

5D - Tier II Tools for Effective Team Decision Making: Go with the Flow...Charts

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Outcomes

- Develop a standard format for conducting Tier II team meetings
- Select, or adapt from existing resources, tools to support data-based decisions
- Use data to monitor and make decisions about student progress during a Tier II intervention

Website Resource Handout

2016 PBIS Forum

E15 – Tier II Tools for Effective Team Decision Making: Go with the Flow....Charts

MO SW-PBS Website Tier 2 Resource Guide

We hope this guide will help you navigate the MO SW-PBS Website (pbissmissouri.org) to find resources for your Tier 2 systems, interventions and data-based decision making.

On the pbissmissouri.org Home Page, click the Tier 2 tab at the top. This will get you to ALL the MO SW-PBS resources for Tier 2, including the 2016 Tier 2 Team Workbook
<http://pbissmissouri.org/wp-content/uploads/2012/04/Tier-2-2016-Workbook-pdf.pdf>

There are also links to every Tier 2 Component, which provides you the Tier 2 Team Workbook Chapter and other forms, checklists and guides you can download to help you implement.

Following is a chart to help you locate specific resources shared in this session.

Tier 2 Component

Web Link/URL

Resource Name

Tier 2 Component	Link/URL	Resources at the Bottom of Each Page
1. Foundations	http://pbissmissouri.org/tier-2-workbook/foundations	Student Support Model graphic
2. Leadership	http://pbissmissouri.org/tier-2-workbook/leadership	Roles and Responsibilities Team Meeting Agenda template
3. Student Identification	http://pbissmissouri.org/tier-2-workbook/student-identification	Student Nomination for Assistance example
4. Selecting Function Based Interventions Monitoring Data, and Using Data for Decisions	http://pbissmissouri.org/tier-2-workbook/selecting-function-based-interventions-monitoring-data-and-using-data-for-decisions	<ol style="list-style-type: none"> 1. MO SW-PBS Tier 2 Student Identification Process Guide 2. MO-SW-PBS Student Progress Monitoring Guide 3. Advanced Tiers Spreadsheet Guide 4. Tier 2 Pre-Meeting Organizer 5. Tier 2 Adapted FACTS—Part A Template 6. Tier 2 Adapted FACTS—Part A Instructions for Completing 7. Various fidelity measures including social validity surveys for teachers and students.

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Problems Associated with Meetings

- Getting off the subject
- No goals or agenda
- Too lengthy
- Poor or inadequate preparation
- Inconclusive
- Disorganized
- Ineffective leadership/lack of control
- Irrelevance of information discussed
- Time wasted during meetings
- Starting late
- Not effective for making decisions
- Interruptions from within and without
- Individuals dominate discussion
- Rambling, redundant, or digressive discussion
- No published results or follow-up actions
- No pre-meeting orientation
- Canceled or postponed meetings

(Mosvick & Nelson, 1987)

Effective Teams...

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

Team Roles and Responsibilities

MO SW-PBS Tier 2 Specialized Behavior Support Team Roles and Responsibilities

	Responsibilities Before Team Meeting	Responsibilities During Team Meeting	Responsibilities After Team Meeting
Chairperson	<ul style="list-style-type: none"> Develop agenda with input from team Send to team members Gather any new nominations and invite teacher(s), parents, students 	<ul style="list-style-type: none"> Facilitate meeting using <i>MO SW-PBS Student Identification Guide</i> and <i>MO SW-PBS Progress Monitoring Guide</i> 	<ul style="list-style-type: none"> Follow up on assigned tasks Seek input from team members and begin developing next agenda Share data highlights with staff
Secretary	<ul style="list-style-type: none"> Provide meeting reminder to team 	<ul style="list-style-type: none"> Keep meeting minutes 	<ul style="list-style-type: none"> Distribute team minutes to members
Intervention Coordinator(s)	<ul style="list-style-type: none"> Prepare summary of student progress monitoring data Prioritize which student's data will be reviewed Complete <i>MO SW-PBS Pre-meeting Organizer</i> form Disseminate updates of products 	<ul style="list-style-type: none"> Present update on data and facilitate focused conversation Lead discussion on any new products for handbook 	<ul style="list-style-type: none"> Notify and train teacher(s), students, and families Coordinate fidelity and social validity checks Collect and enter data in <i>MO SW-PBS Advanced Tiers Spreadsheet</i> Maintain electronic database of team products and back up database regularly
Data Manager	<ul style="list-style-type: none"> The day before the meeting, ensure student data is up to date in <i>MO SW-PBS Advanced Tiers Spreadsheet</i> 	<ul style="list-style-type: none"> Attend meeting early to log in and set up projector Enter new students into <i>MO SW-PBS Advanced Tiers Spreadsheet</i> Project students' graphs as requested by team Update changes in interventions 	
Communication Coordinator	<ul style="list-style-type: none"> Collect and compile any feedback and/or input from staff 	<ul style="list-style-type: none"> Share compiled feedback/ input from staff Lead planning for stakeholder communication 	<ul style="list-style-type: none"> Provide updates to staff Coordinate stakeholder communication (e-mails, newsletters, website, etc.)
Time Keeper	<ul style="list-style-type: none"> Review time slots on agenda 	<ul style="list-style-type: none"> Maintain time parameters Use established signal to keep team on task 	<ul style="list-style-type: none"> Lead conversation for evaluation of meeting
All Members	<ul style="list-style-type: none"> Review meeting notes Preview agenda Bring completed materials 	<ul style="list-style-type: none"> Bring <i>MO SW-PBS Tier 2 Team Handbook</i> to every meeting Follow meeting norms Provide input 	<ul style="list-style-type: none"> Set the positive tone and example Complete assigned tasks

Effective Teams...

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

Tier 2 Meeting Agenda

MO SW-PBS Tier 2 Meeting Agenda, Minutes and Problem-Solving Action Plan Form

Tier 2	Data Decision Rules: ODR - __, Minors - __, Attendance - __, ISS - __, OSS - __, Academic - ____, Nurse visits - __, Other - _____ Is Tier 1 being implemented with fidelity? How do we know?
---------------	--

	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.			



Tier 2 Meeting Agenda

Agenda	Intervention Modifications Made	Who?	By When?
2. List/Discuss Students in interventions having Questionable Response:	Document Intervention Modifications Made	Staff Responsible to Notify/Train	Start Date
1.			
2.			
3.			
4.			

Agenda	Intervention Modifications Made	Who?	By When?
3. List/Discuss Students in interventions having Poor Response:	Document Intervention Modifications Made	Staff Responsible to Notify/Train	Start Date
1.			
2.			

Agenda Item	Who?	By When?
4. List/Discuss Students in interventions having Positive Response: Not Ready for Fading (These students do not need to be discussed at this time)	Staff Responsible to Notify/Train	Start Date

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Tier 2 Meeting Agenda

Agenda Item	Function Identified and Intervention Selected	Who?	By When?
5. List/Discuss Students in interventions having Positive Response: Eligible for Fading	Document Intervention Modifications Made (Demonstrating positive response and meeting data decision rule for fading)	Staff Responsible to Notify/Train	Start Date
1.			
2.			

Agenda	Tasks to be Completed	Who?	By When?
5. Tier 2 Team Management items			
What do we need to communicate with all staff?			
What questions are there to ensure everyone knows their assigned tasks?			

Other Issues

Evaluation of Team Meeting (Mark your ratings with an "X")

	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. Did we use our data to make informed decisions?			
3. In general, did we follow the protocol for problem solving newly identified students?			
4. In general, did we follow the protocols for problem solving existing students?			
5. I am clear about the tasks I am to complete.			

If some of our ratings are "So-So" or "No," what can we do to improve things?

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Outcomes

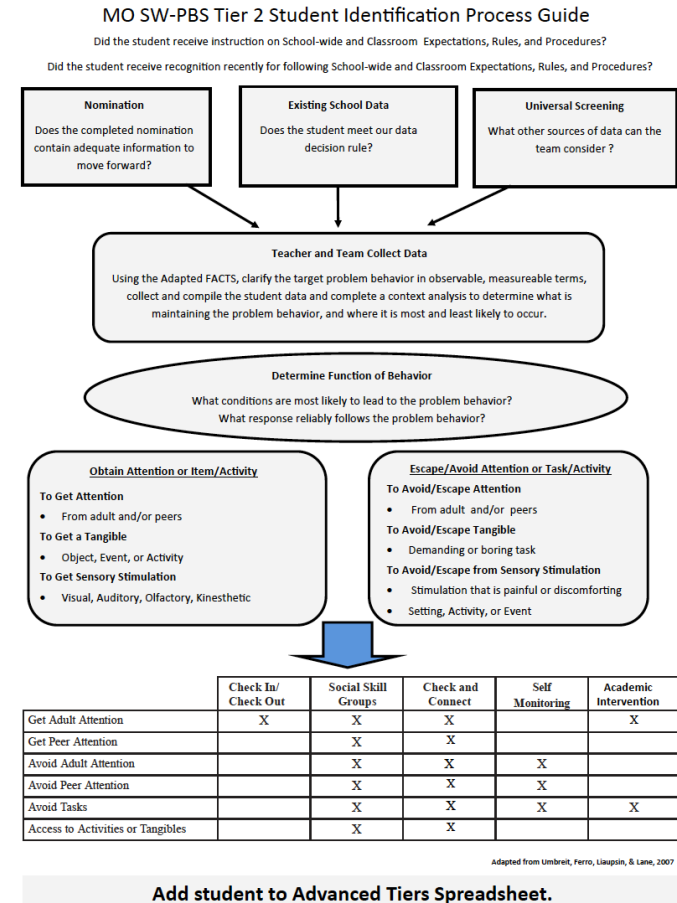
- ✓ Develop a standard format for conducting Tier II team meetings
- Select, or adapt from existing resources, tools to support data-based decisions
- Use data to monitor and make decisions about student progress during a Tier II intervention

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
- Communicate with and provide training and support for school staff
- Summarize, review, and evaluate program outcomes

Student Identification Process Guide

- A process to identify students “at risk”
- A set of readily available interventions
- A procedure for matching interventions according to student need

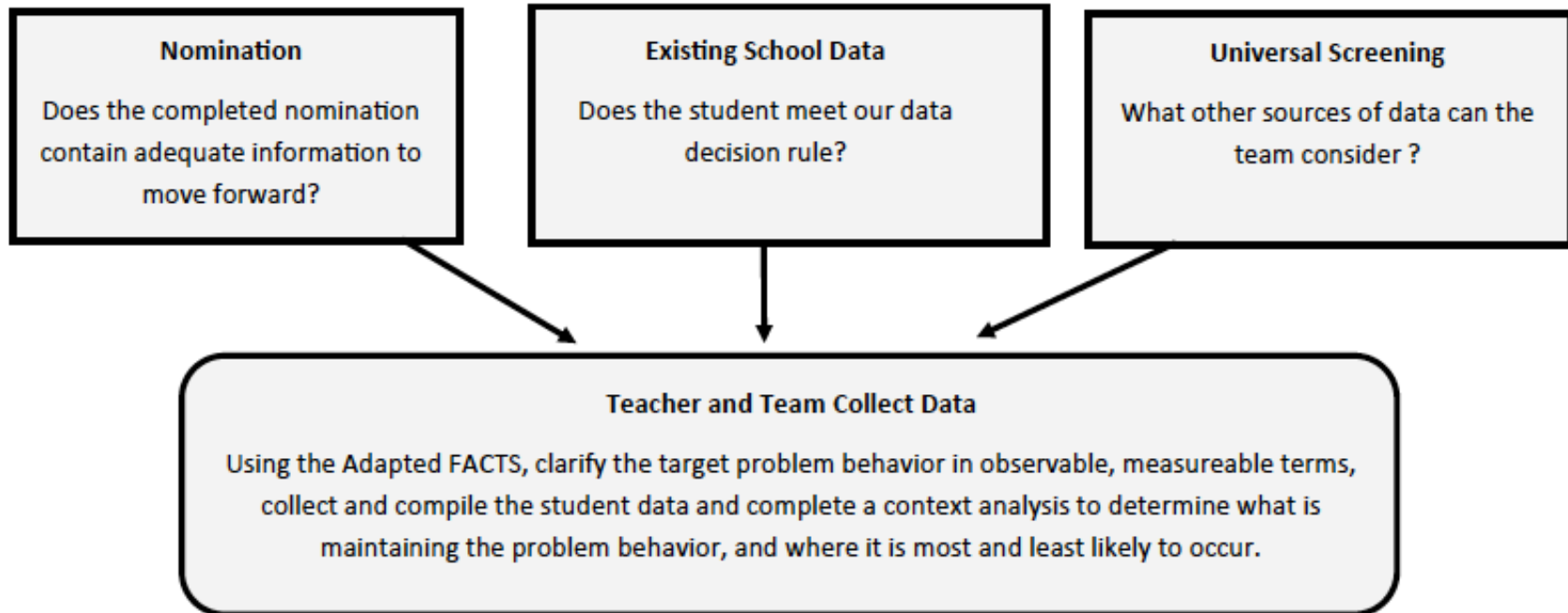


Student Identification Process Guide

MO SW-PBS Tier 2 Student Identification Process Guide

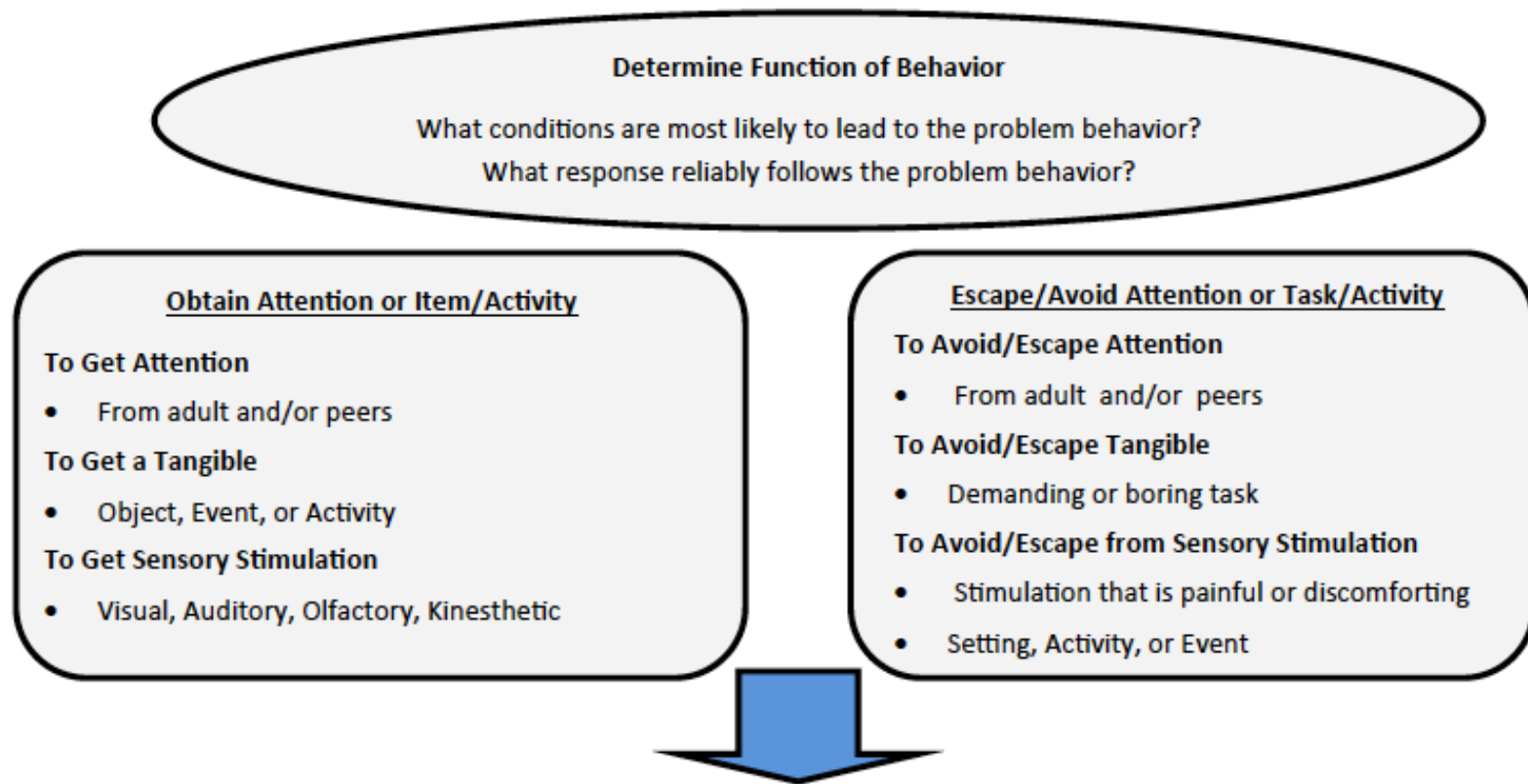
Did the student receive instruction on School-wide and Classroom Expectations, Rules, and Procedures?

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



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Student Identification Process Guide



Student Identification Process Guide



	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.

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Outcomes

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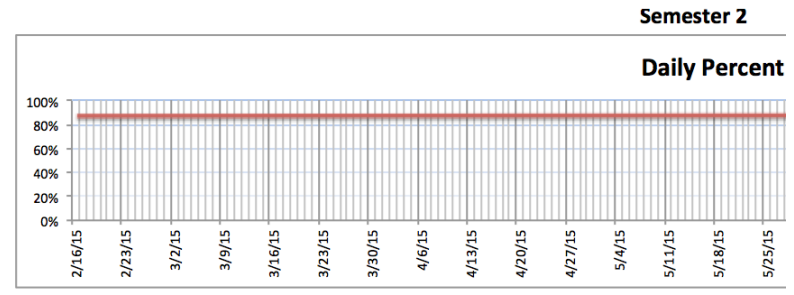
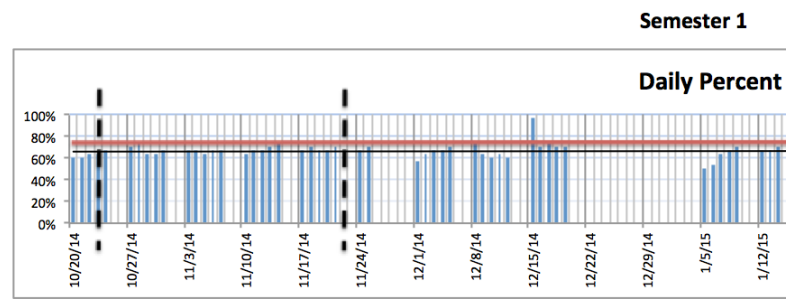
Advanced Tier Spreadsheet

- Available at <http://pbissmissouri.org>

[Back to Main Menu](#)

Joyce

Date	Note	Daily Points Possible	Daily Points	Daily Percent	Avg for Last 10 Days
10/20/14	Baseline	30	18.00	60%	65%
10/21/14	Baseline	30	18.00	60%	
10/22/14	Baseline	30	19.00	63%	
10/23/14	Set Goal 70%	30	19.00	63%	
10/24/14		30	20.00	67%	
10/27/14		30	21.00	70%	
10/28/14		30	22.00	73%	
10/29/14		30	19.00	63%	
10/30/14		30	19.00	63%	
10/31/14		30	20.00	67%	
11/3/14		30	20.00	67%	week avg
11/4/14		30	20.00	67%	67%
11/5/14		30	19.00	63%	
11/6/14		30	20.00	67%	
11/7/14		30	20.00	67%	
11/10/14		30	19.00	63%	
11/11/14		30	20.00	67%	week avg
11/12/14		30	20.00	67%	66%
11/13/14		30	21.00	70%	
11/14/14		30	22.00	73%	
11/17/14		30	20.00	67%	
11/18/14		30	21.00	70%	
11/19/14		30	20.00	67%	week avg
11/20/14		30	20.00	67%	68%
11/21/14		30	21.00	70%	
11/24/14		30	20.00	67%	
11/25/14		30	21.00	70%	
11/26/14	No School			#N/A	
11/27/14	No School			#N/A	week avg
11/28/14	No School			#N/A	68%





ADVANCED TIERS SPREADSHEET

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Advantages

- Free!
- Easy to use
- Generates trend line
- Includes movable phase change lines and goal lines
- Calculates weekly and 10 day rolling averages
- Absences excluded from calculations
- Auto fills dates
- Individual students have their own page
- Can be used for different interventions
- Includes information collected in Adapted FACTS

<http://pbissmissouri.org/>

<http://pbissmissouri.org/tier-2-workbook/tier-2-data-tools>

Advanced Tier Data Collection

Main Menu

Set Up

Student Information

Student Data Entry

1	2	3	4	5	6	7	8	9	10	11	12	13
0	0	0	0	0	0	0	0	0	0	0	0	0

14	15	16	17	18	19	20	21	22	23	24	25	26
0	0	0	0	0	0	0	0	0	0	0	0	0

27	28	29	30
0	0	0	0



ADVANCED TIER SPREADSHEET FOR GOOGLE DOCS

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A decorative graphic at the bottom of the slide consists of three parallelogram shapes connected by thin black lines. The first shape on the left is green and contains the text 'MO SW-PBS'. The second shape in the middle is yellow. The third shape on the right is red.

The screenshot shows a Google Sheets spreadsheet with the following columns:

Student Number	Student Name	Date of Identification	Method of Identification	Grade	Gender	Ethnicity	Race	IEP Status	# ODRs	# Minors	# Absences	# Tardies	Is Student Above/ Below Grade Level?	GPA	Has Student Been Taught the Expectations?	Has Student Received Recogn
1	1															
2	2															
3	3															
4	4															
5	5															
6	6															
7	7															
8	8															
9	9															
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<https://docs.google.com/spreadsheets/d/1naCkyJ5kUv-2B00c3b2BGommk3BZNYDWg-o0M9mTWHY/edit?usp=sharing>

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USING DATA TO DETERMINE RESPONSE TO INTERVENTION

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Response to Intervention

- Positive response
- Questionable response
- Poor response

Data Decision Rules—Considerations

- Length of intervention before reviewing data
- Minimum number of data points to collect before reviewing data
- Decision rules...
 - Positive response to intervention
 - Questionable response to intervention
 - Poor response to intervention
 - When to fade an intervention

Length of Intervention

- At least 4-8 weeks (Lembke, 2010, 2016; Sprague, et al., 2008)
- At least 8 data points (Lembke, 2010, 2016)



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Decision Rule: Fading

- 4 of 5 data points above 80% per week, for 4 or more consecutive weeks (MO SW-PBS Tier 2 Workbook)



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Decision Rule: Guidance

- **Positive** response: the trend line is on a positive trajectory such that the student will achieve the goal *within* 3 weeks
- **Questionable** response: the trend line is horizontal or on a positive trajectory such that the student will achieve goal *after* 4 or more weeks
- **Poor** response: The trend line is on a negative trajectory after 8 data points

Positive Response

Gap between trend line and goal line is closing at an acceptable rate.

Positive Response



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Questionable Response

Gap between trend line and goal line stops widening, but closure does not occur at an acceptable rate.

Questionable Response to Intervention



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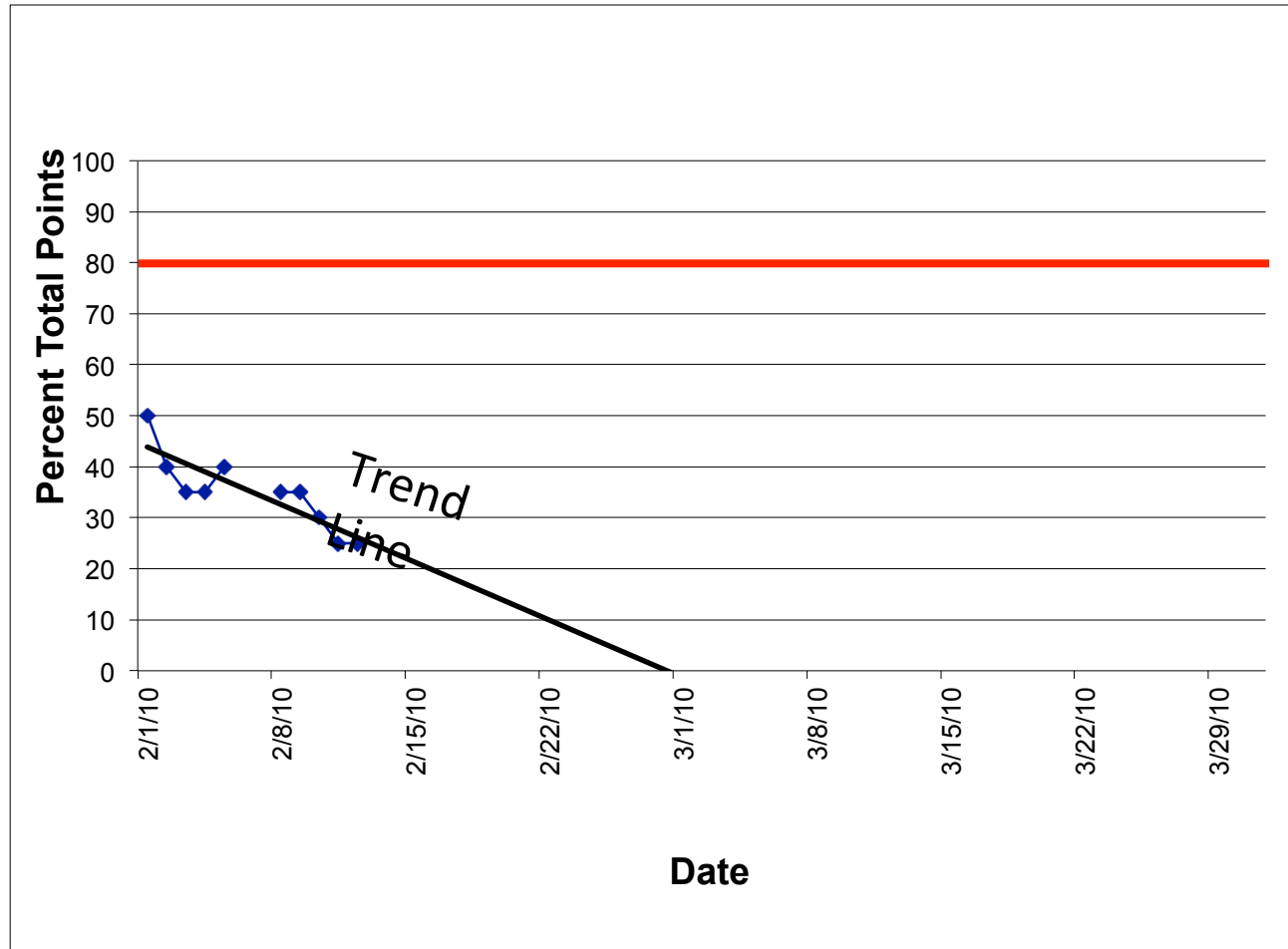
Poor Response

Gap between trend line and goal line continues to widen with no change in rate.



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Poor Response to Intervention



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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.

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

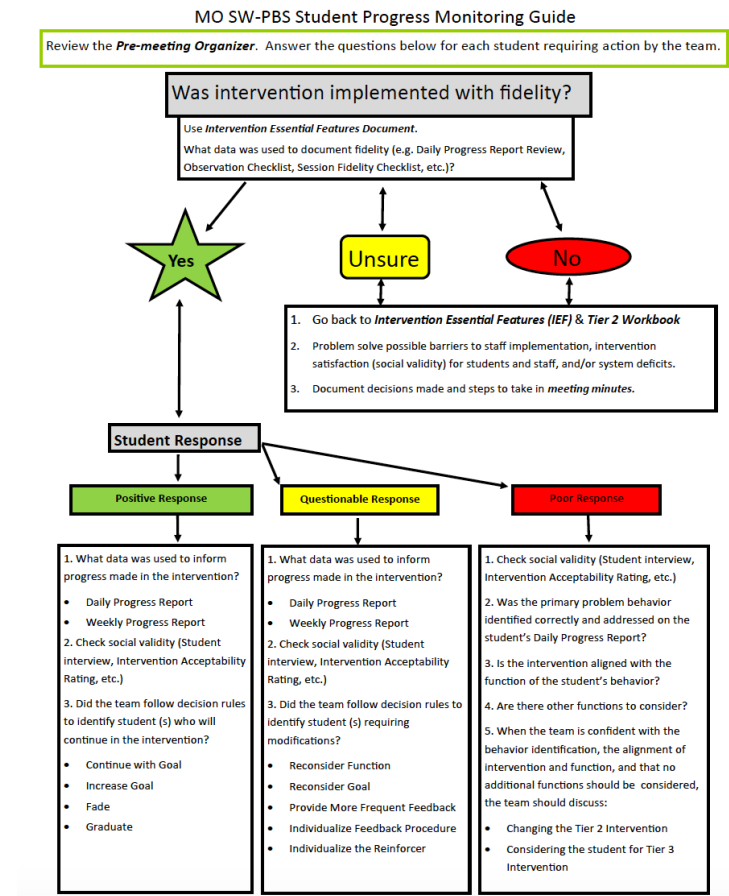
Directions: Write names of students in the appropriate columns below.

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



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MO SW-PBS Student Progress Monitoring Guide

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

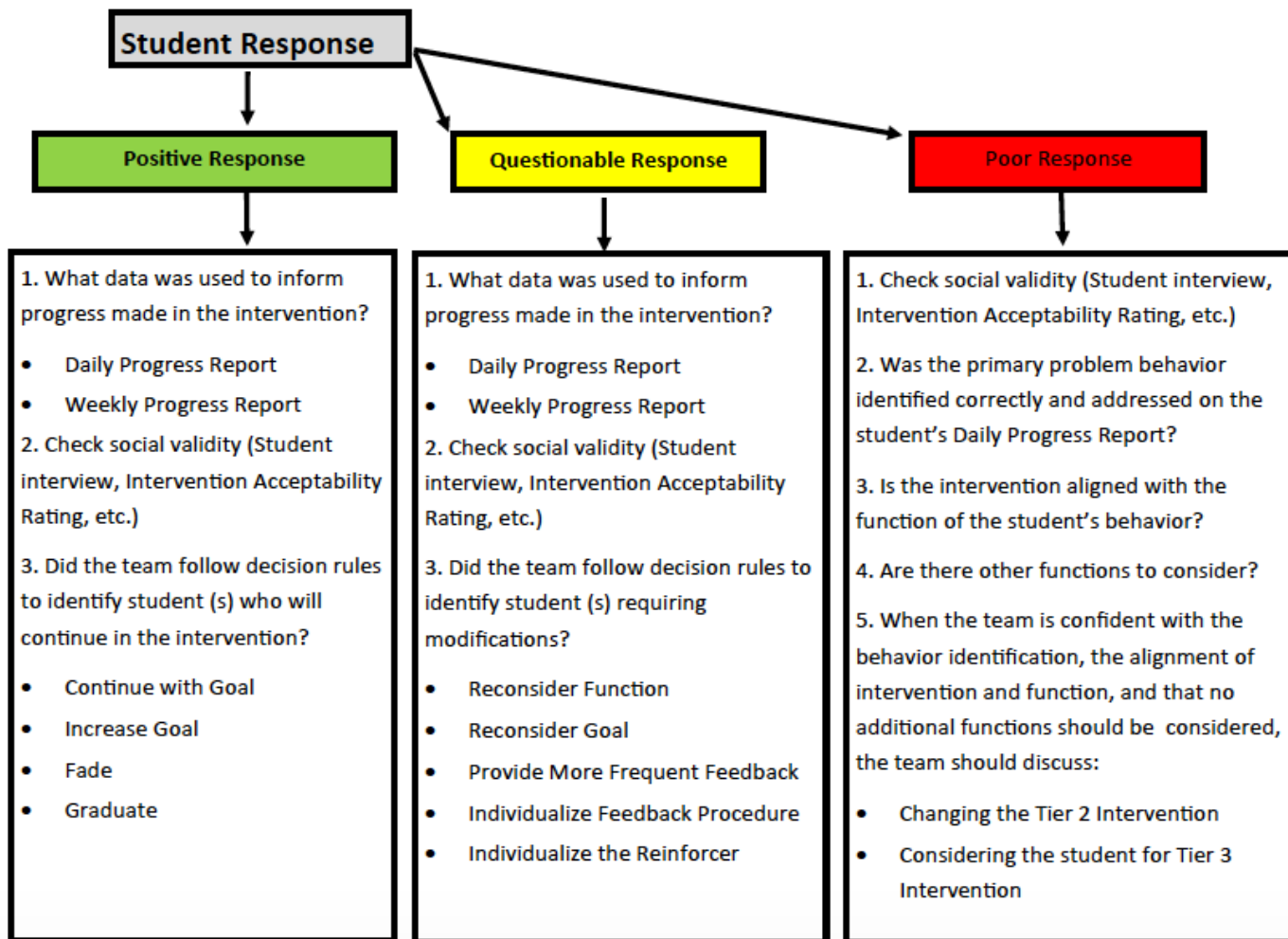
No

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



Outcomes

- ✓ Develop a standard format for conducting Tier II team meetings
- ✓ Select, or adapt from existing resources, tools to support data-based decisions
- ✓ Use data to monitor and make decisions about student progress during a Tier II intervention

Lessons Learned

- Hard to focus on students at-risk (versus students with intense needs)
- Use of the *student identification* and *progress monitoring guides* does make meetings more efficient!
- Hard to “let go” of traditional interventions and/or add progress monitoring methods
- Remembering that new staff need support to implement interventions
- Administrator support and knowledges makes a HUGE difference!

Outcomes

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- ✓ Select, or adapt from existing resources, tools to support data-based decisions
- ✓ Use data to monitor and make decisions about student progress during a Tier II intervention

References

2015-16 MO SW-PBS Tier 2 Team Workbook

<http://pbissmissouri.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>

McIntosh, K., Preddy, L. K., Upreti, G., Hume, A. E., Turri, M. G., & Mathews, S. (2014). Perceptions of contextual features related to implementation and sustainability of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 16(1), 31-43.

Sprague, J., Cook, C., Wright, D., & Sadler, C. (2008). *RTI and behavior: A guide to integrating behavioral and academic supports*. Horsham, Pennsylvania: LRP Publications.

Umbreit, J., Ferro, J., & Liaupsin, C. J. & Lane, K. L. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Prentice Hall.

Contact Us!

Ask your Regional Consultant!

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