoring
3. Ongoing evaluation of intervention fidelity
4. Validated by systematic data collection

Avoid
1. “I think it might work” (opinion) strategies
2. Interventions with few studies/data to support them
3. Studies with inconsistent results
Levels of Evidence

1. Randomized control group designs
2. Experimental studies
   a. Quantitative: Intervention vs. non-intervention group
   b. Single subject
3. Non-Experimental studies
   a. Qualitative: Interviews, surveys, focus groups
4. Student outcomes/successes

Resources

2. http://www.promisingpractices.net/
Evidence-based interventions

The Evidence Based Intervention Network
http://ebi.missouri.edu/

Evidence-Based Behavioral Practices
http://www.ebbp.org/

SAMHSA Registry of Evidence-Based Program and Practices
http://nrepp.samhsa.gov/Index.aspx

Collaborative on Academic, Social and Emotional Learning
www.casel.org

What Works Clearinghouse by the USDOE Institute of Education Sciences
http://ies.ed.gov/ncee/wwc/

Other resources
http://www.promisingpractices.net/
Guiding Questions

1. Has the strategy been reviewed and evaluated for ‘standards of evidence’ by an organization such as ‘What Works Clearinghouse’?

2. If not, is there any evidence that the strategy has been researched? (e.g., journal articles, book chapter, report from developer)

3. Does the strategy have a manual describing the procedures for each step, so anyone would be able to implement the strategy?

4. Does the strategy include a method for evaluating fidelity of implementation?

5. Can the strategy be implemented without regular and/or intensive involvement from the developer?
Tier 2 Interventions

• **Teaching pro-social skills:** (i.e. replacement behaviors for withdrawal, friendship skills)
  • Skillstreaming
  • LEAPS

• **Addressing anxiety**
  • Coping Cat
  • Friends

• **Teaching problem-solving**
  • I can problem-solve
  • Prepare
  • PATHS
  • Steps to Respect
Tier 2 interventions

- Academic behaviors
  - Behavior Education Program (BEP, CICO)
  - Academic Behavior Check-in/Check-out (ABC)
  - Homework, Organization and Planning skills (HOPS)
- Anger management
  - Second step
- Classroom management
  - CHAMPS
- Mentoring
Tier 2 Interventions

Features

1. Evidence-based
2. Matched to function of behavior
3. Aligned to Tier 1 expectations
4. Continuously available and easily accessible
5. Begin within 30 days of referral
6. Minimal time commitment for classroom teachers
7. Teachers easily trained on implementation
8. Provide data for progress monitoring
9. Consistent across most students, but has some flexibility
10. Process for informing students and families, and obtaining consent
## Tier 2 Evidence-Based Intervention Checklist

**Intervention Name:**

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<tr>
<th>Essential Feature</th>
<th>No</th>
<th>Partial</th>
<th>Yes</th>
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<tr>
<td>1. Has research to support its use</td>
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<tr>
<td>2. Decision to use intervention is based on data</td>
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<tr>
<td>3. Is matched to the function of behavior</td>
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<tr>
<td>4. Is consistent with school-wide expectations</td>
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</tbody>
</table>
| 5. Adequate resources are available on campus to implement the intervention 
  appropriately                                                       |    |         |     |
| 6. Is cost-effective                                                              |    |         |     |
| 7. Has a system to monitor progress, OR if no monitoring system exists, the 
  Tier 2 team has developed a system to monitor student progress            |    |         |     |
| 8. Is continuously available to the student                                        |    |         |     |
| 9. Is easily accessible                                                            |    |         |     |
| 10. Requires minimal time by the classroom teacher to implement                   |    |         |     |
| 11. Requires a skill set that is easily acquired by staff and teachers             |    |         |     |
| 12. All staff are aware of the intervention, or will be made aware of the 
    intervention, and their role in its implementation                        |    |         |     |
| 13. Can be implemented consistently across students, but has enough 
    flexibility to meet the needs of all students.                               |    |         |     |
| 14. Has a process for informing students and caregivers and obtaining their consent |    |         |     |
We’re teaching the skill but are we meeting the function?

- Consider what skills the student needs to build
  - Think about the student who engages in escape behavior during math class? He needed math skills
  - Academic supports were provided

- The function of his behavior was to avoid a task
  - While he builds the math skills, we need to address the function of his behavior
Progress Monitoring & Decision Rules
Data-based problem solving

Progress monitoring data are necessary to answer important questions:

– Is the student making progress towards the goal?
– Is the intervention effective for most of the students receiving the intervention?
– Is the intervention being implemented with fidelity?
Was this Tier 2 behavior intervention sufficient?

Anger Management Survey - Johnny B. Goode
Monitoring Student Progress

Tier 2 Monitoring Tool Features
1. Assess specific skills
2. Sensitive to small increments of change over time
3. Administered efficiently and repeatedly (quick/easy)
4. Easily summarized in teacher/family-friendly format for communication purposes (graphs)
5. Able to compare progress across students

Daily/Weekly Monitoring Tools
1. Daily point sheets, Behavior Report Card
2. Checklists
An efficient way to measure progress

- Able to be administered repeatedly & efficiently,
- Measure ‘specific’ goals,
- Sensitive to small changes,
- Summarized in graph format,
- Able to compare progress across students

ONCE-A-DAY Behavior Report Card

Name: ___________________ Dates: _______________ Intervention: ___________________

Rating Scale:  3=Good day  2=Mixed day  1=Will try harder tomorrow

<table>
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<th>SCHOOL-WIDE EXPECTATIONS/BEHAVIOR GOALS:</th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
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<td>Be Considerate</td>
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<td>Be Prepared</td>
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### Crews Lake MS

- Monitor performance throughout the day
- Teachers are trained on how to provide feedback/ rating
- Rubric printed on bottom half of sheet to clarify scoring for teachers, students, and family

#### BEP Raider Report

<table>
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<th>Goals</th>
<th>1st period</th>
<th>2nd period</th>
<th>3rd period</th>
<th>4th period</th>
<th>5th period</th>
<th>6th period</th>
<th>Goal Total</th>
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**Class Total:**

**Teacher Initials:**

**Substitute Initials:**

**BEP M/F Goal:** ____/84  **BEP T/W/R Goal:** ____/56  **BEP Daily Score:** _____ %

**Personal Goal Met?** Y / N

---

#### Rubric (Respectful):

- 0 point (Respectful):
  - My behavior was poor and I did nothing to improve it.
- 1 point (Respectful):
  - I did not listen, pay attention, or participate in the lesson.
- 2 points (Respectful):
  - I was disrespectful to my teacher or peers, but I corrected my behavior.

---

**Student Signature:**

**Parent/Guardian Signature:**

---

*“I was somewhat disrespectful to my teacher or peers, but I corrected my behavior”*
Staff Training

1. Complete the form
2. Provide student with specific examples of acceptable behaviors
3. Provide student with non-examples
4. Provide feedback to the student using positive praise
5. Express confidence in future success if goal is not met
Sensitive to Small Changes

Daily Percent Of Points Earned
(Thursday, September 01, 2011 - Saturday, October 01, 2011)

- Daily Points / ODR Count
Compare Progress Across Students

Average Daily Points by Student (For All Students)

Days with Score | Student

- Herbert Blake Days: 33.31
- Rafael Lucas Days: 71.94
- Darin James Days: 49.74
- Cedric Clark Days: 52.93
- Francis Campos Days: 71.7
- Dennis Mitchell Days: 83.57
- Teresa Banks Days: 23.61
- Marcia Anderson Days: 22.22
- Aries Hugh Days: 60.68
- Angela Baird Days: 38.38
Evaluate Progress Across Interventions

Performance by Intervention

Average Daily % Of Total Points of Enrolled Students

Interventions

- O COSBE: 54.78
- Second Step: 71.94
- Mentoring: 47.32
- Social Skills: 45.44
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Remember to **SAVE** your work!

**FLPBS homepage; Resources; Tier 2; Progress Monitoring; Spreadsheet**
# FLPBS Tier 2 Progress Monitoring Tool

## Percentage Calculator

Enter total # of points **POSSIBLE**

- Here: 100

Enter total # of points **EARNED**

- Here: 50

Percent Total Points = **50%**

---

**Remember to SAVE your work!**

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</table>

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FLPBS homepage; Resources; Tier 2; Progress Monitoring; Spreadsheet
How and When to Progress Monitor

Questions that need to be answered:

– Frequency
  • Progress monitoring frequency handout
– Method?
  • Is it built in to the intervention or does it need to be developed?
– Who?
  • Build time into the day for this to be done
– Data System
– When will data be reviewed to determine if student is making progress?
What are “Decision Rules?”

- **Decision rules are guidelines for interpreting data**
  - Recommendations for common scenarios
  - Used in conjunction with problem solving process

- **They provide guidance for students’ receipt of support within and across tiers**
  - Increase
  - Change
  - Fade

- **Decision rules help to improve**
  - Consistency of support delivery
  - Efficiency of problem-solving meetings
Decision Rules: Examples at Tier 2

- Students receiving 2+ ODR by October and have 7 or higher on SIBBS will be considered for supplemental interventions.
- Students who have referrals for non-dangerous offenses will receive CICO/BEP.
- Students with internalizing symptoms will receive Coping Cat.
- Target behaviors will be added to students’ behavior report cards if their goal was met less than 7/10 days.
- When student meets goal 8/10 days, the goal is increased by 5%.
Rules to Develop

• Determine students in need of Tier 2 supports
• Setting an initial goal
• Questionable/Poor response
• Positive response
• Rules for graduating/fading Tier 2 support
Decision Rule: Setting initial goal

1. Ensure student will be able to meet initial goal
   - Set students up for success

2. Considerations of adjusting the goal
   - Increase or decrease

3. Consider scope and sequence of curriculum
   - Which skills are taught?
   - How soon will students learn the new skill(s)?

4. Typical rate of progress for the specified intervention
Monitoring Student Progress

• Identify decision rules for each intervention:
  • What is the criteria to receive the intervention?
  • What is the goal and by when will it be achieved?
  • What defines a lack of progress toward the goal? And, how will the team respond if progress is not being made? (poor or questionable response)
  • What defines a successful outcome? And, when and how will the intervention be faded? (positive response)
  • How often will progress monitoring occur?
  • What defines that the intervention was implemented with fidelity? And, how will the team respond if the intervention is not being implemented with fidelity.
Decision Rule: Questionable Response

• How long do you wait until the response is determined to be questionable?
• Then what do you do?
  • Overall intervention effectiveness
  • Intervention fidelity
  • Confirm pre-req skills are present
  • Confirm function is addressed
  • Confirm function was correct
  • Do we intensify, modify or discontinue?
Decision Rule: Poor Response

- How big does the gap have to be?
  - Gap between student’s progress and goal
  - Gap between student’s progress compared to others in the same intervention

- How long do you wait to determine poor response?

- What do you do?
  - Does the intervention work for anybody?
  - Check Intervention fidelity extending to all environments
  - Confirm pre-req skills are present
  - Confirm function is addressed
  - Confirm function was correct
  - Do we intensify, modify or discontinue?
Poor or Questionable Response?

Percent of Daily Points Earned

Student A

Student B

Days:
10/1, 10/2, 10/3, 10/4, 10/5, 10/6, 10/7, 10/8, 10/9, 10/10, 10/11, 10/12, 10/13, 10/14, 10/15
Poor or questionable response?

Average Daily Points by Student (CICO/BEP)
(Wednesday, August 01, 2012 - Thursday, December 06, 2012)
Criteria for identifying a positive response

- Percentages? (i.e. 90% of points)
- Consecutive periods of time (4 out of 5 days)
- Cumulative Average (daily average on behavior report card)

For how long should the performance be maintained?

Does goal achievement have to be consecutive? (Can the student have a bad day?)

Process for fading:

- Intensity
- Frequency
- Is maintenance needed over a long period of time?
Next Steps?

Decision rule: Earn 80% of points for 4 out of 5 days per week for 3 consecutive weeks.
How would you classify Steven’s response?

Decision rule:
After 10 days meeting or exceeding goal, goal will be increased by 5%
How would you classify Krystal’s response?

**Decision Rule:**
If goal isn’t met within 1 week, more specific goals will be added and goal will be reduced to ensure success.
Evaluating Your Tier 2 System
Components of Evaluation

- **Impact**
  - Are we making a difference?
  - % of students making progress
  - % of students needing Tier 3 support and/or ESE
  - Others?

- **Fidelity**
  - Interventions
    - Were the right interventions selected?
    - Were all components delivered as designed?
  - Are **systems** including procedures, timelines, decision rules, etc. implemented as planned?
    - Are we doing what we need to be doing to make sure Tier 2 is effective?
Are we making a difference?

Average Daily Points by Student (All Interventions)
(Wednesday, August 01, 2012 - Monday, May 06, 2013)
Did we select the right interventions?
Are we having an impact?

Tier 3 Enrollment by School Year

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

<table>
<thead>
<tr>
<th>% of Students with 6+ ODR:</th>
<th>58.67</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students with 2-5 ODR:</td>
<td>35.72</td>
</tr>
<tr>
<td>% of Students with 0-1 ODR:</td>
<td>5.56</td>
</tr>
</tbody>
</table>
### Tier 2 Intervention Summary _________ Academic Year

**School Name:** Snow White

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social Skills Groups</th>
<th>Simple Tier 2 Interventions with Individualized Features</th>
<th>A.R.T.</th>
<th>Lunch Buddies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
</tr>
<tr>
<td>August</td>
<td>3</td>
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<td>June</td>
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</tbody>
</table>

**Definition of Response:** List below how your school will define ‘Making Progress’ for each intervention listed – Examples provided:

**Making Progress Examples:**
- **Check-in Check-out (CICO):** Student earns 80% of his/her points per week
- **Social/Academic Instructional Groups:** Skillstreaming – Student achieves 80% or is rated at least a “4” in the skills identified as deficits
- **Simple Tier 2 Interventions with individualized features:** Student is consistently earning extra checks on individualized goals in CICO
- **Lunch Buddies:** Student experiences a 75% reduction in ODRs within 4 weeks
Intervention Fidelity

- **Intervention Fidelity Tools**
  - Publisher developed checklists
  - Template

- **Systems Fidelity Tools**
  - BAT
  - PIC
Are interventions being implemented with fidelity?

Performance by Intervention

Interventions

CICO/BEP: 54.78
Second Step: 71.94
Mentoring: 47.32
Social Skills: 45.44

Average Daily % of Total Points of Enrolled Students
Behavior Education Program Fidelity of Implementation Measure (BEP-FIM)
Scoring Guide

School: __________________________ Date: ________ Pre: ________ Post: ________
District: _________________________ State: ___________ Data collector: __________

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Data Source</th>
<th>Score 0-2</th>
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</thead>
<tbody>
<tr>
<td>1. Does the school employ a BEP coordinator whose job is to manage the BEP (10-15 hours per week allocated) (0 = No BEP Coordinator, 1 = BEP coordinator but less than 10 hours per week allocated, 2 = BEP Coordinator, 10-15 hours per week allocated)</td>
<td>Interviews with Administrator &amp; BEP Coordinator</td>
<td>I</td>
</tr>
<tr>
<td>2. Does the school budget contain an allocated amount of money to maintain the BEP? (e.g. money for reinforcers, DPR forms, etc. (0 = No, 2 = Yes)</td>
<td>BEP Budget Interviews</td>
<td>P / I</td>
</tr>
<tr>
<td>3. Do students who are referred to the BEP receive support within a week? (0 = more than 2 weeks between referral and BEP support, 1 = within 2 weeks, 2 = within a week)</td>
<td>Interview BEP Referrals &amp; BEP Start dates</td>
<td>P / I</td>
</tr>
<tr>
<td>4. Does the administrator serve on the BEP team or steering committee?</td>
<td>Interview</td>
<td>I</td>
</tr>
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</table>
# Daily Behavior Plan Assessment—CICO Teacher

**Teacher/Observer:**

**Student:**

**Date:**

<table>
<thead>
<tr>
<th>Steps of Intervention</th>
<th>CICO</th>
<th>Was the intervention implemented?</th>
<th>Fidelity Score</th>
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</thead>
<tbody>
<tr>
<td>1. Greeted/prompted student(s) at beginning of each class/activity</td>
<td></td>
<td>Yes/No/NA</td>
<td>Y = 1</td>
</tr>
<tr>
<td>2. Reinforced/prompted student during class</td>
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<td>Yes/No/NA</td>
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<tr>
<td>3. Rated DPR at end of each class/activity</td>
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<td>Yes/No/NA</td>
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</tr>
<tr>
<td>4. Reviewed DPR ratings with student at end of each class/activity</td>
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<td>Yes/No/NA</td>
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**Implementation Scores**
(Total Y’s/Total Y’s + N’s in column)
Benchmarks for Advanced Tiers

% Implemented

- A: Tier I
- B: Tier II & III Foundations
- C: Student Identification
- D: Monitoring & Eval
- E: Tier II Support
- F: Main Tier II
- G: Tier II Monitoring
- H: Tier III Supports
- I: Tier III Assessment
- J: Tier III Monitoring
Robison Middle School -- BAT Scores

% Implemented

- Foundations
- Tier II
- Tier III

PBS Implementation Checklist (PIC)

PIC - Implementation Level

<table>
<thead>
<tr>
<th>Implementation Level</th>
<th>Fall</th>
<th>Spring</th>
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<td>Tier 3 - Intensive</td>
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</tbody>
</table>
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