Tier 2 Data

Using Tier 2 data tools to support Tier 2 implementation and decision making.

Today's Outcomes

By the end of the Tier 2 Data session, you will be able to:

- Describe the purpose of each data tool

- Understand how to use each data tool

- Understand how Tier 2 data tools are used by a Tier 2 team

Tier 2 Data Tools

- Data Decision Rules/Teacher Nomination/Universal Screening

- Adapted FACTS Part A

- Daily Progress Report/Weekly Progress Report

- Advanced Tiers Spreadsheet
  – Baseline data
  – Daily/weekly data

- Benchmarks for Advanced Tiers

The beginning of T2 data collection

- Data decision Rules (Tier 1 data already being collected)
- Teacher nomination (custom to your needs)
- Universal Screening (district)

Need More Information?

Existing School Data Inventory
(Example)

Measure	Proficient Score	At-Risk	High Risk
1. ODR	0-1	2 or more	5 or more
2. Classroom Minors	2-4	5 or more	15 or more
3. Absences	>5/trimester	5+/trimester	10/trimester
4. Tardy	>4/trimester	4+/trimester	10/trimester
5. ISS	0-1	2	4 or more
6. OSS	0	1	2
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
8. Reading Inventory	800+	799 or lower	599 or lower
9. Writing Assessment	3 or 4	2	NS; 1

Existing School Data Inventory

Teacher nomination

- **Sample Teacher Nomination Form**
-
-
- **Student Name** _____ **Age**:_____ **Grade**:_____ **IEP: Yes No**
- **Teacher Completing**:_____ **Date:_____**
-
-
- **Academic Information**
-
- Do you believe that academic skills, including task completion, are impacting the problem behavior?
-
- Yes   No   Unsure
-
- Overall G.P.A._____
- Reading Grade_____
-
- Written Language Grade_____
-
- Math Grade_____
-
- **What is the Problem Behavior?**
-
- **Check those that apply:**
-
- ___Out of seat/assigned area   ___Talking out of turn   ___Technology violation
-
- ___Inappropriate Language   ___Verbal defiance   ___Tardy
-
- ___Fighting/physical aggression   ___Not following instructions   ___Withdrawn
-
- Other _____
-

Baseline data

Baseline data is data collected 3-5 days before the intervention begins.

Baseline data can help establish if a student truly needs the intervention.

Baseline data provides a starting point for future data points.

Wonderful Elementary School HAWK Program
Helping a Winning Kid

Student Name _____   Date _____

3 = 0-1 reminder   **2** = 2 reminders   **1** = 3+ reminders

	Be Safe Keep hands & feet to self	**Be Respectful** Follow directions	**Be Responsible** Use materials appropriately	**Teacher Initials**	**Success Notes**
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal: 50%   55%   60%   65%   70%   75%   80%

Today's Points _____   **Points Possible** _____ **Today's Percent** _____%

Parent/Guardian Signature _____

I'm proud of you today because _____

Wonderful Middle School EAGLES Program
Excel and Gain Life Educational Skills

Student Name _____   Date _____

3 = 0-1 reminder   **2** = 2 reminders   **1** = 3+ reminders

A Day/B Day	**Be Safe** Keep hands & feet to self	**Be Respectful** Use polite language	**Be a Learner** Follow directions	**Teacher Initials**	**Success Notes**
Period 1/5	3 2 1	3 2 1	3 2 1		
Period 2/6	3 2 1	3 2 1	3 2 1		
Homeroom	3 2 1	3 2 1	3 2 1		
Period 3/7	3 2 1	3 2 1	3 2 1		
Period 4/8	3 2 1	3 2 1	3 2 1		

Today's Goal: 50%   55%   60%   65%   70%   75%   80%

Today's Points _____   **Points Possible** _____ **Today's Percent** _____%

Parent/Guardian Signature _____

Congratulations for _____

Show Me Elementary School HAWK Social Skills Monitoring Program

Helping a Winning Kid

Student Name _____   Rater Name _____   Week of _____

This student is participating in our HAWK Social Skills group.   The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day. Before leaving on Friday, please put the completed form in Mr. Mecum's mailbox. You will receive a new form by Monday morning.

3 = Displayed Consistently   2 = Displayed periodically/inconsistently   1 = Did not display

	Targeted Social Skills	Monday	Tuesday	Wednesday	Thursday	Friday	Comments
Be Respectful	Active Listening	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Disagreeing respectfully	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Be Responsible	Following Directions	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Asking for help	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Be Safe	Staying calm	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Compromising	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Total Daily Points						**Total Points for Week** _____
	Total Possible Daily						**Points Possible for Week** _____

Week's Percentage _____

If you have questions about this form or the Hawk Social Skills group, contact Mr. Mecum.

Show Me Elementary School HAWK Social Skills Monitoring Program

Helping a Winning Kid

Student Name _____**Mac**_____   Rater Name _____**Mrs. Ennis**_____   Week of   **Aug. 13**

_____

This student is participating in our HAWK Social Skills group.   The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day. Before leaving on Friday, please put the completed form in Mr. Mecum's mailbox. You will receive a new form by Monday morning.

3 = Displayed Consistently   2 = Displayed periodically/inconsistently   1 = Did not display

	Targeted Social Skills	Monday	Tuesday	Wednesday	Thursday	Friday	Comments
Be Respectful	Active Listening	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Disagreeing respectfully	(3) 2 1	(3) 2 1	(3) 2 1	(3) 2 1	(3) 2 1	
Be Responsible	Following Directions	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Asking for help	3 (2) 1	3 2 (1)	3 2 (1)	3 (2) 1	3 (2) 1	
Be Safe	Staying calm	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
	Compromising	(3) 2 1	(3) 2 1	(3) 2 1	(3) 2 1	(3) 2 1	
	Total Daily Points						**Total Points for Week** ___37___
	Total Possible Daily						**Points Possible for Week** ___45___

Week's Percentage ___82___

If you have questions about this form or the Hawk Social Skills group, contact Mr. Mecum.

Gathering Additional Information

THE ADAPTED FACTS PART A

Purpose of the Adapted FACTS Part A

The Adapted FACTS Part A allows teams to identify the possible function of the problem behavior in order to determine the most appropriate intervention. This is done by:

- Identifying the problem behavior and describing in clear and measurable terms

- Collecting and analyzing student information

- Completing a context analysis

Antecedent		Problem Behavior	Consequence
Indicate below when the problem(s) are most likely to occur		**Fold his arms, say, "No," Push his books to the floor and Cuss.**	What was the response to the problem?
Schedule: **(Time & Subject)**	Activity 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	**Likelihood of Problem** **Low High**	(Write the # of the response that most often applies & is most likely maintaining the problem behavior.) 1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/Task is changed 7. Student sent to timeout or office
8:00 – 9:15 Reading	Small Group Work	1 2 3 **4** 5 6	2 – Peers talk to Luke.
9:15 – 11:00 CA	Large Group Work	1 2 3 **4** 5 6	2 – Peers talk to Luke.
11:10 -11:35	Lunch	1 2 3 4 5 **6**	2 – Peers talk to Luke.
12:00-1:15 Math	Small Group Work	1 2 3 4 **5** 6	2 – Peers talk to Luke.
1:20 – 2:00 Science	Independent Work	1 **2** 3 4 5 6	2 then 1

Antecedent (trigger/predictor)	Problem Behavior	Consequence (what happens)	Function (obtain or avoid)
When. . . **The students are engaged in a group activity**	**Luke will. . .** **Shove his peers or take their things**	**Then this happens. . .** **His peers look at or talk to him**	**So, the function of behavior is to:** ***Obtain* peer interaction/attention.**

Need More Information?

An Alternative to CICO-SWIS

THE ADVANCED TIER SPREADSHEET

Purpose of the Advanced Tier Spreadsheet

- Tracks percentage of daily points earned
- Charts daily points on bar graphs
- Allows flexibility in assigning daily points
- Allows user to indicate intervention phase changes on graphs
- Allows user to show goal on chart
- Individual students have their own page
- Can be used for multiple interventions

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
Dana	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

Back to Main Menu

#	Student Name	Date of Identification	Method of Identification	Grade	Gender	Ethnicity	Race	IEP Status	# ODRs	# Minors	# Absences	# Tardies	Is Student Above/ Below Grade Level?
1	Dana	3/10/13	Data Decision Rules	3	M	Non-Hispanic	White	N	3	8	4	7	At Grade Level
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
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26													
27													
28													
29													
30													

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
Dana	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

Semester 1

Daily Percent
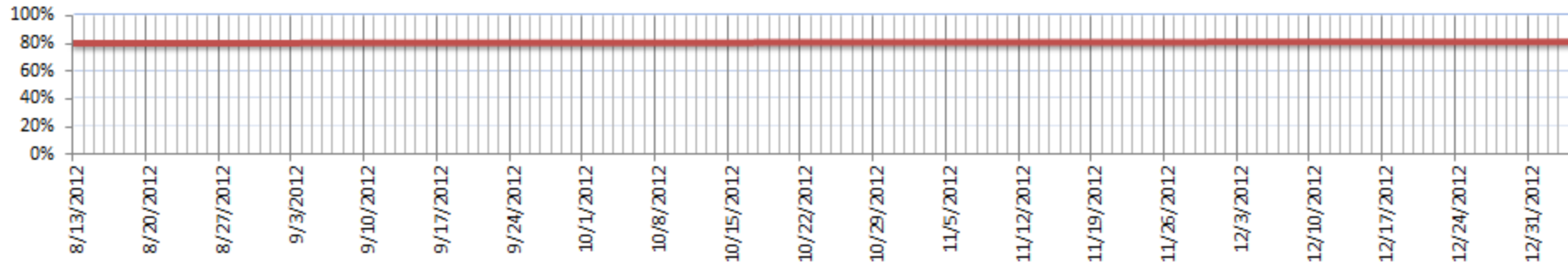
Semester 2

Daily Percent
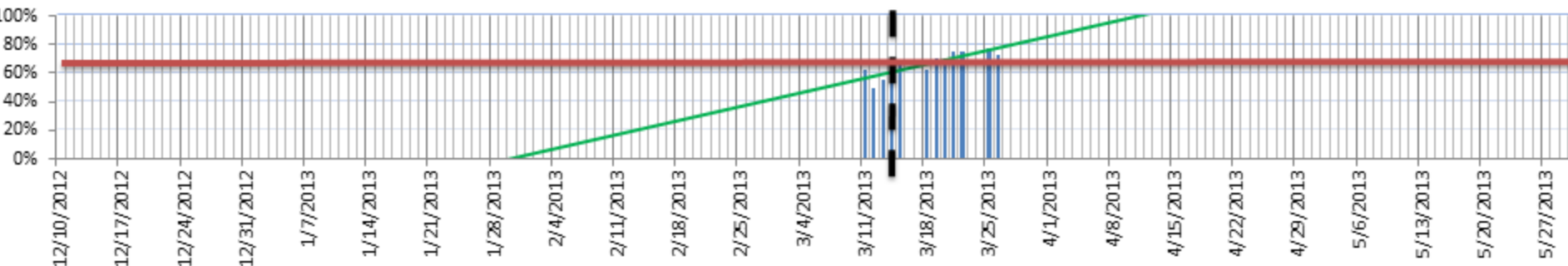
Dana

80% 4/5 days for 4 weeks

Back to Main Menu

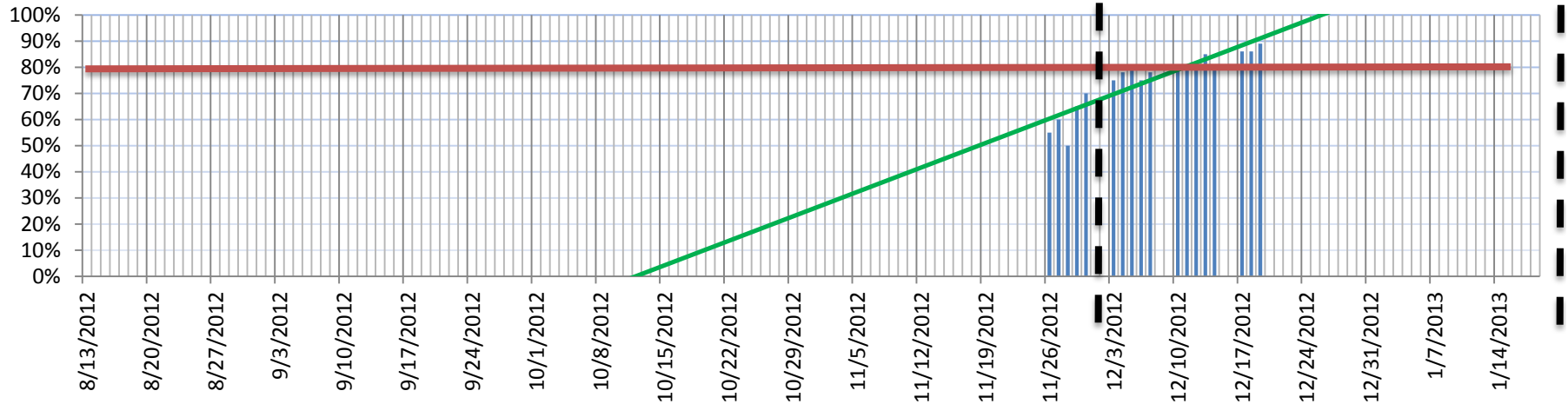| Date	Daily Points Possible	Daily Points	Daily Percent
3/18/2013	40	25.00	63%
3/19/2013	40	28.00	70%
3/20/2013	40	28.00	70%
3/21/2013	40	30.00	75%
3/22/2013	40	30.00	75%
3/25/2013	40	31.00	78%
3/26/2013	40	29.00	73%
3/27/2013			#N/A
3/28/2013			#N/A

Using Graphs for Decision-Making

THE ADVANCED TIER SPREADSHEET

Positive, Questionable, or Poor?
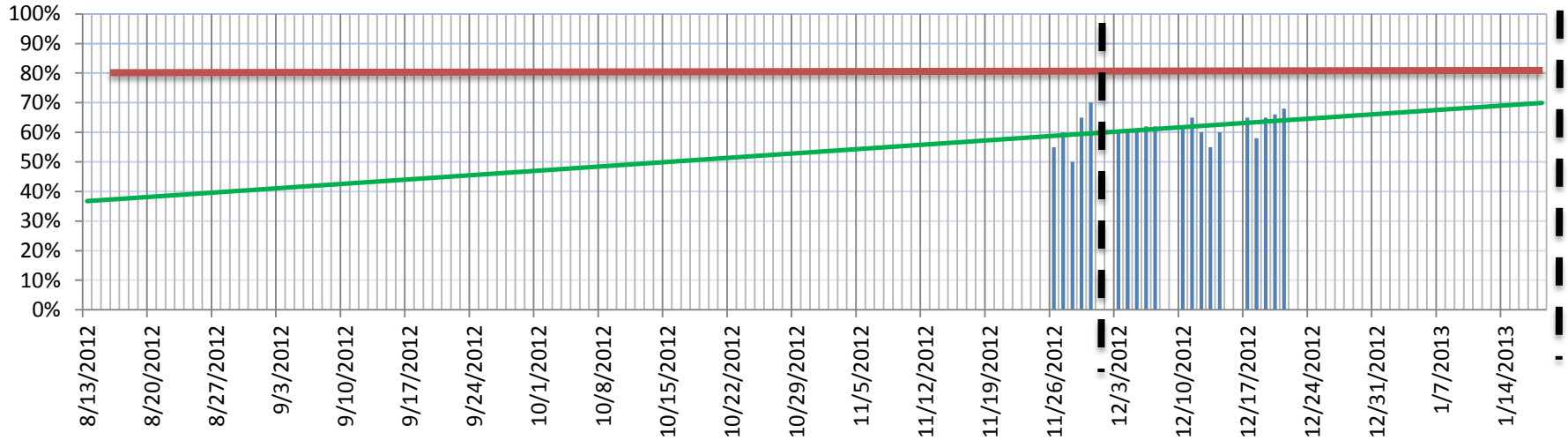
Daily Percent

Next Steps for Tier 2 Team?

- Continue intervention with current goal
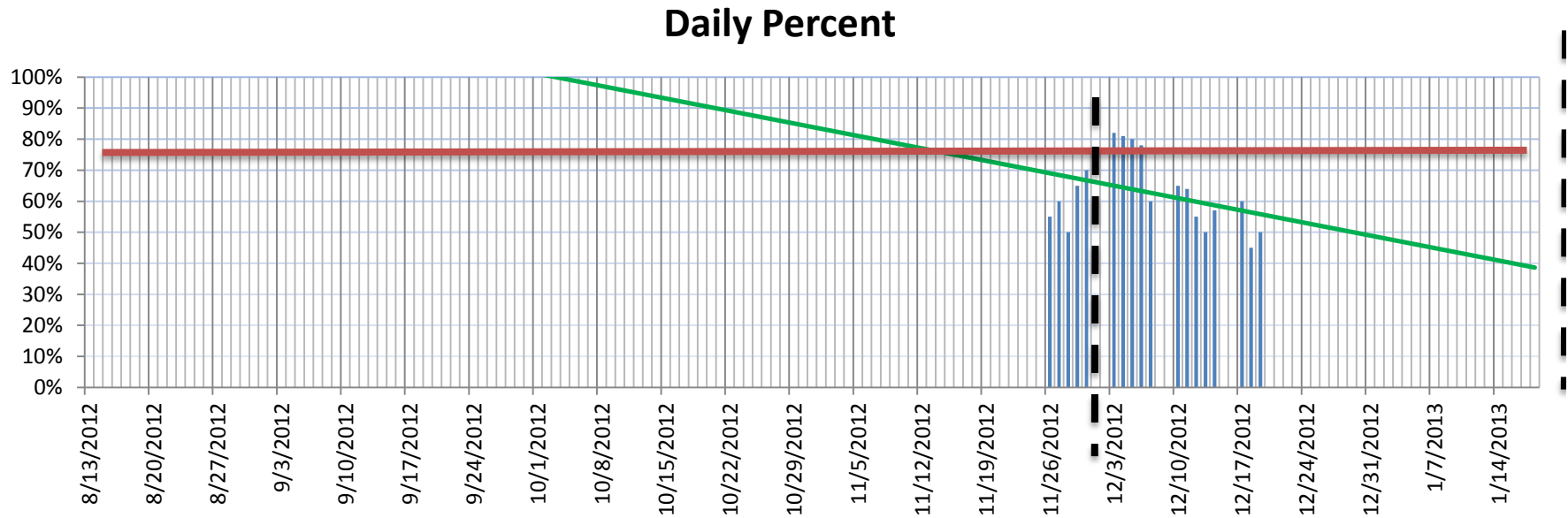
Positive, Questionable, or Poor?

Daily Percent

Next Steps for Tier 2 Team?
- Was intervention implemented as intended?
  - If no: employ strategies to increase fidelity of implementation
  - If yes: increase intensity of current intervention for a short period of time and assess impact.
    - If rate improves, continue
    - If rate does not improve, return to problem solving

Positive, Questionable, or Poor?

Daily Percent

Next Steps for Tier 2 Team?

- Was intervention implemented as intended?
    - If no: employ strategies to increase fidelity of implementation
    - If yes:
        - Was the problem identified correctly?
        - Is intervention aligned with the function?
        - Are there other functions to consider?

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FORWARD
WITH SW-PBS FOR SCHOOL SUCCESS

Need More Information?

BENCHMARKS FOR ADVANCED TIERS (BAT)

Purpose of the BAT

The BAT allows teams to <u>self-assess</u> implementation status of Tier 2 & Tier 3 behavior support systems within their school.

The BAT is designed to answer these questions:

- Are foundational (organizational) elements for implementing Tier 2 & Tier 3 behavior support practices in place?

- Is a Tier 2 support system in place?

- Is a Tier 3 support system in place?

BAT Order of Analysis

BAT Total Scores – *The Big Picture*

Compares performance across tiers & over time

BAT Subscale Results – *Digging Deeper*

A graph with percent implemented for each of the subscales

BAT Items Scores – *The Details*

To analyze raw scores over time

PBIS Assessment: Reports: ...

File   Edit   View   Favorites   Tools   Help

Challenge Resources   UMKC Information Servic...
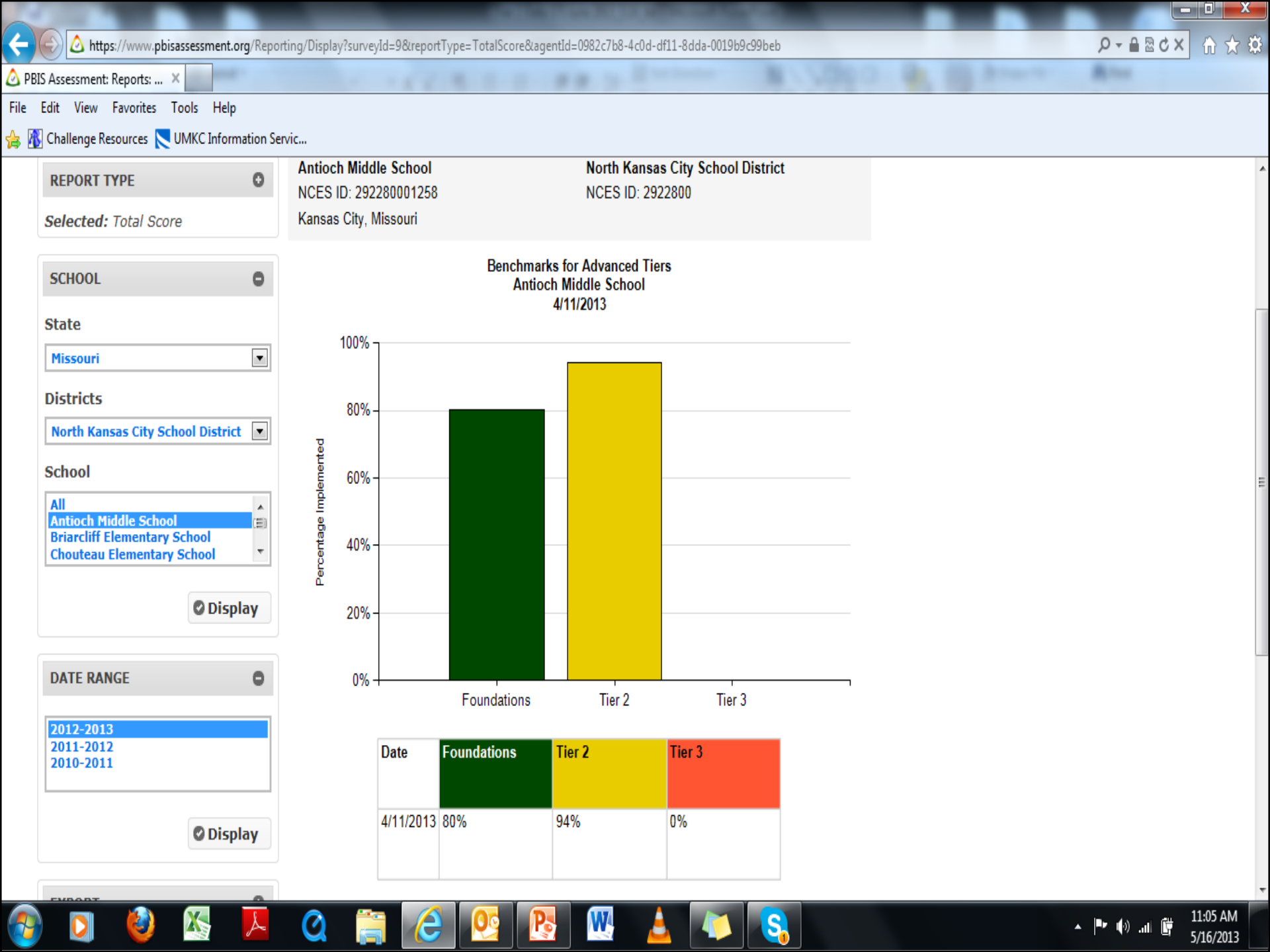
REPORT TYPE

Selected: Total Score

SCHOOL

State

Missouri

Districts

North Kansas City School District

School

All
Antioch Middle School
Briarcliff Elementary School
Chouteau Elementary School

Display

DATE RANGE

2012-2013
2011-2012
2010-2011

Display

Antioch Middle School
NCES ID: 292280001258

Kansas City, Missouri

North Kansas City School District
NCES ID: 2922800

Benchmarks for Advanced Tiers
Antioch Middle School
4/11/2013
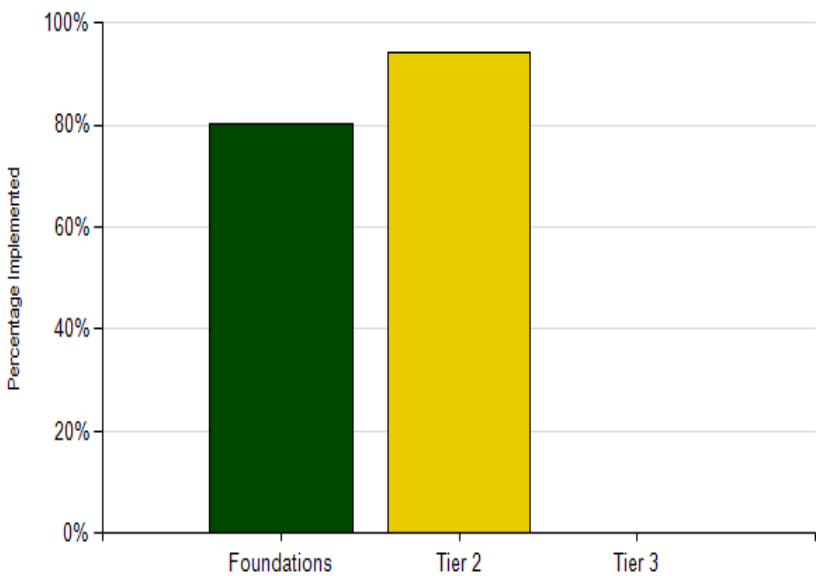
Date	Foundations	Tier 2	Tier 3
4/11/2013	80%	94%	0%

11:05 AM
5/16/2013

Benchmarks for Advanced Tiers
Antioch Middle School
4/11/2013
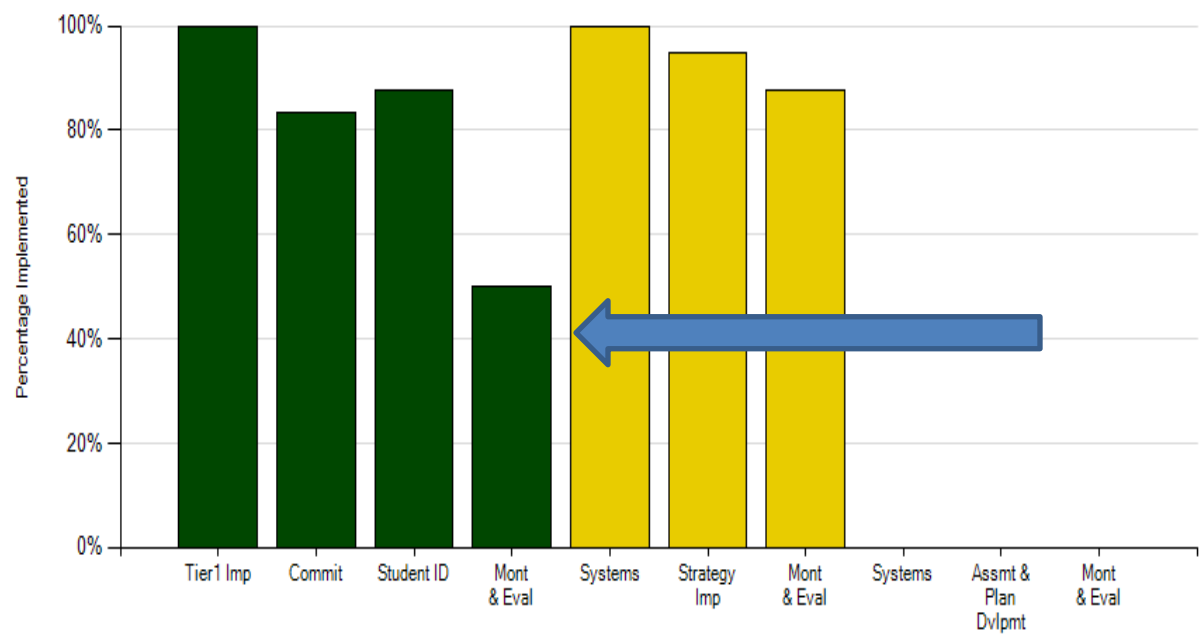
Date	Tier1 Imp	Commit	Student ID	Mont & Eval	Systems	Strategy Imp	Mont & Eval	Systems	Assmt & Plan	Mont & Eval
4/11/2013	100%	83%	88%	50%	100%	95%	88%	0%	0%	0%
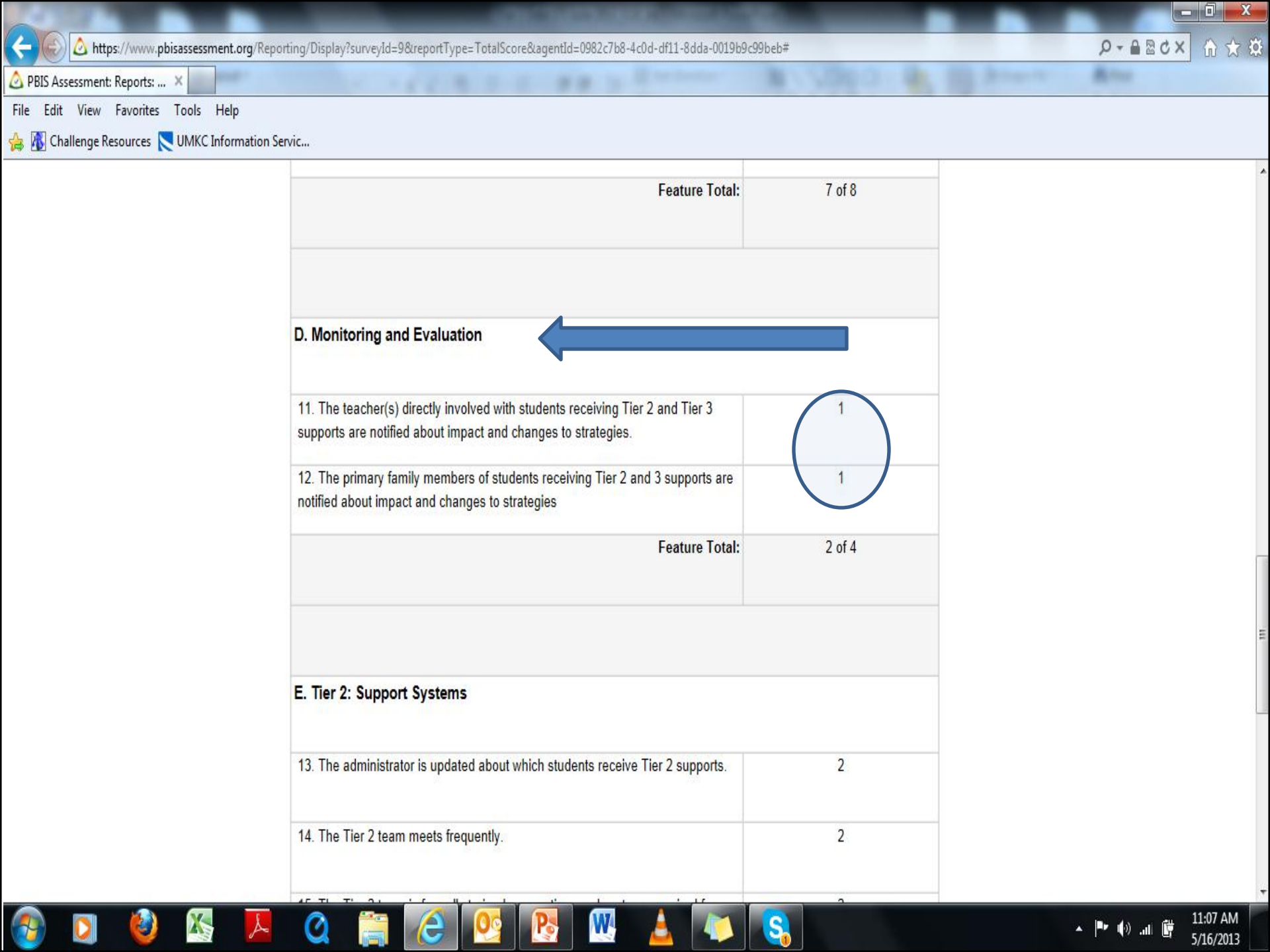
Feature Total:	7 of 8

D. Monitoring and Evaluation
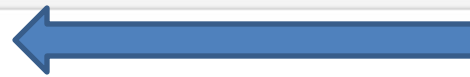
11. The teacher(s) directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.	1
12. The primary family members of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies	1
Feature Total:	2 of 4

E. Tier 2: Support Systems

13. The administrator is updated about which students receive Tier 2 supports.	2
14. The Tier 2 team meets frequently.	2

Need More Information?

Today's Outcomes

By the end of the Tier 2 Data session, you will be able to:

✓ Describe the purpose of each data tool

✓ Understand how to use each data tool

- Understand how Tier 2 data tools are used by a Tier 2 team
  - Scenario

Background Information

SHOW ME SCHOOL SCENARIO

Show Me School's Expectations

- Be Respectful

- Be Responsible

- Be Safe

Show Me School

- Show Me is a Missouri SW-PBS school that has received Silver Recognition for implementing Tiers 1 and 2 with fidelity.

- The school has a Tier 1 Team and a Tier 2 Team; the music teacher is the crossover member who serves on both teams.

- The principal is an active member on both teams and makes it a priority to attend all meetings.

- The team meets the first and third Wednesday of each month at 2:45 p.m. and uses a standard agenda format.

The Tier 2 Team Roles

Tier 2 Coach

Intervention Coordinator

Recorder

Data Manager

Administrator

Crossover Member with Tier 1

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WITH SW-PBS FOR SCHOOL SUCCESS

Show Me School

- The school has developed and implemented two Tier 2 interventions:
  - Check-in/Check-out
  - Small Group Social Skills
- There are three standard systems in place for identifying students for Tier 2 support:
  - Data Decision Rules
  - Teacher Nomination
  - Universal Screening

Check-in/Check-out

SHOW ME SCHOOL

Show Me School's CICO Intervention

- A total of 3 facilitators are trained; each facilitator is assigned no more than 5 students. Check-in and Check-out for each student occurs in a consistent location. Two trained substitute facilitators are available.

- All staff members have been trained on their CICO responsibilities. Additional training is provided to individuals on an as-needed basis to increase fidelity in filling out the Daily Progress Report and providing positive feedback.

Show Me School's CICO Intervention

- Before a student begins CICO, 3 days of baseline data is taken so the team can establish an initial attainable goal for the student. Students are trained by their facilitator after baseline data has been gathered.

- Parents are initially contacted by the classroom teacher, who explains the purpose of CICO and requests their support and involvement. A follow-up letter from the facilitator explains the parent's role and gives examples of what to say for positive and corrective feedback.

Show Me School's CICO Intervention

- Data is kept using the Advanced Tier Spreadsheet; the spreadsheet is kept on a secure shared drive and each facilitator enters his/her students' data daily.

Show Me School's CICO Intervention

- Students receive a Hawk Pride ticket for:
  - Checking-in
  - Checking-out
  - Meeting the daily goal on the DPR
- Participating students complete a reinforcer menu to determine what each would like to earn with their tickets.

Small Group Social Skills

SHOW ME SCHOOL

Show Me School's
SGSS Intervention

- The school staff identified, based upon data and teacher input, the following common social skills deficits exhibited by their students:

Active Listening	Compromising
Following Directions	Asking for Help
Staying Calm	Respectful Disagreement

- Three lessons were developed for each skill; each lesson was developed to include all components of the Social Skills Lesson Template.

- Procedures and routines for the group were developed and are taught during the first social skills session.

Show Me School's
SGSS Intervention

- Each social skills group includes 6-8 students.

- Two certified staff members and two classified staff members are currently trained to teach a social skills group. Currently, one group is active.

- The group meets twice a week for 7 weeks; once during intervention time and the other during lunch.

- Lessons are taught in the school's conference room.

Show Me School's SGSS Intervention

- The SGSS Daily Progress Report includes:

  School Expectations

  Targeted Social Skills being taught

  Daily Points/Weekly Points

- Staff members have been trained on how to monitor and record data on student use of the social skills identified on the progress report.

- Staff members have also been taught how to prompt student use of the social skills and how to reinforce students for displaying appropriate use of the identified skills.

- The progress report for each student is turned in to the SGSS coordinator each Friday afternoon. She enters the data into the Advanced Tiers Spreadsheet.

Show Me School's SGSS Intervention

- Before a student begins SGSS, 3 days of baseline data is taken so the team can establish an initial attainable goal for the student. Students are trained by their SGSS facilitator after baseline data has been gathered.

- Parents are initially contacted by the classroom teacher, who explains the purpose of SGSS and requesting their support and involvement. A follow-up letter from the facilitator explains the parent's role and gives examples of what to say for positive and corrective feedback.

SGSS Schedule

Week	Tuesday Skill/Location	Thursday Skill/Location
1	Introduction to Intervention and preview of skills	Asking for Help Classroom
2	Disagreeing Respectfully Commons Area	Compromising Classroom (Principal)
3	Asking for Help Specials	Disagreeing Respectfully Classroom
4	Compromising Bus (bus driver)	Asking for Help Classroom
5	Disagreeing Respectfully Classroom	Compromising Art room (Art teacher)
6	Asking for Help Library	Disagreeing Respectfully Classroom
7	Compromising Hallway	Wrap-up Event Classroom

Show Me School's SGSS Intervention

- Students receive a Hawk Pride ticket for:
  - arriving on time to social skills group
  - group participation
  - meeting daily and weekly goals on the DPR
- Participating students completed a reinforcer menu to determine what each would like to earn with their tickets.

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The Tier 2 Meeting

SHOW ME SCHOOL

Data for Tier 2 Team Meetings

- The data coordinator reviews the CICO and SGSS data several days prior to each Tier 2 team meeting and using the established data decision rules, divides the students accordingly:
  - Positive Response but not ready to fade (individual students in this category are not discussed at the meeting)
  - Positive Response and ready to start fading (fading is planned)
  - Positive Response and ready to graduate (graduation is planned)
  - Questionable and Poor Responses (fidelity checks are planned; if fidelity has been determined, individual student problem-solving takes place)

New Students for Consideration

- Prior to the Tier 2 team meeting, the data coordinator reviews the most recent Big 5 report for majors and minors to see if any students have "tripped" the data decision rule for Tier 2 identification.

- The data coordinator gathers any teacher nominations that have been submitted via the Tier 2 team mailbox in the staff workroom.

- If a Universal Screening has taken place since the last team meeting, those results are gathered.

Agenda

- The data coordinator provides the student names to the Tier 2 coach for inclusion on the agenda.

- The coach creates the agenda and sends it to the recorder, who e-mails it to the Tier 2 team along with a reminder of the date, time, and location of the meeting.

Standard Format for Meetings

Show Me School Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Norms:	
Today's Meeting	**March 6, 2013**	**2:45**	**Conference Room**	**Start and end on time**	**Complete assigned tasks**
Next Meeting	**March 20, 2013**	**2:45**	**Conference Room**	**Stay on topic**	**Fist to five consensus procedure**

Team Members Present:

Today's Agenda Items

1. **Planning for student ready to fade**
2. **Planning CICO graduation**
3. **Problem-solving for student with poor response**
4. **New students meeting criteria**

Additional Agenda Items

Reminder: March 20 – team will take the BAT

Potential Problems Raised
1.
2.
3.

1. Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
Planning for student ready to fade: Joe B.			
2.	Discussion/Decision/Task (if applicable)	Who?	By When?
Planning CICO graduation: Shelley K. and Amy K.			
3.	Discussion/Decision/Task (if applicable)	Who?	By When?
Problem-solving for student with poor response: Zach T.			
4.	Discussion/Decision/Task (if applicable)	Who?	By When?
New students meeting criteria: **Teacher Nomination – Katie K., Melissa F., Leigh G.** **Data Decision Rule – Franco Y., Cherri S., Carl H.** **Universal Screener – Mac G.**			

Katie – Teacher Nomination

- <u>PE Teacher :</u>

  " Katie and another student tied coming in first for the 100 yd dash. The winner was to get a 'front of line' ticket. Since they tied, I suggested one get the ticket today and the other can have the ticket tomorrow. Katie would not accept tomorrow's ticket. She insisted on today- so much so that she became upset and in tears."

- <u>Classroom Teacher:</u>

  " During a computer project, we had a fire drill, which meant some students didn't get their full time on the computer. I cut the time limit so that everyone would get some computer time. For that, I also offered a 'no homework' pass. Katie not only would not get away from computer when her time was up, she tore up the free homework pass. I sent her to the office."

- <u>Art Teacher</u>

  "In the process of finishing up an art project, Katie ran out of red paint. I suggested she use orange or purple for the flower. She said "No" and sat the rest of the class period with her arms folded. She received an incomplete for the day.

Franco – Data Decision Rule

- 4 classroom minors and 2 ODR's in 3 weeks
  - 3 minors for blurting out and disrupting the class during whole group instruction
  - 1 minor for wandering the room
  - 2 ODR's for inappropriate language when redirected by the teacher

Mac – Universal Screener

- **Universal Screener** – "abnormal" score for peer problems

Specific concerns:

Tends to play alone

No "good friend" identified

Other students tend to avoid him

More comfortable with adults that peers

Cherri – Data Decision Rule

- **<u>Existing Student Data</u>**:

  4 Office referrals in past 2 weeks

- <u>Teacher:</u>

  " Cherri argues at the 'drop of a hat' with her peers. It isn't rational arguments, but loud and often ends in offensive language directed towards peers and me."

Carl – Data Decision Rule

- <u>Existing Student Data:</u> 3 ODRs in past month

- <u>Teacher:</u>

   "During a discussion in science, Carl disagreed with the text and told me to go to **** in front of class." Sent to office.

- <u>P.E. Teacher:</u>

   "During intramurals, I reminded Carl and his friends of the basketball rules (everyone can play). He argued with me, throwing the ball over the bleachers and gave an offensive gesture."

- <u>Administrator:</u>

   "Carl was sent to office for arguing and using offensive language. He argued that he didn't do it, no one understands and then deliberately knocked a book off my desk"

Leigh - Nomination

- <u>Teacher and Parent Nomination</u>
- <u>Teacher:</u>

  "Leigh enrolled at school two weeks ago. She has been home schooled until this year. She is not familiar with classroom procedures, especially asking for help or having instructions repeated."

- <u>Parent:</u>

  " Our daughter is coming home with assignments she does not understand. She is anxious about a group project at the end of the semester and she doesn't understand how to fill out her planner."

Melissa – Teacher Nomination

Teacher:

"Melissa's parents recently divorced and their breakup was very hard on Melissa. She rarely sees her father as he has moved out of state. Melissa has become withdrawn from her friends and just seems so sad. I am worried that she isn't coping well with her family situation."

Next Steps

- Prior to the next meeting, the Tier 2 team will complete the Adapted FACTS Part A for Franco, Cherri, Carl, Mac, and Katie.

- They have a standardized system for who will collect the data and who will meet with the teachers to complete the context analysis.

Other Decisions

What about Melissa?

The Tier 2 team agreed that Melissa needs additional support to deal with her parents' divorce. The school counselor, who is a member of the Tier 2 team, will invite Melissa to participate in her guidance program group for students whose parents are separated or divorced.

What about Leigh?

After talking with the teacher, it was discovered that Leigh has not been taught the school or classroom expectations, procedures, or routines. The assistant principal will be responsible for showing Leigh the schoolwide PBIS video, and the classroom teacher will teach Leigh the class expectations, procedures, and routines. The team will check Leigh's progress at their next meeting.

Next Steps- making decisions

SHOW ME SCHOOL

At the Next Team Meeting

After reviewing the Adapted FACTS Part A for each student:

Student selected for CICO

- Franco

Students selected for SGSS

- Disagreeing Respectfully

  Cherri, Carl

- Asking for Help

  Mac

- Compromise

  Katie

PAY IT
FORWARD
WITH SW-PBS FOR SCHOOL SUCCESS

Baseline Data

- To confirm that the students were good candidates for small group social skills, Cherri, Carl, Mac, and Katie's teachers were asked to collect three days of baseline data on the DPR sheet. Teachers recorded this data but did not provide any feedback to the students.

- Franco's teacher also collected baseline data on the CICO DPR sheet for three days.

After Baseline Data

- Baseline data confirmed that the four students were good candidates for Small Group Social Skills Intervention and Franco was a good candidate for CICO.

- Based on the initial baseline data, an initial, reasonable goal was established for each student.

Informing Students and Parents

- Cherri, Carl, Mac, and Katie and their parents were contacted by the classroom teacher and then the SGSS facilitator.   Franco and his parents were also contacted by the classroom teacher and CICO facilitator. The selection process, an overview of the intervention, and the benefits of participating in the intervention were shared. Parents were also informed about how to provide positive feedback to their child.

- Each student agreed to participate in the intervention, and since the school's policy is to obtain written consent from parents, that was received as well.

- Each student completed the reinforcer menu.

Next Steps- Student Response to Intervention

SHOW ME SCHOOL

Fading

- After the SGSS sessions were completed, all of the students except Katie had met their goal and were ready to fade:
  - Students started modified CICO (am/pm) then on to self-monitoring
  - Students chose, from a list of teachers/staff who have volunteered, a mentor to report to in the following weeks
  - A reminder that generalization was a part of the lesson each week- review during this fading time

What about Katie?

- Katie continued to struggle with compromising and had not yet met her goal. Modifications were made for Katie that included:
  - Teachers providing Katie with the opportunity to practice her compromise steps prior to problematic settings
  - Providing Katie with a cue card with the steps for compromising that she had been taught in SGSS
  - A behavior contract developed with Katie
- Progress monitoring will continue and if the team determines it to be appropriate, Katie can participate in the next social skills group.

What about Franco?

When the team reviewed Franco's progress after 2 weeks, he had a questionable response. They completed a fidelity check and realized that the teacher was waiting until the end of the day to complete the DPR and give feedback. The facilitator provided additional instruction to the teacher. When the team checked progress two weeks later, Franco had a positive response.

What about Melissa?

The divorce group that was facilitated by the school counselor was very beneficial to Melissa. Her teacher reports that she is less withdrawn from her friends and is more actively participating in class and social situations.

What about Leigh?

After being taught the school and classroom expectations, procedures, and routines, Leigh's transition to public school is much more successful.

Contact Information

Contact your regional consultant or your

Tier 2/3 consultant for additional information.

We are also happy to answer your questions:

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