# Go with the Flow…Charts

## Graphic Decision Making Tools for Tier 2 Teams



**MU Center for SW-PBS**
College of Education
University of Missouri

# Outcomes

- Identify the attributes of high quality Tier 2 Team processes, as well as common difficulties faced by teams.

- Discuss MO SW-PBS Tier 2 Team Tools for promoting effective and efficient processes.

- Share feedback and results from partner school teams piloting the MO SW-PBS Tier 2 Team Tools during 2015-16 school year.

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# Effective Team Process

- The most directly influential role in sustainability is **<u>the school team</u>**

  - School team functioning, especially the use of data for decision making, has the strongest association with sustained implementation (McIntosh et al., 2014)

# The Leadership Team

- The process recommended for effective school improvement is based on strong leadership, shared decision-making, and consensus building among ***all staff***.

- The work of SWPBS began with a leadership team. As Tier 2 development begins the team continues to assist staff in the on-going process of sustaining a positive school environment that meets the needs of ***all students***.

# Team Responsibilities

- Create a *system* that includes
  - A process to identify students "at risk"
  - A set of readily available interventions
  - A procedure for matching interventions according to student need
  - A method for monitoring progress that uses objective data
- Provide training and support to school staff.
- Summarize, review, and evaluate program effects.

# Effective Teams…

- Meet regularly
- Create and follow working agreements
- Use a meeting agenda
- Define and fulfill roles & responsibilities
- Show respect to one another
- Work to support decisions of the group even when there are differing opinions

# Effective Team Processes

- This means…
  - Focus on running efficient meetings and on using data for effective decision-making
    - School Administrative support for this includes providing time to meet regularly and access to high quality data
    - District support includes offering school level training, support in teaming, district coaching, on-going professional development, and connections with a community of practice

# Effective Team Processes

- Schedule of meetings
- Working agreements
- Meeting agenda
- Procedures for making decisions

- Team member roles
- Planning communication
- Action planning
- Engaging all staff

# Common Ineffective Meeting Issues

1. Disorganization in planning; no clear meeting objective or purpose.

2. Ineffective processes for running the meeting.

3. No closure or follow-up.

# What we were seeing…

- From schools in training or email
  - How do we decide what intervention to use?
  - Our meetings take forever…
  - We don't have the information we need.
  - This intervention isn't working.
  - This student has been in CICO for 2 years.
  - The student is disruptive ALL the time.

MO SW-PBS

# What we were seeing…

- When examining intervention outcome data
  - Extremely high or low #s of students served
  - High percentages of students needing additional support
  - Students never graduate
- When reviewing Intervention Essential Features document
  - Unclear descriptions of identification process
  - Unclear descriptions of progress monitoring

# What we were seeing…

- When observing team meeting on site
  - Meetings not starting on time
  - Missing team members due to communication issues
  - Missing information necessary for decision making (identification and progress monitoring)

# Outcomes

- ✓ Identify the attributes of high quality Tier 2 Team processes, as well as common difficulties faced by teams.

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# Team Member Roles

- To efficiently and effectively accomplish your Tier 2 Goals teams must
  - Distribute the work
  - Designate common roles
  - Action Plan
  - Utilize Consensus Decision Making

# Essential Team Roles

- Administrator
- Chairperson
- Timekeeper
- Secretary

# Suggested Team Roles

- Intervention Coordinator(s)

- Data Person

- Communication Coordinator

- Cheerleader

- Historian

# Team Roles and Responsibilities

Tier 2 Specialized Behavior Support Team Roles and Responsibilities

| | Responsibilities Before Team Meeting | Responsibilities During Team Meeting | Responsibilities After Team Meeting |
|---|---|---|---|
| Chairperson | • Develop agenda with input from team<br>• Send to team members<br>• Gather any new nominations and invite teacher(s), parents, students | • Facilitate meeting using *Student Identification Guide* and *Progress Monitoring Guide* | • Follow up on assigned tasks<br>• Seek input from team members and develop agenda<br>• Share data highlights with staff |
| Secretary | • Provide meeting reminder to team | • Keep meeting minutes | • Distribute team minutes to members |
| Intervention Coordinator(s) | • Prepare summary of student progress monitoring data<br>• Prioritize which student's data will be reviewed<br>• Complete *Pre-meeting Organizer* form<br>• Disseminate updates of products | • Present update on data and facilitate focused conversation<br>• Lead discussion on any new products for handbook | • Notify and train teacher(s), students, and families<br>• Coordinate fidelity and social validity checks<br>• Collect and enter data in *Advanced Tier Spreadsheet*<br>• Maintain electronic database of team products and back up database regularly |

# Team Roles and Responsibilities

| | | | |
|---|---|---|---|
| Advanced Tier Speadsheet (ATS) Manager | • The day before the meeting, ensure student data is up to date in ATS | • Attend meeting early to log in and set up projector<br>• Enter new students into ATS<br>• Project students' graphs as requested by team<br>• Update changes in interventions | |
| Communication Coordinator | • Collect and compile any feedback and/or input from staff | • Share compiled feedback/ input from staff<br>• Lead planning for stakeholder communication | • Provide updates to staff<br>• Coordinate stakeholder communication (e-mails, newsletters, website, etc.) |
| Time Keeper | • Review time slots on agenda | • Maintain time parameters<br>• Use established signal to keep team on task | • Lead conversation for evaluation of meeting |
| All Members | • Review meeting notes<br>• Preview agenda<br>• Bring completed materials | • Bring *Tier 2 Team Handbook* to every meeting<br>• Follow meeting norms<br>• Provide input | • Set the positive tone and example<br>• Complete assigned tasks |

# Tier 2 Meeting Protocol

- Review/List Team Norms
- Review/List Team Roles
- Are we Implementing with Fidelity? How do we know?  System Checks for Fidelity
- Discuss Students Newly Nominated (*Student Identification Process Guide*)
  - Review Data and Function of Behavior
  - Assign Intervention to Match Function
  - Assign Roles to Communicate and Teach Students, Staff, and Families

# Tier 2 Meeting Agenda

**Tier 2/3 Meeting Agenda, Minutes and Problem-Solving Action Plan Form**
"Behavior is functionally related to the teaching environment".

| Tier | Data Decision Rule: |
|---|---|
| Two | |
| | |

| | Date: | Time: | Location: | Norms: |
|---|---|---|---|---|
| Today's Meeting | | | | |
| Next Meeting | | | | |

**Team Members Present and Roles:**

| Chairperson | Communication Coordinator | Advanced Tier Spreadsheet Coordinator: |
|---|---|---|
| Secretary: | Time Keeper/Task Master: | Intervention Coordinator(s): |
| All Members: | | |

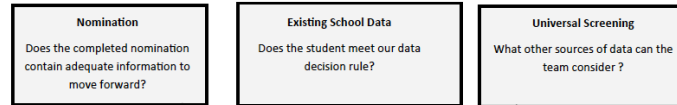| Agenda | Function Identified and Intervention Selected | Who? | By When? |
|---|---|---|---|
| 1. List/Discuss Students **Newly Nominated:** | **Document Identified Function and Intervention Selected** | **Staff Responsible to Notify/Train** | **Start Date** |
| 1. | | | |
| 2. | | | |
| 3. | | | |

# Student Identification Process Guide

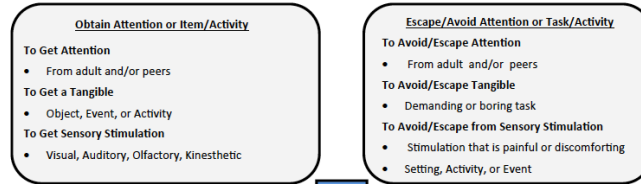## MO SW-PBS Tier 2 Student Identification Process Guide

Did the student receive instruction on School-wide and Classroom Expectations, Rules, and Procedures?

Did the student receive recognition recently for following School-wide and Classroom Expectations, Rules, and Procedures?

| **Nomination** | **Existing School Data** | **Universal Screening** |
|---|---|---|
| Does the completed nomination contain adequate information to move forward? | Does the student meet our data decision rule? | What other sources of data can the team consider? |

**Teacher and Team Collect Data**

Using the Adapted FACTS, clarify the target problem behavior in observable, measureable terms, collect and compile the student data and complete a context analysis to determine what is maintaining the problem behavior, and where it is most and least likely to occur.

**Determine Function of Behavior**

What conditions are most likely to lead to the problem behavior?
What response reliably follows the problem behavior?

**Obtain Attention or Item/Activity**

**To Get Attention**
- From adult and/or peers

**To Get a Tangible**
- Object, Event, or Activity

**To Get Sensory Stimulation**
- Visual, Auditory, Olfactory, Kinesthetic

**Escape/Avoid Attention or Task/Activity**

**To Avoid/Escape Attention**
- From adult and/or peers

**To Avoid/Escape Tangible**
- Demanding or boring task

**To Avoid/Escape from Sensory Stimulation**
- Stimulation that is painful or discomforting
- Setting, Activity, or Event

| | Check In/ Check Out | Social Skill Groups | Check and Connect | Self Monitoring | Academic Intervention |
|---|---|---|---|---|---|
| Get Adult Attention | X | X | X | | X |
| Get Peer Attention | | X | X | | |
| Avoid Adult Attention | | X | X | X | |
| Avoid Peer Attention | | X | X | X | |
| Avoid Tasks | | X | X | X | X |
| Access to Activities or Tangibles | | X | X | | |

Adapted from Umbreit, Ferro, Liaupsin, & Lane, 2007

**Add student to Advanced Tiers Spreadsheet.**

# Intervention Matched with Function

| | Check In/ Check Out | Social Skill Groups | Check and Connect | Self Monitoring | Academic Intervention |
|---|---|---|---|---|---|
| Get Adult Attention | X | X | X | | X |
| Get Peer Attention | | X | X | | |
| Avoid Adult Attention | | X | X | X | |
| Avoid Peer Attention | | X | X | X | |
| Avoid Tasks | | X | X | X | X |
| Access to Activities or Tangibles | | X | X | | |

Adapted from Umbreit, Ferro, Liaupsin, & Lane, 2007

# Progress Monitoring

- Teams use data to make decisions about what to do for students based on their response to the intervention.

- Data that is graphed can easily be reviewed periodically by the Tier 2 Team and used for making decisions to continue the intervention as planned, check fidelity of intervention implementation, intensify the intervention, or begin fading intervention components.

# Advanced Tier Spreadsheet

- Available at http://pbismissouri.org

# Data Decision Rules

- A student in a Tier 2 Intervention should first reach the goal line within 3 weeks.

(Sprague, 2008)

- The general recommendation from most researchers is that we need at least eight data points within 3 weeks of instruction before making a decision about whether or not an intervention change is needed.

(Lembke, 2008)

# MO SW-PBS Pre-Meeting Organizer

## Tier 2 Team Pre-meeting Organizer

School Name: _____ Date _____

**Directions**: To be completed **before** the Tier 2 team meeting by each Intervention Coordinator. Review student progress monitoring data and count the total number of students participating and what response they are having (positive, questionable or poor) and record below.

| Intervention | # of Students Participating | # of Students with Positive Response | # of Students with Questionable Response | # of Students with Poor Response |
|---|---|---|---|---|
| Check-in/Check-out | | | | |
| Social Skills Intervention Group | | | | |
| Self-Monitoring | | | | |
| Check and Connect | | | | |
| First Step Next | | | | |

# MO SW-PBS Pre-Meeting Organizer

**Directions:** Write names of students in the appropriate columns below.

| Students with **Positive Response, Not Ready for Fading** (These students do not need to be discussed at this time) | Students with **Positive Response Eligible for Fading or Graduating** (Demonstrating positive response and meeting data decision rule for fading or graduating) | Students with **Questionable Response** | Students with **Poor Response** |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# MO SW-PBS Student Progress Monitoring Guide

- Using the information from the MO SW-PBS Pre-Meeting Organizer

- Following the MO SW-PBS Tier 2 Team Agenda Form



MO SW-PBS Student Progress Monitoring Guide

Review the *Pre-meeting Organizer*. Answer the questions below for each student requiring action by the team.

**Was intervention implemented with fidelity?**

Use *Intervention Essential Features Document*.
What data was used to document fidelity (e.g. Daily Progress Report Review, Observation Checklist, Session Fidelity Checklist, etc.)?

Yes — Unsure — No

1. Go back to *Intervention Essential Features (IEF) & Tier 2 Workbook*
2. Problem solve possible barriers to staff implementation, intervention satisfaction (social validity) for students and staff, and/or system deficits.
3. Document decisions made and steps to take in *meeting minutes*.

**Student Response**

| Positive Response | Questionable Response | Poor Response |
|---|---|---|
| 1. What data was used to inform progress made in the intervention? <br><br>• Daily Progress Report <br>• Weekly Progress Report <br>2. Check social validity (Student interview, Intervention Acceptability Rating, etc.) <br>3. Did the team follow decision rules to identify student (s) who will continue in the intervention? <br><br>• Continue with Goal <br>• Increase Goal <br>• Fade <br>• Graduate | 1. What data was used to inform progress made in the intervention? <br><br>• Daily Progress Report <br>• Weekly Progress Report <br>2. Check social validity (Student interview, Intervention Acceptability Rating, etc.) <br>3. Did the team follow decision rules to identify student (s) requiring modifications? <br><br>• Reconsider Function <br>• Reconsider Goal <br>• Provide More Frequent Feedback <br>• Individualize Feedback Procedure <br>• Individualize the Reinforcer | 1. Check social validity (Student interview, Intervention Acceptability Rating, etc.) <br>2. Was the primary problem behavior identified correctly and addressed on the student's Daily Progress Report? <br>3. Is the intervention aligned with the function of the student's behavior? <br>4. Are there other functions to consider? <br>5. When the team is confident with the behavior identification, the alignment of intervention and function, and that no additional functions should be considered, the team should discuss: <br><br>• Changing the Tier 2 Intervention <br>• Considering the student for Tier 3 Intervention |

# MO SW-PBS Student Progress Monitoring Guide

Review the **Pre-meeting Organizer**. Answer the questions below for each student requiring action by the team.

## Was intervention implemented with fidelity?

Use **Intervention Essential Features Document**.

What data was used to document fidelity (e.g. Daily Progress Report Review, Observation Checklist, Session Fidelity Checklist, etc.)?

**Yes**

**Unsure**

**No**

1. Go back to **Intervention Essential Features (IEF)** & **Tier 2 Workbook**

2. Problem solve possible barriers to staff implementation, intervention satisfaction (social validity) for students and staff, and/or system deficits.
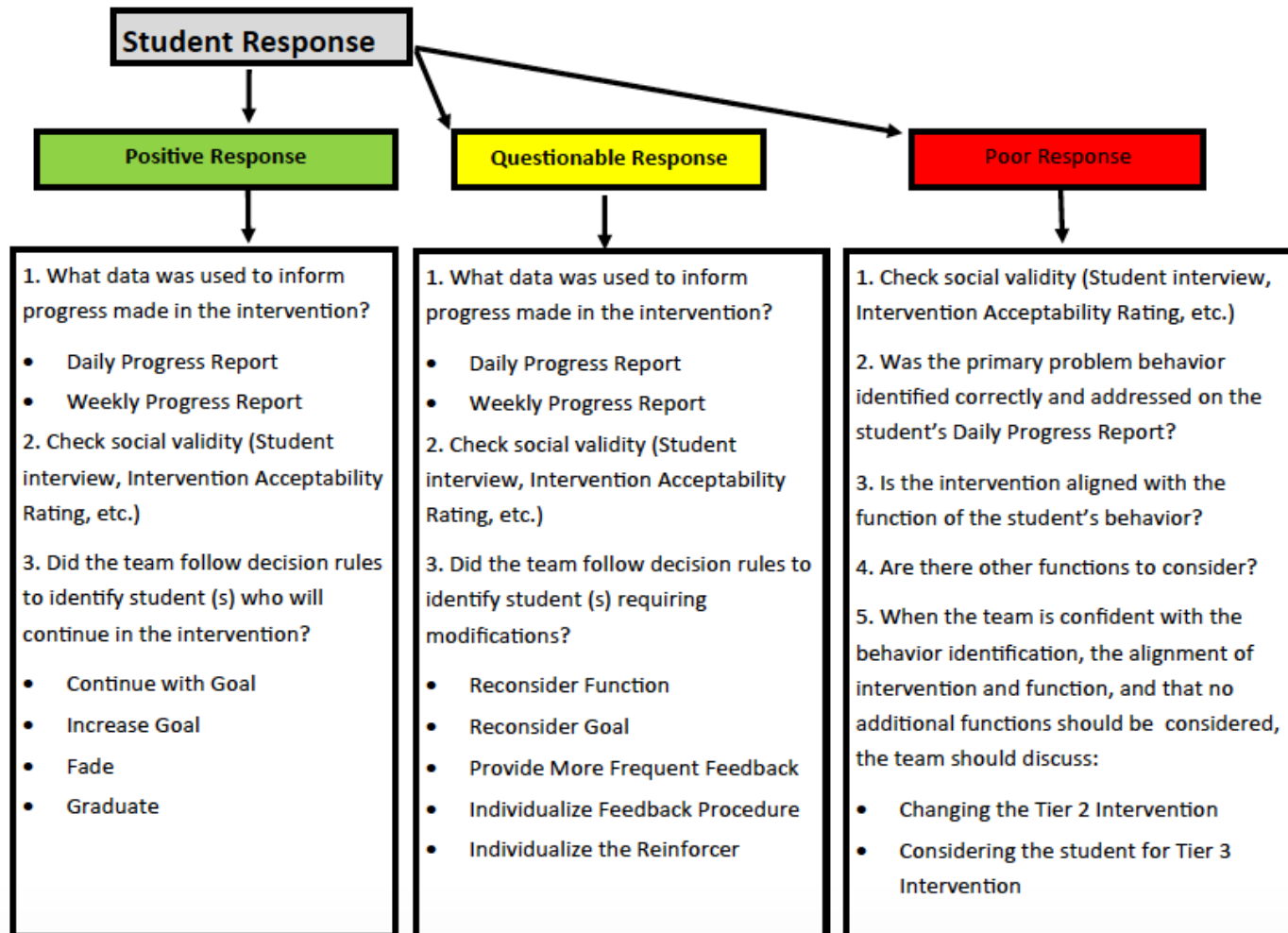
3. Document decisions made and steps to take in **meeting minutes**.

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# Student Progress Monitoring Guide

**Student Response**

→ **Positive Response**    **Questionable Response**    **Poor Response**

| Positive Response | Questionable Response | Poor Response |
|---|---|---|
| 1. What data was used to inform progress made in the intervention? <br><br> • Daily Progress Report <br> • Weekly Progress Report <br><br> 2. Check social validity (Student interview, Intervention Acceptability Rating, etc.) <br><br> 3. Did the team follow decision rules to identify student (s) who will continue in the intervention? <br><br> • Continue with Goal <br> • Increase Goal <br> • Fade <br> • Graduate | 1. What data was used to inform progress made in the intervention? <br><br> • Daily Progress Report <br> • Weekly Progress Report <br><br> 2. Check social validity (Student interview, Intervention Acceptability Rating, etc.) <br><br> 3. Did the team follow decision rules to identify student (s) requiring modifications? <br><br> • Reconsider Function <br> • Reconsider Goal <br> • Provide More Frequent Feedback <br> • Individualize Feedback Procedure <br> • Individualize the Reinforcer | 1. Check social validity (Student interview, Intervention Acceptability Rating, etc.) <br><br> 2. Was the primary problem behavior identified correctly and addressed on the student's Daily Progress Report? <br><br> 3. Is the intervention aligned with the function of the student's behavior? <br><br> 4. Are there other functions to consider? <br><br> 5. When the team is confident with the behavior identification, the alignment of intervention and function, and that no additional functions should be considered, the team should discuss: <br><br> • Changing the Tier 2 Intervention <br> • Considering the student for Tier 3 Intervention |

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# Who are our Tier 2 teams?

- Tier 2 Systems – initial training, developing systems, pilot one intervention

- Tier 2 Advanced – fully implement initial intervention, pilot up to two additional interventions, continue refining team and system

- Tier 2 Maintenance – occasional refresher training, coaches networking, additional interventions as needed

# Feedback from Teams

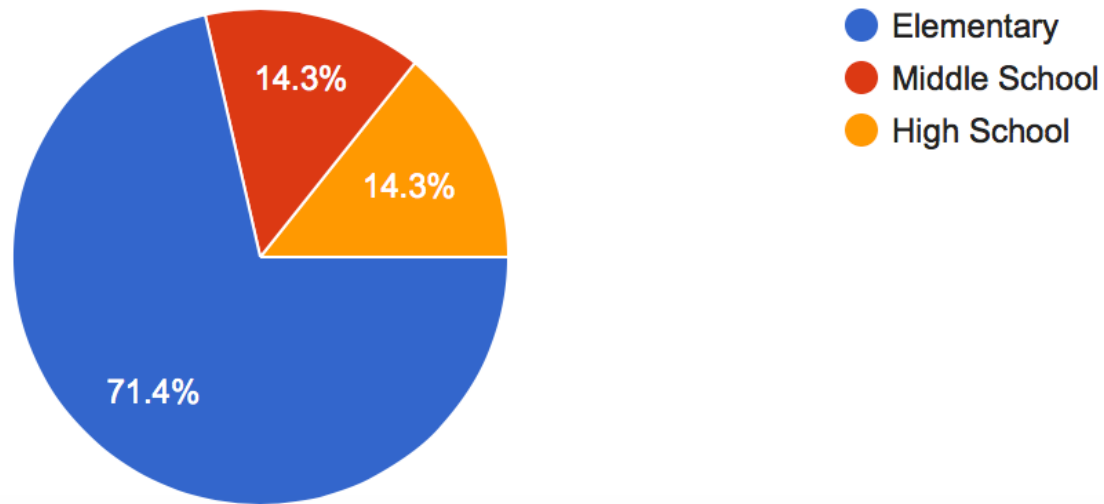**Training Level** (13 responses)
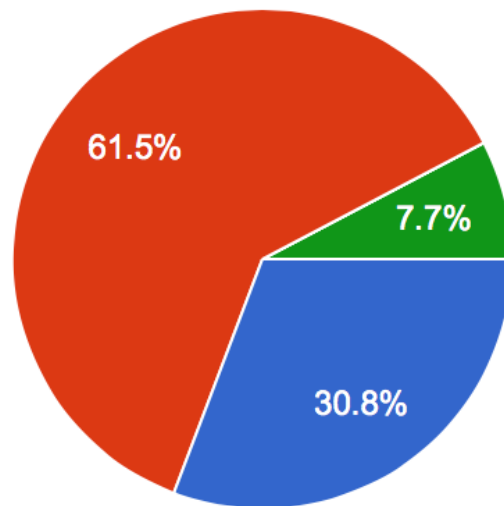


- Tier 2 Foundations
- Tier 2 Advanced
- Tier 3 Foundations
- Tier 3 Advanced
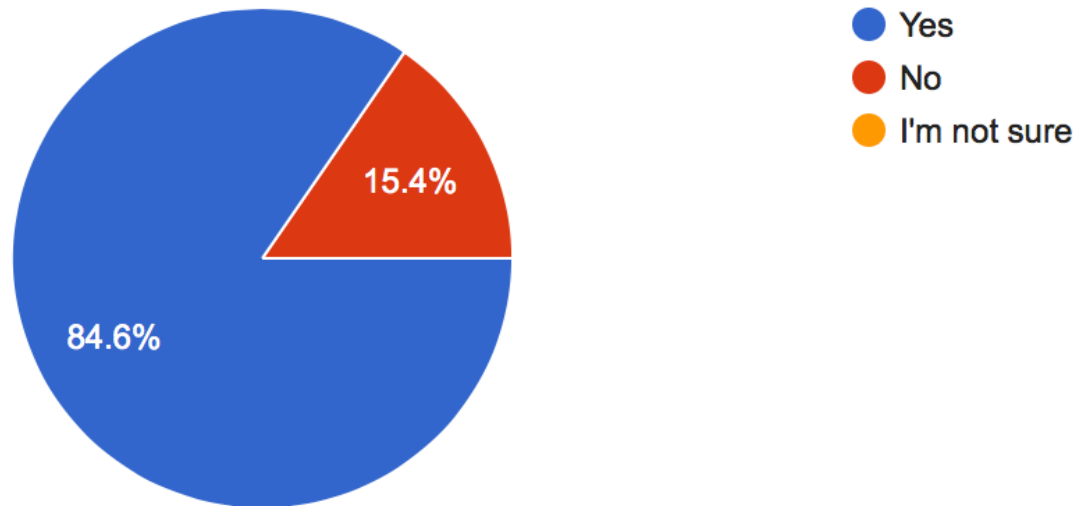- Maintenance Level School

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# Feedback from Teams

**Program Level** (14 responses)



- Elementary
- Middle School
- High School

Elementary: 71.4%
Middle School: 14.3%
High School: 14.3%

# Feedback from Teams

## Have you been trained on the MO SW-PBS Tier 2 Agenda? (13 responses)



- Yes
- No
- I'm not sure

15.4%

84.6%
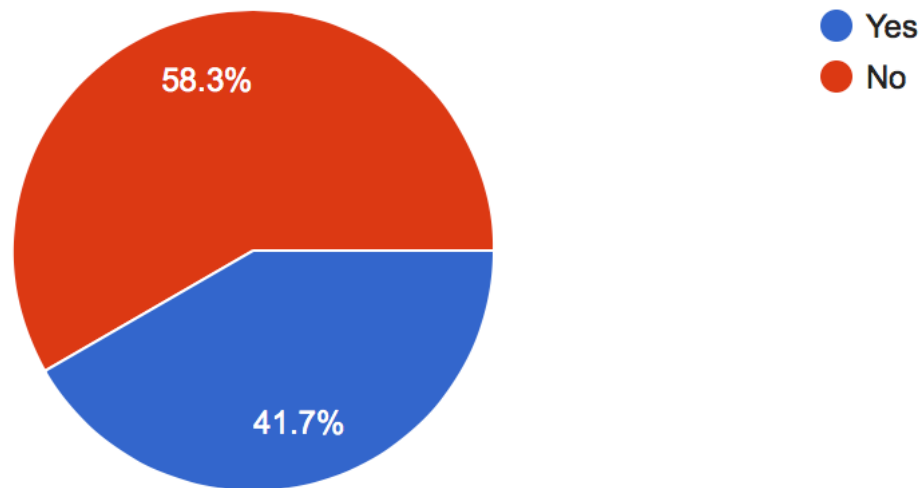
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# Feedback from Teams

## Have you used the MO SW-PBS Tier 2 Agenda in a meeting since being trained?
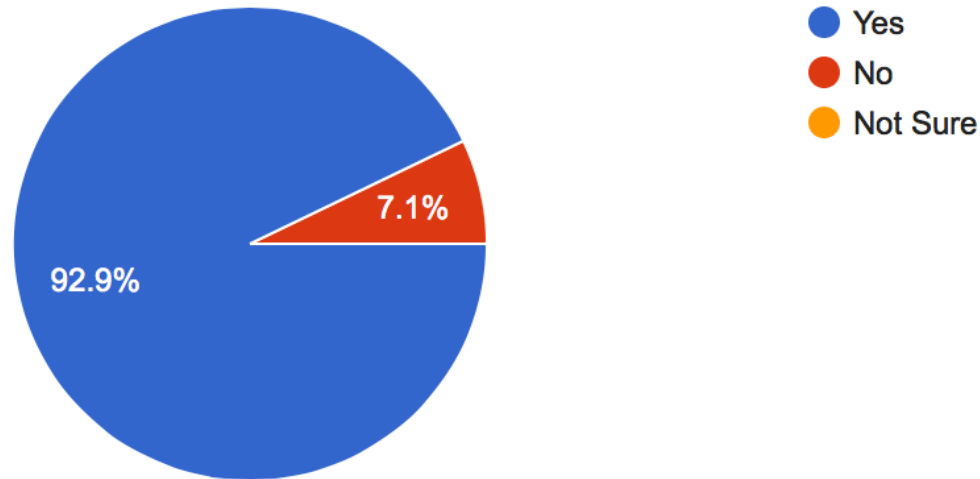(12 responses)



- Yes — 41.7%
- No — 58.3%

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# Feedback from Teams

## Have you been trained on the MO SW-PBS Tier 2 Student Identification Process Guide?

(14 responses)



- ● Yes
- ● No
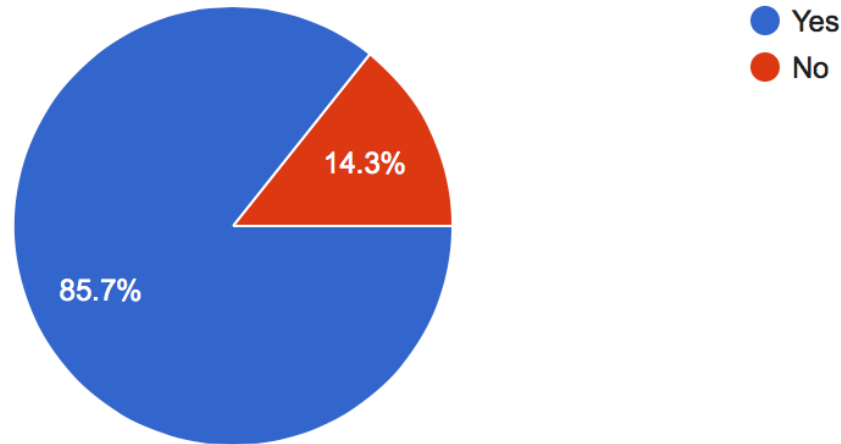- ● Not Sure

92.9%

7.1%

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# Feedback from Teams

Have you used the MO SW-PBS Tier 2 Student Identification Process Guide in a Tier 2 meeting since being trained?
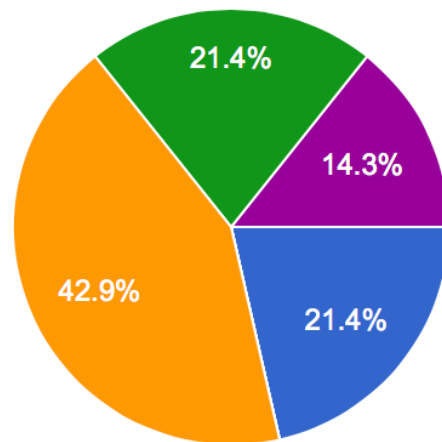
(14 responses)



- Yes
- No

85.7%

14.3%

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# Feedback from Teams

## In what way did you use the MO SW-PBS Tier 2 Student Identification Process Guide?
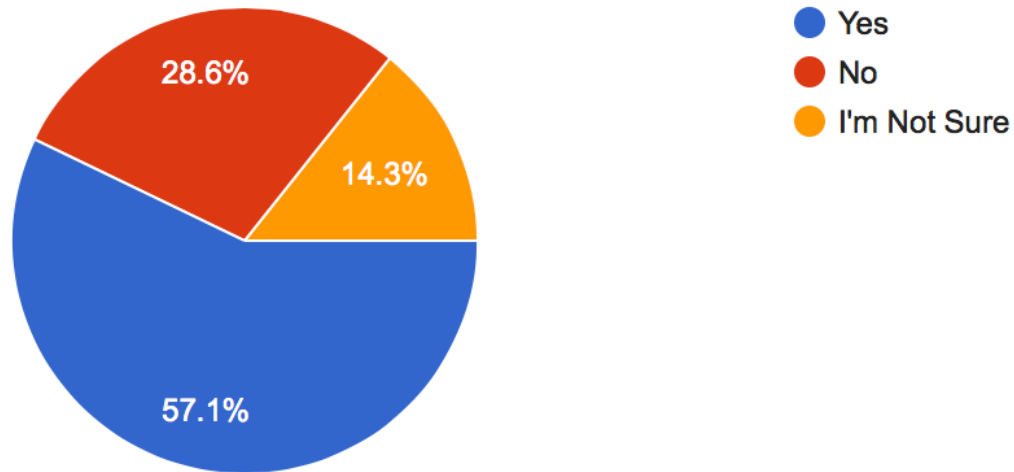(14 responses)



Legend:
- ● As a guide during the meeting
- ● To inform the agenda ahead of the meeting
- ● As a reference for my team
- ● Added to my Tier 2 Handbook
- ● Other

Pie chart values: 21.4%, 14.3%, 21.4%, 42.9%

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# Feedback from Teams

## Have you been trained on the MO SW-PBS Tier 2 Pre-Meeting Organizer?
(14 responses)



- Yes
- No
- I'm Not Sure

28.6%

14.3%

57.1%
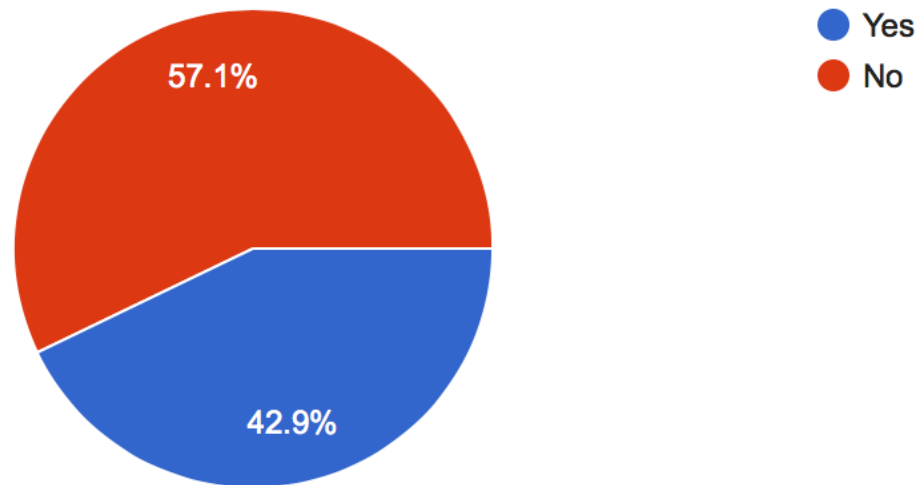
# Feedback from Teams

## Have you used the MO SW-PBSTier 2 Pre-Meeting Organizer since being trained?
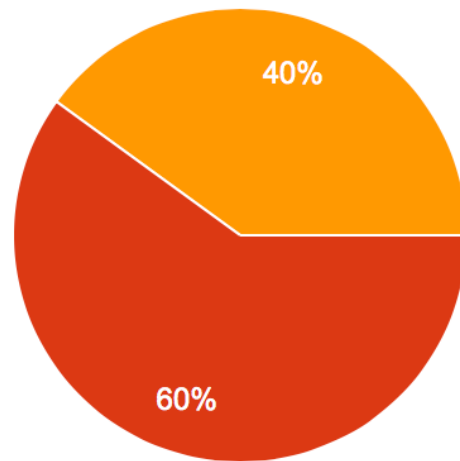(14 responses)



- Yes
- No

57.1%

42.9%

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# Feedback from Teams

## How did you use the MO SW-PBS Tier 2 Pre-Meeting Organizer? (10 responses)



Legend:
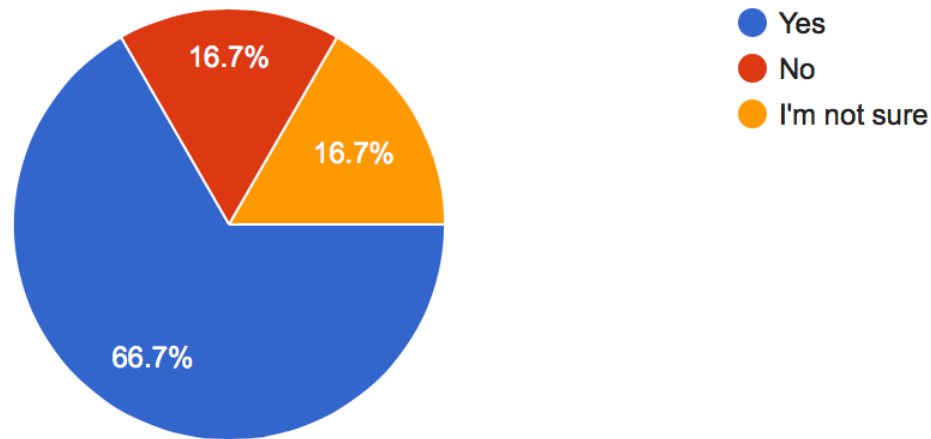- To communicate to my team
- To prioritize which students need to be discussed at the Tier 2 Meeting
- As a way to record and view student data

Pie chart values: 40%, 60%

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# Feedback from Teams

## Have you been trained on the MO SW-PBS Tier 2 Student Progress Monitoring Guide?
(12 responses)



- Yes — 66.7%
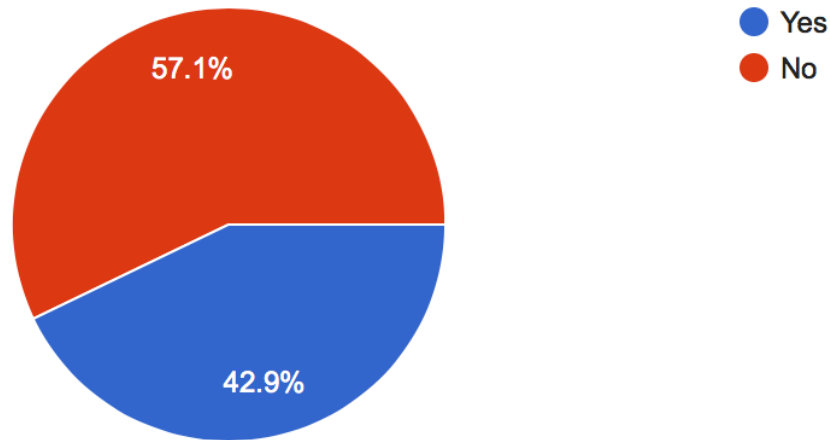- No — 16.7%
- I'm not sure — 16.7%

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# Feedback from Teams

Have you used the MO SW-PBS Tier 2 Student Progress Monitoring Guide in a meeting since being trained?

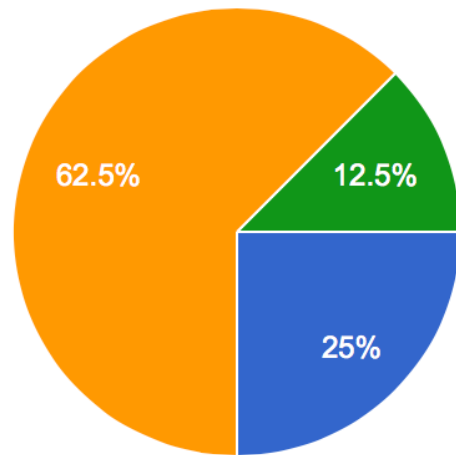(14 responses)



- ● Yes
- ● No

57.1%

42.9%

# Feedback from Teams

## In what way did you use the MO SW-PBS Tier 2 Student Progress Monitoring Guide?
(8 responses)



Legend:
- As a guide during the meeting
- To inform the agenda
- As a reference for my team
- Added to the Tier 2 Handbook

Pie chart values: 62.5%, 25%, 12.5%

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# Feedback from Teams

- MO SW-PBS Tier 2 Agenda
  - We have an agenda format already that we use.  It seems to work just fine.
  - We have not used this exact Agenda form but we have adapted it into our own agenda template that we use at every meeting.
  - I found that the agenda didn't really work for us. It was hard to take notes in and work with. Plus I didn't know where to put general discussion items. We went back to using our own.
  - We have taken the pre-meeting organizer and the agenda and put them together in one form.  We have made some adjustments to these forms to better meet the needs of our team.

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# Feedback from Teams

- MO SW-PBS Tier 2 Student Identification Process Guide
  - We use our data decision rules when considering students.  We did look at those and consider revisions based on the Identification Progress Guide at the beginning of the year.

# Feedback from Teams

- MO SW-PBS Tier 2 Student Progress Monitoring Guide
  - We use the Progress Monitoring guide at every meeting as a way to organize students in interventions and their progress. We also note "action to be taken" on each student we discuss.

# Feedback from Teams

- General comments
  - I would have liked to have checked multiple items under the "how did you use" sections but it only allowed me to chose one.
  - I can see us utilizing these tools more next year. This year our processes and forms are already in place and we are comfortable using what we have created. I wish some of these would have been available when we started Tier 2.
  - The Tier 2 tools look useful in providing more organization for Tier 2 meetings. We have been taking notes, but these forms would help with organizing the process and job responsibilities.
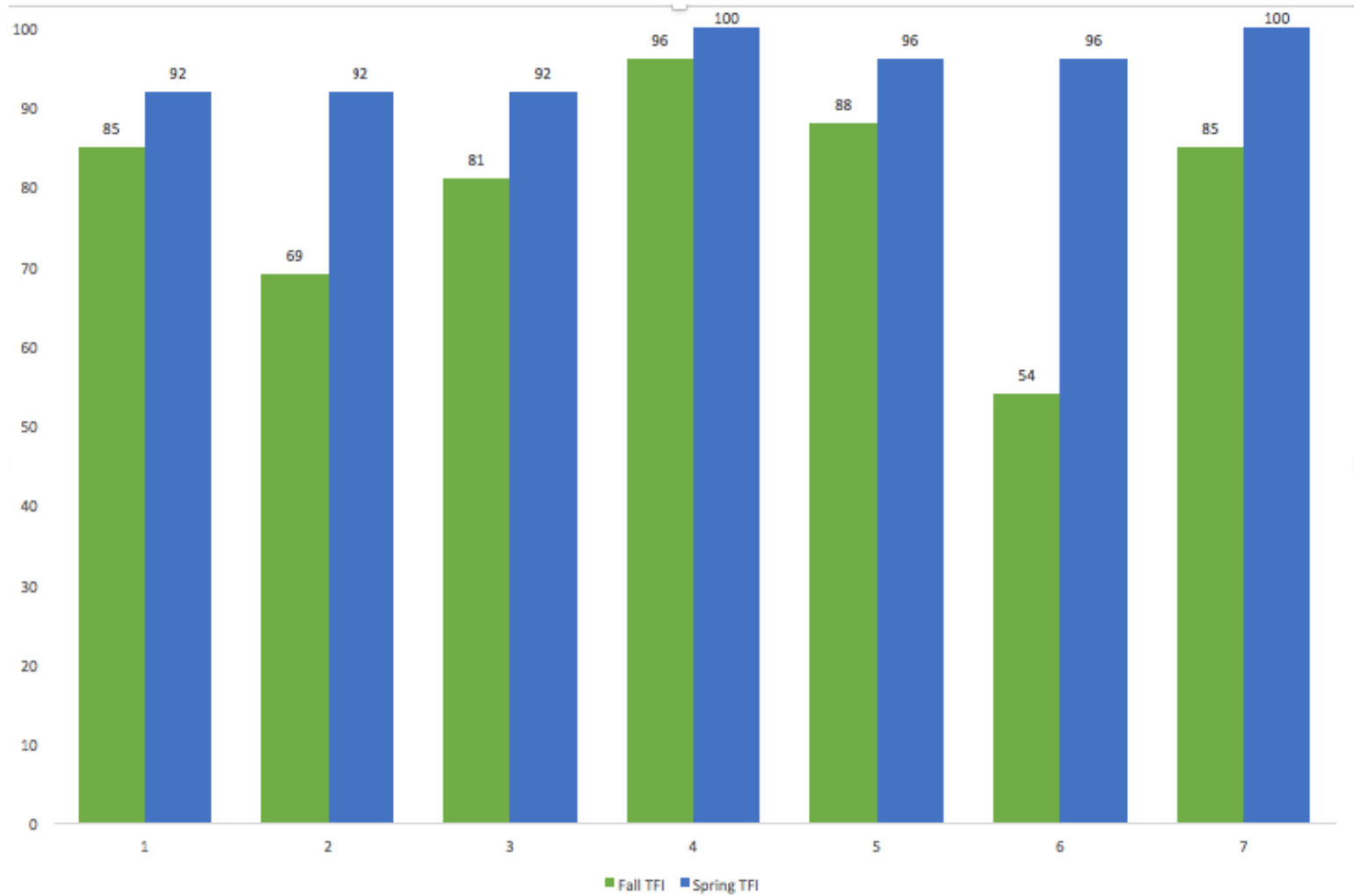
# Case Study



**School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory**
**Rebecca Boone Elementary School**
**10/27/2015 - 3/9/2016**

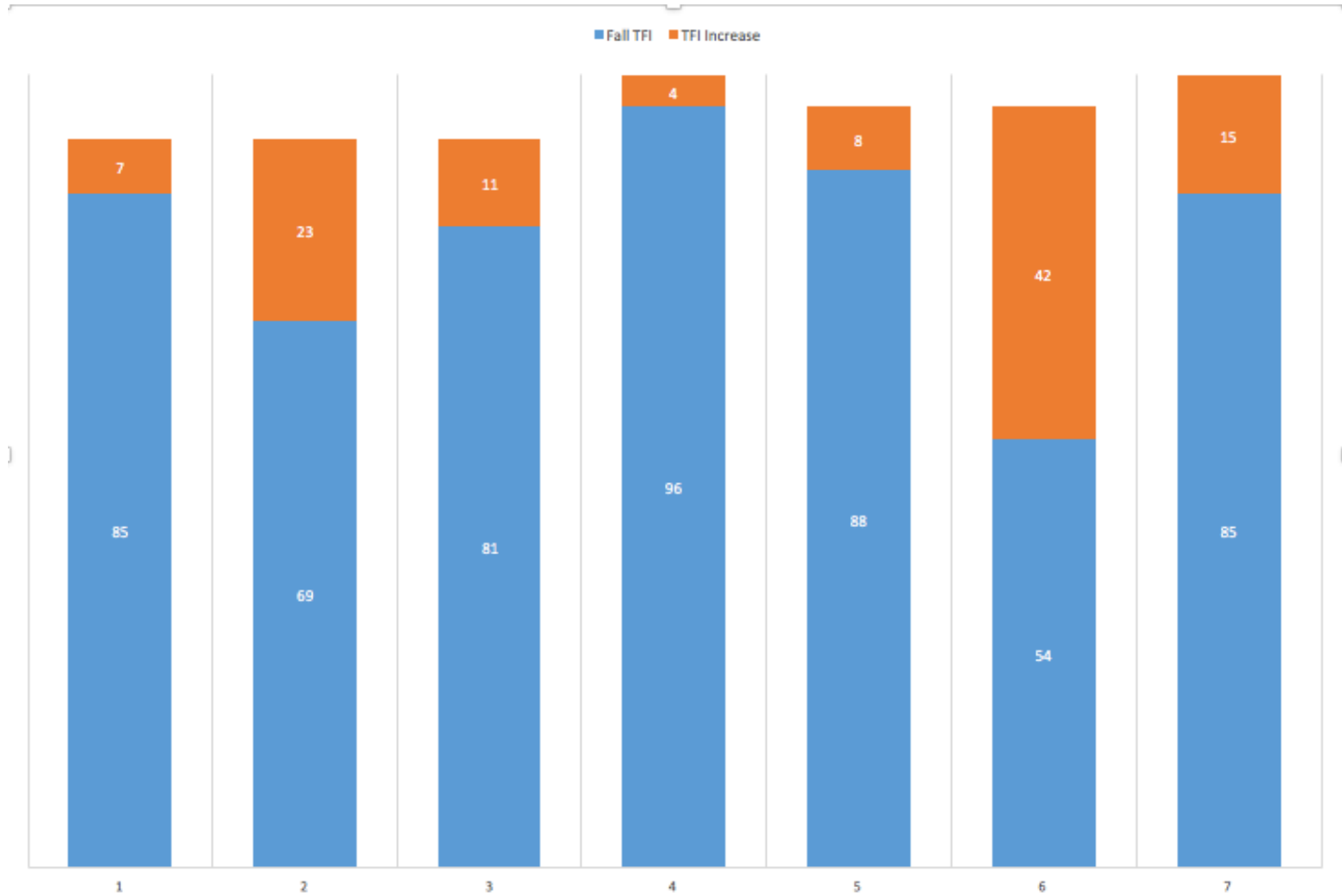■ 10/27/2015  ■ 11/16/2015  ■ 3/9/2016
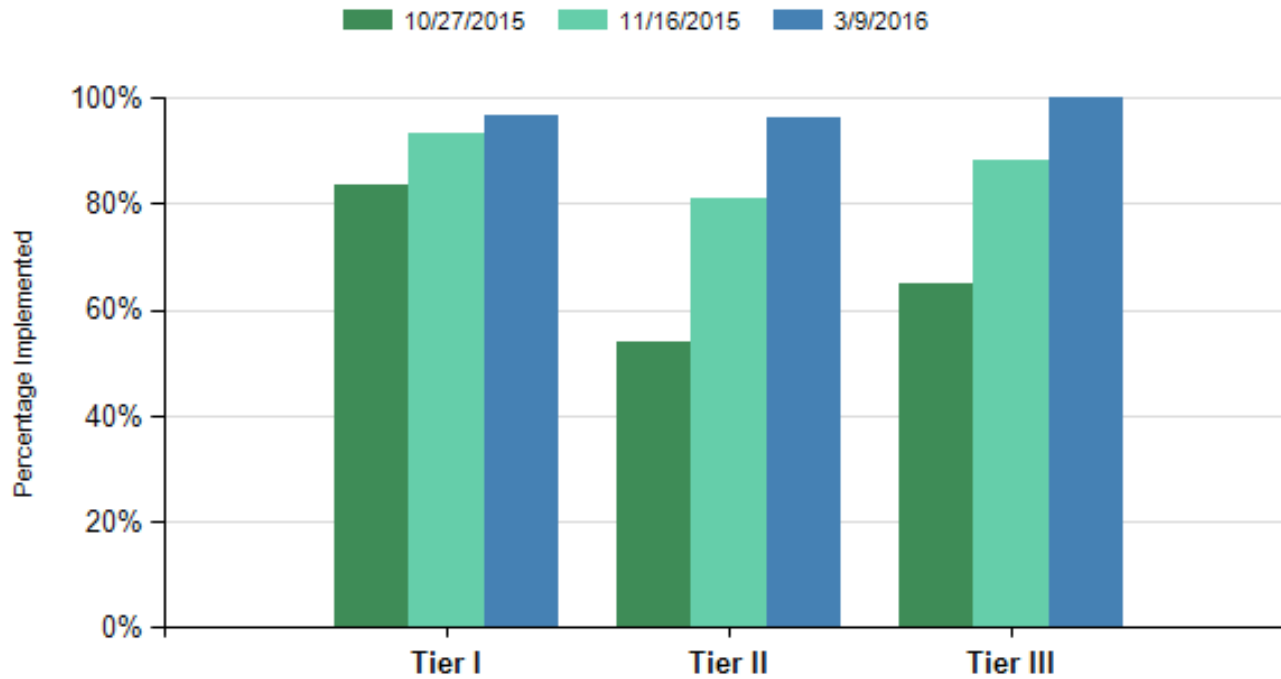
# Fall-Spring TFI Scores



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# TFI Increases



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# Next Steps for MO SW-PBS

- Follow-up with teams currently trained as they continue piloting and providing feedback

- Incorporate Tier 2 Team Tools into the MO SW-PBS standardized training

- Collect data from Tier 2 Teams regarding use of the tools to determine training and technical assistance needs

# Contact

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- Deanna Maynard
  [maynarddk@missouri.edu](mailto:maynarddk@missouri.edu)

# References

2015-16 MO SW-PBS Tier 2 Team Workbook        http://pbismissouri.org/wp-content/uploads/2012/04/2015-MO-SW-PBS-Tier-2-WB-073115.pdf

Lembke, E. (2010). *Ask the experts response from Erica Lembke.* Washington, D.C.: National Center on Response to Intervention. Retrieved May 19, 2011, from http://www.rti4success.org/resources/ask-expert

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