

Tier 3 District Wide Support and SWIS Data

Kirksville R-III Schools

MO SW-PBS & MTSS:

BRIDGING THE GAPS

Why Tier 2 and Tier 3?

1. Three years ago the behavior problems went from 6 students to 30 and the next year over 50 students K-12
2. Emergency calls and putting out fires daily...REACTIVE
3. Suspensions increased
4. Building staff were overwhelmed
5. Tier 2 and 3 provide a secondary and tertiary layer of supports that are researched based and have successful outcomes

HOW Do You Make Changes When You are in Reactive Mode?

1. Develop a Core Team and an Action Team (See the Tier 2 and 3 Workbooks). Who is on the team and what are their responsibilities? Set dates, times, and meeting format.
2. Establish how students will be identified:
 - Use your data decision rules for **nonresponse** to Tier 1 or Tier 2
 - Analyze data for high risk **chronic behaviors** (Student Data Inventory)
 - Identify decision rules for students with **intense behaviors**
 - Develop **Teacher nomination** forms and system
 - Consider using a **universal screening** instrument

Nonresponse and Referral

1. Rule of thumb is a student should receive a Tier 2 intervention for a minimum of 4 weeks to allow time for a student to respond to an intervention. Also 8 data points across 4 to 6 weeks is needed to look at a trend. These are based on Sprague, et al. and Lembke research as guidance.
2. Poor response or nonresponse is when the distance between the trend line and the goal line widens, the response is poor. Or when the trend line is flat and below the goal line is nonresponse.
3. The Tier 2 Team will need to analyze if the intervention was implemented with fidelity. Ask three questions: was **problem behavior identified** correctly, is the **function identified** correctly, and is the **intervention aligned with the function**?
4. If the answer is **NO** then reanalyze and implement a new plan.
5. If the answer is **Yes** refer to Tier 3. The crossover team member facilitates that referral and transition.

Tier 3 Referral and Process

1. Action Team members review the records and any information coming from Tier 2 including the teacher nomination form, the FACTS A (Record Review), the intervention and data, and other student record information.
2. The Action Team interviews teachers, staff, student, and family to gain more information and to conduct the FACTS B. A summary statement is formulated that includes observable and measurable description of the problem behavior, contexts of the students day, antecedent, consequences, setting event(s) and function of problem behavior. An observation is used to collect additional data.

Note: All these forms are in the Tier 3 Workbook in Chapter 5

BIP

1. The FBA is used to develop the Behavior Intervention Plan.
2. Parts of the BIP are the competing behavior pathway, intervention strategies, consequence strategies, safety strategies, implementation plan, and monitoring strategies. Tier 3 Workbook Chapter 6 has the form and examples. We use the form directly in our IEPs.
3. Monitoring Form or the Daily Report of Progress is used daily. The goal is identified. Some of our students have several behaviors that need to decrease, but we only have one or two goals at a time. Data is collected daily and averaged weekly.

Action Team Meetings and Data Decision Making

1. Data teaming is every other week and the time is when the general education teacher has their plan time. Notes are taken, data is used to make the decisions, social validity for teachers is done
2. Previous to SWIS a google doc was used to enter the data and to create a baseline, continuing data, trend line. Also notes at the meeting were taken and shared with the members of the team
3. SWIS for Tier 1, 2, 3

Tier 1 or SWIS has five reports: how often referrals occur, problem behaviors that occur the most frequently, where problem behaviors most likely occur, when problem behaviors are most likely to occur, and which students. The Tier 1 team can review the school-wide patterns and develop school wide programs to improve any areas of concern.

Tier 2 or Check-In Check-Out (CICO-SWIS) helps to track how a student is doing with their goals, how they are doing at check-in times, impact of the plan and interventions, and the impact on office referrals and discipline. The integrity and fidelity of the program can also be analyzed, student progress on the targeted intervention, and the effectiveness of CICO in the school.

Tier 3 or Individual Student Information System (ISIS-SWIS) helps to monitor student outcomes, and fidelity of the plan. The following fields are in place: number of measures, team members access to data, measure details, data collection schedule, goals, reporting options, plan change and history and notes. Other documents related to the student's plan can be uploaded also. The goals and objects are in a comprehensive student file for quality decision making.

Tier 3 Schedule of Action Team Meetings

PBS TIER III ACTION TEAMS 2015-2016 (Updated 1/25/16) CASEMANAGERS: Please invite

the

The students gen ed teacher and service providers and parent

First and Third Tuesday of every month: Sept. 1 and 15; Oct 6, 20; Nov 3, 17; Dec 1, 15; Jan 5, 19; Feb 2, 16; March 1, 15; April 5, 19; May 3, 17

| Time of Day | Tier III Student(s) | Building/Casemanager & Team Ray Miller Elementary |
|---------------|--------------------------------|---|
| 8:20-9:10AM | Student 1, 2, 3, 4 | RME: Amy Brazier, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher Mark Twain Casemanager Bran RME: Amy Brazier, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher Preferred Family Smith |
| 9:10-10AM | Student 5 ,6,7 | RME: Bradley Speak, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher RME: Bradley Speak, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher |
| 10:10-10:45AM | Student 8,9 | RME: Andrew Turner, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher SB 40 Majors |
| 10:50-11:15AM | Student 10, 11,12 | MS: Alayna McKim, Dr. Dowis, Jenn Stam Fountain, Michelle Yoder |
| 11:15-12 | | |
| 12:10-1PM | Student 13 | RME: Bev Winn, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher |
| 1:05-1:50PM | Student 14, 15, 26, 17 | RME: Maryellen Koch, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher |
| 1:55-2:40 | Student 18, 19, 20, 21, 22, 23 | RME: M. Sallese, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher RME: M. Sallese, Dr. Dowis, Jenn Stam Fountain, Dr. Botello, Reg. Ed teacher |

Action Team Meetings, continued

First and third Wednesday of Every month Sept 7, 21, Oct 5, 19, Nov 2, 16, Dec 7 and 20, Jan 4,18, Feb 1,15, March 1, 22, April 5, 19, May 3, 17

| Time of Day | Tier III Student(s) | Building/Casemanager & Team Primary school & High School |
|------------------|-------------------------|---|
| 8-8:45 | Consult with OTs | K2: Dr. Dowis, Jenn Stam Fountain, Krista Snow, Jeff Silvernail |
| 8:45-9:15AM | Student 1, 2 | K2: Brittany Hanstad, Dr. Dowis, Jenn Stam Fountain, Mrs. Reger, Reg. Ed teacher |
| 9:15-10:05AM | Student 3 | K2: Susan Knox, Dr. Dowis, Jenn Stam Fountain, Mrs. Reger, Reg. Ed teacher |
| 10:10-11AM | Student 4, 5, 6, 7,8 | K2: Amy Feeney, Dr. Dowis, Jenn Stam Fountain, Mrs. Reger, Shottel, Bowen K2: Amy Feeney, Dr. Dowis, Jenn Stam Fountain, Mrs. Reger, Frady, Boda |
| 11:05-12 | Student 1 | HS: Erin Cupp, Dr. Dowis, Jenn Stam Fountain |
| 12:10-1PM | Student 9, 10 | K2: Liz Crnic, Dr. Dowis, Jenn Stam Fountain, Mrs. Reger, Reg. Ed teacher |
| 1-1:30PM | Student 11, 12, 13 | K2:Sara Elsea, Dr. Dowis, Jenn Stam Fountain, Mrs. Reger, Schwegler |
| 1:30-1:50 | Student 14 | K2: Dowis, Stam Foutain, Crisp, Lincoln, Reger |
| 1:50-2 2-2:40 | Student 15, 16,17,18,19 | K2: Dowis, Stam Fountain, Banner, Vestal as consult, Reger K2: Chris Vestal, Dr. Dowis, Jenn Stam Fountain, Mrs. Reger, Reg. Ed teachers |

SWIS Dashboard

SWIS Dashboard
Average Referrals Per Day Per Month

Referrals By Time

Referrals By Day Of Week

Referrals By Grade

Referrals By Location

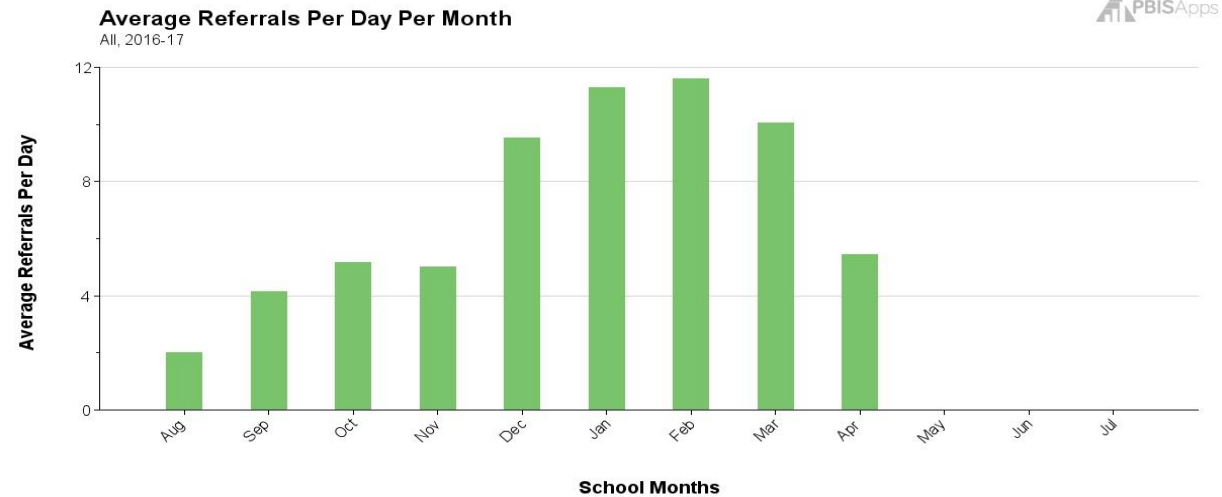
Referrals By Problem Behavior

Referrals By Student

Welcome to SWIS 5, Cindy Dowis

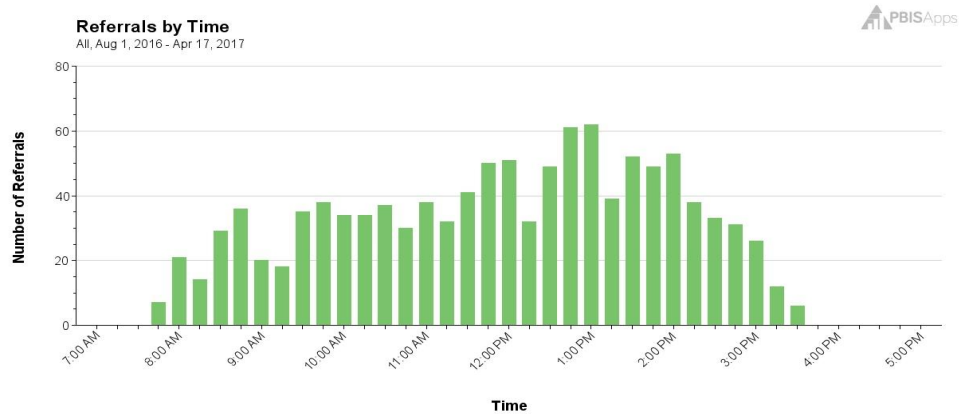
Latest Referrals

Data Integrity Summary



Referrals Per Month: August 20, September 83, October 98, November 95, December 143, January 203, February 197, March 171, April . Months with most referrals are December, January, February, March? What can Tier 1 do with this data? More reteaching of the expectation in January after the break and more reteaching after spring break in March.

Referral by Time

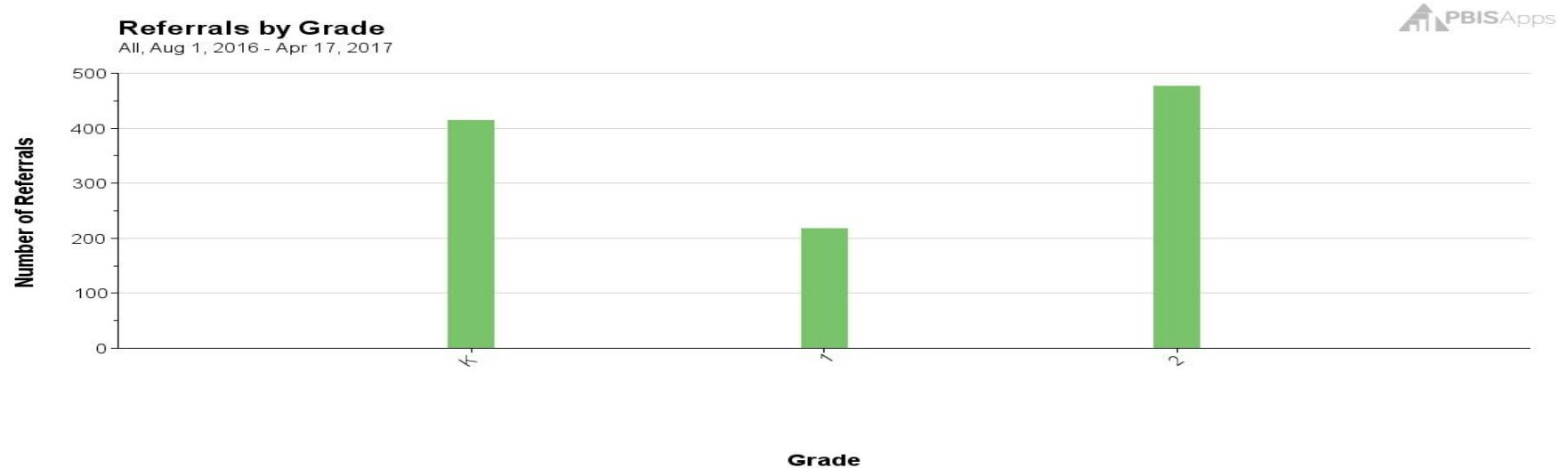


Data:

7:45 7 or .63%
8:00 21 or 1.90%
8:15 14 or 1.25%
8:30 29 or 2.62%
8:45 36 or 3.25%
9:00 20 or 1.81%
9:15 18 or 1.62%
9:30 35 or 3.16%
9:45 38 or 3.43%

Tier 1 would look at the 8:30 and 8:45 times to analyze why the increase in referrals as well
The 9:30 and 9:45 times that increase.

Referral by Location, Referrals by Grade, Referrals by Student



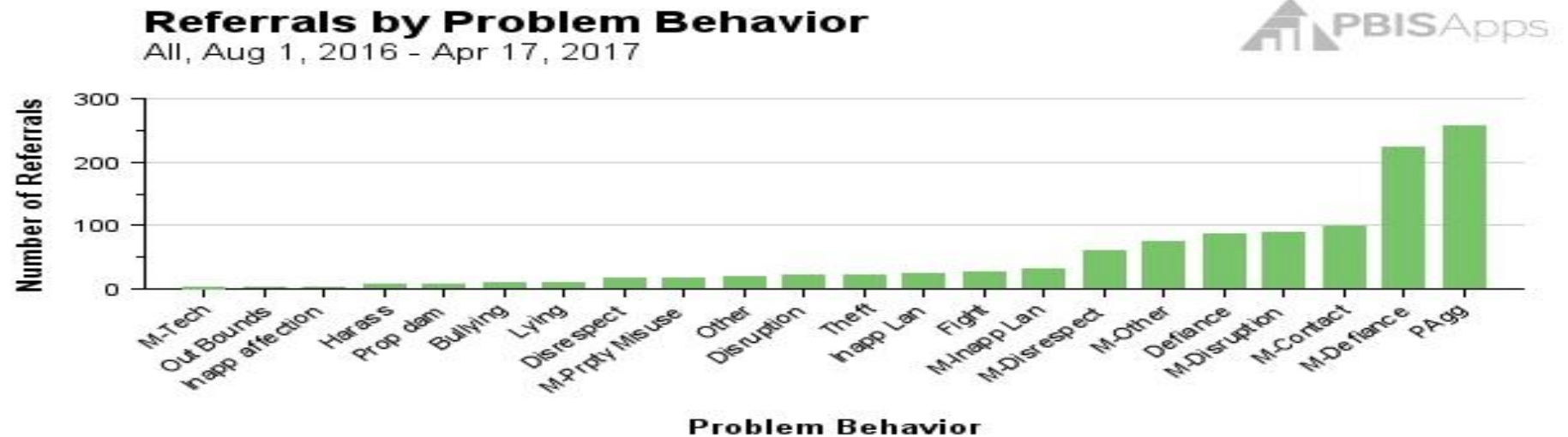
Kindergarten has 414 referrals or 37.36%

First Grade has 218 referrals or 19.68%

Second Grade has 476 referrals or 42.96%

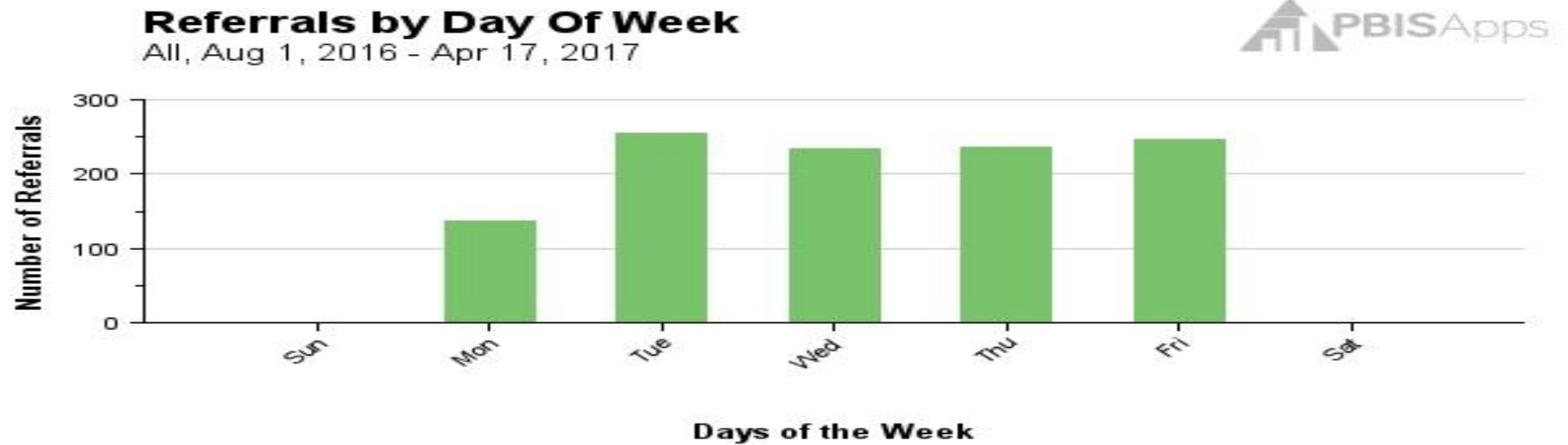
The Tier 1 team would analyze why first grade has fewer referrals and then based on the information could use the information to change processes in Tier 1.

Referral by Problem Behavior



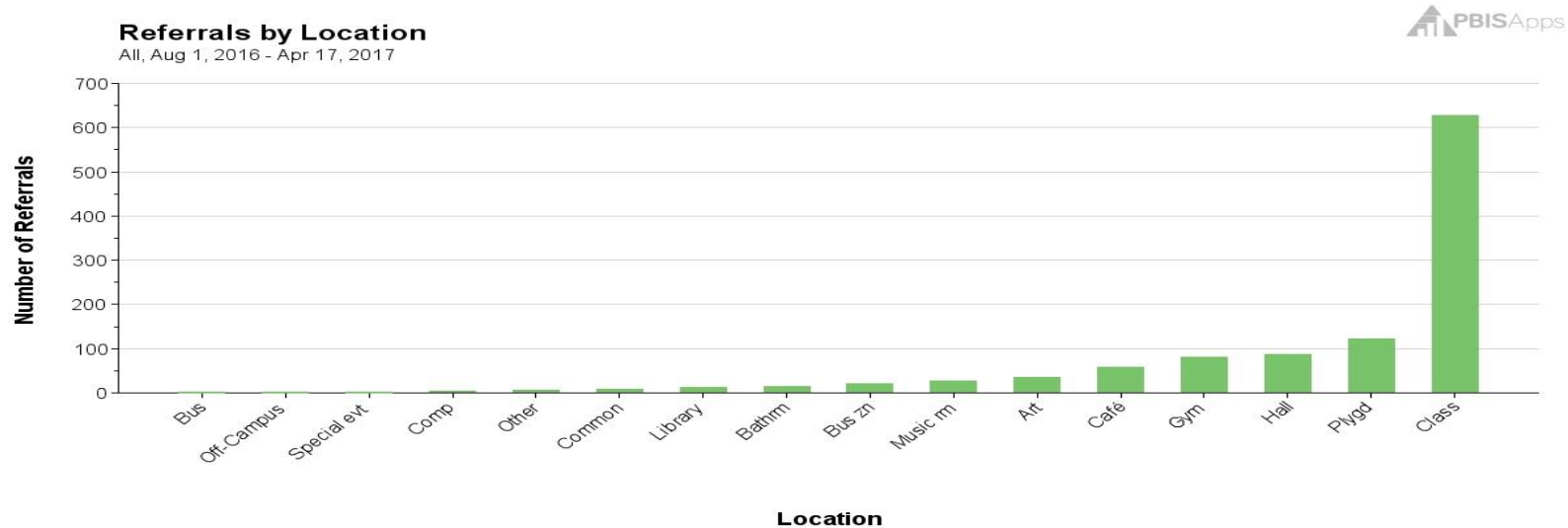
The referral by problem behavior indicates disrespect, property misuse, other, and disruption are the highest areas for reason for referral. The Tier 1 team might look at classroom lessons on disrespect and implement those into the daily lessons being taught.

Referral by Day of Week



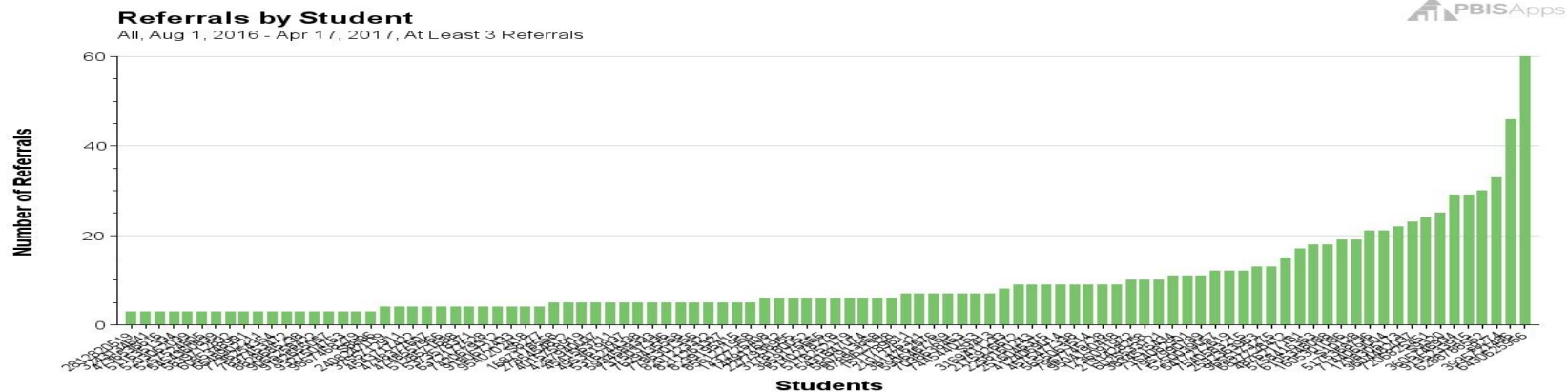
Monday's have the lowest number of referrals and the other days of the week are proportionate.

Referral by Location



The locations with the highest number of referrals is the cafeteria, gym, hallway, playground, and classrooms. The Tier 1 team might look at the procedures and processes for the cafeteria, gym, and hallway and implement reteaching of lessons. The playground would be related to supervision and the need for reteaching of processes. The classroom is often the highest referral area since students spend most of their time in classrooms learning. There could be an analysis of fidelity of lesson being taught.

Referral by Student



Three students have 10 referrals, 3 students have 11 referrals, 3 students have 12 referrals, 2 students have 13 referrals, 1 student has 15 referrals. The Tier 2 Team would have received referrals after 3 to 6 referrals.

One student had 17 referrals, 2 students had 18 referrals, 2 students had 19 referrals.

Two students had 21 referrals, 1 student had 22 referrals, and 1 student had 23 referrals.

It is assumed all 21 of these students were at one time in Tier 2 and 3. The Tier 2 and 3 teams need to analyze the data to make sure all of the students with high referral numbers were referred.

Check-in Check-out

Student A

Has IEP Yes
Has 504 No
Has ISIS Student File Yes

Has ISIS Student File:
Yes

CICO

Goal: 80%
Days Enrolled 227
Total Days in CICO 227
Date enrolled 9/2/2018

SWIS

Referrals:
17
Referrals This School Year:
12
Last Referral:
3/9/17

ISIS

Student B

Coordinator:

Cindy Dowis

Status:

Active

Implementation:

Starting

Days In ISIS:

131

Active Measures:

3

Assessments:

0

Support Plans:

1

Team Members:

8

ISIS

Student B

Number of Referrals 5

Number of Majors 4

Number of Minors 1

Last Referral date: March 29, 2017

Suspension Days 0

CICO No

Meeting Minutes 6 sets

BIP attached

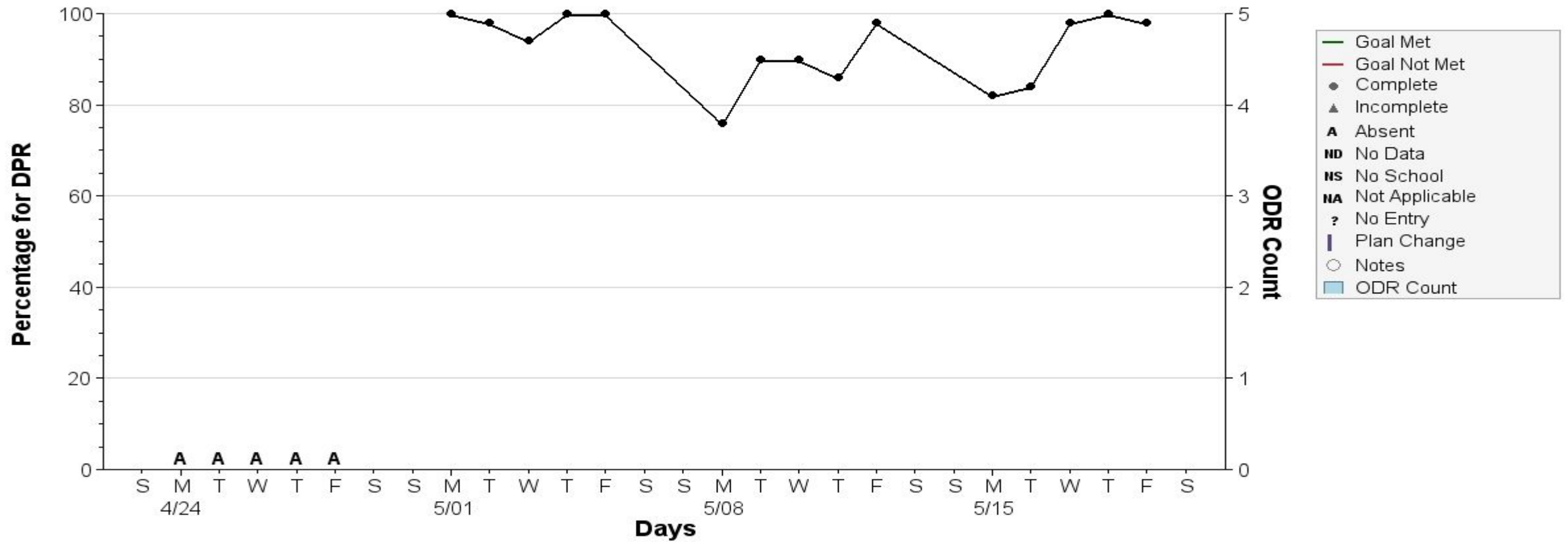
DPRs

Fidelity

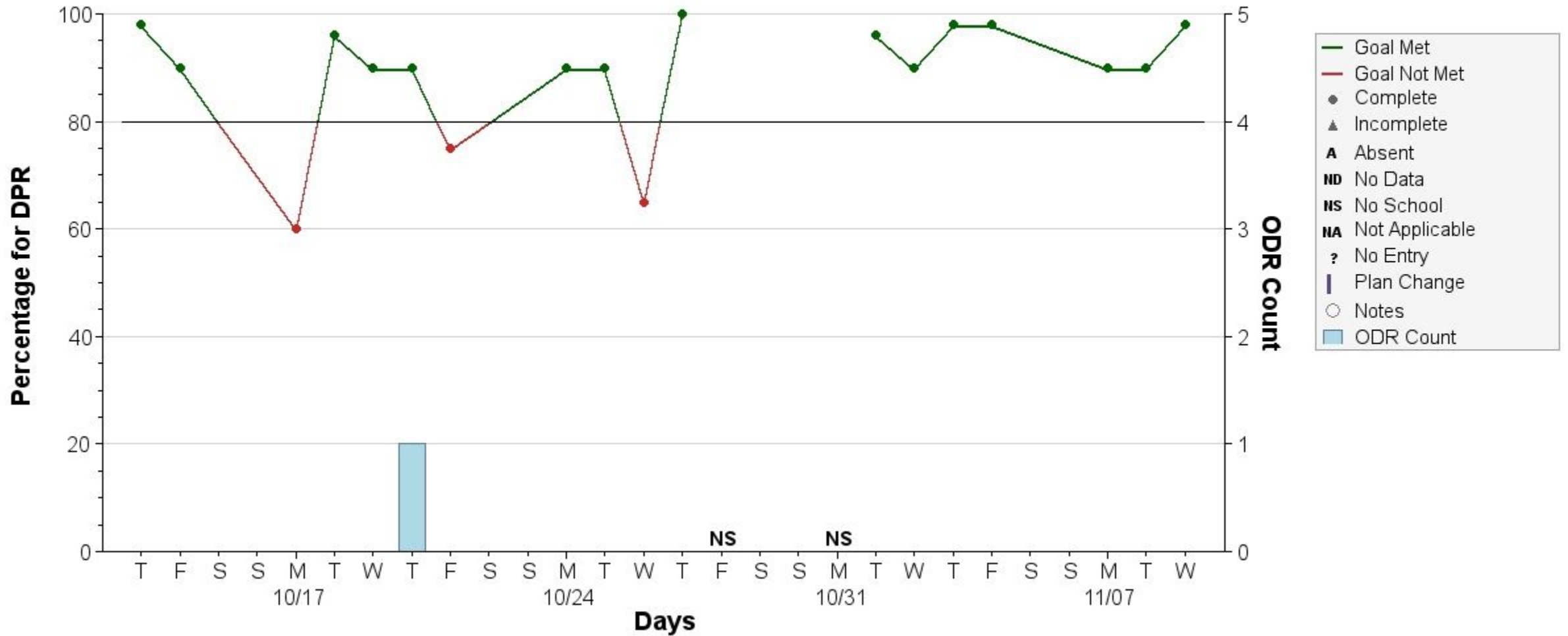
Social Validity

Team Members: Teacher, Principal, BCBA, Tier 3 Coach, Focus Room, Counselor, Tier 1 Coach, Director of Sped

ISIS Measure Report



Monthly Data



Contact Information

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