Missouri Schoolwide Positive Behavior Support

Tier 2 Team Workbook

July 2016

Missouri Schoolwide Positive Behavior Support

Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is a partnership among the Missouri Department of Elementary and Secondary Education (DESE), the University of Missouri-Columbia (MU) Center for Schoolwide Positive Behavior Support and the Office of Special Education Programs (OSEP) Center on Positive Behavioral Interventions and Supports.

Funding for Regional Professional Development SW-PBS consultants is provided by DESE. Technical support is provided by DESE, the University of Missouri Center for SW-PBS and the National Center for PBIS. These training materials are a product of the partnership and have been developed to assist schools in their efforts to improve school climate and schoolwide positive behavior support for all students. They are dedicated to the thirty consultants and over 700 schools that have worked tirelessly to ensure that schools have climates that lead to success for all students.

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To obtain a personal copy of these materials, contact MO SW-PBS at http://pbismissouri.org/. A copy of the OSEP Center Schoolwide Positive Behavior Support Team Workbook is available at www.cber.org/resources/training.cfm in the "Materials for Teams" section.

1 This document is supported in part by the OSEP Center on Positive Behavioral Interventions and Supports (http://pbis.org). The Center is supported by a grant from the Office of Special Education Programs, US Department of Education (H326S98003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

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Forms and Checklists may also be found at http://pbismissouri.org/

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Introduction

The purpose of this workbook is to **support** implementation of Tier 2 behavioral interventions and systems in your school. The contents and format of the workbook were developed to accompany team training that is guided by a trainer fluent in **Schoolwide Positive Behavior Supports** (SW-PBS), or to be a booster for teams, coaches, and others who have completed a training experience.

Tier 2 interventions are one component of a continuum of behavioral supports, and their features and systems reflect the structure of SW-PBS. They are **evidence based**, utilize **teams** to make **data-based decisions**, require **systems-level support**, and emphasize **prevention**. These targeted systems and practices focus on both schoolwide and individual student **outcomes**.

The organization of this workbook assumes that users have a basic working knowledge and experience with SW-PBS, especially at Tier 1. In addition, content is organized around key topics that together support implementation of Tier 2 behavioral interventions and systems. The content is not necessarily sequenced to represent a particular implementation order. More importantly, users should attend to the system requirements associated with readiness, content and skill fluency, implementation fidelity, and data-based decision making.

Sections are organized according to key topics which provide (a) an overview of relevant content knowledge, (b) a self-assessment of existing and needed systems and practices to guide action planning, and (c) action planning tools to direct contextualized implementation and specific product development. Sample schoolwide planning tools as well as training materials for teachers, and checklists to ensure the fidelity of your implementation are embedded within applicable content.

ACKNOWLEDGEMENTS:
Materials cited in this workbook are referenced in the concluding pages. However, significant portions of content and a number of different graphics were derived from the following works. Specific credit to these authors and materials is warranted.

Everett, S., Sugai, G., Fallon, L, Simonsen, B., O'Keeffe, B. (2011). *Schoolwide Tier 2 Interventions: Getting Started Workbook*. OSEP Center on Positive Behavioral Interventions and Supports Center for Behavioral Education and Research, University of Connecticut.

Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders (2011). Florida's Positive Behavior Support (PBS) Project: Response to Intervention for Behavior (FLPBS:RtIB)

CHAPTER 1: FOUNDATIONAL KNOWLEDGE

Schoolwide Positive Behavior Support

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Identify key features of a SW-PBS Tier 2 system and characteristics of maximally effective interventions.
- Understand the basic concepts and process associated with intensifying supports for students who require additional intervention.
- Identify group-based interventions that may be appropriate for your context and will meet the needs of students and staff in your building.
- Determine readiness for development of Tier 2 against recommended criteria and ensure Tier 1 is fully in place as demonstrated by:
  - Scores on the Schoolwide Evaluation Tool (SET) (Sugai, Horner & Todd, 2003) or Tiered Fidelity Inventory (TFI) (Anderson, et al., 2010).
  - Team member and staff agreement that schoolwide PBS is in place and is implemented consistently by teachers and staff according to most recent EBS/SAS Survey results.
  - A data system for documenting major office discipline referrals and classroom minor behavior infractions that include (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.
- Complete a baseline self-assessment of Tiers 2 & 3 implementation using the Tiered Fidelity Inventory (TFI) (Anderson, et al., 2010).
- Engage full staff in a process to evaluate commitment for developing a Tier 2 system and practices.

The Challenge

Data from the World Health Organization (WHO) indicate mental health challenges affect approximately 450 million people worldwide (Funk, Drew, Freeman, & Faydi, 2010; Hosman, Jane-Liopis, & Saxena, 2005). Roughly one person out of every four will develop a mental or behavioral health challenge within their lifetime (Hosman, Jane-Liopis, & Saxena, 2005). Individuals who experience these conditions are at greater risk for a number of social and economic challenges that include reduced access to health care, social service, emergency relief, educational opportunities, restricted employment and income, stigma and potential discrimination, violence or abuse and increased risk for further disability and premature death (Funk, Drew, Freeman & Faydi, 2010).

The long-term financial obligation associated with mental health challenges is profound. Inability of affected individuals to find and maintain long-term employment along with payment for services and treatment requires substantial support from public funding sources. The National Institute of Mental Health (NIMH) estimated total annual expense associated with serious mental illness to be more than $300 billion (Kessler et al., 2008). By the year 2020 internalizing conditions such as depression and anxiety are predicted to be second only to heart disease in related health care costs (Hosman et al., 2005). Considering the psychological, social, and economic challenges for society, and especially for individuals who experience these conditions, promotion of good mental health should be a significant public health concern (Herman, 2009; Hosman, Jane-Liopis & Saxena, 2005).

Given the prevalence rates of mental health disorder among adult populations it is not surprising that large numbers of children and youth also are affected by social, emotional, and/or behavioral health challenges. In fact, regional surveys conducted in the United States have indicated approximately one in every three or four children experience disorder and one in ten is identified with a serious emotional disturbance to the extent that functioning is impaired (e.g., Brauner & Stephens, 2006; Roberts, Roberts, & Xing, 2007). Left untreated these challenges may increase in intensity and severity resulting with persistent negative outcomes as children and youth emerge into adulthood. Recent results from the National Comorbidity Survey Replication – Adolescent Supplement (NCS-A) provided the first prevalence, comorbidity, and age of onset estimates for adolescent mental health disorders (Merikangas et al., 2010). Data was collected from a nationally representative sample of more than 10,000 youth ages 13 to 18 years and their parents. Results showed anxiety (31.9%), behavioral (19.1%) and mood disorders (14.3%) as the most frequently occurring conditions and indicated roughly 40% of respondents met criteria for more than one disorder (Merikangas et al., 2010). In addition, median age of onset occurred differentially, according to disorder, with anxiety disorders emerging earliest (6 years of age), followed by behavioral disorders (11 years), mood disorders (13 years), and substance use disorders (15 years) (Merikangas et al., 2010). Figure 1 provides a summary of these outcomes. Lifetime Prevalence of DSM-IV Mental Health Disorders Among Adolescents Aged 13-18 Years (Merikangas et al., 2010)

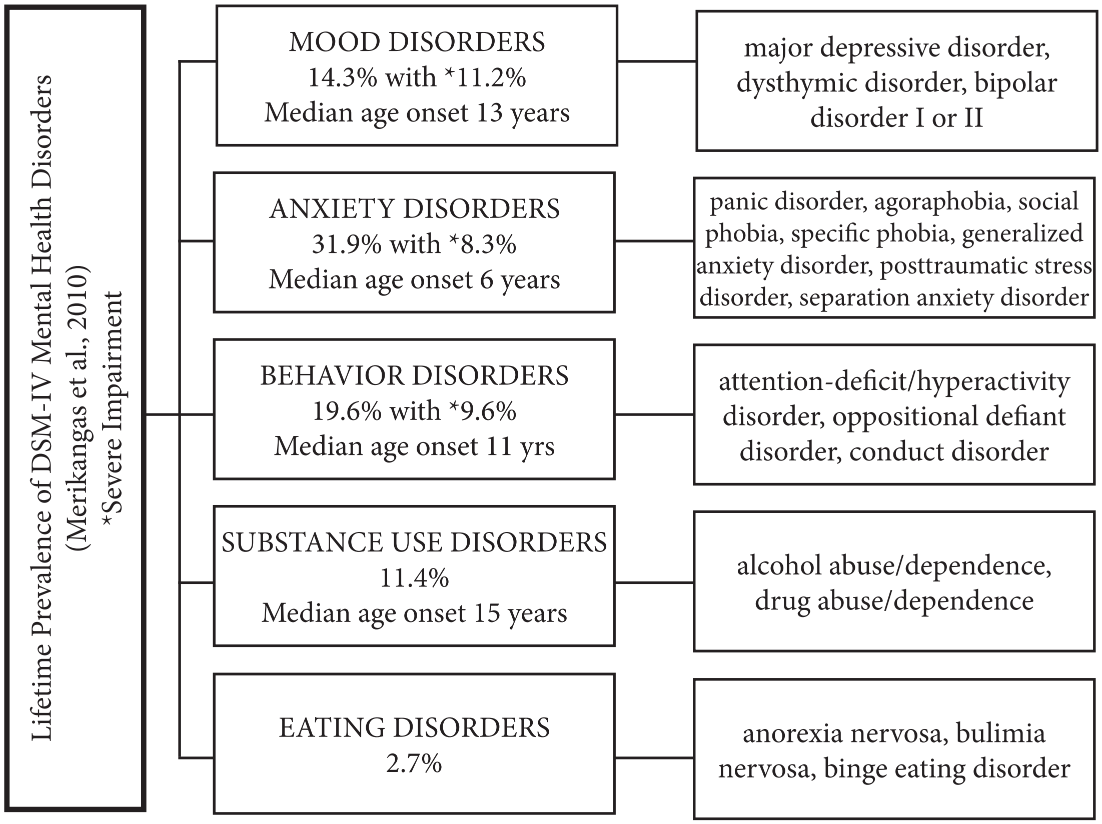


Figure 1.1

Among preschool and young school age children symptoms that emerge prior to diagnosis of disorder are often described using the broader terms of internalizing (emotional) and externalizing (behavioral) problems (American Psychiatric Association, 2000; Bayer et al., 2011). Externalizing refers to problems that are directed outwardly, toward the social environment while internalizing is associated with problems that are directed inwardly, away from the social environment (Walker, Ramsey, & Gresham, 2004). Externalizing problems frequently include aggression, disruptive behaviors, hyperactivity, conduct problems and/or impulsivity (Walker, Ramsey, & Gresham, 2004). Alternately, internalizing problems refers to emotional distress and encompasses a range of symptoms such as being shy or withdrawn, anxious, worried, overly fearful, sad, or having frequent somatic complaints (Walker et al., 2004). Evidence has indicated internalizing and externalizing problems are commonly experienced during early childhood. In fact, as many as 15% of children ages 18 months to five years and approximately one in seven school age children are affected (Bayer et al., 2011).

Effective intervention can reduce risk and intensity of impact but many children and youth who experience mild to severe problems, either internalizing or externalizing, are often inadequately supported, delayed in accessing services, or receive no treatment at all (The National Research Council and Institute of Medicine [NRC & IOM], 2009). For the few children who do receive social, emotional, and/or behavioral supports, schools are typically the primary provider (Rones & Hoagwood, 2000). In fact, schools play an essential role in the lives of children and offer a natural context for access to and delivery of preventive and early intervention services (Herman, Merrell, Reinke, & Tucker, 2004).

Schoolwide Positive Behavior Support

Schoolwide Positive Behavior Supports (SW-PBS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students. SW-PBS is defined by four inter-related elements:

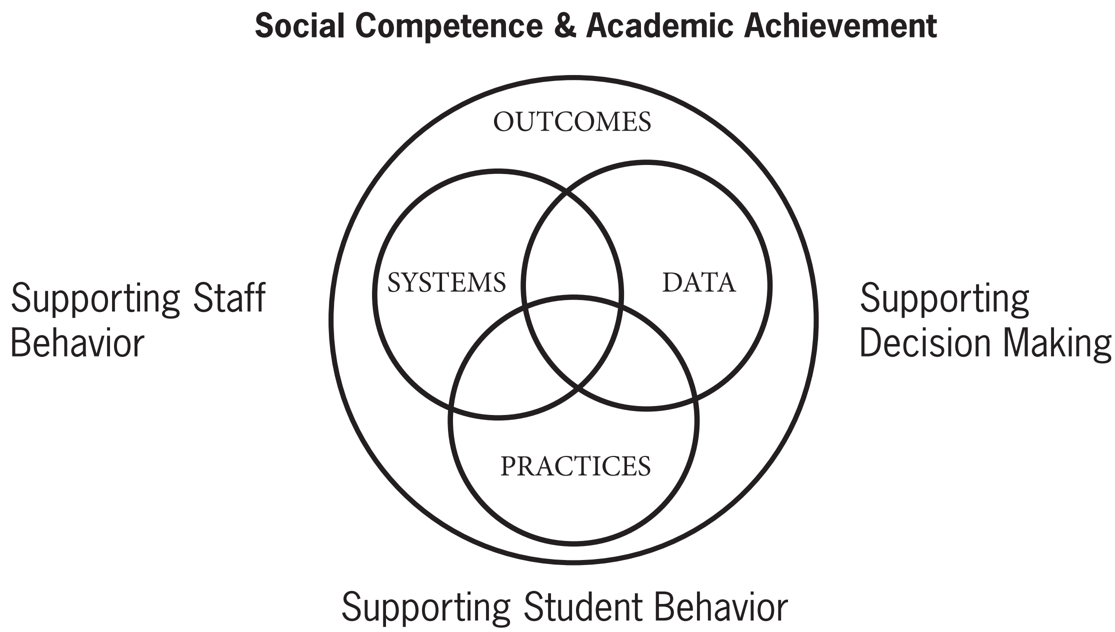


Figure 1.2
Adapted from "Social Competence and Academic Achievement Outcomes," by the Center on Positive Behavioral Interventions and Supports. Copyright 2002 by the University of Oregon.

DATA refers to information about where we are now and have been (i.e., baseline data), and what we know about something (evidence). This information is used to define where we want to go (outcomes), what we might use to get there (practices), and what we need to be effective and efficient at what we do.

OUTCOMES refer to what we want student to learn and do well, both academically and behaviorally. They are derived from data, and guide decisions about what practices to select for achieving those outcomes.

PRACTICES refer to the instructional and behavioral interventions, strategies, programs, curricula, etc. that are used to achieve a stated outcome. In addition, the selection of practices is guided by the evidence (data) that demonstrates the effectiveness of a practice and the resources and supports needed for accurate and effective implementation (systems).

SYSTEMS refer to the supports, resources, training, and coaching that implementers would need to maximize their implementation of a given practice to achieve a specific outcome. A defining feature of schoolwide positive behavior supports (SW-PBS) is a prevention logic that is organized as a continuum of support, most often in three tiers.

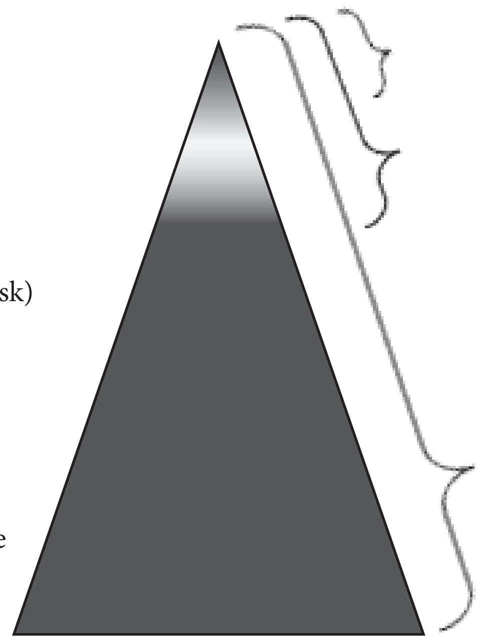
A Continuum of Support for All

Academic Systems

Tier Three
- Individual Students
- Assessment-based
- High Intensity

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All students
- Preventive, proactive



Behavioral Systems

Tier Three
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All settings, all students
- Preventive, proactive

Figure 1.3
(Lewis & Sugai, 1999)

TIER 1 UNIVERSAL–Schoolwide practices and systems for preventing the development and occurrences of problem behavior for all students across all settings.

TIER 2 TARGETED –More specialized and intensive practices and systems for supporting students whose behaviors have been documented as unresponsive to Tier 1 practices and systems.

TIER 3 INTENSIVE –Highly specialized and individualized practices and systems for supporting students whose behaviors have been documented as unresponsive to Tiers 1 & 2 practices and systems.

MO SW-PBS Essential Components

Missouri has identified features or components based on the PBIS National Center Implementer's Blueprint that together form a highly effective approach to schoolwide discipline (Technical Assistance Center on PBIS, 2010). Each component is vital. They operate together to ensure the positive and proactive approach to discipline that is likely to lead to behavioral and academic success. These components include: 1) Common Philosophy and Purpose, 2) Leadership, 3) Clarifying Expected Behavior, 4) Teaching Expected Behavior, 5) Encouraging Expected Behavior, 6) Discouraging Inappropriate Behavior, 7) Ongoing Monitoring, and 8) Effective Classroom Practices. Each is described below.

1. COMMON PHILOSOPHY & PURPOSE. Many educators still believe that students would behave if we could just find a "bigger club," yet studies identify punishment as one of the least effective approaches (Lipsey, 1991; Costenbader & Markson, 1998; Gottfredson, 1996). Effective schools realize that it is far easier and better to build adaptive behaviors through proactive instructional approaches than to try to decrease maladaptive behaviors through punishment. Before embarking on school improvement related to discipline, the beliefs about student behavior and discipline must be examined and a new, shared, positive and proactive philosophy and purpose created. Discovering shared beliefs increases commitment, provides a framework for making decisions, and is often the first step in unifying staff. Effective schools commit this positive and proactive philosophy of discipline to writing in the form of a mission, vision and beliefs. This philosophy creates the sense of direction that gives coherence to diverse activities and keeps the learning on course. Time spent examining what staff believe about student discipline and creating a shared philosophy is a wise investment in lasting change.

2. LEADERSHIP. Effective schoolwide discipline will succeed or fail by the vision, commitment, and amount of personal attention received from the administrator. Clearly, schools with good outcomes have forceful leadership at the administrative level, but with staff members' views clearly represented in decisions. Therefore, in MO SW-PBS, leadership includes the building administrator along with a SW-PBS Leadership Team that is representative of building staff. The Team will lead their staff through a process of developing and gaining consensus on beliefs, expectations, and procedures, along with the completion of a written plan. This full staff involvement in the process is crucial, and effective leadership utilizes effective and efficient group processes to engage staff, understand change and the stages of implementation, and provide effective professional development. Once procedures are developed, effective leadership ensures that their SW-PBS plan is continually evolving and arranges for routine review and renewal through data gathering, policy revision, and training of new staff. Practices are upheld through supervision of staff, and practices are incorporated into hiring and evaluation processes. Strong leadership is the factor that contributes most directly and assuredly to effective change in schools, particularly when change involves new practices that must be incorporated into every day routines (Colvin, Kame'enui & Sugai, 1993; Sprick, Wise, Markum, Haykin & Howard, 2005).

3. CLARIFYING EXPECTED BEHAVIOR. Just as schools rely on the direction provided by their academic curriculums, success with student discipline begins with clear behavioral expectations - a behavioral curriculum. These expectations are not lists of prohibitive rules, but a vision of responsible student behavior and social competence. Agreed upon student expectations promote consistency across staff through a common language and help develop similar tolerance levels. A curriculum of expected behaviors allows educators to be proactive and focus on catching students behaving responsibly. Clarification begins by identifying a set of three to five succinct schoolwide expectations that cross all settings. These are further clarified by identifying specific behaviors for each expectation. Expected behaviors are then identified for specific non-classroom settings (e.g., hallways, cafeteria, etc.), and classroom procedures developed to guide daily operations. Additionally, some schools adopt a social skills curriculum to further identify social competency.

4. TEACHING EXPECTED BEHAVIOR. Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills teaching calls upon the same methods used to teach academics - direct instruction, modeling, practice and feedback. At the beginning of the school year and in an ongoing fashion throughout the year, students should be taught how to behave responsibly in each school setting. Effective teachers spend up to one-third of their time during the first days or weeks of the new school year teaching their expectations, and frequently review or remind students of their expectations all year long (Cotton, 1995). Lesson plans, teaching schedules, and special activities and events are planned to guide the ongoing teaching of expected behaviors. Teaching of expectations should also include a plan to ensure that new students and staff are provided the opportunity to learn the behaviors that will lead to success in their new school.

5. ENCOURAGING EXPECTED BEHAVIOR. Staff must not only teach and model appropriate behavior, but also must watch for and provide feedback to students about their behavioral progress. This feedback or incidental teaching capitalizes on naturally occurring opportunities to reinforce students who demonstrate responsible behavior. These minute-by-minute interactions that occur between staff and students are the most important means of encouraging students to behave responsibly. Creating a school culture where expected behaviors are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behavior than when the student is misbehaving (Reavis, Jenson, Kukic & Morgan, 1993). Strategies for providing specific positive feedback to students along with a menu or continuum of positive reinforcement options are essential.

6. DISCOURAGING INAPPROPRIATE BEHAVIOR. Just as students need specific positive feedback when behaving in accordance with expectations, inappropriate behavior also requires feedback. Inappropriate behavior in schools should be viewed as a teaching opportunity–a chance to clarify and reteach expectations. The same calm instructional approach used when students make academic errors should be used to correct social errors. Correction interrupts the behavior needing improvement so that a more appropriate response can be taught, practiced and reinforced. Associated with correction is the use of consequences, which are not to be punitive, but to extend teaching, decrease future occurrences of the behavior, and provide students with the motivation necessary for them to begin behaving in acceptable ways. Correctional strategies and a menu or continuum of consequences to discourage inappropriate behavior provide staff with the tools to effectively change student behavior.

7. ONGOING MONITORING. Use of data can focus staff's efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. There are several methods useful for monitoring progress and making decisions regarding student behavior and discipline: 1) Surveys–questionnaires or interviews which ask individuals to share their perceptions or experiences related to school discipline; 2) Observations–planned visits to classrooms or non-classroom areas for observing and recording the kinds of behaviors that occur and the level and effectiveness of supervision; observations can confirm or clarify the perception data gathered through surveys; 3) Behavioral Records–using available data from existing school records (e.g., office referrals, attendance, tardies, detentions, suspensions, referrals for assistance or to special education, etc.); objective data are particularly meaningful to monitor overall trends and impact of practices. Data collection is an ongoing process that assists staff to find areas where implementation is weak or inconsistent, or where policies need upgrading or extending. This data can identify the need for increased supervision, staff development, revision of practices or new procedure development.

8. EFFECTIVE CLASSROOM PRACTICES. Effective classroom practices are based on the same overarching schoolwide and non-classroom expectations. They are then further articulated through the behaviors/rules and procedures that each instructor decides best fit that classroom. Additionally, some specific research-based techniques have been found to be equally applicable to academic and social behavioral instruction. These effective classroom practices will be taught in your Tier 1 training.

Purpose & Key Features of Tier 2

The three-tiered prevention logic organizes behavior supports along a continuum, matching intervention intensity to students' needs. In this workbook, the focus is on Tier 2 data, practices, and systems, which have been designed to:

1. Use data to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties.
2. Prevent the development or decrease the frequency and/or intensity of students' problem behaviors.
3. Provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans.

Prevention Logic for All

Redesign of teaching environments…not students

Decrease development of new problem behavior	Prevent worsening & reduce intensity of existing problem behavior	Eliminate triggers & maintainers of problem behavior	Add triggers & maintainers of prosocial behavior	Teach, monitor, & acknowledge prosocial behavior

Figure 1.4
Biglan, 1995; Mayer, 1995; Walker et al., 1996

SW-PBS and RtI

The implementation of three-tiered prevention logic in SW-PBS is a direct application of the Response–to–Intervention (RtI) framework that is applied to academic content teaching and learning (e.g., literacy). The defining features of RtI are embedded with the SW-PBS approach.

Schoolwide PBS and Response to Intervention

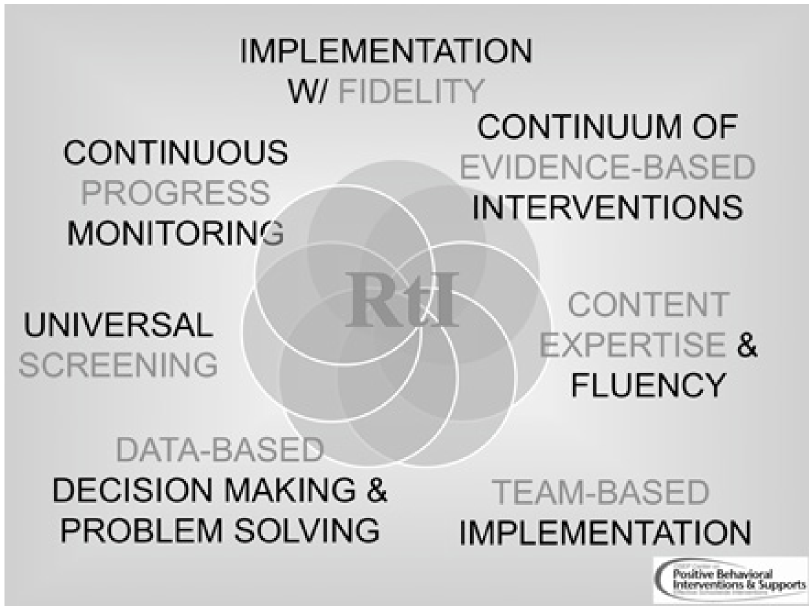


Figure 1.5

Response to Instruction/Intervention is defined as "the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions" (National Association of State Directors of Special Education, 2006, p. 3). Based on a problem-solving model, RtI considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. RtI has emerged as the way to think about both early intervention assistance and resource allocation, including accessing resources through the Individuals With Disabilities Education Act (IDEA).

In addition to addressing learning challenges, RtI strategies can be applied to improve students' social behavior. The core principles of RtI remain the same regardless of whether it is an academic or social target. (Florida's Positive Behavior Support (PBS) Project, 2011).

As defined by the Department of Elementary and Secondary Education academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of existing skills to a new situation.

Tier 2 interventions often are provided in a group-based format, include standardized practices and systems designed to supplement primary prevention efforts, and are appropriate for students who exhibit problem behaviors across multiple settings. The Office of Special Education Programs (OSEP), Technical Assistance Center on Positive Behavior Interventions and Supports (OSEP, 2014) indicate Tier 2 interventions have the following critical characteristics:

- **CONTINUOUSLY AVAILABLE.** Tier 2 supports should be available in the school such that students can be added to the intervention at any time. Some interventions are organized so that students can begin receiving supports quickly.
- **QUICKLY AND EASILY ACCESSIBLE.** Optimally, supports are accessible within 2–3 days when data reveal a need. Some intervention approaches require more formal interviewing, selection of additional participants, etc., and may not be possible this quickly. However, the initial steps to provide a student with a Tier 2 intervention should begin within 72 hours of identifying a need.
- **MINIMAL TIME COMMITMENT REQUIRED FROM CLASSROOM TEACHERS.** Some Tier 2 interventions may require classroom teachers to modify traditional methods or implement new teaching practices (e.g., increase positive feedback, monitor student progress, and evaluate behavioral and academic progress). Ideally, Tier 2 interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few more minutes of teacher time each day.
- **REQUIRED SKILL SETS CAN BE EASILY LEARNED.** The skill sets classroom teachers need are consistent with quality instruction or can be easily learned. Strategies that require intensive training and skill development not typically present in the repertoire of classroom teachers may be beyond the scope of Tier 2 interventions and may be considered as intensive and individualized Tier 3 interventions.
- **ALIGNED WITH SCHOOLWIDE EXPECTATIONS.** Tier 2 interventions should be consistent with the Tier 1 approaches the school developed. Schoolwide expectations should be taught and applied consistently across all three tiers for greater consistency in implementation.
- **ALL PERSONNEL ARE AWARE OF THE INTERVENTION(S) & THEIR ROLES IN THE PROCESS.** All staff should understand the rationale and be able to describe the Tier 2 interventions used in their school. Staff with responsibility for implementation should have the training, skills, and administrative support to implement with fidelity.
- **CONSISTENTLY IMPLEMENTED WITH MOST STUDENTS, BUT WITH SOME FLEXIBILITY.** Tier 2 interventions may be implemented similarly for 90 percent or more of the students receiving the intervention. Minor modifications may be made to increase the effectiveness of the intervention. However, significant modifications of Tier 2 interventions for a student may be more characteristic of Tier 3 support systems.
- **PROGRAM SELECTED IS MATCHED TO THE FUNCTION OF THE STUDENT'S BEHAVIOR.** Although it is not recommended that a comprehensive functional behavioral assessment (FBA) be completed for each student identified for Tier 2 supports (it may be too time consuming and unnecessary), it is helpful to consider the function of the problem behaviors if data are easily accessible (i.e., discipline referral data reveal some information on function) or easy to gather (i.e., brief teacher rating or interview). Many Tier 2 interventions are intended to support students with a wide array of problem behaviors and may be effective regardless of the function of the student's behavior. However, as the data reveal that a student is responding poorly or questionably to the intervention, the function of the behavior may need to be assessed with more comprehensive methods and implementation fidelity should be verified.

A variety of research-based interventions meet these criteria, and most incorporate effective practices such as: targeted and explicit skill instruction; acknowledgements of appropriate behavior; increased consistency, structure, and routine; frequent performance feedback for targeted behaviors; and carefully orchestrated plans for generalization and maintenance of skills.

Some commonly implemented group-oriented interventions include:

- Check-In, Check-Out (also known as The Behavior Education Program)
- The Check & Connect Student Engagement Model
- Social Skills Intervention Groups
- First Step to Success – Early Intervention Program (K-2)
- Academic Instructional Groups
- Academic Accommodations
- Student Self-Management
- Targeted environmental interventions such as Positive Peer Reporting, Tootling, Classwide Function-Related Intervention Teams, & Simple FBA

Missouri Student Support Model

The Missouri Student Support Model provides a graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered.

The process begins at the base of the model with implementation of universal level supports and continues through the top of the triangle to Tier 3 intervention and planning. Elements embedded throughout the model provide structure and guidance for processes that need to occur as supports are intensified. Identified components are aligned with items included in the Tiered Fidelity Inventory (TFI) which can be used as a self-assessment tool for monitoring progress toward development of a full continuum.

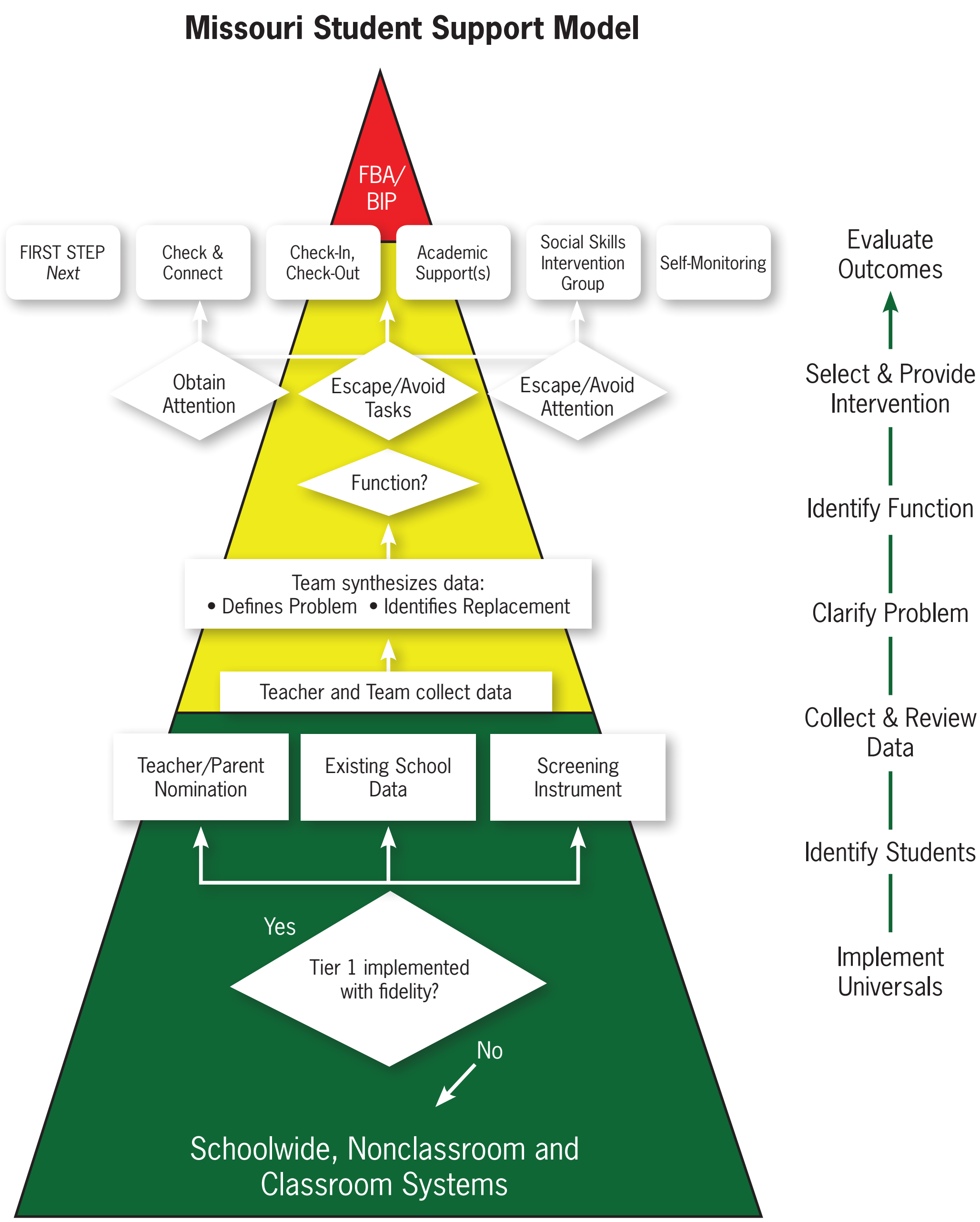


Figure 1.6
MO SW-PBS Student Support Model

Implement Tier 1 Universals

The instructional process begins with each student having access to, as well as the opportunity to demonstrate mastery of, a viable academic and behavioral curriculum, which demonstrates rigor and relevance. Assessment data are gathered on a regular basis and each student's response to instruction and curriculum is evaluated in order to make informed decisions.

Specific to behavioral and social skills instruction all staff must implement universal elements with fidelity for all students. This means schoolwide, non-classroom, and classroom expectations and rules as well as procedures are identified and taught. Students are consistently acknowledged for demonstrating expectations and following procedures. Staff members provide high rates of positive feedback (e.g. 4 positives to 1 corrective.) and consistently use respectful redirection and error corrections when students use inappropriate behavior.

Universal supports are implemented continuously to ensure each student receives access to high quality instruction before determining that he or she requires additional intervention.

In addition, one of the most powerful behavioral management strategies is providing excellent instruction in an organized classroom environment. The following is a list of research-based practices for designing an effective instructional environment. This list of Eight Effective Classroom Practices is derived from two reviews of published research literature.

1. Classroom expectations are aligned with schoolwide expectations, posted, and referred to regularly.
2. Classroom procedures and routines are created, posted, taught, and referred to regularly.
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.
5. A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used.
6. The classroom is arranged to minimize crowding and the teacher actively supervises during instruction.
7. Activity sequencing and choice are offered in a variety of ways (e.g., order, materials, partners, location and type of desk).
8. A variety of strategies are used to modify difficult academic tasks and to ensure academic success.

Typically students are not considered for additional intervention (i.e., Tier 2) until they have had adequate time to respond to the Tier 1 strategies (e.g., approximately six to eight weeks). It is usually critical to confirm that Tier 1 and Tier 2 interventions are implemented with fidelity. The Positive Behavior Support Planning Checklist And Teacher Self-Assessment on the next page is a tool that has many uses. It defines staff expectations for each Effective Classroom Practice. It may be used by teachers to self-assess their implementation of each classroom practice. It may also be used as part of an overall check of implementation fidelity when walk-through observations are done.

Positive Behavior Support Planning Checklist And Teacher Self-Assessment

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	☐ I have attended Classroom Expectations in-service. ☐ I have created and posted classroom rules aligned with school-wide expectations. ☐ I have filed a copy of my classroom rules in the office. ☐ 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	☐ I have attended Classroom Procedures and Routines in-service. ☐ I have used the Create Your Classroom Routines Checklist to develop my classroom routines. ☐ I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. ☐ Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	☐ I have attended Classroom Strategies to Encourage Expected Behavior in-service. ☐ I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). ☐ What is my method for providing specific positive feedback at a ratio of 4: 1? ______________________________ ☐ Can my students tell how they receive acknowledgement for appropriate behavior? ______________________________
4. Discouraging Inappropriate Behavior	☐ I have attended **Discouraging Inappropriate Behavior** in-service. ☐ I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. ☐ I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students).

Positive Behavior Support Planning Checklist And Teacher Self-Assessment – Page 2

Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Active Supervision	☐ I have designed the classroom floor plan to allow for ease of movement for **Active Supervision**. ☐ I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically. ☐ When designing a lesson, I consider student groupings, location and activity level. ☐ I provide positive contact, positive and corrective feedback while moving around the room.
6. Opportunities to Respond	☐ I use a variety of strategies to increase student Opportunities to **Respond** (examples: turn and talk, guided notes, response cards). ☐ What strategy do I use to track students being called on? ______________________________________ ☐ I regularly use wait time to increase student opportunity for metacognition. ☐ I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	☐ I **Sequence** tasks by intermingling easy/brief tasks among longer or more difficult tasks. ☐ When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student's success. ☐ I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). ☐ I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	☐ How do I make certain independent work contains 70-85% known elements (instructional level)? ______________________ ☐ How do I make certain reading tasks are 93-97% known elements (independent)? ________________________ ☐ I use a variety of strategies to adjust Task Difficulty. ☐ I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities.

However, there may be instances when a student is experiencing very severe or significant academic, behavioral, or social-emotional problems and may need Tier 3 interventions without having experienced a Tier 2 level intervention yet or the Tier 2 intervention was not implemented for very long.

Guidelines for deciding what level of support students need varies from school to school, but students who require Tier 3 supports should be able to access these services in one of two ways. First, students receiving Tier 1 and Tier 2 supports that are not making adequate progress and/or are unresponsive to the continuum of strategies available may need Tier 3 supports. Second, there should be a mechanism through which students who are experiencing very severe or significant academic, behavioral, or social-emotional problems can access Tier 3 supports sooner.

For example, students who demonstrate behaviors that are harmful to self or others, or students whose behaviors are disruptive to an extent that consistently interferes with the learning of other children would likely be considered for individualized interventions immediately. For some students, this option is necessary to provide needed supports in a timely fashion.

Thus, in contrast to a fixed multigating system wherein students would only be able to receive more intensive services (i.e., Tier 3) following some time period of less intensive (i.e., Tier 1 or 2) supports, a responsive approach should allow some flexibility to serve students based on their level of need in a timely and efficient manner.

Identify Students

To develop a full continuum of support, school teams create a system to deliberately and purposefully identify students who may require more intensive intervention. Ideally, the system is created to promote early identification before problems develop to a level that requires intensive intervention. In addition, the system also is created to identify students with internalizing or externalizing characteristics of difficulty. To accomplish these goals, school teams typically develop a comprehensive system of identification that includes:

a. Use of existing school data
b. Teacher nominations, and
c. Screening scores

Collect & Review Data, Clarify Problem, & Identify Function

Considering the function of the problem behaviors prior to selection of an intervention is generally beneficial. Although a comprehensive functional behavioral assessment (FBA) most often is reserved for students who require intensive, individualized supports commonly collected existing school data that can be gathered easily can be used for a simple or brief FBA process. Data that is easily accessible and generally useful for determining function of behavior may include:

- Office Referrals (ODR)
- Classroom Minors
- Absences
- Tardies
- Grade point average

- Course grades
- Achievement scores in the areas of Reading, Written Language, Math
- Frequency of nurse or counselor visits

In addition, examining a student's daily schedule with consideration for when, where, and during what types of activities problem behaviors are most likely to occur also is useful information. An important task of the Tier 2 Team will be development of a process for gathering applicable information in a timely manner so that function of behavior can be considered, but still allows for rapid access to interventions that are readily available.

Academic Interventions

It is also important to consider any deficits in prerequisite academic skills. When data indicates students are having academic difficulty (low grades, poor assessment performance, missing assignments, etc.) or using problem behavior to avoid task (head down, refusal to work, engaging in problem behavior resulting in removal from instruction, etc.) teams should consider an academic intervention in addition to a behavioral intervention. For example, if a student is engaging in low-level acting out behaviors in the classroom to escape an academic task that is difficult for them, simply placing them in a behavioral intervention will not solve the underlying academic deficit problem. In addition to the behavioral intervention, additional academic supports must be provided.

Approximately 14% of young children have both academic and behavior issues, and these children have the poorest outcomes when compared to peers with either behavior or academic problems (Reinke, Herman, Petras, & Ialongo, 2008).

When reviewing existing data for all students identified for Tier 2 supports, it is critical to review academic data and determine if additional academic supports are needed. It is likely your school has a system for supporting students who need additional academic support through interventionists, reading specialists, tutoring programs, and other supports in and out of the classroom.

The Tier 2 team could invite a member of the academic intervention team to attend the meeting when the target child is being discussed to ensure clear communication and complimentary intervention planning. As the student participates in academic interventions alongside behavioral interventions, data should be collected and progress should be monitored for both. When considering fading and graduating from the interventions, plans should be made for ongoing monitoring of academic performance and behavior.

Select & Provide Intervention

Several different intervention options may be available. Teams should select an intervention that best addresses the needs of the student. Some children may require and benefit from more than one intervention. For example, children who are experiencing both academic and social skills deficits will require instructional and behavioral treatments.

Teams determine capacity to provide selected treatments and then select which interventions to develop and implement. A minimum of at least one academic and one behavioral intervention is recommended for addressing the needs of children who are identified.

Intervention Matched with Function

Function	Check-in/ Check-out	Social Skills Instructional Groups	Check & Connect	Academic Accomm-odation	Academic Instructional Groups	Self-Monitoring	FIRST STEP *Next*
Get Adult Attention	X	X	X		X		X
Get Peer Attention		X	X				X
Escape/ Avoid Social Interaction		X	X			X	
Escape/ Avoid Task or Activity		X	X	X	X	X	

Figure 1.7
Adapted from Umbreit, Ferro, Liaupsin, & Lane, 2007

Monitor Progress & Make Decisions

Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student's needs. The school-based problem-solving team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. If the student exhibits a positive response, the interventions should be continued and then systematically faded. The interventions should be modified as appropriate when a student's progress is less than expected.
The Tier 2 Team will develop a system for collecting data to determine the student's response to the intervention. Collecting, graphing, and analyzing data will allow teams to make educationally valid decisions and determine whether interventions should be faded, maintained, modified, or intensified.

ACTIVITY

Review the features of the Student Support Model on the left below, and summarize the key points of information for each. Be prepared to share your information or teach others as directed.

Student Support Model

Feature	Key Points
Implement Universals • Schoolwide • Non-Classroom • Classroom	
Identify Students • Early intervention • Internalizing • Externalizing	
Collect & Review Student Data	
Clarify Problem	
Identify Function	
Select & Provide Intervention	
Monitor Progress & Make Decisions	

Indicators of Readiness for Tier 2

Tier 1 systems and practices are critical foundations for effective implementation of Tier 2 systems and practices.

Established SW-PBS Systems include:

- School board/district/regional support.
- SW-PBS Leadership Team.
- Administrator endorsement and active participation.
- Continuous, databased professional development (training and coaching).
- Recognition of staff behavior, contributions, and/or accomplishments.
- Schoolwide data system.

Established SW-PBS Practices include:

- Three to five positively stated and defined schoolwide expectations positively defined.
- Expectations regularly taught in both classroom and non-classroom settings.
- Schoolwide reinforcement plan to acknowledge expected behavior.
- Plan and continuum of consequences for rule violations.
- Effective Classroom Management.

Much of the success when developing and implementing Tier 2 practices hinges on the foundation that has already been laid. A majority of system level change required to facilitate identification of students who require additional support and effective delivery of research-based interventions have already been developed if schools are effectively implementing a schoolwide approach for Tier 1. Before moving forward with development and implementation of Tier 2 practices, schools should consider the extent to which the schoolwide system and Tier 1 practices are in place. Meeting the following criteria is generally a broad indicator of readiness:

- 80/80 on the Schoolwide Evaluation Tool (SET).
- 80% on the Tiered Fidelity Inventory (TFI).
- 80% on the Self-Assessment Survey (SAS)–Schoolwide, Non-classroom, and Classroom Setting Systems.
- Office Discipline Referral Data indicate 80% of population at 0-1.
- System in place for documenting classroom minors.
- Consistent use of Big 5 data reports.

The following self-assessment has been designed to enable teams to determine whether they should proceed with Tier 2 implementation (Everett, Sugai, Fallon, Simonsen, & O'Keeffe, 2011). An important consideration is the level of Tier 1 implementation.

Tier 2 Readiness Checklist

**Place a check in the box that best reflects your school's status*

DATA INDICATORS	IN PLACE	NOT IN PLACE	NOTES
1. SET score of 80/80			
OR 2. TFI score of 80% or higher			
3. SAS Schoolwide 80% or higher			
4. SAS Non-Classroom 80% or higher			
5. SAS Classroom 80% or higher			
6. 80% or more students in the 0-1 ODR range or within national range for school's grade levels.			
7. Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports.			
8. System in place to collect classroom minor referrals.			
9. Tier 2 team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise.			
10. Effective Classroom Practices taught to all staff and evident in all classrooms.			
11. Access to district level support			

Decision(s) based upon Readiness Analysis:

__ Proceed w/ Tier 2 implementation

__ Develop action plan to improve Tier 1 implementation

__ Reconsider Tier 2 implementation at this time

Gaining Staff Commitment

Fundamental change is impossible without the participation of everybody with a stake in the problem or issue. Without full participation of all, perspectives will be missing, there is a good chance that some of the issues involved will go unaddressed, and implementation will be restricted. In the same manner that staff commitment for implementation of SW-PBS was initially established, a renewal or recommitment process prior to moving forward in developing the second tier is a wise investment of time. Building staff awareness of Tier 2 systems and practices, along with the possible positive outcomes, should lead to a sense of eagerness and full participation. Gaining staff commitment to new practices associated with Tier 2 will increase the likelihood that programs will be implemented and monitored with fidelity, which in turn will lead to positive gains for the students in your building. Securing staff commitment can be done by providing opportunities for new learning and then confirmed by an official commitment process.

New learning for Tier 2 implementation will include general understanding of methods for identifying students who are at risk for social, emotional and/or behavioral challenges. Awareness of interventions that can be selected and responsibilities for implementation should be examined up front, prior to development of programs. If staff members aren't willing to implement selected interventions with fidelity, outcomes will be less than desired. Faculty also will need information about how student progress during intervention will be monitored, what their role in data collection will be, and how decisions will be made regarding student response to the intervention. A broad understanding of these topics will facilitate informed decision-making as staff determines their willingness to commit to continued development of the SW-PBS framework. New learning will likely be different across buildings and may take varying amounts of time depending on the collaborative structures already in place. Specific strategies for providing new learning can include: 1) formal presentations/staff development, 2) study groups or book studies, 3) articles or readings, 4) sharing and discussion opportunities, 5) surveys or data, and 6) personal conversations.

Once your staff members have a solid understanding of the desired change, it is helpful to confirm commitment. This can be accomplished in a variety of ways. In some schools, the principal simply makes a point of having a personal conversation with each staff member, visiting about the exciting opportunity and asking if they are on board, or if they can be counted on to join in the work ahead.

An agreement, contract, or covenant is another way for staff to show support. On the following page you will find a sample survey that includes key questions to consider prior to development of Tier 2 (Everett, Sugai, Fallon, Simonsen, & O'Keeffe, 2011). As one example, staff members could be asked to complete the self-assessment with understanding that 80% or more of criteria must be indicated as in place by 80% or more respondents before moving forward with preparation. After results of the assessment are shared with staff members a final step might include asking personnel to sign some sort of agreement, indicating their commitment.

Tier 2 Commitment Survey

ESTABLISH COMMITMENT	RATING
1. The school principal and staff have verified that Tier 2 readiness criteria are in place?	YES NO
2. The school principal has agreed to establish a Tier 2 Team and designate time for it to meet?	YES NO
3. The school principal has agreed to attend training meetings with team members?	YES NO
4. The school principal has agreed to (re)direct financial and personnel resources toward implementation?	YES NO
5. The school faculty members (>80%) have agreed to implement Tier 2 practices and systems?	YES NO

(Everett et al., 2011, p.16)

STOP!

If commitments haven't been confirmed (all items rated as "YES") reconsider development of Tier 2 at this time.

ACTIVITY Working with your team, plan for securing staff commitment. What learning or professional development needs to occur? How will you have staff indicate their support?

Tools for Planning SW-PBS – Tiers 2 & 3

As your school begins to gain staff commitment for development of a Tier 2 system and supports two tools will help you work efficiently and effectively. These tools are the Tiered Fidelity Inventory (TFI) and the SW-PBS Tier 2 Action Plan worksheets. These tools are used in concert to keep your team on track for implementing SW-PBS with fidelity.

Tiered Fidelity Inventory

The purpose of the TFI is to provide an efficient tool for teams to self-assess implementation fidelity at Tier 1 (universal) Tier 2 (secondary targeted) and Tier 3 (tertiary intensive) intervention levels. Progress can be assessed over time as scores can be tracked from year to year. Teams analyze the results and determine action steps to address areas of concern. It is recommended that teams take the TFI once per quarter until they achieve 80% fidelity across three consecutive administrations.

School teams can use the TFI to build an action plan that delineates next steps in the implementation process. If schools choose to use the TFI to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

> TFI results should be entered at **pbisapps.org**
>
> School teams in their first year of Tier 2 development will complete the TFI twice (e.g., Summer/Fall and Spring). After the first year of Tier 2 development school teams will self-assess and enter TFI data annually.

The TFI is to be completed by the team(s) involved with Tiers 2 and 3 behavior support, and reflects the consensus (or majority) of team members. Prior to completing items within the instrument training for team members should be provided by someone familiar with the instrument.

The TFI can be completed by the team as a group or by each member independently. If completed independently, the team reconvenes to review scores on each item. Items in which there is disagreement are discussed and the team comes to consensus on the score. If there is not a team in a school focused on Tiers 2 and 3 supports, then the TFI should be completed by gathering the individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.

Each item is rated “2” fully in place, a “1” partially in place, or a “0” not in place. After completion of the TFI, use the Action Plan template to develop a timeline for moving forward on targeted, small group, and intensive interventions.

Action Planning

In the same way that your SW-PBS Leadership team used action planning to record a list of all the tasks the team needed to finish to meet a goal or an objective, the action planning process continues as Tier 2 is developed. Action Plans are useful because they give your team a framework for thinking about how to complete a task or project efficiently. The following features are typically included in the action planning process.

- **GOALS.** During each day of training, goals or needs for development will emerge. These needs are drawn from items within the Tiered Fidelity Inventory and will answer the question, “What things do we need to do in order to move our work forward?
- **MEASURES OF SUCCESS.** Next you will want to identify how you will know you have met your goal and been successful. What completed products, data, or processes will be in place when you have finished your work?
- **ACTIVITIES/STEPS.** After identifying the goal and having a clear picture of what success will look like, teams begin brainstorming a list of all the things that need to be done to achieve the goal. You will typically want to start at the beginning: What is the very first action you’ll need to take? What comes next? Are there activities that should be prioritized to meet specific deadlines? Try to make a logical progression of each thing you need to do.
- **TIMELINES.** Next match your steps or activities with timelines. What is realistic to get accomplished in a certain time? While timelines help with accountability, they may change as you move forward.
- **RESOURCES.** It is helpful to think in advance, while planning, what resources will be required to complete the tasks. What materials or assistance will be needed?
- **PERSON(S) RESPONSIBLE.** This step is the delegation process. Which tasks should be delegated to specific team members or others? This, too, is a good accountability mechanism to help be sure the work gets done.

Finally, the action plan includes a column to indicate when activities have been completed. A simple check or date can be used to document finished tasks.

A sample action plan with suggested goals and activities as well as a blank action plan are included in this workbook.

Next Steps

Each chapter concludes with a list of recommended "Next Steps", which are activities that will lead your team and school toward success. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated.

Some activities will focus on planning while others may involve a written product, data collection/analysis, or professional development. An icon will denote the type of activity and suggested wording for your action plan will be provided.

You may begin or even complete some of the tasks during MO SWPBS training sessions, but others will require further work or refinement. Schools may progress at slightly different rates, however at the end of each training session MO SWPBS Regional and Tier 2/3 Consultants will provide a clear list of activities that should be completed prior to the next training session. In addition, MO SWPBS consultants will outline a process for submitting artifacts for review so that teams can benefit from explicit feedback.

See Tier 2 Team Action Plan – *Foundations*

1. Assess readiness for developing a Tier 2 system
   A. Complete Tier 2 Readiness Checklist and use results to identify and record necessary action plan steps.

2. Gain staff commitment to develop Tier 2
   A. Conduct staff professional development session to establish awareness and gain commitment for development of a Tier 2 system and supports.

   B. Complete *Tier 2 Commitment Survey* with full staff.

   C. Review results from the *Commitment Survey* and makes decisions about moving forward with development of a Tier 2 system and interventions
      - e.g., 80% or more of staff indicate "Yes" for 80% or more survey items.

3. Develop Tier 2 Team Action Plan
   A. Complete Tiered Fidelity Inventory (TFI): https://www.pbisapps.org
      - Teams new to Tier 2 complete the TFI by October **<u>and</u>** April during their first year.
      - In subsequent years teams will only complete the TFI once.

CHAPTER 2: LEADERSHIP FOR TIER 2 TEAM

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Affirm administrative commitment for moving forward in the next phase of SW-PBS development, Tier 2 system and practices.
- Establish a Tier 2 Team to make decisions about students receiving Tier 2 supports.
- Develop the Tier 2 team to include adequate membership for completing action plan items as well as crossover membership and/or a communication plan that informs the Tier 1 team of the status of Tier 2 supports.
- Delineate specific roles for each member of the Tier 2 Team and divide work responsibilities.
- Use a standardized meeting agenda to promote efficiency during meeting times.
- Systematically communicate applicable information and receive feedback from stakeholders.
- Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources, if needed, to develop an effective Tier 2 system.

The Data Based Decision Making Process

When launching your efforts, it is important to understand the positive, proactive, and instructional philosophy of discipline and SW-PBS and to be committed to the work. Schools must also blend commitment and proven practices with strong leadership and effective school improvement processes to promote deep and lasting change (U.S. Department of Education, 2014).

The ongoing Data Based Decision Making (DBDM) Process for SW-PBS is similar to most school improvement, problem solving, or decision-making models (See Figure 2.1) and includes collecting data to identify current status, analyzing data, identifying desired outcomes, developing an implementation plan including selecting strategies, determining indicators of results, and establishing an evaluation plan. This thinking is paramount for any improvement effort and remains at the heart of your SW-PBS work.

More specifically, the procedure for unfolding your schoolwide work is outlined below.

1. Collect & Chart Data
   - ► Focus on a specific question and work to answer, where are we now?
   - ► Gather data pertinent to answering the question at hand (staff survey; records of office referrals, detentions, suspensions, etc.; observations).

2. Analyze and Prioritize
   - ► Where are the gaps in your current status compared to where you want to be?
   - ► What data can help you drill deeper to further define the who, where, when, why and how?

3. Develop S.M.A.R.T. Goals
   - ► Define your outcome goals so that they are S*pecific, Measureable, Achievable, Relevant, and Time Bound*.
   - ► Short term and long term goals must be written to be observable and therefore measureable.

4. Select Strategies
   - ► What strategies will most efficiently and effectively get you to your desired goals?
   - ► Strategies selected should be written to into an action plan with aligned goals, steps resources, timeline and communication plans.

5. Determine Results Indicators
   - ► Select indicators that help your team answer
     - Are we implementing the plan with fidelity?
     - Is implementation having desired impact on student outcomes?

6. Evaluate Plan
   - ► Analyze collected data to determine progress toward meeting goals
     - Have we implemented our plan with fidelity?
     - Have we achieved our goal or are we making adequate progress toward achieving our goal?

Implied within this DBDM is the step of *implementation*, which would take place after all other steps have been developed. To learn more about DBDM see Chapter 7, *Ongoing Monitoring*, later in this workbook.

Problem Solving General Education Interventions to Increase Achievement (2004)
Missouri Department of Elementary and Secondary Education

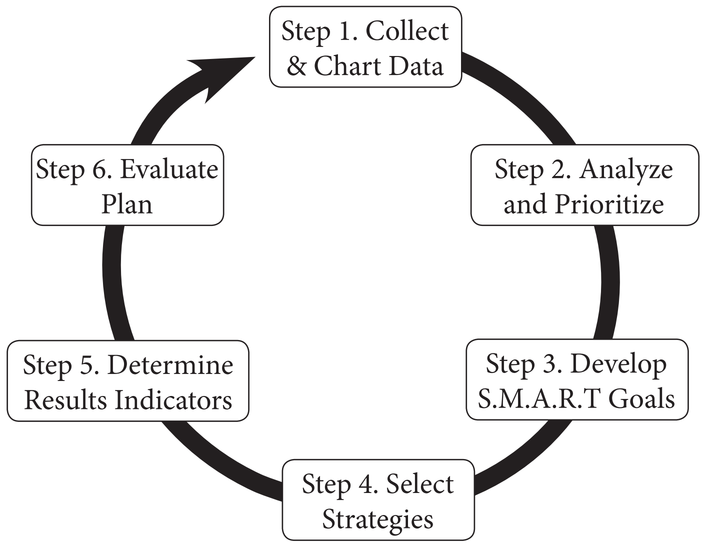


Figure 2.1

Administrator Role

Successful school improvement efforts share one commonality–strong leadership. Maintaining a well-managed school is one of the primary roles of the building administrator. As the principal goes, so goes the time, focus, resources, and attention to any given school improvement effort.

As you completed preparation activities and began implementing schoolwide PBS practices administrative leadership was key for success. The need for administrative leadership, participation and support continues throughout your work at Tier 2. To define the role of the principal in the development and implementation of Schoolwide Positive Behavior Support, thirteen considerations were offered by Colvin and Sprick (1999) and further clarified by Colvin (2007). These concepts were introduced during initial trainings for SW-PBS but are important enough that reviewing them is warranted.

- Maintain Standards for Best Practices.
- Publicly Provide Support.
- Maintain a SW-PBS Leadership Team.
- Support the SW-PBS Team Members.
- Guide the Decision Making Process.
- Take a Leadership Role in Problem Resolution.
- Support the Team Meetings.
- Provide Recognition for Faculty and Team and Their Work.
- Serve as the Point Person for School-Related Groups.
- Monitor Implementation Activities and Provide Feedback.

- ► Review Data and Provide Feedback Regularly.
- ► Ensure That Innovation is Sustained.
- ► Make a Time Commitment.

DISCUSSION

How does this description of the administrative SW-PBS role match with your administration's present approaches? What functions will be natural or readily provided? What shifts or adjustments might need to be made to help ensure the success of the Team's work?

The SW-PBS Leadership Team

The process recommended for effective school improvement is based on strong leadership, shared decision-making and consensus building among all school staff. It began with the formation of a SW-PBS Leadership Team. As the work of developing Tier 2 begins this team will continue to assist staff in the on-going process of maintaining a positive school environment that meets the needs of all students.

The following figure illustrates the capacities of and the relationships between groups instrumental for the implementation of three tiers of behavioral support, including Tier 2 interventions and systems (Sugai, 2010).

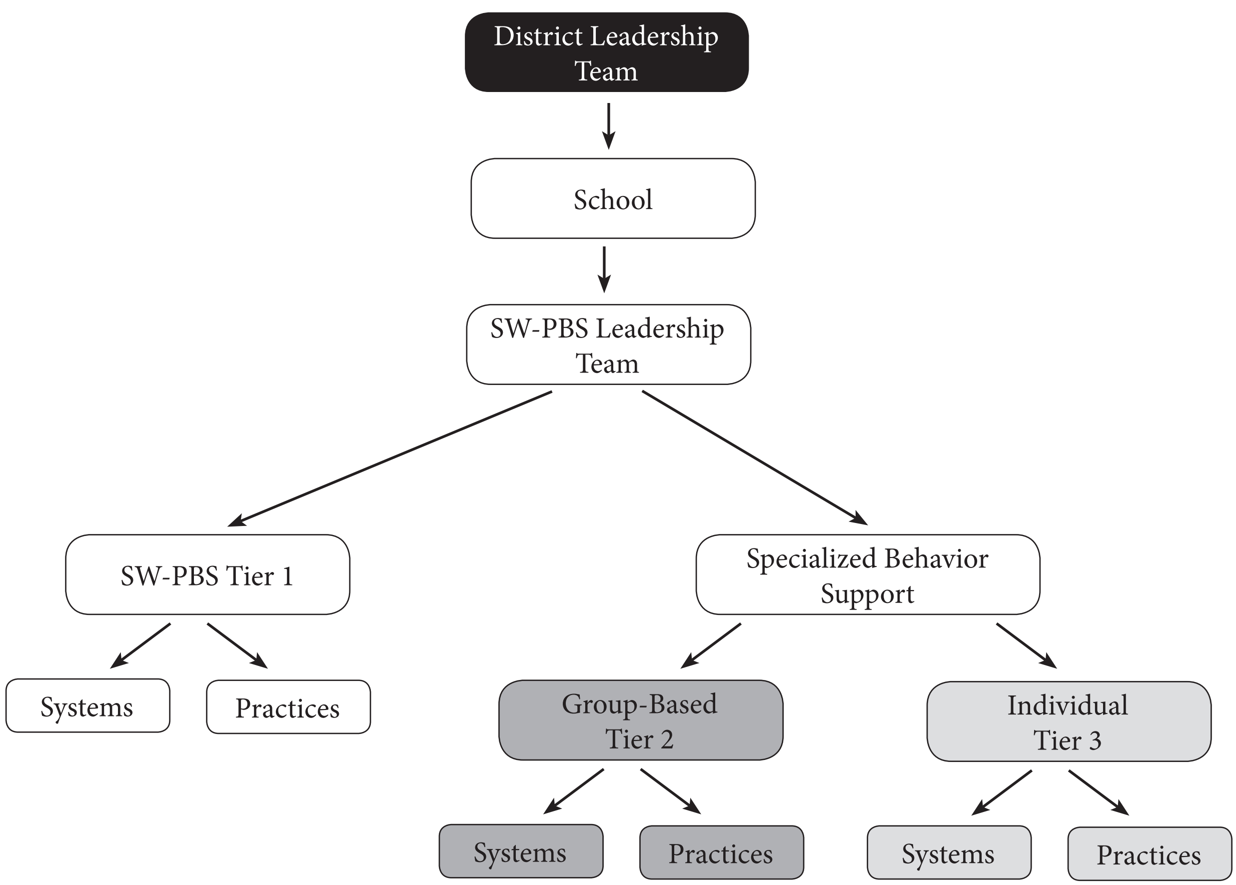


Figure 2.2

Asking all members of the existing SW-PBS Leadership team to maintain Tier 1 efforts and simultaneously develop expertise for more specialized behavior support likely will not be the most efficient or effective use of team member's talents and time. Instead, at this point, many schools choose to divide the SW-PBS Leadership team into smaller groups (i.e., committees) that will focus on one particular tier of the continuum. For example, some members of the SW-PBS Leadership team will opt to maintain Tier 1 efforts while others may be selected or recruited to work within the specialized behavior support group. Initially the specialized behavior support committee will work to develop group-based, Tier 2 interventions, but later some members of the Leadership Team may be designated to learn about and develop a system for individualized, Tier 3, behavioral interventions.

Team Responsibilities

To determine which members of the SW-PBS Leadership Team are best suited to accept responsibility for the specialized behavior support committee description of the activities associated with this group may be beneficial. Staff members who serve in the specialized behavior support group will work to establish systems and practices for students requiring more intensive social, emotional, and/or behavioral support. Members of this group will ensure timely access to interventions, oversee implementation of practices, and regularly use data to monitor student progress during intervention and evaluate overall program outcomes. Some example activities include the following:

- ► Develop procedures and data based decision rules for referring students to intervention.
  - Existing information, such as office discipline referrals or attendance data
  - Teacher nomination
  - Screening instrument scores
- ► Provide specialized behavioral assessment strategies, interventions, and supports.
- ► Provide training and support to school personnel, students, and families regarding intervention program(s).
- ► Meet regularly (e.g., weekly or biweekly) to review intervention programs, monitor individual student progress, and review new referrals.
- ► Summarize and review data to address the following questions:
  - Are appropriate students being referred?
  - Are students receiving support quickly?
  - Has entire staff been trained?
  - Are data reviewed on a regular basis?
  - Have data based decision rules been established for accessing, monitoring progress, and fading the intervention?
  - Are interventions implemented as planned?
  - Is adequate training provided to individuals who will implement interventions?
  - Are students actively participating in the intervention?
  - Is effectiveness of intervention and support being monitored?
- ► Develop data based decision rules (including time frames) for placing students, monitoring progress, and fading the intervention.
- ► Coordinate schoolwide implementation of the overall Tier 2 practices and systems.

Composition

To accomplish the activities and tasks associated with development and implementation of group-based interventions the membership of the committee should be crafted to ensure primary functions are fulfilled. Individuals in the following positions are often included in the work of the specialized behavior support committee:

Specialized Behavior Support Committee Members

- An individual designated to coordinate each Tier 2 intervention
- A School Administrator
- A Behavior Specialist (e.g., school counselor, school psychologist, social worker, special educator)
- A Classroom Teacher

Participation

While the specialized behavior support group is in the initial preparation and implementation phases membership will remain constant, the same people will participate in each meeting and work together to accomplish items from the Action Plan. Once a system and interventions are in place, members who attend team meetings may vary to some extent based on which students are participating in Tier 2. Intervention coordinators and classroom teachers will regularly participate, but may not be required for the entirety of all Tier 2 meetings. For example, classroom teachers may choose to attend only during portions when a student from their class list is discussed.

Teams and Teachers Are Critical For Success!

A common misperception is that someone else will provide strategies to "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff are often involved in the intervention – it is important to stress that these interventions will require a high level of involvement among ALL staff within the school building.

(Lewis, 2009)

SELECTING TEAM MEMBERS. The method for designating team members who will lead Tier 2 efforts should be thoughtful. To be successful, the team should include staff members who are "doers," held in high esteem by their colleagues, and team players that focus on solutions and are positive and respectful in their interactions with staff, students, and families. Methods for selecting team members could include:

- **Appointment by administration.** This method allows the principal to recruit people known to possess the above qualifications. While appointment to the team has obvious advantages, it can be divisive if staff somehow views those chosen as the administrator's "select" or favored group.
- **Volunteers.** Some staff may respond best to a volunteer approach. The administrator can describe the role and responsibilities of the team and the desired composition and allow individuals to submit their name for consideration. The administrator will likely need a process to make final selections when more than one person from a representative group volunteers.
- **Election.** Representative groups can elect a constituent to represent them on the team. This election process might enhance staff consensus by ensuring that each group feels a personally selected staff member is sharing their interests. However, this process can feed into an already divisive staff by contributing to a tendency to form power blocks.
- **Existing Committee, Team, or Group.** For some buildings, the process simply may be to use an existing staff team. Many schools already have a group of staff members that meet regularly to discuss

academic and/or behavioral concerns for some students. If an existing committee is considered, be sure that the added workload will not render the team ineffective.

COMPENSATION. The time commitment to participate with SW-PBS efforts sometimes goes beyond the normal responsibilities of staff members. While respected professionals often make such commitments gladly, consideration should be given to how to support them and work. This might include:

- Arrange meeting times and hire substitutes for a portion of the day when meetings are held.
- Meet outside of regular school hours with extra pay.
- Arrange for additional preparation time by periodically supervising team members' classes for them.
- Relieve participating team members of other duties such as bus supervision, recess duty, cafeteria supervision, etc.

Tier 1 Team & Tier 2 Team Responsibilities Compared

TIER 1 TEAM	TIER 2 TEAM
Addresses and prevents problem behavior for 80% to 90% of the students.	Designs early intervention programs for the remaining 10% to 15% of students who are at risk for academic or behavioral problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the PBS Team.
Uses school-wide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.
Identifies needed strategies, current and on-going staff training, and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing positive behavior support programs.	Consults with and provides ongoing support for school staff who have a student(s) with academic and/or behavior problems.
Shares school-wide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community school-wide services.	Coordinates school and community services for groups of at risk students.

Tier 1 Team & Tier 2 Team Responsibilities Compared. Adapted From Los Angles County Office of Education (2001). Teaching Alternative Behaviors School-wide: A Resource Guide to Prevent Discipline Problems.

ACTIVITY

Within your SW-PBS Leadership Team, consider the tasks and activities of the Specialized Behavior Support Groups. Discuss details associated with who, what and how for personnel who will work within the Tier 2 group. In addition, determine how this information be summarized and shared with other staff.

Who?	• Who might be effective members for our Tier 2 Team? • Do we have the talent and skill sets that we need within our existing SW-PBS Leadership Team? Or do new members need to be recruited for completing Tier 2 work?
What?	• What is the charge of our Tier 2 Team? • How does this team relate with other committees or structures that already exist in our school?
How?	• How long will team members serve? • How will rotation occur? • How can we ensure full representation of staff?

Working Smarter

We have all heard this phrase before–work smarter, not harder–but what does it really mean, especially in education? We're all busy, that's a given. However, just because we are engaging in promising initiatives doesn't mean we are maximizing our possible successes. Whenever you are beginning something new, implementing something new, or even thinking about something new, it is a good time to step back and reflect on what work is currently on our plate, what the intent and outcomes are, who it is expected to impact, what staff are involved, and how the efforts relate to our school improvement goals. Compiling this information across all initiative or efforts may help us make decisions to consolidate committees or staff, eliminate initiatives, or wisely add to our improvement efforts and therefore, work smarter not harder (Kameenui & Carnine, 1998). A sample of how one school summarized and reviewed their school initiatives is provided on the following page. Redundancy and possible staff overload is evident.

ACTIVITY Use the Working Smarter form provided to identify all current initiatives or improvement efforts (e.g., School Safety Committee, PLC, Data Teams, DARE Committee, RtI, School Spirit Committee, etc.) specifically related to improvement of student behavior. Then note the purpose of that work, identify the outcomes, the group that is targeted by this work, the staff involved, and the related CSIP goal(s). Is there overlap? Are there efforts that do not have measureable outcomes? Can the work of some initiatives or committees be combined? Are some staff serving on multiple efforts? How might you adjust to work smarter?

EXAMPLE

Working Smarter

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal
SW-PBS Leadership Team Tier 1	*Develop, implement and monitor universal system of support.*	*Decreased number of discipline incidents. Improved perceptions of school safety.*	*All staff and students.*	*Principal, school counselor, grade or department level representatives.*	*Goal #3*
Attendance Committee	*Encourage low attending students to increase school attendance.*	*Improved attendance rates.*	*Low attending students.*	*School librarian and one instructional aide.*	*Goal #2*
Teacher/Student Assistance Team; CARE Team	*Develop strategies for students who need extra assistance.*	*Improved behavioral and academic achievement.*	*High-risk students.*	*Principal, counselor, social worker, special education teacher.*	*Goal #3*

What groups or committees focus on behavior in your school? For each group listed consider the following questions:

1) To what extent is the committee reaching goals stated in the CSIP plan?
2) Is there clear purpose and identified outcomes for each group listed?
3) Have outcomes for each committee been evaluated?

Working Smarter – Tier 2 Team

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal

Effective Team Processes

Time is the most valuable resource for educators. Meeting and planning time often is scarce so we must learn to work smarter, maximizing our time and outcomes. Unproductive meetings can dim enthusiasm for your work and slow efforts, while effective team processes excite and inspire, and fuel progress. The most common categories of ineffective meetings include: 1) disorganization in planning; no clear meeting objective or purpose, 2) ineffective processes for running the meeting, and 3) no closure or follow-up.

In the past your SW-PBS work was guided by a clearly delineated schedule of protected meeting time, ground rules or working agreements, use of a meeting agenda, deciding how to decide, team member roles, planning for communication, action planning, and engaging the staff in your work. All of these same principles continue to apply as the work of the SW-PBS Leadership Team is divided into Tier 1 and the Tier 2 focused teams.

Problems Commonly 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

950 professional surveyed on meeting efficiency; listed in rank order. (Mosvick & Nelson, 1987)

DISCUSSION

What challenges to effective meetings have you experienced in your school? What meeting roadblocks would you like to avoid?

Tier 2 Sample Annual Team Calendar

Putting all of the pieces together for Tier 2 can be manageable with advanced planning. Using your documents developed in Chapter 2: Leadership for Tier 2 Specialized Behavior Support and your Tier 2 Action Plan, an annual calendar can be created to keep the team focused on current and future plans.

A sample school calendar for Tier 2 is provided here. Meetings, trainings, assessments, professional development, and data sharing are planned well in advance. The Tier 2 team can add additional plans and information specific to the school.

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3 Independ...(observed)	4 Independence Day
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Central Time Time Zone

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10 Recommended Fall TFI Administration; Send Postcards to Returning Students	11	12	13	14	15
16 Recommended Fall TFI Administration	17 Prep for meeting	18	19 4:00 PM Team Meet-ing	20	21 9:00 AM PD for T2	22
23 Recommended Fall TFI Administration	24 Orient Returning Students to Intervention; First Day of School	25	26	27	28	29
30 Recommended Fall TFI Administration	31	1	2 4:00 PM Team Meet-ing	3	4	5

Central Time Time Zone

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30 Recommended Fall TFI Administration	31	1	2 4:00 PM Team Meet-ing	3	4	5
6 Recommended Fall TFI Administration	7 Labor Day	8	9	10	11	12
13 Recommended Fall TFI Administration	14	15	16 4:00 PM Team Meet-ing	17 Review Data Decision Rules; Share data w/ staff	18	19
20 Recommended Fall TFI Administration	21	22 9:00 AM MO SW-PBS PD!	23	24	25	26
27	28	29	30 4:00 PM Team Meet-ing	1 Universal Screening	2	3

Central Time Time Zone

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30 4:00 PM Team Meet-ing	1 Universal Screening	2	3
4 Universal Screening	5	6	7	8	9	10
11	12 Columbus Day	13	14 4:00 PM Team Meet-ing	15 Share data w/ staff	16	17
18	19 Plan PD for Tchr Nom	20	21	22	23	24
25	26	27	28 4:00 PM Team Meet-ing	29	30	31 Halloween

Central Time Time Zone

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Daylight…Time Ends	2 Prepare Proposal for STI :)	3 Election Day	4	5	6	7
8 Prepare Proposal for STI :)	9	10 9:00 AM MO SW-PBS PD!	11 Veterans Day; 4:00 PM Team Meet-ing	12	13	14
15	16	17	18	19 Share data w/ staff	20	21
22	23	24	25 4:00 PM Team Meet-ing	26 Thanksgiving	27	28
29	30	1	2	3	4	5

Central Time Time Zone

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1	2	3	4	5
6	7	8	9 4:00 PM Team Meet-ing	10	11	12
13	14	15	16	17 Share data w/ staff	18	19
20	21	22	23 4:00 PM Team Meet-ing	24	25 Christmas Day	26
27	28	29	30	31	1 New Year's Day	2

Central Time Time Zone

January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1 New Year's Day	2
3	4	5	6 4:00 PM Team Meet-ing	7	8	9
10	11 TFI Tier 2	12	13	14	15	16
17 TFI Tier 2	18 Martin Lu…ng, Jr. Day	19	20 4:00 PM Team Meet-ing	21 Share data w/ staff	22	23
24	25	26	27	28	29	30
31	1	2 Groundhog Day; 9:00 AM MO SW-PBS PD!	3 4:00 PM Team Meet-ing	4	5	6

Central Time Time Zone

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2 Groundhog Day; 9:00 AM MO SW-PBS PD!	3 4:00 PM Team Meet-ing	4	5	6
7	8	9	10	11	12 Lincoln's Birthday	13
14 Valentine's Day	15 Washington's Birthday	16	17 4:00 PM Team Meet-ing	18 Share data w/ staff	19	20
21	22	23	24	25	26	27
28	29	1	2 4:00 PM Team Meet-ing	3	4	5

Central Time Time Zone

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	1	2 4:00 PM Team Meet–ing	3	4	5
6	7	8	9	10	11	12
13 Daylight S...e Begins	14	15	16 4:00 PM Team Meet–ing	17 St Patrick's Day Share data w/ staff	18	19
20	21 Register for STI!	22 9:00 AM MO SW–PBS PD!	23	24	25	26
27 Easter	28	29	30 4:00 PM Team Meet–ing	31	1 April Fools Day	2

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27 Easter	28	29	30 4:00 PM Team Meet–ing	31	1 April Fools Day	2
3	4	5	6	7	8	9
10	11	12	13 4:00 PM Team Meet–ing	14	15 Tax Day Recognition App Due!	16
17	18	19	20	21 Share data w/ staff	22 Earth Day	23
24	25	26	27 4:00 PM Team Meet–ing	28	29	30

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Recommended Spring TFI Administration	3	4	5	6	7
8 Recommended Spring TFI Administration Mother's Day	9	10	11 School Year Graduating or Continuing Decisions Made / Possible Spring Universal Screener 4:00 PM Team Meet–ing	12	13	14
15 Recommended Spring TFI Administration School Year Graduating or Continuing Decisions Made / Possible Spring Universal Screener	16	17	18	19 Share data w/ staff	20	21
22 Recommended Spring TFI Administration School Year Graduating or Continuing Decisions Made / Possible Spring Universal Screener	23	24	25 Tier 2 Wrap-Up and Planning 4:00 PM Team Meet–ing	26	27	28
29 John F. Ke...s Birthday	30 Memorial Day	31	1	2	3	4

June

Tier 2 Sample Calendar
US Holidays
Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29 John F. Kennedy's Birthday	30 Memorial Day	31	1	2	3	4
5	6 Final Staff Data Share	7 Last Day for Students	8	9	10	11
12	13 MO SW–PBS Summer Training Institute	14 Flag Day	15	16	17	18
19 Father's Day	20	21	22	23	24	25
26	27	28	29	30	1	2

Meeting Schedule

Meeting frequency will vary somewhat as you begin the preparation phase of your work, then later move to implementing and sustaining your practices. During the initial development or preparation phase, it is important for the Tier 2, specialized behavior support group to meet frequently. At a minimum, this group should meet once per month, with additional meetings scheduled as needed to achieve your goals and timelines. It is recommended that meeting dates and times be entered on the school master calendar early in the school year so other activities do not crowd out these important meetings. Additionally, be sure to schedule the length of meetings to allow ample uninterrupted time to plan; at least an hour is ideal. Schools often schedule meetings before or after school, on early release days, at a time during the day when all or most share a common planning time, or in some cases, schedule substitutes as necessary. Some schools occasionally "retreat" to allow longer, uninterrupted work time. Creative scheduling helps to provide the time necessary to ensure good outcomes for your school.

EXAMPLE

Meeting Dates & Times – Tier 2 Specialized Behavior Support

AUGUST 2 full day paid work sessions 8:00-4:00	**SEPTEMBER** 2nd & 4th Wednesdays 9:00-10:00	**OCTOBER** 2nd & 4th Wednesdays 9:00-10:00	**NOVEMBER** 2nd & 3rd Wednesdays 9:00-10:00
DECEMBER 2nd & 3rd Wednesdays 9:00-10:00	**JANUARY** 2nd & 4th Wednesdays 9:00-10:00	**FEBRUARY** 2nd & 4th Wednesdays 9:00-10:00	**MARCH** 2nd & 3rd Wednesdays 9:00-10:00
APRIL 2nd & 4th Wednesdays 3:00-4:00 (after school)	**MAY** 2nd & 4th Wednesdays 9:00-10:00	**JUNE** 2 full day paid work sessions 8:00-4:00 MO SW-PBS Summer Institute Training 3 days	**JULY** No Meetings

ACTIVITY

With your team, consider your meeting options. What meeting times will work for you? On the calendar below indicate your meeting dates and times for the upcoming months. Who will be responsible for entering these meetings on your school's master schedule?

Schedule of Meeting Dates & Times
Tier 2 Team

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	**JANUARY**	**FEBRUARY**	**MARCH**
APRIL	**MAY**	**JUNE**	**JULY**

Working Agreements

During the initial stages of your SW-PBS efforts you established working agreements or ground rules for assisting staff to achieve their meeting goals and to increase the productivity and effectiveness of their time (Garmston & Wellman, 2009). This is a good time to revisit, review, revise and/or recommit to clearly defined working parameters.

As has been previously recommended, ground rules should be: 1) developed by the members of the work group, 2) posted visibly during meetings, 3) reviewed as each meeting is initiated, 4) occasionally used to review team performance at the close of meetings, and 5) revised as new issues surface. All staff should be willing to address and discuss behaviors that are in violation of their working agreements when they occur during meetings. Some common working agreements are listed below and an additional sample follows.

Working Agreements: Some Possibilities

- Start on time; end on time.
- Stay on topic.
- Avoid unnecessary repetition.
- Give your full attention; silence cell phones during meeting.
- Clarify agenda/meeting outcomes and time allotments before beginning.
- If presenting, be prepared.
- Watch and be considerate of time.
- Attend to the speaker; use post-its for side conversations.
- Wait to speak; use active listening.
- Indicate support for ideas you like or agree with.
- Ask for clarification if you don't understand.
- Share concerns thoughtfully; pair criticism with a way to improve.
- Communicate authentically; avoid "parking lot" talk.
- Keep focus on our group goal and what is best for students.
- Be willing to doubt your own infallibility and compromise when necessary.

EXAMPLE

Be Respectful:
- Listen to others
- Limit side conversations

Be Responsible:
- Be on time
- Bring required materials

Be a Problem Solver:
- Discuss concerns with the team
- Brainstorm solutions

ACTIVITY

With your team, identify some of the challenges and the roadblocks you may have experienced during initial SW-PBS efforts. Also consider and discuss the professional behaviors that characterize efficient and effective meetings you have attended. What working agreements will support your team's work and heighten your productivity?

Meeting Agenda

In the same way that you have used a meeting agenda during your work with Tier 1, maintaining an effective agenda is one of the most important elements for a productive meeting. The agenda typically communicates: 1) topics for discussion, 2) a time allotment for each topic, and 3) the person responsible for reporting or leading. It also can be used as a checklist to ensure that all information is covered and, if it is distributed before the meeting, lets participants know what will be discussed. This gives the team an opportunity to come to the meeting prepared for the upcoming discussions or decisions. Additionally, agendas often include a space to take notes or indicate members present; tasks, activities, or assignments to be done before the next meeting; and the date of the future meeting as well as possible agenda items. Examples of a team agenda as well as a blank meeting agenda template follow.

SW-PBS Tier 2 Team Meeting Agenda

DATE:______________________

Members Present:

Objective/Outcome	Time	Person Reporting
1.		
2.		
3.		
4.		
5.		
To Do Before the Next Meeting:		
Next Meeting: Possible Agenda Topics:		

EXAMPLE

Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Norms:
Today's Meeting	*March 1*	*3:30 - 4:15*	*Conference Room*	• *Begin and end of time* • *Be an active listener* • *Stay on topic* • *Follow through on all assigned tasks* • *Reach consensus with thumbs up procedure*
Next Meeting	*March 15*	*3:30 - 4:15*	*Conference Room*	

Team Members Present: Barb Mitchell (Chairperson), Diane Feeley (Administrator), Terry Bigby (Intervention Coordinator), Deb Childs (Secretary), Betty Ennis (Communication Coordinator)

Today's Agenda Items:	Additional Agenda Items:	Potential Problems Raised:
1. Review of Student DPR data for CICO *2. New Students* *3. Staff CICO training* *4. Scheduling TFI*		1. 2. 3.

Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
Review of Student DPR data for CICO	*Five students currently participating in CICO for the past two weeks. A review of their graphs show that four are at or above their goal of 80%, so they will continue with data review scheduled in two weeks to see if they meet data decision rule for fading at that time.*	*Diane Feeley*	*March 15, 2016*
	One student's data was reviewed due to poor response. After reviewing the Fidelity of Implementation Checklist, it was determined that CICO is not being implemented with fidelity due to the DPR not being consistently completed and the student not consistently checking-out. Barb Mitchell will retrain the classroom teacher on completing the DPR and providing positive feedback and will also arrange for an older student on the intervention to pick-up the student for check-out.	*Barb Mitchell*	*March 3, 2016*
	Student's graphs will be brought to the next team meeting.	*Diane Feeley*	*March 15, 2016*

New Students meeting Data Decision Rule for Tier 2 consideration	*Diane Feeley reported that no new students have met the data decision rule for Tier 2 intervention.*		
Staff CICO training	*Right now, the only staff trained on completing the DPR and providing positive feedback based upon the DPR are those teachers involved in the pilot. When we go full scale next year, we will need everyone trained. Deb Childs reported that she will schedule 45 minutes for staff CICO training to take place by May 1. We will use the Tier 2 Toolkit materials and training videos as resources for this training.*	*Deb Childs*	*May 1, 2016*
Scheduling TFI	*The Tier 2 team needs to take the TFI and submit the Excel spreadsheet to our regional consultant by April 15.* *The TFI will be taken during our March 29, team meeting. Terry Bigby will bring the hard copy of the TFI and Diane Feeley will have the TFI Scoring and Results Spreadsheet downloaded onto her computer for data entry.*	*Betty Ennis* *Diane Feeley*	*March 29, 2016* *March 29, 2016*

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?	*X*		
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?	*X*		
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?	*X*		
4. In general, are the completed tasks having the desired effects on student behavior?	*X*		

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

Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Norms:

Team Members Present:

Today's Agenda Items:	Additional Agenda Items:	Potential Problems Raised:
1. 2. 3. 4.		1. 2. 3.

Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?

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. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student behavior?			

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

Deciding How to Decide

As your work progresses, you will encounter decisions that need to be made by the team as well as larger decisions, made by the entire staff, regarding the development and implementation of new approaches. Without effective tools to make these decisions, you may get bogged down in indecision or prolonged discussions and even division.

WHO DECIDES? There are some decisions where it just doesn't make sense to involve everyone. Identifying an individual point person can be very appropriate when that person has much relevant knowledge or authority. Decision-making by the administrator or selected team member may be very appropriate. Similarly, team decisions also may be appropriate when representation of the school is needed, but involving the entire staff is impractical, unnecessary, or too time consuming. However, you will want to take the time to involve the entire staff when the issue is one that everyone needs familiarity with or that requires the support of each person to carry out. This is essential when decisions are being made about new procedures or approaches to be implemented by all.

HOW TO DECIDE. Once you have considered who needs to decide, the second question is how to decide. The common approaches for making decisions are in Figure 6. When divisiveness is present, schools would be best to revisit mission, vision, guiding principles, or beliefs to foster harmony before moving on to make decisions using a consensus model. Effective leaders understand the importance of striving for consensus, but also understand that not all decisions should be made by the entire group or by using consensus strategies. In that case a majority rule or unilateral decision will be made. In addition, when the group is "stuck" a smaller group can be assigned to bring suggestions back to all. This would be an example of participative or representative decision-making.

DISCUSSION

Overall, which approaches to deciding are currently used in your school? *Who* decides *what*, and *how* are those decisions made? Are decisions being made efficiently? Do the approaches foster cooperation and collaboration when needed? Which decision-making strategies will you use within your team during Tier 2 work? Which decision-making strategies will you use with the entire staff?

Common Approaches to Making Decisions

DECISION OPTION	ADVANTAGES	DISADVANTAGES
Consensus *Every view or position is heard. All members are willing to support the decision.*	► Generally ensures greater buy-in and therefore increases likelihood of successful implementation. ► Benefits from the input from all perspectives. ► Once a decision has been reached, it can often be acted on more quickly than a unilateral decision handed down.	► Can be time consuming and difficult to do. ► Can be contentious if individuals or small minorities are allowed to block agreement; blocking can result in dissatisfaction with the inflexible minority or individual.
Majority Rule *Decision determined by a majority vote.*	► Familiar, time efficient. ► Considered "fair" by some.	► Regarded as competitive rather than cooperative. ► Ignores the possibility of compromise. ► Can reduce the commitment of each individual to the decision and create less willingness to act upon the decision.
Participative or Representative *Those making the decision seek and take into account input from the entire team or staff.*	► Efficient in that it does not tie up the entire team or staff, but still provides the advantage of their input. ► Staff feel that they were heard; generally acceptable by many. ► Allows for administrative (or other designated decider) to make final decision.	► Sometimes takes time to gather the input, and there is potential of missing someone. ► Requires good communication.
Unilateral *One person or a group is empowered to make a decision without consulting others.*	► Most efficient. ► Good for when a quick decision needs to be made.	► Open to abuse of authority. ► May overlook some perspectives. ► If overused, can be demoralizing by the group.

Figure 2.3

Team Member Roles

To efficiently and effectively accomplish your Tier 2 tasks, the work must be distributed. Effective meetings that lead to successful action planning and utilize consensus decision-making often have several common roles that are designated to make the processes run more smoothly. A clear description of example roles is provided on the following page. Although the name and nature of these roles may vary from group to group, this represents an array of roles that have been found to contribute to success. Depending on the size of your school and team, not all teams may use all of these roles, although some are essential–the most common include: 1) chairperson, 2) timekeeper, 3) secretary, recorder, or note taker. Roles most often are assigned based on interest and the specific skill sets of individual team members. Some teams opt to rotate the main roles through all the group members in order to build the experience and skills of all participants, avoid an over-reliance on a few, and equalize all while preventing any perception of concentration of power. The specifics of roles is perhaps less important than the commitment to use roles and effective group processes to heighten your operation and productivity.

COACHING. In addition to these suggested roles, committee members also may be designated to serve a coaching role to support implementation of Tier 2 practices among staff. In many ways, all group members will serve in a coaching role, which includes:

- Listening, questioning, reviewing data.
- Encouraging, teaching, prompting, providing practice and modeling.
- Communicating with stakeholders.
- Distributing information and gathering input.
- Organizing and promoting professional development.

Some teams may have the ability to identify someone who serves primarily as a coach for their staff.

ACTIVITY

Review the description of roles on the next page. What roles will best support your Tier 2 work and heighten your productivity? Determine which roles are needed and staff members that will fill the position.

EXAMPLE

Tier 2 Team Roles and Responsibilities

	Responsibilities Before Team Meeting	Responsibilities During Team Meeting	Responsibilities After Team Meeting
Chairperson ______	• Develop agenda with input from team • Send to team members	• Facilitate meeting	• Follow up on assigned tasks • Seek input from team members/ 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 • Prioritize which student's data will be reviewed • Gather any new nominations.	• Present update on data and facilitate focused conversation • Discuss any nominations of new students	• Share data highlights with staff • Collect any other necessary data
Communication Coordinator ______	• Collect and compile any feedback and/or input from staff	• Share compiled feedback/ input from staff • Lead planning for stakeholder communication	• Provide updates to staff • Coordinate stakeholder communication (e-mails, newsletters, website, etc.)
Time Keeper ______	• Review time slots on agenda	• Maintain time parameters • Use established signal to keep team on task	• Lead conversation for evaluation of meeting
Cheerleader ______	• Prepare summary of status of staff recognition activities	• Provide update on staff recognition activities. • Lead the planning for targeted recognition for staff	• Carry out recognition activities with staff.
Historian/Archivist ______	• Disseminate updates of products	• Lead discussion on any new files	• Maintain electronic database of team products and back up database regularly
All Members ______	• Review meeting notes • Preview agenda • Bring completed materials	• Follow meeting norms • Provide input	• Set the positive tone and example • Complete assigned tasks

Communication

One of the most important systems the Tier 2 Team must consider is how to keep all staff, students, and families informed. On-going updates and sharing with staff, students and families maintains “buy-in,” sustains and enriches interest, and promotes on-going commitment to SW-PBS.

Ideally an effective communication system already has been developed during initial SW-PBS planning stages. However, as the work for Tier 2 begins it is a good time to revisit existing communication strategies and the extent to which these need revision. Whatever communication plan is selected it should include provisions for: 1) sharing ongoing information, 2) presenting data and, 3) obtaining feedback from stakeholders (staff, students, families & community). Some common communication strategies include:

- Communication “tree”
- Regular bulletins or newsletters
- Posters
- Parent letters
- Presentation at Open House
- Website
- Monthly staff meetings
- Bulletin board in the staff lounge
- Suggestion box and surveys
- Feedback/exit slips at conclusion or meetings or professional development
- Requests of staff for draft revisions
- Bulletin boards for students
- Morning announcement/update
- Fair of student artwork or essays on SW-PBS
- Overview presentations for community groups
- SW-PBS overview in substitute packet and application paperwork

In addition to the above communication ideas, teams will want to build time into team meetings to consider communication needs relative to agenda items just discussed. At the conclusion of your meetings, consider these questions: “What needs to be communicated? How should it be communicated (formally or informally)? To whom do we need to share this? And, who will be responsible for the communication?” Routine thoughtful planning for communication can lead to well-informed stakeholders and greater unity.

While your Communication Coordinator may assume primary responsibility for organizing and maintaining the communication systems, the team will want to assist with planning and selecting what will work best for your school and stakeholders. To ensure that you have a systemic way to communicate with staff, students, families and your community, a full plan should be created.

School Communication Systems

Example 1:

1. The Tier 2 Team Recorder will post information/materials for consideration on the "What Do You Think About This?" section of the SW-PBS Bulletin Board in the Teacher Work Room the first Monday each month.
2. Time will be allotted during the monthly staff meeting for the principal to present information/materials for consideration.
3. On the day of the staff meeting, the Tier 2 Coach will send out the information/materials for consideration via e-mail to each certified and classified staff member.
4. Each certified and classified staff member will respond to the e-mail by writing comments or questions regarding the information/materials for consideration. Staff will respond by Friday afternoon the week of the staff meeting.

Example 2:

1. The Tier 2 Team Recorder will place a hard copy of information/materials for consideration in each certified and classified staff member's mailbox the first Monday of each month.
2. Time will be allotted during the monthly staff meeting for the principal to present information/materials for consideration.
3. Certified Staff will discuss information/materials for consideration during the department/grade level meeting. Each department/grade level team will write comments or questions on the hard copy of the information/materials. Classified staff will individually review and write comments or questions on the hard copy of the information/materials.
4. The second Friday of the month, the department/grade level team and classified staff members will place the hard copy with comments or questions in the SW-PBS Feedback Basket located in the Teacher Work Room.

ACTIVITY

Document your plans for regular communication with all stakeholders–staff, students, families, and community.

STAKEHOLDER	STRATEGY	RESPONSIBLE PERSON
Tier 1 Team		
Staff		
Students		
Families		
Community		

Dealing With Resistance to Change

As your work with Tier 2 evolves inevitably some changes to existing procedures and practices will be required. As the SW-PBS Leadership Team continues working with all staff, students and families understanding about the nature of resistance to change is needed. As discussed during your initial phases of SW-PBS training change can be viewed as a social process that begins at the individual level. Those involved in the change must go through a learning process in order to shift paradigms and appreciate the goals of the change, to make adaptations to new practices, to be allowed to adequately prepare prior to attempting to implement the change, and to be supported as change is implemented. Strategies you may have used to promote and support change during the beginning stages of SW-PBS development are reviewed below (Knight, 2009)

Teachers must believe the changes will make a difference

- Leaders have verified the changes are research-based, supported by other practitioners and can provide significant positive impact.
- The proposed changes match staff identified needs.
- Support to learn, implement and sustain the change must be assured.

Several types of support are needed

- Provide high quality, up front training.
- Provide ongoing skill-building training sessions.
- Provide opportunities for feedback and coaching.

Teachers and staff must see what is expected and believe it will work

- Provide experiences and examples that demonstrate how and why it works.
- Modeling, visits to other MO SW-PBS schools, videos, question & answer sessions, study groups
- Allow time to experiment and adjust before full implementation.
- Allow time for staff to make up their own minds.

Stakeholders must be involved in the decision-making

- Provide opportunities for involvement in decisions.
- Respect teachers' professional autonomy and work to incorporate it where appropriate.
- Involve staff in the generation of ideas before making decisions.
- Clarify decision-making. Who makes what decisions? How will decisions be made?

Respect the expertise of the staff

- Recognize expertise within the building and make sure those who wish to contribute are asked to do so.
- Presenters/team leaders should listen respectfully to staff questions and ideas.
- Recognition of staff contributions should be ongoing.
- Provide opportunities for reflection and shared vision.

Understand and improve upon potentially poor prior experiences with change

- Have people identify how this change is similar and different from in the past.
- Allow time for implementation to be effective, using a variety of strategies that respect the individuality of your stakeholders.
- Administrative leadership publicly supports implementation and the ongoing work to assure success.
- Clarify that SW-PBS is a valued change and will be a long-term commitment by all; that it is worth the investment to learn, invest in and utilize what is implemented.

DISCUSSION

Has your school experienced resistance to change? What was the nature of the resistance? What might be some ways to head off any resistance to your Tier 2 work?

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Leadership*

1. Establish a Tier 2 Team to oversee development and implementation of Tier 2 system and practices.

   A. Identify and document team meeting dates and times.
      - Use the *Blank Schedule of Meeting Dates & Times*

   B. Identify personnel who will develop & oversee development and implementation of Tier 2 data, system, and practices.
      - Activity in workbook

   C. Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources to develop an effective Tier 2 system
      - Complete the *Working Smarter Template*

   D. Identify and document team member role and responsibilities
      - Use the *Blank Team Membership & Roles*

   E. Adopt a standard meeting agenda and format
      - Use *Blank Team Meeting Agenda*

   F. Identify and document a communication plan for dissemination of information.
      - Use the *Blank Communication Plan*

CHAPTER 3: STUDENT IDENTIFICATION PROCESS

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Develop a process that includes a minimum of two data sources to accurately identify students with internalizing and/or externalizing social, emotional or behavioral risk factors.

Systematic & Early Identification

Multiple strategies can be used to identify students for Tier 2 supports. Example identification tools can include office discipline referrals, screening instrument scores, teacher nominations, parent and support service recommendations, and formative assessments. It is not necessary to exhaust all possible identification methods, however no single method is likely to identify all students who may need Tier 2 supports so it is recommended that schools select and use multiple techniques. Ideally the process is developed so that all students have an equal chance to be considered for risk at least annually and preferably more than once per school year. Finally, the identification methods selected should be efficient in terms of cost and time requirements from school personnel.

It is worth noting–one of the foundational principles of an RtI model is when large numbers of students are exhibiting similar challenges, the school-based problem-solving team should focus problem-solving on Tier 1 as a priority before identifying students whose needs may warrant immediate supplemental or intensive services which require more complex and expensive supports.

Therefore, it is important for school-based problem-solving teams to consider whether a student's behavior or performance is different than peers in the same environment. If many students in the same classroom are identified or direct observation of the classroom indicates that critical curricular, behavior management, and instructional components are missing from or ineffectively implemented in the classroom, then modification of classroom supports should be addressed prior to planning for and providing supplemental supports.

Externalizing behaviors are behavior problems that are observable and overt, often directed toward people and/or objects in the social environment (Walker & Severson, 1991). Behavior problems in the externalizing dimension are exhibited at high rates and/or intensity and are considered inappropriate in school settings. Examples of externalizing behaviors include, but are not limited to: talking out, non-compliance, out of seat, disturbing others, talking back, rude comments to peers, along with more serious behavior such as aggression toward people, destruction of property, theft, and serious violation of rules (Walker, Colvin, Ramsey, 2004).

An effective identification process should generate information for students experiencing externalizing and/or internalizing behaviors.

In addition, children and youth with the following characteristics should also be identified and considered for additional support. Students who: 1) present many classroom challenges, 2) experience in-class consequences but do not receive office discipline referrals, 3) are identified with disabilities but may still need additional social, emotional or behavioral supports, and 4) are recommended by faculty, parents or support professional.

Systematic identification can be conducted in several different ways. Examples include regular monitoring of **existing school data** that is indicative of risk, use of a systematic **teacher nomination process** that can be accessed at any time and also is scheduled to occur during designated cut points of the school year, and/or implementation of a teacher, student or parent rating process that incorporates standardized screening instruments.

Initially, schools may be concerned about lacking sufficient interventions, personnel, or other resources to simultaneously address the needs of every student identified through the use of a school- wide screening process. School-based problem-solving teams should develop a method for prioritizing students according to their level of need.

Ultimately the goal is development of a clearly defined, methodical process that allows all students to be considered, promotes early identification of students who are at-risk for poor outcomes, and identifies youth who may be experiencing internalizing and/or externalizing concerns.

Internalizing behaviors are behavior problems that the student directs inwardly toward him or herself. Internalizing behaviors are often based on social deficits and avoidance (Walker & Severson, 1991). Examples of internalizing behaviors include, but are not limited to, (a) exhibiting shy, timid, or nonassertive behavior; (b) avoiding or withdrawing from social situations (e.g., not talking with peers; not participating in activities or games); and (c) non-responsiveness to social overtures from others (Walker, Colvin, Ramsey, 2004).

Transfer Students

Procedures need to be in place for students with multiple discipline referrals who transfer into your school. A team member, most likely the administrator, will need to review the student's record to determine if there are existing behavior concerns and if interventions were in place at the former school. If so, it is appropriate for the Tier 2 team to review the information and determine if the student is a candidate for an intervention. If the student had been participating in a behavioral intervention, perhaps someone could visit with the student to determine his/her perception of the support. In most cases, the student will start without Tier 2 support to give him/her time to acclimate to a new school and new environment.

One consideration for transfer students is to ask, "What does our school do for new students who have been receiving academic support?" Perhaps you give them time to adjust to the new school and provide academic screening to determine their level of performance and if intervention is needed. If you have such a system in place, perhaps a parallel system can be established for new students with potential behavior concerns.

It is important that procedures are in place to teach all new students the rules, expectations, procedures, and routines of the schoolwide and classroom systems and for them to be recognized when they display the appropriate behaviors. Equally important is that adults establish positive relationships with new students. Additionally, consider assigning a new student ambassador who has similar interests to assist the student in getting acclimated to his/her new school.

After new students have had the opportunity to benefit from your school's Tier 1 universal supports, students who continue to struggle can be brought to the team's attention by data decision rules, nomination, and/or universal screening.

Beginning of School Year

Most students start a new school year without Tier 2 behavioral support. This is to give them time to adapt to new teachers and classroom environments. It is important for the teachers to know that a student had previously participated in an intervention so they can provide positive attention to him/her to get the year off to a good start. Perhaps the student can assist the teacher when the social/behavioral lessons are taught to the class. The goal of waiting is not to set a student up for failure but to give the teacher and student the opportunity to first be successful within the classroom environment. The Tier 2 team closely monitors the students and responds quickly if the data indicates a need to do so.

Sometimes teachers, parents, or even students will advocate that Tier 2 support is necessary for a student to be successful. In this case, the team can make a decision to have an intervention in place at the beginning of the year.

One consideration for starting the school year is to ask, "What does our school do at the beginning of the year for students who received academic intervention last year?" Perhaps you give them time to adjust to the new grade level and administer academic screenings to determine if intervention continues to be appropriate. If you have such a system in place, can a parallel system be established for students who participate in a behavioral intervention?

DISCUSSION

What are your procedures when a student transfers into your school who has received Tier 2 academic support in his/her previous school?

What are your procedures for determining if a student starts a school year participating in a Tier 2 academic intervention if he/she ended the previous year receiving that intervention?

After considering these questions, can similar procedures apply for Tier 2 behavioral interventions?

Planning for Intervention – What's Your Projected Capacity?

Early intervention is the goal for all students. Tier 1 Universal practices will be enough support for approximately 80% of the students in your school. This is the most efficient system of support, requiring minimal adult resources per student.

Tier 2 interventions are designed to proactively identify students at risk for developing problem behavior, or just beginning to exhibit problem behavior. When student identification is done effectively, you can estimate serving 10 – 15% of your student population over the course of the year in Tier 2 Interventions. Tier 2 Interventions require more adult involvement for fewer students, yet efficiently produce effective results when interventions are delivered with fidelity.

Students who are already exhibiting chronic problem behavior may require Tier 3 Intervention. If Tier 1 and Tier 2 are being implemented in the school setting with fidelity, your school may need to provide Tier 3 Interventions for approximately 1 -5% of students. Tier 3 requires the highest staff to student ratio, and can be a very labor-intensive process.

At Sample Middle School, the student population is 375 students. Based on the expected percentages in tiered intervention, 300 Sample students will use expected behaviors when the school implements Tier 1 Universal practices with fidelity. Approximately 37 – 56 Sample students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors. Finally, it is possible that 3 – 15 students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

How do the percentages reflect the projected needs in your building?

ACTIVITY

With your team, complete the chart with your school's enrollment data to assist your planning for capacity to serve students needing Tier 2 or Tier 3 support.

Then fill in the projected needs statement that follows.

School: ____

Academic Year: ___________________

Total Student Enrollment		**Our Numbers**		**Our Numbers**
	1%		5%	
	10%		15%	
________________	80%			

At ____, the student population is ____________ students. Based on the expected percentages in tiered intervention, _____________ students will use expected behaviors when the school implements Tier 1 Universal practices with fidelity. Approximately __________ – __________ students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors.

Finally, it is possible that _________ – _________ students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

Nominations

An effective identification system will include a process that allows teachers, parents and/or students themselves to submit candidate names to be considered for Tier 2 supports. The following considerations will help teams as they make decisions to develop a nomination process or to revise an existing procedure.

- Designed for quick response; supports for classroom teacher and/or rapid access to intervention for student.
- Short & simple, requires less than 10 min to complete.
- Typically, a teacher makes the nomination but referrals can also come from parents, or the student.
- Staff is trained to consider and nominate students with internalizing and/or externalizing characteristics.
- Staff, students, and/or parents can make a nomination any time there is a concern.
- A staff nomination process is scheduled at designated points across the school year (e.g., near the end of the first grade reporting period) during which teachers are provided with a description of risk characteristics and asked to review a list of students in their class. Names of students who meet risk criteria are submitted.

DISCUSSION

Does your team already have a nomination form and process? If so, does information collected include:

- Identifying information about the student (gender, grade, IEP status)
- Academic performance data
- Information and data about problem behaviors
- Description of the problem
- Office discipline and/or classroom minor incidents
- List of strategies teacher has used to address the problem behaviors & how successful they have been
- Teacher perceptions regarding acquisition or performance deficits

Additional Questions to Consider:

1. How do teachers access the nomination form?
2. Who do teachers contact for questions and/or to receive assistance with the nomination process?
3. Who receives the completed nomination form?
4. How is the team notified when there is a new nomination?

ACTIVITY

The next page provides an example of a school developed nomination form. Review the example then discuss it with your team. Review the examples then discuss them with your team. Consider your existing nomination and request for assistance process. Determine what adjustments or modifications need to be made to facilitate proactive, early identification.

EXAMPLE TEACHER NOMINATION FOR ASSISTANCE

Student Name_____________________________________ Age ______ Grade ________ IEP ☐ Yes ☐ No

Teacher Completing____ Date________________________________

ACADEMIC INFORMATION

Overall G.P.A.______

Reading Grade______

Written Language Grade_____

Math Grade_____

Do you believe that academic skills, including task completion, are impacting the problem behavior?

- ☐ Yes
- ☐ No
- ☐ Unsure

WHAT IS THE PROBLEM BEHAVIOR?

Internalizing Behaviors:

- ☐ Exhibits sadness or depression
- ☐ Sleeps a lot
- ☐ Is teased or bullied by peers
- ☐ Does not participate in games
- ☐ Very shy or timid
- ☐ Acts fearful
- ☐ Does not stand up for self
- ☐ Self-injury (cutting, head banging)
- ☐ Withdrawn
- ☐ Other ________________________

Externalizing Behaviors:

- ☐ Out of seat/assigned area
- ☐ Inappropriate Language
- ☐ Fighting/physical aggression
- ☐ Talking out of turn
- ☐ Verbal defiance
- ☐ Not following instructions
- ☐ Technology violation
- ☐ Tardy
- ☐ Other ________________________

STRATEGIES TRIED TO ADDRESS PROBLEM BEHAVIOR AND RESULTS

	Successful	Somewhat Successful	Not Successful
☐ Tangible recognition for expected behavior			
☐ 4:1 positive verbal feedback			
☐ Retaught expected behavior			
☐ Multiple opportunities to practice expected behavior			
☐ Self-monitoring			
☐ Modified assignments			
☐ Change of schedule for activities			
☐ Extra assistance			
☐ Parent/Guardian contact			
☐ Other (Specify):			

Existing School Data

Existing school data can be used to develop decision rules that create an entry point for access to the school Tier 2 Team. Specifically, teams can set criteria that when “triggered” automatically initiates discussion about a student who may be at risk. After reviewing student data the Tier 2 Team can then determine if intervention is warranted.

To establish decision rules using existing school data teams must first consider and document student data that already is routinely collected. Examples such as office discipline and/or classroom minor behavioral records, attendance and tardy rates, classroom assignment and/or homework completion rates and grades, and formative assessment results are common types of data most schools collect and can easily access to use for decision making.

For instance a school team may decide that once any student has received a certain number of office discipline referrals (e.g., 2, 3, 4, or 5), the Tier 2 Team automatically will schedule a review of that student's referrals and other relevant data to be discussed during the next Tier 2 Team meeting. Ideally the data triggers that teams establish will identify students who require more intensive assistance before their patterns of behavior have become a chronic or intensive problem. Thus, an important goal is establishing data triggers that support early identification of students who may be at risk for experiencing social, emotional and/or behavioral challenges.

One strategy for establishing reasonable decision rules is to examine previous years’ student data. First, review the list of students who received documented office discipline referrals and consider which of those students your school would categorize as in the “at-risk”, rather than “high risk”, range. Next, identify the range of ODR incidence (i.e., lowest and highest numbers received by students perceived to be “at-risk”). Discuss this range and as a team determine the number of incidents that best depicts early signs of risk within your context. The number identified by team members can then be used as the data “trigger” for identifying at-risk students in your setting. The same process can be repeated for other types of commonly collected data.

The following are example data rules:

- 2 major ODRs from beginning of year;
- Minor incidents persist---5 after Sept 30;
- Fourth absence or tardy;
- Academic indicators that are below grade level;
- D or F in any course.

CAUTION!

Use of existing school data tends to identify students with externalizing types of behaviors. Use of additional identification strategies (e.g., nominations and/or screening instrument scores likely will be needed to draw out students at risk because of internalizing characteristics.

It is important for the Tier 2 team to examine who within your school would be a good collector of your informational data. It need not be the same person collecting each piece. Some pieces are readily available to some team members. Note the Example Existing School Data Inventory designates different persons assigned as being responsible for specific measure. The Intervention Coordinator will then have a completed School Data Inventory for the Tier 2 Team Meeting.

EXAMPLE EXISTING SCHOOL DATA INVENTORY

Measure	Proficient Score	At-Risk	High Risk	Person Responsible	Date(s) to Review
1. ODR	0-1	2 or more	5 or more	Tier 1/Tier 2 Crossover Member	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) *coincide with monthly PBIS meetings*
2. Classroom Minors	0-4	5 or more	15 or more	Tier 1/Tier 2 Crossover Member	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) *coincide with monthly PBIS meetings*
3. Absences	< 5/trimester	5+/trimester	10/trimester	School Secretary	trimester (Nov. 21, Feb. 28, May 25)
4. Tardy	< 4/trimester	4+/trimester	10/trimester	School Secretary	trimester (Nov. 21, Feb. 28, May 25)
5. ISS	0-1	2-3	4 or more	School Secretary	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) *coincide with monthly PBIS meetings*
6. OSS	0	1	2	School Secretary	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) *coincide with monthly PBIS meetings*
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses	Classroom Teacher	Nov. 21, Feb. 28, May 25 to go with trimester and then Oct. 10, Jan. 12, April 3 *to be mid-trimester*
8. Reading Inventory	800+	799 or lower	599 or lower	Classroom Teacher	Nov. 21, Feb. 28, May 25
9. Writing Assessment	3 or 4	2	NS; 1	Classroom Teacher	Nov. 21, Feb. 28, May 25

ACTIVITY

Make a list of all the academic and behavioral data collected in your school. Identify what is considered proficient for each measure, then determine what level of each measure is "at-risk" and "high-risk." Who would be a good choice for collecting that section of data?

Existing School Data Inventory

Measure	Proficient Score	At-Risk	High Risk	Person Responsible	Date(s) to Review

Universal Screening Instrument

A third method for systematically identifying students who may require additional support is use of a brief screening instrument. Typically screening instruments require a response to short statements about emotional or behavioral characteristics of a student. These instruments can be used to generate risk scores for all students in a grade level, building or district. Use of a screening instrument at Tier 2 is designed for identification of students only and not for diagnostic purposes or progress monitoring.

There are a number of potential advantages for developing a systematic identification process that incorporates use of a standardized screening tool. First, responding to a screening questionnaire is generally perceived as a fast, efficient, and respectful process with capacity to include all children and youth of interest. Next if an error occurs most often it is on the side of caution with the tendency to over-identify rather than missing or letting students fall through the crack. Third, use of screening scores also informs schools about the needs of their particular student population which can assist with planning and resource mapping by finding groups of students with common needs. Finally, universal screening is recommended as an evidenced-based practice by a number of different influential groups associated with educational policy and practice (e.g., President's Commission on Special Education, 2002; No Child Left Behind Act, 2001; U.S. Public Health Service, 2000; National Research Council, 2002)

Unfortunately, there are a number of reasons why universal screening has not become a more common practice yet. The following list represents concerns that often are expressed:

- Behavior is viewed as purposeful rather than as associated with environmental arrangements.
- Historically schools tend to be reactive rather than proactive with respect to behavior.
- There is a widespread impression kids will "grow out of it" regarding problem behavior displayed during the early years of child development.
- Concerns about profiling or stigmatizing children and youth who meet risk criteria.
- Fear of costs and potential for identifying large numbers of students with Emotional or Behavioral Disorders (EBD).
- General perception that it is easier to screen for vision & hearing concerns as the family typically provides follow-up for glasses or hearing assistance.
- Political realities of managing parent reactions to behavior screenings and addressing issues of confidentiality.
- Lack of needed skill set. Educators often are not trained to respond to behavior with the same confidence that they are able to respond to academic concerns.

Within a tiered framework of support one important goal is to "catch" students before academic and/or behavioral challenges become severe. Universal screening provides an opportunity for all children to be considered for risk factors against identified criteria. It shifts focus from a traditional "wait to fail" service delivery model toward proactively seeking out children who may be at risk of academic failure and/or behavioral difficulties that would potentially benefit from specific instruction or intervention (Glover & Albers, 2007). This proactive approach minimizes impact of risk and/or may impede further development of more severe problems (Severson, Walker, Hope Doolite, Kratochwill, 2007).

> "An effective comprehensive screening program requires a long-term investment of time, money, and personnel resources. Although the initial investment may be substantial, long-term benefits may include an overall decrease in costly special education referrals and grade retentions. Challenges of the 21st century require a systems approach to early intervention and prevention services informed by valid and reliable data collection. Universal screening programs are essential to ensuring that the children who need services earliest get just that."
>
> (Henderson & Strain, 2009, p. 4)

The following pages provide sample questions and score reports from several different screening questionnaires.

Sample items were selected from the instruments listed below:

- **Social, Academic, & Emotional Behavior Risk Screener** (SAEBRS; Kilgus, Chafouleas, Riley-Tilman, & Embse, 2013)
- **The Strengths & Difficulties Questionnaire** (SDQ; Goodman, 1997)
- **The Behavioral and Emotional Screening System** (BASC-2 BESS; Kamphaus & Reynolds, 2007)
- **The Systematic Screening for Behavior Disorders** (SSBD; Walker & Severson, 1994)

Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)

Kilgus, Chafouleas, Riley-Tillman, & von der Embse, 2013
EBI.missouri.edu

VALIDATED PURPOSE OF ASSESSMENT METHOD

☑ Screening ☐ Diagnostic ☐ Progress Monitoring

OVERVIEW: The SAEBRS is a brief tool supported by research for use in universal screening for behavioral and emotional risk. The measure falls within a broad class of highly efficient tools, suitable for teacher use in evaluating and rating all students on common behavioral criteria (Severson, Walker, Hope--Doolittle, Kratochwill, & Gresham, 2007). The SAEBRS is designed for use in the K--12 setting. It is grounded within a conceptual model, which states that a student's success in school is not only related to his or her academic achievement, but also success within multiple behavioral domains. Research suggests the SAEBRS may be used to evaluate student functioning in terms of overall general behavior, as assessed by a broad Total Behavior (19 items). Research further suggests the SAEBRS may be used to evaluate student behavior within multiple inter--related narrow domains, as assessed by the Social Behavior (6 items), Academic Behavior (6 items), and Emotional Behavior (7 items) subscales.

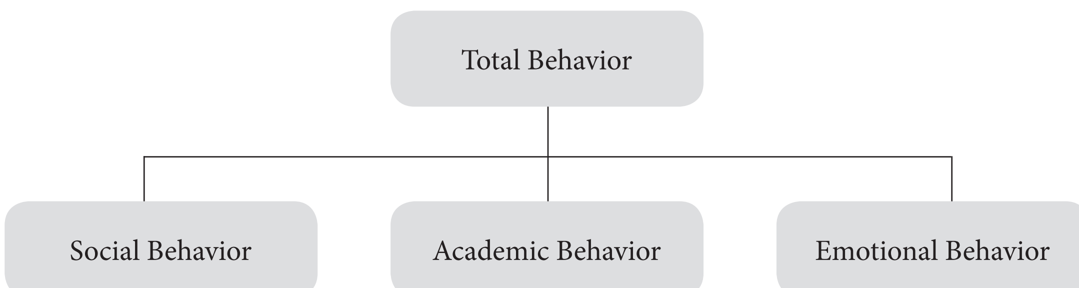


Figure 3.1

REVIEW OF RELIABILITY AND VALIDITY EVIDENCE: To date, three studies have yielded evidence regarding SAEBRS reliability, validity, and diagnostic accuracy, with research conducted across elementary, middle, and high school settings (Kilgus, Chafouleas, & Riley--Tillman, 2013; Kilgus, Eklund, von der Embse, & Taylor, 2014; Kilgus, Sims, von der Embse, & Riley--Tillman, 2014). Overall, initial findings yield support for the use of the SAEBRS in universal screening across the K--12 spectrum. Diagnostic accuracy results are particularly encouraging, with sensitivity and specificity values generally falling within optimal or acceptable ranges (i.e., ≥ .80--.90; Kilgus, Riley--Tillman, Chafouleas, Christ, & Welsh, 2014). Together, these findings suggest that the SAEBRS might be used to reliably differentiate between at risk and not at risk students, with risk defined through gold standard measures (e.g., *Social Skills Improvement System* [Gresham & Elliott, 2008]; *BASC-2 Behavioral and Emotional Screening System* [Kamphaus & Reynolds, 2007]).

STRENGTH AND WEAKNESS: Primary strengths of the SAEBRS include its usability and contextual appropriateness, two characteristics identified as crucial in universal screening (Glover & Albers, 2007).

Usability: the SAEBRS is comprised of a small number of items that may be completed in1-3 minutes for a single student. In addition, given psychometric support for both the SAEBRS broad scale and subscales, schools may choose to only complete those SAEBRS subscales that are relevant to their concerns and decision making. For instance, a school could choose to only rate students on Social Behavior and Emotional Behavior, thus reducing the number of items that must be completed for each student.

Contextual appropriateness: SAEBRS items correspond to categories of behavior found within the literature to be highly relevant to social and academic success in the early childhood, school aged, and adolescent stages of development (DiPerna, 2006; Masten et al., 2005; Walker, Irvin, Noell, & Singer, 1992). These include categories of both (a) adaptive behaviors, including social skills, academic enablers, and emotional wellness factors, and (b) maladaptive behaviors, including externalizing behavior, internalizing behavior, and attentional problems. This balance between both adaptive and maladaptive is in accordance with recommendations from recent research, which has suggested that prosocial behavior and problem behavior each uniquely predict student behavioral outcomes, and are thus important in supporting early identification of behavioral and emotional risk (Kwon, Kim, & Sheridan, 2012).

A weakness of the SAEBRS pertains to its relative novelty, having only been examined through three studies to date. As such, replications of previous work, as well as new research (e.g., examination of diagnostic accuracy in high school), is necessary to yield full support for the SAEBRS within universal screening in school settings.

ADMINISTRATION STEPS: Teachers complete the SAEBRS once for each student in their classroom. Therefore, if 15 students are enrolled in a particular teacher's classroom, the teacher will fill out the SAEBRS 15 times. Once a teacher is ready to rate a student, he/she should complete the SAEBRS subscales deemed by the school to be pertinent to their decision making. To complete each SAEBRS item, the teacher indicates how frequently the student in question has displayed each behavior (as described within each item) **during the previous month**. The teacher is to ONLY consider the behavior exhibited by the student during the month prior to SAEBRS completion. No other behaviors outside of this time period should be taken into consideration during item completion.

It is common for teachers to request a definition of the behaviors represented within each SAEBRS item. For instance, many seek additional clarification regarding what should be considered a 'temper outburst.' However, as part of standard administration, SAEBRS users are not to be provided with such definitions. Rather, teachers are to use their best judgment in considering what actions are representative of each behavior.

MATERIALS: Only the SAEBRS form and writing utensil are required for its completion. No other additional materials or resources are necessary.

DATA CODING/SORTING/PRESENTING PROCESS: Once all ratings have been completed, the user adds the scores within each subscale to yield a summed score. Subscale scores can then be combined to yield the Total Behavior scale score. Summed scores range between 0-18 for *Social Behavior* and *Academic Behavior*, 0-21 for *Emotional Behavior*, and 0-57 for *Total Behavior*. Please see below for guidelines regarding how each item should be scored, as scoring varies from item to item:

	NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS
SOCIAL BEHAVIOR				
Arguing	3	2	1	0
Cooperation with peers	0	1	2	3
Temper outbursts	3	2	1	0
Disruptive behavior	3	2	1	0
Polite and socially appropriate…	0	1	2	3
Impulsiveness	3	2	1	0

ACADEMIC BEHAVIOR				
Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	3	2	1	0
Distractedness	3	2	1	0
Academic engagement	0	1	2	3

EMOTIONAL BEHAVIOR				
Sadness	3	2	1	0
Fearfulness	3	2	1	0
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	3	2	1	0
Difficulty rebounding from setbacks	3	2	1	0
Withdrawal	3	2	1	0

ANALYSIS GUIDELINES: Within each SAEBRS scale and subscale, higher scores are indicative of better student behavior and more appropriate functioning. Although SAEBRS scores can often be used as continuous variables, it is sometimes convenient to classify scores as *at risk* and *not at risk*. Using the ranges shown below, subscale and scale scores can be dichotomized in terms of risk categories within the Social Behavior, Academic Behavior, Emotional Behavior, and Total Behavior domains.

	At Risk	Not At Risk
Social Behavior	0 - 12	13 - 18
Academic Behavior	0 - 9	10 - 18
Emotional Behavior	0 - 17	18 - 21
Total Behavior	0 - 36	37 - 57

How risk should be defined depends on the specific subscale(s) within which a student falls in the at risk range. Please see below for a description of each type of risk:

- **Risk for Social Behavior Problems** – student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.
- **Risk for Academic Behavior Problems** – student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
- **Risk for Emotional Behavior Problems** – student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

Additional Resources/Suggestions for Training Materials:

- EBI.missouri.edu
    - The EBI Network has been developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting. Participating Programs include East Carolina University School Psychology, Indiana University School Psychology, Mizzou School Psychology, and Mizzou Special Education.
- SAEBRS users are referred to works from Kilgus et al. (2014), Kilgus, Eklund, et al. (2014), and Kilgus, Sims, et al. (2014) for more information regarding SAEBRS development, as well as recommendations for how the SAEBRS might be integrated within school-based service delivery models.
- Users are also referred to various books on the topic of both universal screening (Kettler, Glover, Albers, & Feeney-Kettler, 2013) and multi-tiered systems of support (e.g., Riley-Tillman, Burns, & Gibbons, 2013) for information regarding how universal screening might be used to support student social and academic outcomes.

The Strengths & Difficulties Questionnaire

The Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) is a brief behavioral screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers and educators.

All versions of the SDQ ask about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales:

1) emotional symptoms (5 items)
2) conduct problems (5 items)
3) hyperactivity/inattention (5 items)
4) peer relationship problems (5 items)
5) prosocial behavior (5 items)

1 to 4 added together to generate a total difficulties score (based on 20 items)

25 items are included in questionnaires for completion by the parents or teachers of 4-16 year olds (Goodman, 1997). A slightly modified informant-rated version is available for the parents or preschool teachers of 3 and 4 year olds. In addition, questionnaires for self-completion by adolescents also are available and ask about the same 25 traits, though the wording is slightly different (Goodman et al, 1998). This self-report version is suitable for young people in the 11-16 age range, depending on their level of understanding and literacy.

In general population samples, it is recommended to use a three-subscale division of the SDQ into internalizing problems, externalizing problems and the prosocial scale (Goodman et al, 2010).

The Strengths & Difficulties Questionnaire can be administered by hand and scored by hand or by entering scores online. Paper copies of the instrument can be downloaded and photocopies made with no charge.

GENERAL POPULATION SCREENING
Internalizing = Emotional + Peer Relationship Problems (10 items)
Externalizing = Conduct + Hyperactivity Symptoms (10 items)
Strengths = Prosocial Scale (5 items)

Online administration and scoring for the SDQ also is available. After answers for each item are entered a summary of results is immediately provided. This report can be saved to a computer and/or printed.

SDQ Information Sites:

http://www.sdqinfo.org
This site provides information about the instrument. All versions (teacher, parent, student) are available for download from this site. Go here if you want to administer the SDQ by hand using paper copies and pencil.

http://www.sdqscore.org
This site can be accessed using a tab from the home page (sdqinfo.org) or by using the above address. This site allows you to enter data from paper versions of the Strengths and Difficulties Questionnaires (SDQs) and obtain an instant report. Use this site if you completed the SDQ by hand, but would like to use the online scoring and reporting tools.

http://www.youthinmind.org
This site is for parents, teachers and young people who want to complete the SDQ online and get immediate feedback. Reports generated from this site can be saved to a computer and printed.

SAMPLE ITEMS

Strengths & Difficulties Questionnaire (SDQ; Goodman, 1997) –
Parent /Teacher Version Ages 11-17

INSTRUCTIONS. For each item, please mark the box for Not True, Somewhat True or Certainly True. Answer all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behavior over the last six months or this school year.

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings			
Often complains of headaches, stomach-aches or sickness			
Often loses temper			
Many worries or often seems worried			
Helpful if someone is hurt, upset or feeling ill			
Has at least one good friend			
Generally liked by other youth			
Nervous in new situations, easily loses confidence			
Kind to younger children			
Many fears, easily scared			

Figure 3.2

The Behavioral and Emotional Screening System (BASC-2 BESS; Kamphaus & Reynolds, 2007)

The BASC-2 Behavioral and Emotional Screening System offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school. This screening system consists of brief forms that can be completed by teachers, parents, or students individually or in any combination.

Each form ranges from 25 to 30 items, requires no formal training for the raters, and is easy to complete, taking only 5-10 minutes of administration time. The screener assesses a wide array of behaviors that represent both problems and strengths, including internalizing problems, externalizing problems, school problems, and adaptive skills. It yields one Total Score and corresponding risk classification (Normal, Elevated, Extremely Elevated) that is a reliable and accurate predictor of a broad range of behavioral, emotional, and academic problems.

Teacher form with two levels: Preschool (for ages 3 through 5) and Child/Adolescent (for Grades K through 12).

Student self-report form with one level: Child/Adolescent (for Grades 3 through 12).

Parent form with two levels: Preschool (for ages 3 through 5) and Child/Adolescent (for Grades K through 12

SCORING. The BASC-2 Behavioral and Emotional Screening System may be computer-scored (hand-key entry or scan entry) using ASSIST™ software or hand-scored. Scoring software provides both individual- and group-level reporting options.

INDIVIDUAL REPORTS. When reporting scores for a child or adolescent, up to three forms (e.g., teacher, parent, and student) can be selected for inclusion in an individual report. Included in the report are validity index scores, along with the Total Score raw score, T score, percentile, and classification levels.

GROUP REPORTS. The ASSIST software can be used to define multiple groups within a setting and generate summary reports for each level within a group. For example, a classroom level report lists the names and scores of all students in a roster. A district level report includes summary statistics for the entire district (e.g., 82% of students in the district fell into the Normal risk range, 10% of students fell into the Elevated range, and 8 % in the Extremely Elevated range), schools within the district, and individual classrooms. Reports also can be generated to provide summary data for up to three different administrations of the instrument.

Sample reports and product information are available from the following site:
http://www.pearsonassessments.com

SAMPLE ITEMS

Behavioral and Emotional Screening System (BASC-2 BESS; Kamphaus & Reynolds, 2007) – Teacher Form Child/Adolescent, Grades K-12

INSTRUCTIONS. Listed below are phrases that describe how students may act. Read each phrase, and mark the response that describes how this student has behaved recently (i.e., in the last several months)

If you don't know or are unsure of your response to an item, give your best estimate. A "Never" response does not mean that the student never engages in a behavior, only that you have not observed the student to behave that way.

	Never	**Sometimes**	**Often**	**Almost Always**
Pays attention.				
Is sad.				
Is well organized.				
Is easily upset.				
Is good at getting people to work together.				
Gets into trouble.				
Annoys others on purpose.				
Has headaches.				
Is fearful.				
Is negative about things.				

Figure 3.3

Systematic Screening for Behavior Disorders

The SSBD incorporates three gates, or stages. The screening takes into consideration both teacher judgments and direct observations in order to identify students at-risk for developing ongoing internalizing and externalizing behavior concerns. Stage 1 of the SSBD involves teacher nomination. Stage 2 requires that teachers complete a Critical Events Inventory and a short adaptive and maladaptive behavior checklist for each of the nominated students. Students whose scores on these checklists exceed the established cut off are then candidates for Stage 3. This final stage involves a 15-minute interval observation in both the classroom and on the playground to determine a student's actual performance in social and classroom interactions.

SAMPLE ITEMS

Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1994), Grades K-6

STAGE ONE: RANK ORDER STUDENTS ON INTERNALIZING DIMENSIONS

1. Review the definition of internalizing behavior and the list of all students in your class.
2. In Column One enter the names of the 10 students whose characteristic behavior patterns most closely match the internalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits internalizing behavior. The student who exhibits internalizing behavior to the greatest degree is ranked first and so on until all ten students are rank ordered (Walker & Severson, 1994).

Examples Include:

- Having low activity levels
- Not talking with other children
- Shy, timid, and/or unassertive
- Preferring to play or spend time alone
- Fearful
- Unresponsive to social initiations

Non-Examples Include:

- Initiating social interactions
- Playing with others
- Joining in with others
- Having conversations
- Resolving conflicts appropriately
- Displaying positive social behavior

Column One – List Internalizers	Column Two – Rank Order Internalizers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Figure 3.4

SAMPLE ITEMS

Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1994), Grades K-6

STAGE ONE: RANK ORDER STUDENTS ON EXTERNALIZING DIMENSIONS

1. Review the definition of externalizing behavior and the list of all students in your class.
2. In Column One enter the names of the 10 students whose characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior. The student who exhibits externalizing behavior to the greatest degree is ranked first and so on until all ten students are rank ordered (Walker & Severson, 1994).

Examples Include:

- Arguing
- Defying the teacher
- Having tantrums
- Disturbing others
- Stealing
- Not following rules

Non-Examples Include:

- Cooperating, sharing
- Working on assigned tasks
- Listening to the teacher
- Following directions
- Attending to task
- Complying with requests

Column One – List Externalizers	Column Two – Rank Order Externalizers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Figure 3.5

The following pages provide a summary of characteristics for several research-based screening instruments (e.g., estimated time for administration of the screening, cost, and ordering information). In addition, regulations associated with parental consent for screening also are included. Finally, a series of key questions that should be consider prior to completing a universal screening are offered.

NOTE: The MO SW-PBS Initiative has copies of each instrument reviewed in the next section. These instruments are available for teams to view before making decisions to purchase. In addition, several schools in different regions of Missouri have incorporated use of screening instruments as part of their student identification process. If your team would like more information please contact your MO SW-PBS Regional or Tier 2/3 Consultant. MO SW-PBS does not endorse any individual instrument rather these are made available as a resource.

Social, Emotional & Behavioral Screening Instruments

School Age Children & Youth

Instrument	Description	Method(s)	Administration	Cost
Strengths & Difficulties Questionnaire (SDQ) youthinmind.com www.sdq.org youthinmind.info sdqinfo.com	Grades K-12 Assesses conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior Total Difficulties Score reported as Low, Medium or High Risk	Teacher or Parent Report (ages 4-10) Teacher or Parent Report (ages 11-17) Student Self-Report (ages 11-17)	45 min-1hr/class 25 items Online administration and scoring available Manual scoring = 10 min/student	No cost if administered and scored online. 1 page per student if administered and scored by hand.
Behavioral and Emotional Screening System (BASC-2 BESS) Pearson www.pearsonassessments.com	Grades PreK-12 Assesses internalizing problems, externalizing problems, school problems, and adaptive skills. Scores reported as Normal, Elevated or Extremely Elevated	Teacher or Parent Report (ages 3-5) Teacher or Parent Report (K-12) Student Self-Report (Grades 3-12)	5-10 min admin 25-30 items Computer scoring available using ASSIST Software	Manual = $62 Teacher forms = ($100 for pkg of 100) Data Management System = $589
Systematic Screening for Behavior Disorders (SSBD) Sopris West http://store.cambiumlearning.com	Grades K-6 Uses 3-stage, multi-gate process to screen and identify students who may be at risk of developing behavioral disorders.	Rank order students according to behavior. Top ranked students are individually rated.	45 min-1hr/class (stages 1 & 2) Scoring = 15-30 min/class	Manual w/ video = ($195)

School Age Children & Youth (cont.)

Instrument	Description	Method(s)	Administration	Cost
Social Skills Improvement System (SSIS) Pearson www.pearsonassessments.com	Ages 3-19 Performance Screening Guide Measure of pro-social behaviors, math skills, reading skills, and motivation to learn for all students in an entire classroom.	Performance Screening Guide Teacher compares student performance as measured against grade level expectations.	Approximately 30 min per class	Performance Screening Guide ($41.25 pkg10)
	Class-wide Intervention Program Provides social skill instructional scripts and resources for teaching 10 skill units.	Class-wide Intervention Program 10 units divided into 3 lessons per week. Each lesson includes 6 phases = Tell, Show, Do, Practice, Monitor Progress, and Generalization.	25-30 min per lesson	Teacher's Guide ($77.25) Student Booklets ($290 pkg 25)
	Individual Student Rating Scales Assessment of an individual's social skills, problem behaviors and academic competence.	Individual Rating Scales Teacher, Parent and Student self-rating options. Compares student performance to national norms.	15-20 min/student	Manual = $101 Rating Forms ($42 pkg 25) Scoring Software ($249)
	Intervention Guide Offers in-depth intervention for 20 social skills linked to Individual Student Rating Scales Results.	Intervention Guide Delivered in a small group setting. Designed for students with acquisition deficits.	Two 45 minute sessions per week for 15 weeks	Teaching Guide = ($112)

Social, Emotional & Behavioral Screening Instruments

Preschool Age Children

Instrument	Description	Method(s)	Administration	Cost
Devereux Early Childhood Assessment Program (DECA) Kaplan Early Learning Company www.kaplanco.com	2-5 years A Total Protective Factors (TPF) composite score is generated. Scales assess Initiative, Self-control, & Attachment. A 10-item Behavioral Concerns scale assesses behavioral problems.	Parent/ Caregiver Teacher	5-10 min/ student 62 items Likert	Starter Kit = $200
Preschool and Kindergarten Behavior Scales – Second Edition (PKBS-2) Pro-ed www.proedinc.com	3-6 years Measures social skills and problem behaviors.	Parent/ Caregiver Teacher	8-12 min/student 76 items Likert	Starter Kit = $120 No Data Management System
Temperament and Atypical Behavior Scale (TABS) Brookes Publishing www. brookespublishing. com	11-71 months (1-6 years) Brief screener identifies potential problems. A separate assessment tool, comprised of a detailed checklist, is used when screening score indicates a concern	Parent/ Caregiver Teacher	15-item Screener 5 min/student 55 item checklist 15 min/student	Introductory Kit includes Manual, Screeners and Assessment Tools = $95

Preschool Age Children (cont.)

Instrument	Description	Method(s)	Administration	Cost
Ages and Stages Questionnaire: Third Edition (ASQ-3) Brookes Publishing www. brookespublishing. com	1 -66 months Examines strengths and challenges in Self-Regulation, Compliance, Communication, Adaptive Functioning, Autonomy, Affect, and Interpersonal Interactions.	Parent/ Caregiver	15-20 min/child 30 items 2-3 min to score	Starter Kit = $250 Reproducible Data management system available
Early Screening Project (ESP) Sopris West http://store. cambiumlearning.com	3-5 years Process that allows for early intervention and identification of preschool adjustment problems. Screens for Emotional Problems, Speech and Language Difficulties, Impaired Cognitive Ability, Attention Deficits, and Hyperactivity. Scores reported as At Risk, High Risk, or Extreme Risk	Teacher rating followed by direct observation completed by someone other than the classroom teacher	Stage 1 and 2 can be completed in approximately 1 hour. Stage 3 requires two 10-minute observations in unstructured settings.	

Requirements for Universal Screening

When student(s) are observed, interviewed or tested, school staff must consider whether parental informed consent for these procedures is required. IDEA 2004 permits "screening" procedures, such as determining phonemic awareness proficiency and other progress monitoring activities necessary to inform instructional programming, without parental permission. Many schools are beginning to use academic and behavioral RtI. Assessment plans are not necessary for all RtI activities.

General Principles:

- If educators are c*ollecting new data* for the purpose of determining disability, an assessment plan is necessary.
- If educators are *reviewing existing data*, such as how a student is responding to behavior supports or academic instruction for the purpose of assisting the teacher in instruction components or instructional methods, no assessment plan is required.

The Federal Register/Vol. 71, No. 156/Monday, August 14, 2006/Rules and Regulations: Parent Consent is **not** required:

- Before administering a test or other evaluation to all children 300.300(d)(1)(ii)
- Before reviewing existing data 300.300(d)(1)(i)
- When screening for instructional purposes 300.302

Specific wording:

Regulations: Part 300 / D / 300.300 / d / 1
(1) Parental consent is not required before–
(i) Reviewing existing data as part of an evaluation or a reevaluation; or
(ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Regulations: Part 300 / D / 300.302
Sec. 300.302 Screening for instructional purposes is not evaluation.
The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.(Authority: 20 U.S.C. 1414(a)(1)(E))

EXAMPLE

Parent Notification Letter for Universal Screening

Date:

TO: All Parents and Guardians

FROM:

RE: Response to Intervention and Screening Tools for Behavior

[School District] has begun the process of creating systems of academic and social-emotional support linked directly to the assessed needs of our students. This system, known as Response to Intervention or RtI, provides all students with timely and targeted interventions based upon the results of universal screening tools in reading, math and behavior.

Universal screening helps school staff to determine which students may be academically or behaviorally "at risk." These screenings can include recent results of state or district tests as well as specific academic or behavior screening tests; these screening assessments are typically administered to all students two or three times per year. Students whose scores fall below a certain cut-off are identified as possibly needing more specialized academic or behavior interventions. The use of universal screenings refines and strengthens our efforts to help all of our students be successful by allowing us to take positive and preventative measures as early as possible.

The universal screening tools in math and reading are very similar to tools we use every day to help us determine where students might have gaps in knowledge and need assistance. The behavior screening tool, [insert name of screener], focuses on academic engagement behaviors of students.

The [insert name of screener] is completed by teachers and is available at your school for your review. The results of the tool will be used to provide identified students with mentoring, social skill building and other supports to help them engage positively in learning. As with our academic universal screenings, you will be notified if your student is selected for participation in an intervention program. After reviewing the [insert name of screener], please contact your child's principal if you have questions about your child's participation.

Thank you for your willingness to assist [School District] in building a system of student supports that is linked directly to data. This will ensure that each of our students has the opportunity to receive the assistance they need to achieve academic and social-emotional success. Please do not hesitate to contact me if you have questions.

Universal Screening Considerations

(Adapted from Muscott, 2008)

Documented Purpose & Policy		
Minimum Feature	**Questions to Consider**	**Team Notes/ Tasks to Complete**
1. The person who can authorize social-emotional / behavioral screening is identified and approval is obtained to design and implement the process.	a. Who provides approval? • Is it the school board, school superintendent, special services director, a leadership team and/or building level principal?	
2. A clear purpose and intended outcome of screening is documented and aligns with district and building level mission, priorities and improvement goals.	a. Is the alignment with district and building level mission, priorities and improvement goals documented? b. Is there an existing system for identifying at-risk students? c. Is the existing system effective in finding students with externalizing or internalizing types of concerns? d. Are there any groups of students who are not consistently identified? e. How will the results be used? f. How will screening be distinguished from a diagnostic process?	
3. The policy and procedures for screening in non-behavior areas is used to inform development of screening system for social-emotional / behavioral concerns.	a. What are the current policies and procedures regarding vision, hearing and academic screening? b. Is that policy effective and can it be used for social- emotional / behavioral concerns?	
4. The policy and procedures for social-emotional / behavioral screening include decision rules for parent notification, parent consent and use of the results.	a. How will awareness of the process and its benefits be developed among stakeholders? b. How will parents be notified of the screening? c. When in the process will parental consent be obtained? Will parental consent be active or passive? d. How will results of the screening be shared with parents? Will all parents be notified of results or will only parents of students identified be informed? e. How will results of the screening be used?	
5. The policy and procedures for social-emotional / behavioral screening comply with district child find procedures.	a. Have the policy and procedures been reviewed and approved by the appropriate district-level personnel?	
6. A point of contact at the district and building level who will take responsibility for oversight of the screening process is identified.	a. Whose role is most aligned to complete this work?	

Clearly Defined Procedures		
Minimum Feature	**Questions to Consider**	**Team Notes/ Tasks to Complete**
7. Timeline for administration(s) is determined and is frequent enough to catch transient students –first administration in Fall.	a. How often and when will screenings occur? b. Is there a process in place to address concerns if a child demonstrates risk in between occurrences of screening?	
8. The screening process includes provision that all students are considered and the process is suitable to identify students with internalizing or externalizing concerns.	a. Which teachers will complete the screening so that all students have an equal chance of being considered?	
9. An evidence based instrument with appropriate psychometric properties and norms is identified.	a. What are the advantages and disadvantages of the instruments under consideration?	
10. Clear instructions to complete w/ training for all on how to complete.	a. Who will provide training and instructions for the screening process including how to complete the instrument, use of results and follow up obligations of participating teachers?	

Availability of Supports		
Minimum Feature	**Questions to Consider**	**Team Notes/ Tasks to Complete**
11. Resources are available to support universal screening (e.g. personnel, materials and time for professional development).	a. What materials will be required to complete the process? b. How will materials be obtained? c. How much time will be needed for screening and when will time be given for this to occur?	
12. A team exists that can support the student, family, and classroom teacher in determining what response should be taken for students who are identified as at-risk.	a. What is the responsibility of the team? b. How are screening results processed once they reach the team?	
13. School and community-based supports for responding to identified students are available and adequate to serve the level of need.	a. What supports are available for students who are identified? b. How do students, families and teachers access these supports?	

Once you have your criteria in place for Existing School Data, Nomination, and/or Universal Screening, it will be helpful to have details mapped out on a brief Student Identification Plan. This document would be good to include in your Tier 2 Staff Handbook and also for reference during Tier 2 Team meetings. After you have reviewed the Example Student Identification Plan, you can develop yours on the blank template that follows.

EXAMPLE

Student Identification Plan

Method & Timeline	Purpose & Process	Persons Responsible	Use of Results
Universal Screening of all incoming kindergarten age students • *Annually - during kindergarten enrollment process*	*Parents will complete the Strengths & Difficulties Questionnaire*	• *School counselor with administrator will score and summarize results.* • *Data will be presented to classroom teachers.*	• *Students with high-risk levels will participate in a small group intervention beginning the first week of school.* • *Students with at-risk indicators will be matched with a Check & Connect mentor*
Universal Screening of all students in the school. • *Bi-annually - Early October & Late January*	• *During a designated staff meeting teachers are provided with a list of internalizing and externalizing risk characteristics.* • *Homeroom teachers review a list of all students assigned to their class.* • *Students list, in rank order, students they are concerned about.* • *Additional information may be gathered for each student identified.*	• *Classroom teachers complete the screening process.* • *The Tier 2 Team reviews results and determines which students should be considered for interventions.*	• *Students with high-risk indicators may be considered for FBA-BIP.* • *Students in the at-risk range may be nominated to participate in a small group intervention.*
Review of Existing School Data • *Monthly*	• *ODR data* *- 3rd discipline referral (ODR)* • *Attendance & Tardy* *- 3rd absence or tardy* • *Visits to Counselor* *- 3rd visit to school counselor* • *Visits to Health Center* *- 3rd visit to school nurse (without known medical condition)* • *Course Failures* *- 1 or more course failures* • *Names of students who meet criteria for risk on any indicator will be submitted to the Tier 2 Team on the last day of each month.*	• *SW-PBS Tier 1 Team* • *School Secretary* • *School Counselor* • *School Nurse* • *Administrator*	• *The Tier 2 Team will review the list of names submitted to determine if any students that met one or more risk criteria need to be considered for additional support.*
Teacher Nomination • *On-Going Availability*	• *At any time during the school year school staff, parents, and/or students may request assistance or nominate a student for additional social, academic, and/or behavioral support.*	• *Individual making the nomination submits a completed form to the school administrator.* • *Administrator works with the Tier 2 Team to prioritize review of nominations.*	• *One or more of the following may be recommended by the Tier 2 Team:* *- Gather additional information* *- Provide small group intervention* *- Nominate for FBA-BIP process*

Student Identification Plan

Method & Timeline	Purpose & Process	Persons Responsible	Use of Results

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Student Identification Process*

1. Develop a systematic process to identify students at-risk for social, emotional, and/or behavioral challenges.

   A. Develop a Teacher Nomination form that is simple and brief to complete.
      - See the Example: *Teacher Nomination for Assistance*

   B. List academic and behavioral data that is currently collected in your school or district. Determine proficient, at-risk, and high-risk criteria for each measure. Indicate specific criteria that "trigger" referral to the Tier 2 Team.
      - Use the *Blank Existing School Data Inventory*

   C. Develop and implement a process to administer regular, periodic screening for social, emotional and/or behavioral risk.
      - Use the *Blank Student Identification Plan*

   D. Use existing communication strategies to inform full staff about procedures for identifying students who need additional supports.

CHAPTER 4: SELECTING FUNCTION-BASED INTERVENTIONS, MONITORING STUDENT PROGRESS, AND INTERPRETING DATA TO MAKE DECISIONS

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Develop an efficient and effective process for gathering and reviewing relevant student data.
- Use student data to select function-based interventions that match the needs of identified students.
- Explain the importance of monitoring student response to an intervention.
- Describe why baseline data should be collected and list examples of data that can be reviewed to determine baseline levels of performance.
- Establish a method for collecting and graphing student data.
- Identify key elements within graphed data (current level of performance, desired level of performance, and trend line).
- Interpret student response to intervention and make decisions based on data.
- Establish procedures for generalization and maintenance.
- Develop a method to access and review social validity.
- Evaluate Program Outcomes.

Applied Behavior Analysis

SW-PBS is grounded in the science of behavior or applied behavior analysis (ABA). Applied behavior analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Baer, Wolf, & Risley, 1868; Sulzer-Azaroff, B. & Mayer, R., 1991). This is based on the understanding that individuals' behavior is determined by past and current environmental events. In short, the science of behavior focuses on changes to the environment that result in changed behavior. From an ABA perspective behavior change occurs from manipulation of variables in an individual's environment. Thus in SW-PBS, an important focus is designing systems that promote change in adult behavior that result in change in instructional environments that will, in turn, lead to change in student behavior.

Central to understanding applied behavior analysis is knowledge of "ABCs" –an acronym for the contingency Antecedent–Behavior–Consequence. This means, something happens preceding a behavior (the *Antecedent*), which in effect causes or influences the *Behavior*, which then results in an immediate *Consequence*.

A – B – C

Antecedent →	**Behavior** →	**Consequence**
Events that happen immediately before and trigger a behavior.	An observable act. What the student does. The actions or reactions to the antecedents.	The resulting event or outcome that occurs immediately following the behavior.

Figure 4.1

For students who require additional (Tier 2 or 3) intervention, work with the A-B-C contingency becomes more precise than is required at the universal level of implementation. Rather than thinking about groups of children within a building (e.g., specific grade level or classroom of students) the Tier 2 Team will use readily available data to consider antecedent, behavior and consequence conditions for individual students who continue to display difficulties after Tier 1 supports are provided. Identifying student behavioral patterns using an A-B-C structure will help teams in selecting interventions that best match student needs.

Behavior and Its Function

Behavior is a form of communication. Some children learn that problem behavior is the most efficient way to communicate to get their needs met. Adults can learn that misbehavior, which happens repeatedly, occurs for a reason. Identifying the reason (i.e., function or purpose) leads educators to more effective practices for preventing many problems and for responding consistently when they do occur. Correctly identifying the function of problem behavior is important for effective intervention.

When working to understand behavior patterns look for A (antecedent) – B (behavior) – C (consequence):

- A = what happens before the problem behavior occurs (the trigger)
- B = the behavior (in observable and measurable terms; see it, count it)
- C = what happens after the behavior occurs (consequence, outcome)

Behavior serves a purpose or function for the child; it is not good or bad. It is functional because it works. Therefore, the child is encouraged to repeat the behavior.

There are two major functions of behavior: **get/obtain** or **escape/avoid**. A child may use particular behaviors as a way of getting **attention** from peers or adults, obtaining a certain tangible item or preferred activity, or to access some type of sensory stimulation. Alternately, a child may also use particular behaviors as a way to **avoid** or **escape** interactions with peers or adults, a particular task or activity, or sensory conditions they find undesirable or aversive.

GET, OBTAIN, ACCESS, GAIN	AVOID, ESCAPE
To Get Attention • Social from adult • Social from peer	To Avoid/Escape Attention • From adult • From peer
To Get a Tangible • Gets Object, Event, or Activity	To Avoid/Escape Tangible • Demanding or boring task • Setting, Activity, Event
To Get Sensory Stimulation • Visual, Auditory, Olfactory, Kinesthetic	To Avoid/Escape from Sensory Stimulation • Internal stimulation that is painful or discomforting

Failure to base an intervention on the specific function or purpose it serves often results in ineffective and unnecessarily restrictive procedures. For example, consider the case of a child who is sent to Time Out for not getting his or her work materials out quickly and quietly. In some cases use of Time Out allows a child to very successfully avoid or escape a task. If the problem (not getting materials out quickly and quietly) persists and continues to result with the same consequence (Time Out) the child may be using inappropriate behaviors to purposefully get out of a certain task or activity that he or she finds aversive (e.g., boring, too difficult). Learning to recognize repeated patterns of behavior and interactions within the environment are key for successful intervention. To identify the function or purpose of a child's behavior, a team of people will look for patterns by reviewing the academic and behavioral records of the child. Once a pattern is identified, the behavioral function can be determined.

ACTIVITY

Read and consider each of the following examples. What purpose/function does the behavior serve in each case (what does child get or avoid)?

Antecedent (A)	**Behavior (B)**	**Consequences (C)**
Definition: *Conditions and circumstances that increase the probability of a behavior occurring.* *What happens before the behavior.*	Definition: *Observable behavior the child displays.* *Can be appropriate/desired or inappropriate/problem. Both are functional*	Definition: *What happens after the behavior.* *By definition a consequence either increases (REINFORCEMENT) or decreases (PUNISHMENT) the likelihood the behavior will recur in the future.*
<u>Example 1:</u> A teacher identifies and teaches 4 rules for children in the classroom. Rule 1: Listen while other people talk – only 1 person talks at a time	<u>Example 1:</u> The child looks at the person talking and keeps mouth and body quiet.	<u>Example 1:</u> The teacher tells the child that he or she is doing a good job of looking at the person speaking and keeping his or her mouth and body quiet.
<u>Example 2:</u> Students are working or playing in groups.	<u>Example 2:</u> Child pushes or hits students near her.	<u>Example 2:</u> Other students in the group get upset, yell at the student who pushed, then report the incident to the teacher.

Once a function is identified, a team selects an intervention that matches the function. The intervention is implemented and the child's progress is monitored to determine if he or she is responding to the intervention at an appropriate rate and level.

Selecting Function-Based Interventions

To promote efficient and effective selection of interventions the Tier 2 Team will develop a process for gathering student data that provides relevant information in order to determine the function of the problem behavior.

Having adequate time to consider the number of students who are identified at-risk is a common concern among teams that are early in the Tier 2 development process. Use of a specific format for collecting, reviewing and discussing applicable student information is beneficial for keeping conversations focused on variables within the control of participating team members. Problem solving teams working at advanced levels are sometimes tempted to focus discussions on factors beyond control of the support team (e.g., home life, community circumstances, previous experiences with related families etc.). Maintaining a conversation focused on alterable indicators of risk and data based decision-making will allow the Tier 2 Team to adequately address the numbers of students identified for additional support.

On the following pages, the Tier 2 Adapted Functional Assessment Checklist for Teachers and Staff (FACTS) Part A is presented for collecting pertinent student information, which will assist teams in having focused discussions when selecting interventions:

The Tier 2 Adapted Functional Assessment Checklist for Teachers and Staff (FACTS) Part A

The Tier 2 Adapted Functional Assessment Checklist for Teachers and Staff (FACTS) Part A is a tool that can be used by Tier 2 Teams to collect and organize information in order to determine the function of behavior. The function of behavior is key to selecting the correct intervention for each student. Your team will identify the possible function of the problem behavior by:

1. Identifying the problem behavior
2. Collecting and analyzing student information (record review)
3. Completing a context analysis to determine when the behavior does/does not occur
4. Completing a Behavior Pathway

In order to gather the information for the Tier 2 Adapted FACTS Part A in an efficient manner, a consistent collection procedure must be developed. In other words, the team must establish who will collect the information and how it will be collected. For instance, what team member(s) will collect and record the information for the Record Review? What team member(s) will meet with the teacher(s) to gather information for the context analysis? Meeting face-to-face will provide the most accurate information and the opportunity to ask follow-up questions if appropriate.

Tier 2 Adapted FACTS – Part A
Instructions for Completing

There are five sections to the Tier 2 Adapted FACTS Part A. The instructions for each section are listed below, along with an example for a student named Jo. The complete Tier 2 Adapted FACTS Part A for Jo is at the end of the instructions.

SECTION 1: CLASSROOM INTERVENTION

1. Check enrollment date and attendance data to determine if the student had access to schoolwide and classroom instruction.
2. Interview student and teachers to determine if the student had access to schoolwide and classroom recognition.

Example:

Section 1: Classroom Intervention
Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures? ___*Yes – Weekly SW-PBS lessons with whole class*___

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? ___*Yes – Received Purple Panther tickets*___

If no, review implementation of Effective Classroom Practices with the Classroom Teacher.

SECTION 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR

1. Describe academic and social/behavioral strengths of the student
2. Record the general description of the problem behavior (obtained from the identification process such as ODR's and minors) in the first box.
3. Record observable student actions (obtained from record review and teacher interviews) in the second box; these actions provide a specific description of the problem behavior in such a manner than an unfamiliar observer would recognize the behavior when it occurs. This observable description of the problem behavior will be the description used for the remainder of the process.

Example:

Section 2: Description of Strengths & Problem Behavior
Describe student's strengths (academic, social/behavioral):
Jo comes to class prepared and follows rules and directions in classes that are more activity based, such as art, p.e., music, and science.

Problem Behavior (Obtained from identification process):	What does it look like (Observable)
Noncompliance, Defiance	1. *Taps/makes noises whole class can hear* 2. *Blacks out tests and other papers with marker*

SECTION 3: RECORD REVIEW

1. Record the name of each piece of information to be collected on each student in the first column. This should be standard for each student.
2. Record the date the information was collected in the second column.
3. A summary of the information from each source is recorded in the third column. This summary includes relevant dates (i.e. dates of referrals, date assessments were administered)

Note: When reviewing existing data for all students identified for Tier 2 supports, it is critical to review academic data and determine if additional academic supports are needed. If students are identified as at-risk by the Tier 2 team and have academic concerns, these concerns should be addressed through academic supports in addition to any behavioral interventions provided. For example, if a student is engaging in low-level acting out behaviors in the classroom to escape a difficult academic task, simply placing him/her in a behavioral intervention will not solve the underlying academic deficit problem. In addition to the behavioral intervention, additional academic supports must be provided.

Example:

Section 3: Record Review
Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date	Summarize Findings
Office Referrals (ODR)	*January 7*	*4 Office discipline referrals from August 15 to Dec. 20. Referred for making noises that disrupt learning for all students in the class and blacking out test papers.*
Classroom Minors	*January 7*	*7 Classroom-managed behaviors: blacks out papers with marker rather than engaging in the task*
Absences	*January 7*	*1 excused for illness*
Tardies	*January 7*	*1 excused – car wouldn't start*
G.P.A./Grades	*January 9*	*A's in Art, Music, P.E.; B in Science, C's in Reading, Social Studies; D in Math*
Reading Assessment	*January 9*	*Dec. 1 Star Test – 21st %tile*
Written Language Assessment	*January 9*	*Dec. 3 Writing Sample – 12th %tile*
Math Assessment	*January 9*	*Nov. 25 Star Test – 6th %tile*
Health Information (if applicable)	*January 8*	*Nurse reported adequate hearing, vision, and health*
IEP Information (if applicable)		*Not applicable*
Other: i.e. nurse, counselor visits, ISS or OSS	*January 8*	*Stops by every morning on way to class. Frequently asks if can help in any way.*

SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE

1. List the times that define the student's daily schedule in Column 1. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate in the first column. This information will help identify the general context of problem behavior.
2. Interview the student's teachers to identify the type of activity that most often occurs during each time/subject and record that information in Column 2. A sample question to ask: *"What type of activities typically occur during this subject/time?"* This provides more detail about the context of the problem behavior.
    1. Large Group Activity
    2. Small Group Activity
    3. Independent Activity
    4. Transitions
    5. Unstructured Activity
3. Interview the student's teachers to identify the problem behavior displayed during each time period/activity and the likelihood the problem behavior will occur. A sample question to ask: *"What is the likelihood of the behavior occurring during this activity?"* When asking teachers this question, make sure they are rating the observable description of the problem behavior from Section 2. This information helps to identify times/activities most likely & least likely to be associated with the problem behavior. Record this information in Column 3.

    Consider developing a scale that teachers can reference when determining the likelihood of the problem behavior; this will help to ensure consistency of how staff provide this rating. The following is an example scale:

1 = Less than one time per month	4 = 1 time per day
2 = 1 time per week	5 = 3 – 4 times per day
3 = 2 – 3 times per week	6 = At least one time each hour

4. Interview the student's teachers to identify the most frequent adult/peer response to the problem behavior if the likelihood rating is a 4, 5, or 6. A sample question to ask: *"What is the most common response to the problem behavior?"* This helps to identify the consequence occurring most often after the problem behavior and assists in determining the function of the problem behavior. Record this information in Column 4.
    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

Example:

Section 4: Context Analysis of Social/Behavioral Performance*
Completed by each of the student's classroom teachers

Context		Problem Behavior	Consequence
1) Schedule: *(Time & Subject)*	2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	3) Likelihood of Problem: Low High	4) What is the response to the problem behavior? *(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
8:10 Morning work	3	1 2 3 4 5 6	1 – Teacher redirects
8:30 Spelling	3	1 2 3 4 5 6	1 – Assistance provided
9:00 Reading	1 – Whole class	1 2 3 4 5 6	
	2 – Small group	1 2 3 4 5 6	1 – Teacher redirects
	3 - Tests	1 2 3 4 5 6	1 – Teacher redirects
10:00 Art	3	1 2 3 4 5 6	
10:00 P.E.	1	1 2 3 4 5 6	
10:00 Music	1	1 2 3 4 5 6	
11:00 Science	1	1 2 3 4 5 6	
11:55 Lunch	1	1 2 3 4 5 6	
12:25 Recess	2	1 2 3 4 5 6	
12:45 Math	1 – Whole Group	1 2 3 4 5 6	
	3 – Ind. Practice	1 2 3 4 5 6	1 – Assistance provided
	3 - Homework	1 2 3 4 5 6	1 – Teacher redirects
1:45 Social Studies	1	1 2 3 4 5 6	
2:30 Homework time	3	1 2 3 4 5 6	1 – Assistance provided
2:50 Pack for home	3	1 2 3 4 5 6	

SECTION 5: BEHAVIOR PATHWAY

Using the information gathered from the description of the problem behavior and the context analysis, the team will look for trends in order to complete the behavior pathway.

1. Complete "Student will" by inserting the observable problem behavior identified in Section 2.
2. Look for patterns in the schedule (Column 1 and Column 3) - when does the problem behavior most frequently occur? Look for "likelihoods" of 4, 5, and 6. Put that information in the "During" box.
3. Look for patterns in the activities (Column 2) for the schedule times in the first box. During what activities does the problem behavior most often occur? Place that information in the "When" box.
4. Look for patterns in the consequences that occur after the problem behavior (Column 4). Put that information in the "Because" box.
5. Determine if the student is seeking to obtain or avoid and circle one. Now write in the blank what the student is seeking to obtain or avoid.

Example:

Section 5: Summary Statement/Behavior Pathway
This section will be completed at the team meeting:

During: Morning work, reading, spelling, math and homework time	**When:** Given independent work/ activities	**Student will:** Tap/ make noises whole class can hear, black out tests and other papers with marker	**Because:** The teacher will redirect or provide extra assistance **Therefore the function is to obtain/ avoid (circle one):** *adult attention*

Adapted from March , Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Here is Jo's completed Tier 2 Adapted FACTS Part A in its entirety:

Tier 2 Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)

Student Name *Jo* Date *January 15*

Classroom/Homeroom Teacher *T. Hanks* Grade *4*

SECTION 1: CLASSROOM INTERVENTION

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?
Yes – Weekly SW-PBS lessons with whole class

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? *Yes – Received Purple Panther tickets*

If no, review implementation of Effective Classroom Practices with the Classroom Teacher.

SECTION 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR

Describe student's strengths (academic, social/behavioral):
Jo comes to class prepared and follows rules and directions in classes that are more activity based, such as art, p.e., music, and science.

Problem Behavior (Obtained from identification process):	What does it look like (Observable)
Noncompliance, Defiance	1. *Taps/makes noises whole class can hear* 2. *Blacks out tests and other papers with marker*

SECTION 3: RECORD REVIEW

Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date	Summarize Findings
Office Referrals (ODR)	*January 7*	*4 Office discipline referrals from August 15 to Dec. 20. Referred for making noises that disrupt learning for all students in the class and blacking out test papers.*
Classroom Minors	*January 7*	*7 Classroom-managed behaviors: blacks out papers with marker rather than engaging in the task*
Absences	*January 7*	*1 excused for illness*
Tardies	*January 7*	*1 excused – car wouldn't start*
G.P.A./Grades	*January 9*	*A's in Art, Music, P.E.; B in Science, C's in Reading, Social Studies; D in Math*
Reading Assessment	*January 9*	*Dec. 1 Star Test – 21st %tile*
Written Language Assessment	*January 9*	*Dec. 3 Writing Sample – 12th %tile*
Math Assessment	*January 9*	*Nov. 25 Star Test – 6th %tile*
Health Information (if applicable)	*January 8*	*Nurse reported adequate hearing, vision, and health*
IEP Information (if applicable)		*Not applicable*
Other: i.e. nurse, counselor visits, ISS or OSS	*January 8*	*Stops by every morning on way to class. Frequently asks if can help in any way.*

SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE
** Completed by each of the student's classroom teachers*

Context		Problem Behavior	Consequence
1) Schedule: *(Time & Subject)*	2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	3) Likelihood of Problem: Low High	4) What is the response to the problem behavior? *(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
8:10 Morning work	3	1 2 3 4 5 6	1 – Teacher redirects
8:30 Spelling	3	1 2 3 4 5 6	1 – Assistance provided
9:00 Reading	1 – Whole class	1 2 3 4 5 6	
	2 – Small group	1 2 3 4 5 6	1 – Teacher redirects
	3 - Tests	1 2 3 4 5 6	1 – Teacher redirects
10:00 Art	3	1 2 3 4 5 6	
10:00 P.E.	1	1 2 3 4 5 6	
10:00 Music	1	1 2 3 4 5 6	
11:00 Science	1	1 2 3 4 5 6	
11:55 Lunch	1	1 2 3 4 5 6	
12:25 Recess	2	1 2 3 4 5 6	
12:45 Math	1 – Whole Group	1 2 3 4 5 6	
	3 – Ind. Practice	1 2 3 4 5 6	1 – Assistance provided
	3 - Homework	1 2 3 4 5 6	1 – Teacher redirects
1:45 Social Studies	1	1 2 3 4 5 6	
2:30 Homework time	3	1 2 3 4 5 6	1 – Assistance provided
2:50 Pack for home	3	1 2 3 4 5 6	

SECTION 5: BEHAVIOR PATHWAY
This section will be completed at the team meeting:

During: Morning work, reading, spelling, math and homework time	**When:** Given independent work/ activities	**Student will:** Tap/ make noises whole class can hear, black out tests and other papers with marker	**Because:** The teacher will redirect or provide extra assistance **Therefore the function is to obtain/avoid (circle one):** *adult attention*

Adapted from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Tier 2 Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)

Student Name ____ Date ________________________

Classroom/Homeroom Teacher ___________________________ Grade ________________________

SECTION 1: CLASSROOM INTERVENTION
Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?
____

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? _________________________________

If no, review implementation of Effective Classroom Practices with the Classroom Teacher.

SECTION 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR
Describe student's strengths (academic, social/behavioral):

Problem Behavior (Obtained from identification process):	What does it look like (Observable)

SECTION 3: RECORD REVIEW
Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date	Summarize Findings
Office Referrals (ODR)		
Classroom Minors		
Absences		
Tardies		
G.P.A./Grades		
Reading Assessment		
Written Language Assessment		
Math Assessment		
Health Information *(if applicable)*		
IEP Information *(if applicable)*		
Other: *i.e. nurse, counselor visits, ISS or OSS*		

Student Name ____ Date ______________________

Description of Problem Behavior from Section 2:____

SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE

** Completed by each of the student's classroom teachers*

Context		Problem Behavior	Consequence
1) Schedule: *(Time & Subject)*	2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	3) Likelihood of Problem: Low High	4) What is the response to the problem behavior? *(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
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

SECTION 5: BEHAVIOR PATHWAY

This section will be completed at the team meeting:

During:	**When:**	**Student will:**	**Because:** The teacher will redirect or provide extra assistance **Therefore the function is to obtain/avoid (circle one):** ________________

Adapted from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

The Advanced Tiers Spreadsheet

The Advanced Tiers Spreadsheet is a second option teams have available to collect and organize information in order to determine the function of behavior. The spreadsheet also doubles as a tool for data entry and progress monitoring of each student's intervention data. The spreadsheet was created to hold data for up to 30 students. If more than 30 students participate in your school's Tier 2 interventions, additional copies of the spreadsheet can be downloaded. The spreadsheet is available at no cost at www.pbismissouri.org.

The spreadsheet includes one tab for entering student information that is typically collected prior to the selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.). This tab allows teams to record much of the same information that is collected on the Tier 2 Adapted FACTS Part A. However, it does not include a context analysis and behavior pathway. Many teams take a "hybrid" approach and use the Tier 2 Adapted FACTS Part A for collecting student information and determining the function of behavior and the Advanced Tiers Spreadsheet for data entry and progress monitoring.

Advanced Tiers Spreadsheet: Main Menu

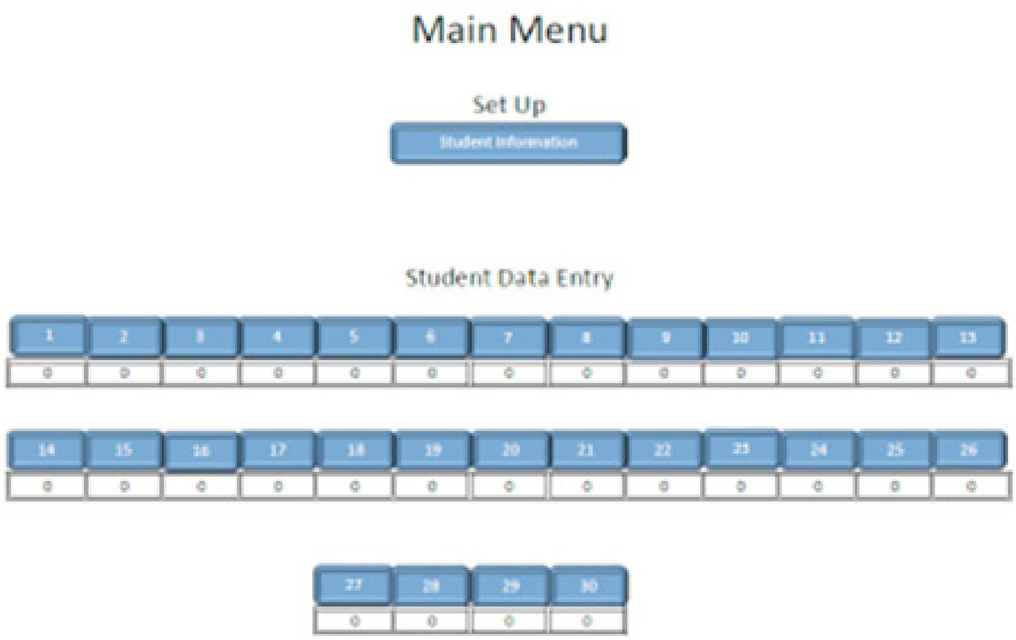


Figure 4.2

Advanced Tiers Spreadsheet: Student Information Tab

Student Name	IEP Status	Expectations Taught
Date of Identification	# Discipline Events (ODR)	Recognition Received
Method of Identification	# Classroom Events (minor)	Problem Behavior
Grade	# Absences	Function of Behavior
Gender	# Tardies	Intervention Selected (1)
Ethnicity	Academic Performance Level	Intervention Selected (2)
Race	Grade Point Average	Goal

Figure 4.3

The second page is where daily student performance data can be recorded. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears. The trend line is useful for determining positive, questionable, or poor response to the program.

Behavior Goal

John Dewey's Daily Data

KEEP HANDS TO SELF

Date	Note	Daily Points Possible	Daily Points Earned	Daily Percent	Avg for Last 10 Days	96%
8/11/2014	baseline	60	45.00	75%		
8/12/2014	baseline	60	43.00	72%		
8/13/2014	baseline	60	46.00	77%		
8/14/2014	baseline	60	42.00	70%		
8/15/2014	baseline	60	45.00	75%	week avg	74%
8/18/2014	start	60	58.00	97%		
8/19/2014		60	60.00	100%		
8/20/2014		60	60.00	100%		
8/21/2014		60	59.00	98%		
8/22/2014		60	54.00	90%	week avg	97%
8/25/2014		60	56.00	93%		
8/26/2014		60	50.00	83%		
8/27/2014		60	60.00	100%		
8/28/2014		60	58.00	97%		
8/29/2014		60	59.00	98%	week avg	94%
9/1/2014		60	60.00	100%		
9/2/2014		60	60.00	100%		

10 day rolling average

Weekly average

Figure 4.4

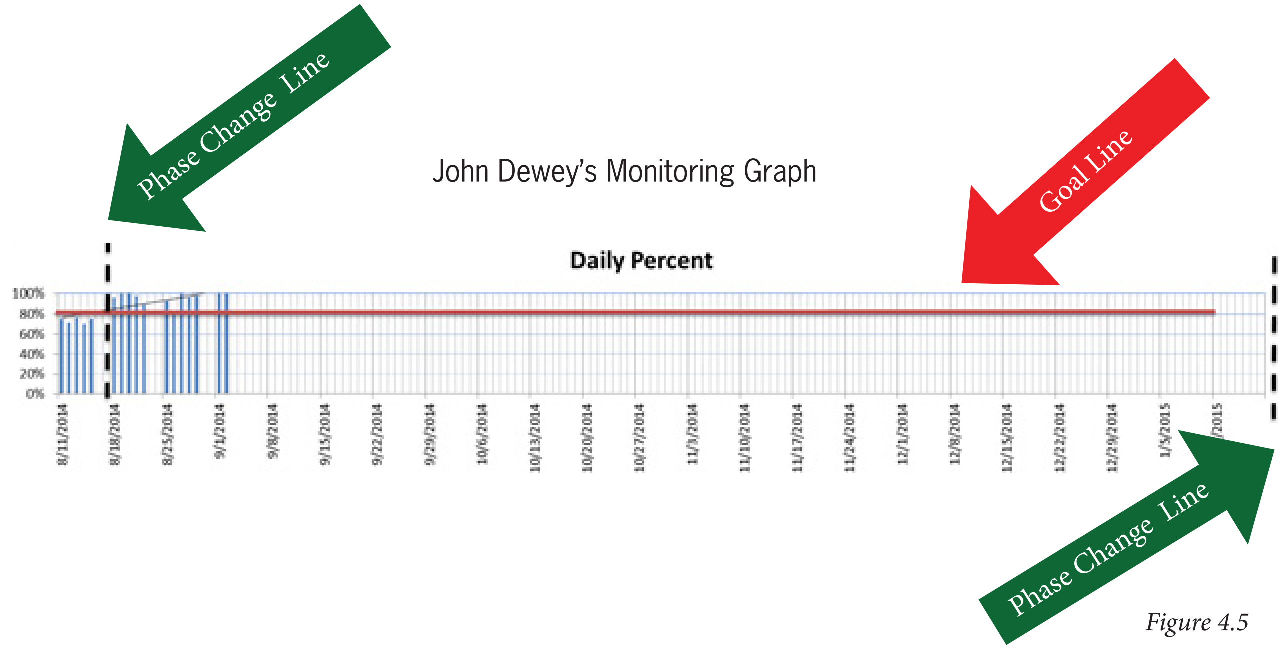


Figure 4.5

The graphs on the student data entry pages include a horizontal moveable goal line, as well as two vertical moveable phase change lines. The goal line can be moved to a target for daily percentage points that is appropriate for the individual student, and is based on the student's baseline data. The phase change lines can be moved to coincide with a date when a change was made to the student's plan. To move these lines, simply click and hold the left mouse button on the line, drag it to the desired location, and release the button. The previous graph for John Dewey shows that the horizontal goal line has been set at 80%, and one of the phase change lines has been moved to align with 8/18/2014 to indicate the transition from the baseline data collection phase to the start of the intervention phase. These lines can also be used to indicate a change in the intervention strategies.

In addition, the graph provides a trend line. This line helps the team to assess whether the student is making an adequate rate of progress to achieve his or her goal.

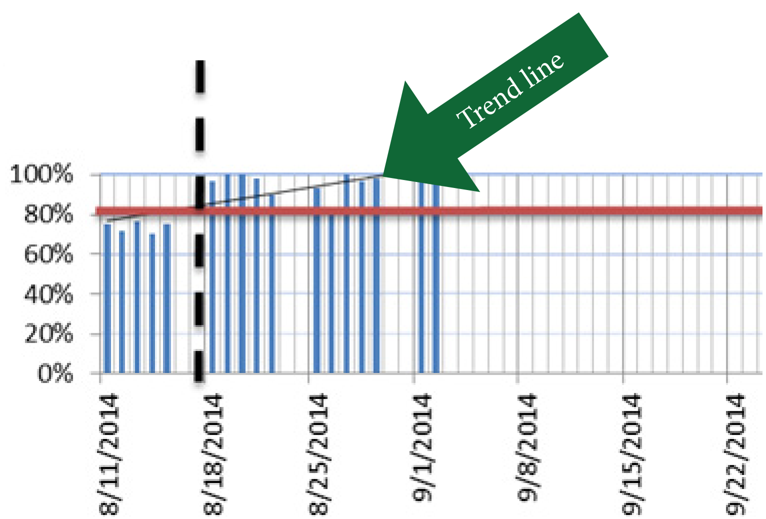


Figure 4.6

To use the Advanced Tiers Spreadsheet, first download a free copy from http://pbismissouri.org/tier-2-workbook/selecting-function-based-interventions-monitoring-data-and-using-data-for-decisions. The spreadsheet uses macros as part of the navigation buttons on the main menu and elsewhere on the spreadsheet. To use the spreadsheet, the macros must be enabled. Typically, the user of the spreadsheet will receive a warning that the "macros have been disabled" the first time the spreadsheet is opened. Click "enable this content" button to use the navigation buttons (see below).

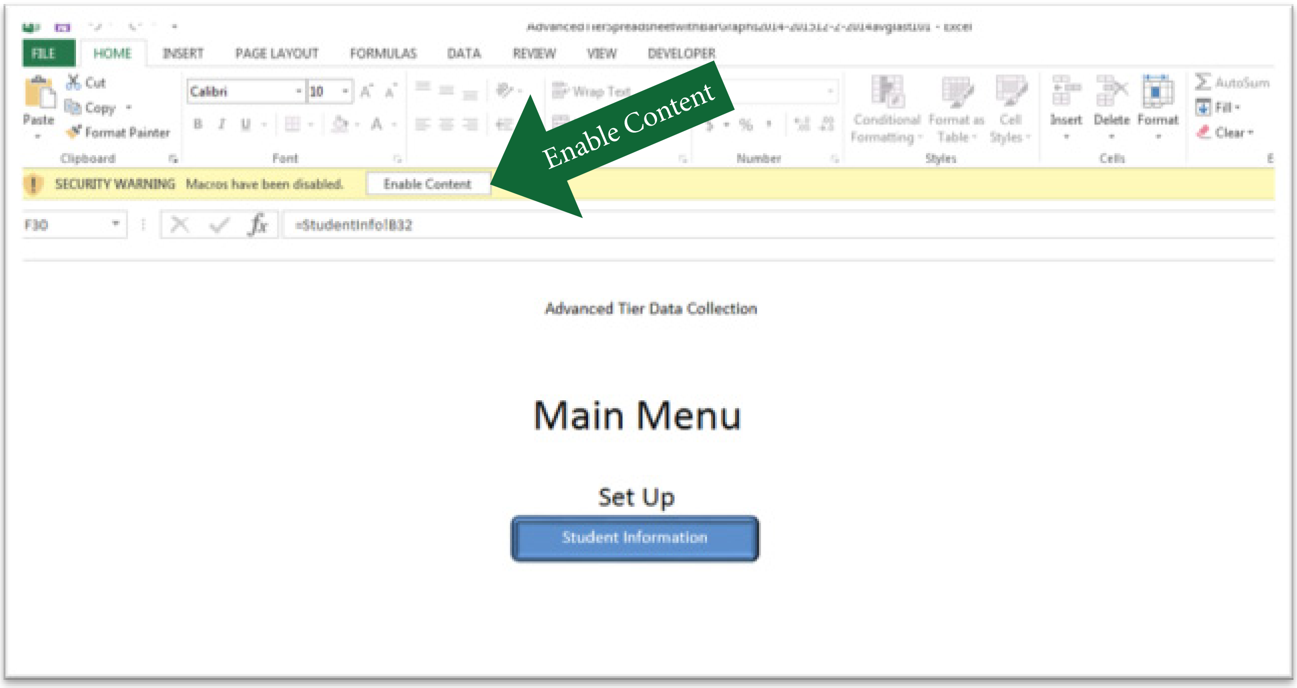


Figure 4.7

For each student that is enrolled in Check-In, Check-Out, complete the information on the student information page. Entering the student's name in the appropriate place on the student information page will cause his or her name to appear underneath a button on the main menu page, as well as at the top of that student's data entry page. This makes navigation much easier.

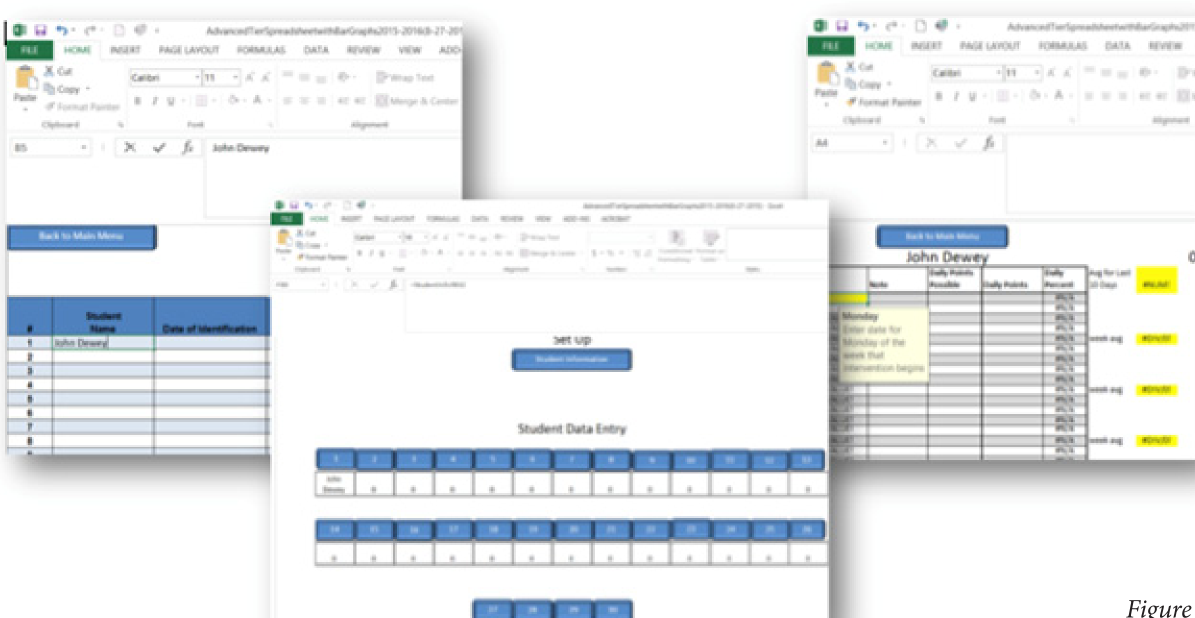


Figure 4.8

Prior to entering points, enter the date for the Monday that starts the week when the intervention begins in the yellow cell beneath the column header marked "Date." It is important that the date in this cell is a Monday so that the "weekly averages" correspond with the Friday of each week. The Monday Start Date cell has a rule that will not allow entry of a date that does not fall on a Monday. If a non-Monday date is entered, the user will receive an error message, and must enter another date. For example, if an intervention is starting on October 1, 2015 (a Thursday), the user must enter September 28, 2015 in the Monday Start Date cell. Weekdays will automatically fill in for the date column. Users will begin entering points in the "daily points" cell that corresponds with "October 1."

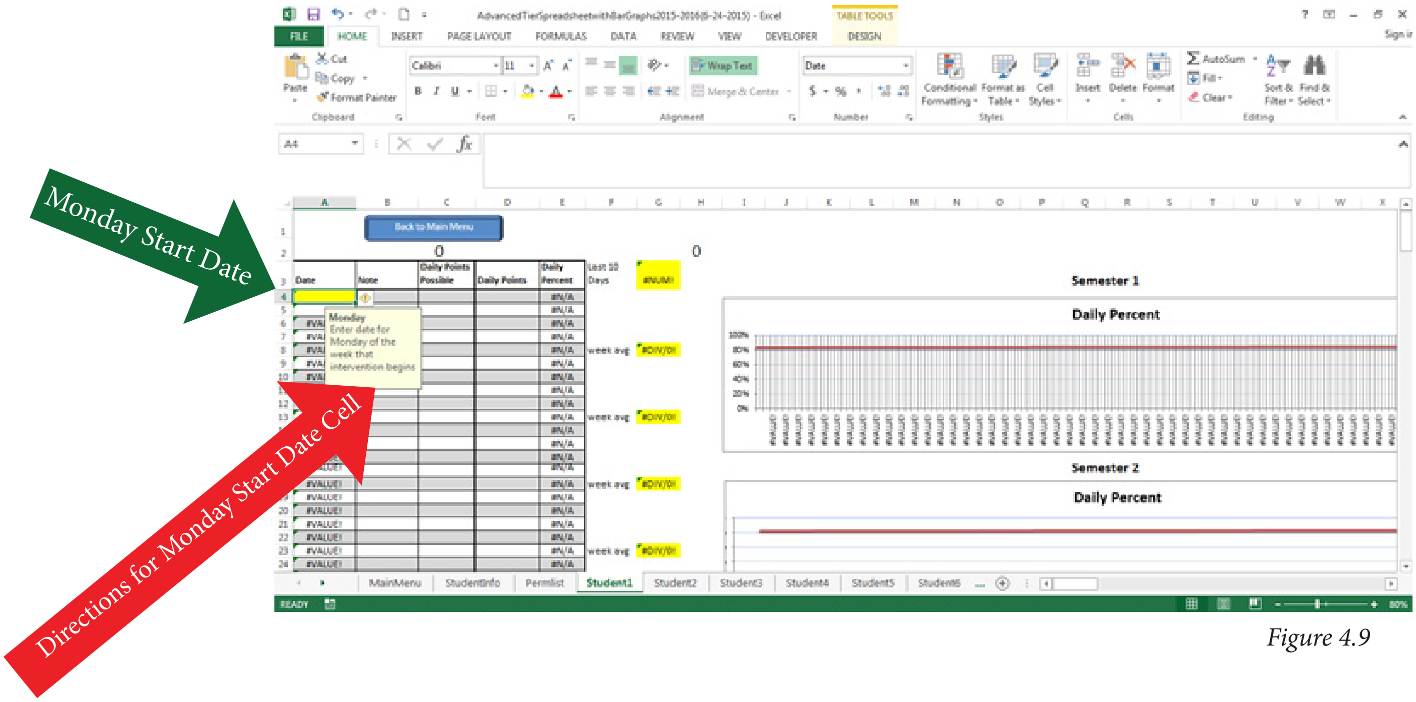


Figure 4.9

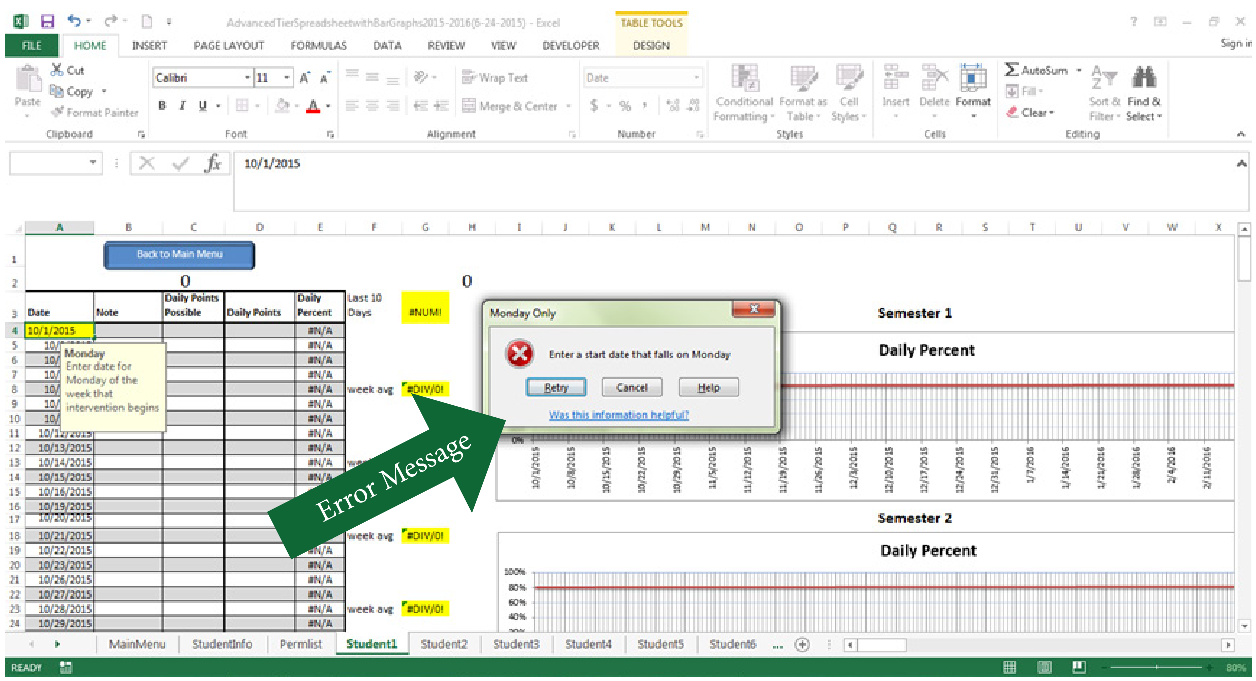


Figure 4.10

When entering daily points for individual students, it is important to only enter a score of "0" if that is the score that the student earned. "0's" entered for the student on days when he or she was absent are interpreted by the spreadsheet as 0 points earned when the spreadsheet calculates the trend line, the weekly average, and the ten day rolling average. On days when the student is absent, the cell should be left blank, since blank spaces are not factored into these calculations. In addition, if a student is absent from a period, simply subtract the points possible for the missing period from the total points possible for the day, and enter this number in the "Daily Points Possible" cell for that date. For example, if there are three periods per day, each worth a total of 20 points, and the student missed one period, mark the total points possible for that day as 40 instead of 60.

Finally, with so many schools adopting the use of iPad for staff members and/or using Google Docs for shared documents, a Google Docs version of the Advanced Tiers Spreadsheet has been developed and is available free of charge. This spreadsheet, called Google Docs Advanced Tiers Spreadsheet, works on the iPad with the download of a free "Google Sheets" App. iPad users will also need a Google account and a free Google Docs app. PC users will simply need a Google Account.

This spreadsheet is very similar to the Advanced Tiers Spreadsheet, although minus certain features. The graphs do not include moveable goal or phase change lines. Another difference is that the spreadsheet does not have a navigable main menu page. Rather, the user must navigate using the tabs across the bottom of the spreadsheet. Tabs can be renamed with the student's name by clicking on the downward pointing arrow on the tab, then clicking on "rename" from the menu and typing in the student's name (important: this spreadsheet will contain confidential information; do not keep this spreadsheet in a shared folder unless sharing is restricted to individuals with "need to know" rights). However, there is a student information page that is aligned to the Tier 2 Adapted FACTS, and the graphs generate a trend line when the spreadsheet is opened using a laptop or desktop computer. Data can be entered using an iPad, and the graphs will automatically refresh as data is entered. However, the trend line will not appear when the sheet is opened using an iPad.

The Google Docs Advanced Tiers Spreadsheet can be accessed at http://pbismissouri.org/archives/5252. First, the user must sign into his or her Google Drive account. Then click on the link for "Google Docs Advanced Tier Spreadsheet." An un-editable version of the spreadsheet will open. Click on the "File" menu, and then "make a copy." This will load a clean, editable copy of the spreadsheet into your Google Docs folder. The spreadsheet can then be used or shared like any other Google Docs document.

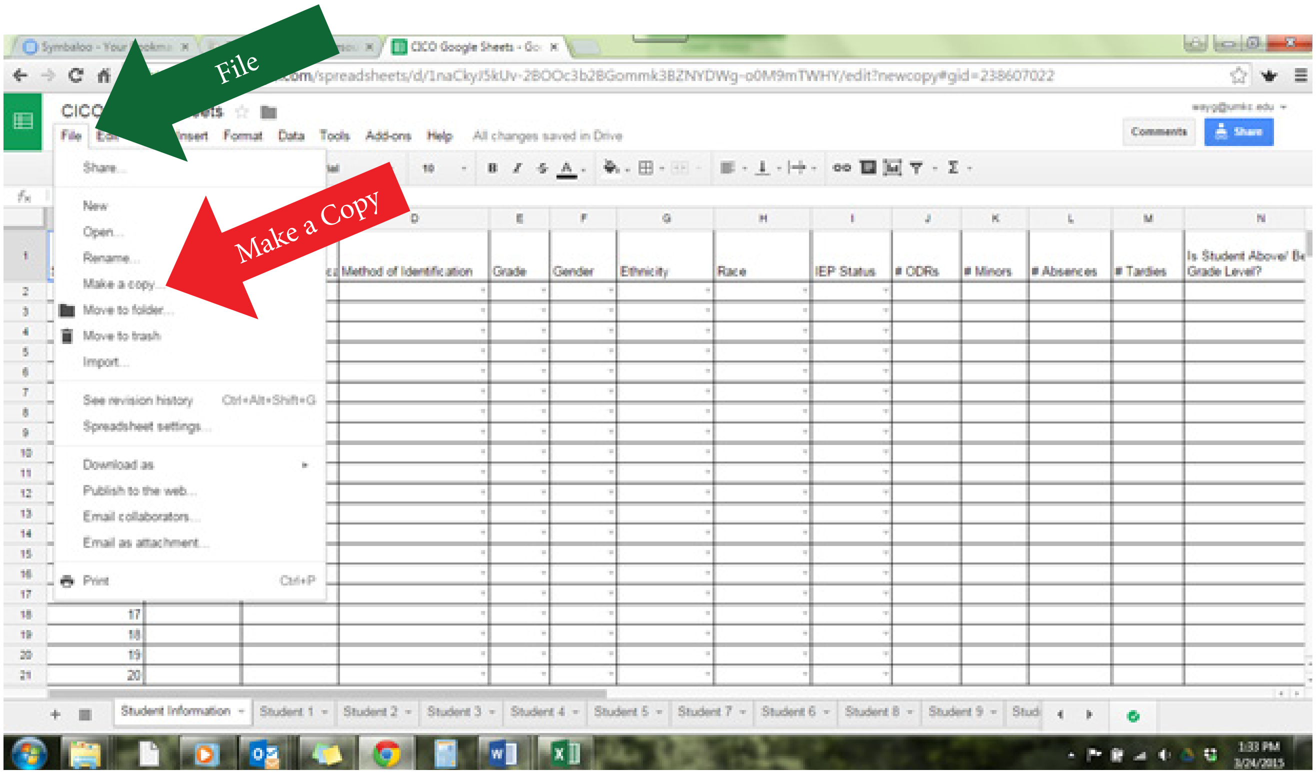


Figure 4.11

MO SW-PBS Tier 2 Student Identification Process Guide

MO SW-PBS Tier 2 Student Identification Process Guide is designed to assist Tier 2 teams through an efficient and effective identification process, and ensure students who come to the attention of the Tier 2 team are likely to receive intervention that will promote the desired behavior change.

In the previous chapter, three methods of student identification were explained: Nomination, Existing School Data, and Universal Screening. MO SW-PBS recommends schools have at least 2 of the 3 identification methods in place to increase the likelihood of early identification of students needing additional support.

For all students, the Tier 2 team should first ask the questions, "Did the student receive instruction on School-wide and Classroom Expectations, Rules, and Procedures?" and "Did the student receive recognition recently for following School-wide and Classroom Expectations, Rules, and Procedures?" Before proceeding with additional intervention, efforts should be made to ensure students have consistent, high quality Tier 1 Universal support and receive recognition when expectations are followed.

After Tier 1 support has been confirmed, teams should consult the Student Identification Process Guide for follow-up questions based upon the method of identification. For example, if the student was brought to the team through teacher nomination, a designated team member should ensure the form is thoroughly completed, with all information necessary to move on to the data collection step.

Once the team member ensures the necessary information for identification is present, the team will systematically collect information using the information using the Tier 2 Adapted Functional Assessment Checklist for Teachers and Staff (FACTS) Part A.

Once all of the information has been gathered, and the Adapted FACTS Part A has been completed, the student will be placed on the agenda for discussion by the Tier 2 team at a team meeting. At that time, the team will review the information, complete the Behavior Pathway, and make a determination about the likely function of the student's problem behavior.

Based on the team's conclusions about the student's function of behavior, they will choose an appropriate intervention to meet the needs of the student. For example, if the data indicates the student's function of behavior is to access peer attention, Social Skills Groups would be an appropriate choice, but Check-In, Check-Out would not.

Once the intervention has been selected, the designated team member should add the student to the appropriate progress-monitoring tool, like the Advanced Tiers Spreadsheet.

The MO SW-PBS Tier 2 Student Identification Process Guide acts as a quick reference for teams in following these steps to move students from identification to intervention.

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
Does the completed nomination contain adequate information to move forward?

EXISTING SCHOOL DATA
Does the student meet our data decision rule?

UNIVERSAL SCREENING
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
- Setting, Activity, or Event

To Avoid/Escape from Sensory Stimulation
- Stimulation that is painful or discomforting

	Check-In, Check-Out	**Social Skill Groups**	**Check and Connect**	**Self Monitoring**	**Academic Intervention**	**FIRST STEP *Next***
Get Adult Attention	X	X	X		X	X
Get Peer Attention		X	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.

Monitoring Student Progress

Data that is collected when monitoring a student's response to an intervention answers the question "Is this intervention effective?" Without objective measures, behavior change may be too gradual to determine if the student is responding to the intervention. Why spend time and energy doing something that does not have the desired effect? The longer a student uses inappropriate behavior, the more likely it will become a habit and harder to extinguish. We would not consider teaching an academic skill without determining the current level of functioning and then monitoring the acquisition of the skill. The same reasoning should be applied to social behavioral skills.

Prior to starting an intervention with a student, the team should address the following questions:

- What data will be collected to determine student progress during intervention?
- How will the data be converted into a graph for visual display?
  - Graphing data allows the application of a trend line, which is the easiest way to determine if progress is being made, particularly if the data has high variability. In addition to the facilitator entering scores into a spreadsheet, some schools allow students to also graph their own data to build awareness and self-regulation.
- How often will student data be reviewed?

Whatever method is used to monitor progress, the data should be collected at least weekly. 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. An Excel program is one simple method for collecting and graphing student data. As discussed earlier, the *Advanced Tiers Spreadsheet* is one tool that serves these purposes.

Regardless of which intervention is selected and implemented it is important to plan methods for collecting data about student performance before the intervention begins (i.e., baseline phase), while the intervention is in place (intervention or treatment phase), and after the intervention is removed (follow-up or maintenance phase). Different types of data can be collected for each phase according to information that is readily available. If the data collection and monitoring methods are cumbersome or complicated it is less likely staff members or the Tier 2 Team will complete this important task. Accordingly, information about several simple options for data collection and monitoring are provided as follows.

BASELINE DATA. Baseline data answers the question "is there a problem?" It represents a student's current level of functioning. Baseline data is the measuring stick by which intervention data are compared to determine the extent to which a change in the behavior occurred. Baseline data also aids in goal setting.

Various sources can used for baseline data: numbers of office discipline referrals, records of minor behavior problems, poor attendance, screening that indicated risk, and interviews conducted with those who have observed the student's behavior. The original sources for identifying the student may be useful sources of baseline data. For example, one could record the number of minor behavior problems related to the problem behavior exhibited by the student in the weeks prior to being identified.

Another source for baseline data may be the use of permanent products such as completed assignments, attendance or tardy records, and work samples. A third source for baseline data may be inherent to specific interventions. Each intervention (e.g., Check-In, Check-Out, Small Group Social Skills) may have a recommended format for monitoring daily or weekly progress. Monitoring forms may be completed prior to starting the intervention and used as baseline data.

Baseline data should be graphed with a vertical line at the end of the phase to indicate when the intervention data begins. Three to five baseline data points are sufficient to be used for comparison. The graph should also include a goal line. The goal should be at a level challenging to the student but one they can achieve within the first few days of the intervention. The goal may then be adjusted until the final target goal is applied.

INTERVENTION DATA. After data collection and graphing methods are established, student data should regularly be reviewed to monitor progress and determine each participant's response to the intervention. Important features to examine within each student graph include:

Student level of Performance.
The student's level of performance is entered each day from the Daily Progress Report or summarized weekly. Performance is indicated by percentage of DPR points earned.

Desired level of Performance.
The desired level of performance is determined by the student's behavioral goal. This line on the graph is called the "Goal Line". The Tier 2 Team will determine an initial goal using baseline data. The goal is then increased as the student shows progress until a final goal is consistently achieved (typically 80%).

Trend Line.
The trend line is a line that is drawn through a series of data points to represent the student's actual rate and level of progress. Rate of progress refers to how long it will take the student to reach the goal line. An increasing, stable, or decreasing trend signifies the level of progress.

The following student data graph provides an example of graphed data that includes baseline performance, a phase change line, student level of performance during intervention, a goal line, and a trend line.

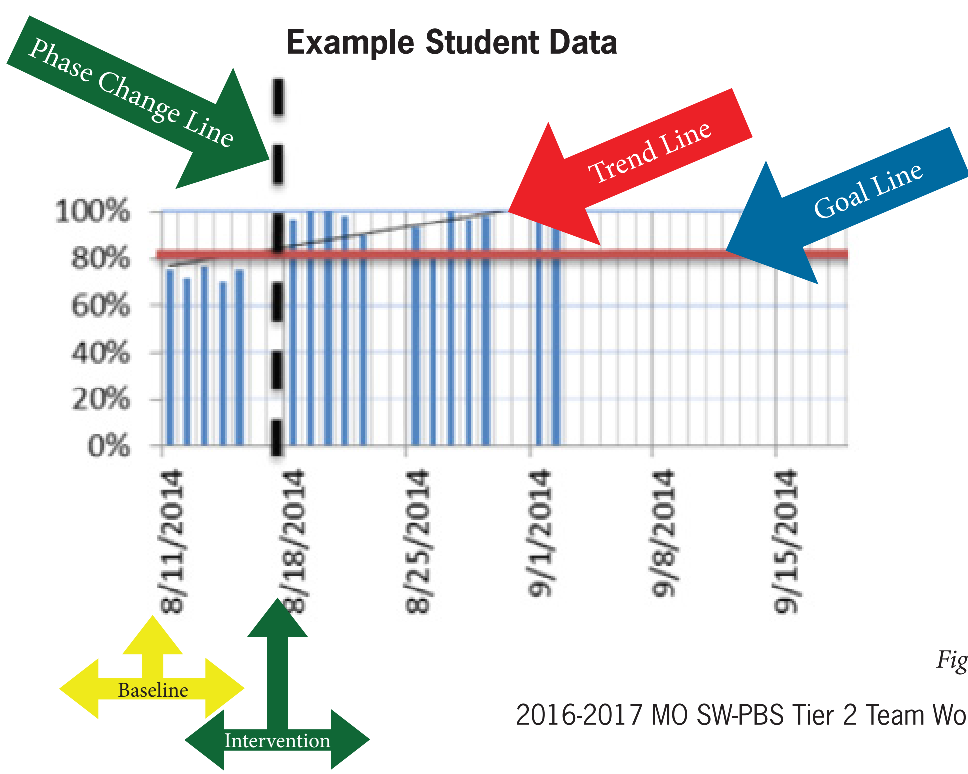


Figure 4.12

Interpreting Data to Make Decisions

Generally students who participate in a behavioral intervention should first reach the goal line within 3 weeks (Sprague, 2008). If the student does not reach the goal line within 3 weeks, the rate of progress may be considered too slow. A general recommendation is to generate at least eight data points within 3 weeks of instruction before making a decision about whether or not an intervention change is needed.

Each time student data is reviewed an interpretation (positive, questionable or poor response to intervention) and a decision about what occurs next will need to be made. Generally, decisions will include continuing the intervention, intensifying the intervention, modifying the intervention, fading the intervention or returning to the problem solving phase to gather additional information. In every case, decisions about the next phase of intervention should be derived from an interpretation of student data (i.e., response to the intervention).

POSITIVE RESPONSE TO INTERVENTION. If data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time, the team should determine how long the student is expected to maintain success before intervention components are removed.
In many cases when the Tier 2 Team reviews graphs of student data they will determine the child is responding positively to the intervention (i.e., increasing or stable trend at or above the goal line that occurred shortly after the intervention began).

In situations of a positive response the team can choose from the following:

- Continue the intervention with the current goal.
- Continue the intervention with an increased goal.
- Teach self-management and begin fading intervention components to determine if the student has acquired functional independence (i.e., continues successful behavioral performance with less teacher feedback).

Before deciding to teach self-management the student should demonstrate a consistently positive response. Behavior teams typically establish specific criteria for success. As a general guideline the following represents a reasonable goal that indicates consistent success: four consecutive weeks with four or more daily data points per week at 80% or higher.

Gradual removal of intervention components (i.e., fading) is described in greater detail in subsequent intervention chapters. Generally student self-management is promoted by teaching the student to monitor, record, and evaluate his/her own performance. In addition, longer intervals of successful performance may be required before reinforcement is delivered.

Example 1
In the graph below the child's baseline data was entered for five days prior to starting the intervention. During the baseline condition (i.e., student not participating in the intervention) data indicated that student performance ranged from 63-74% of the total possible points. For this student an initial goal of 80% or more of the total possible points was determined appropriate. A phase line shows when the intervention began.

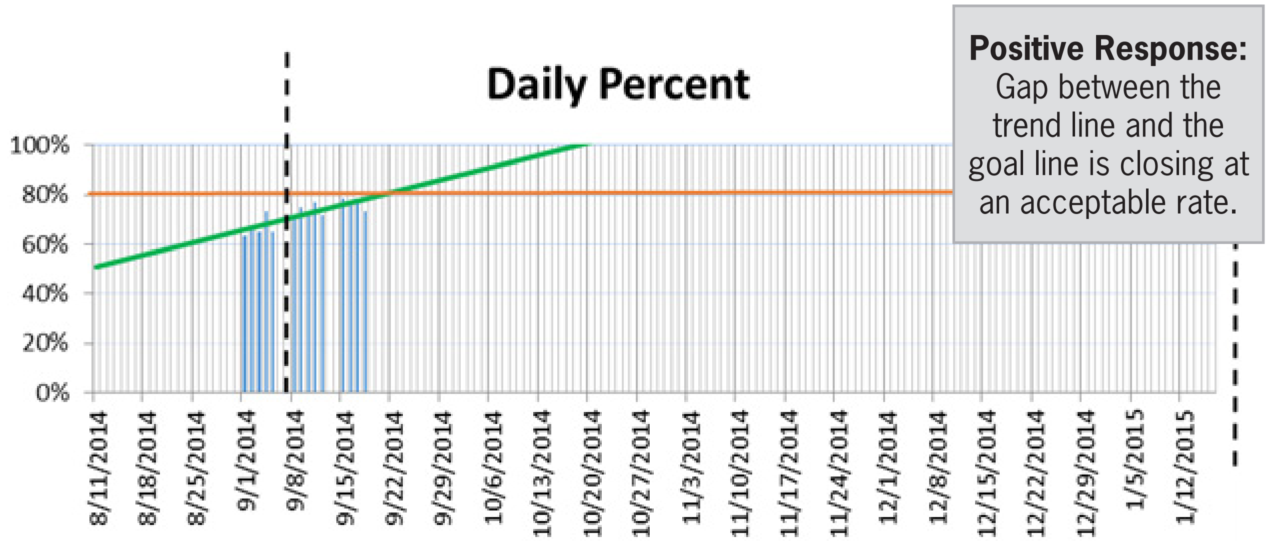


Figure 4.13

QUESTIONABLE RESPONSE TO INTERVENTION. When the distance between the student's trend line and the goal line is closing but occurs at an unacceptable rate, the response to the intervention is viewed as ***questionable***. When data indicates a questionable response to the intervention, first examine and evaluate fidelity of implementation (i.e., were all components of the intervention delivered consistently and accurately?). Common fidelity checks include use of an observation checklist and/or self-report of intervention implementation. Specific methods for monitoring fidelity of implementation are provided for each intervention in subsequent chapters.

If the team is satisfied that the intervention has been implemented with fidelity, then the team may decide to modify or intensify the intervention. Techniques to modify or intensify will be discussed within each intervention but general rules may be applied to any intervention to any intervention:

1. Reconsider function
   - Ensure the correct function was identified
   - Confirm the intervention aligns with the function
   - Review all features of the implemented intervention to determine alignment with the function

2. Reconsider the goal
   - Review the initial goal to ensure it was appropriately established based on the baseline data
   - Review student's current daily percentages and adjust goal as appropriate to ensure student success; as success is achieved, begin increasing the goal

3. Provide more frequent feedback
   - Implement additional feedback session with the intervention facilitator
   - Allow for more frequent interactions between the student and his or her teachers

4. Individualize the feedback procedure
  - Allow the student to select the adult with whom he or she will regularly meet to review progress
  - Allow the student to use alternative ways to contact the adult that will monitor his or her progress (e.g. e-mail, text messaging, etc.)

5. Add a Self-Monitoring Component

6. Individualize the reinforcer
  - Collaboratively develop an individualized contract that specifies the reinforcers the student will earn
  - Allow the student to select an adult with whom he or she can spend additional time
  - Individualize the reinforcer based on the student's function of behavior

Example 2

This child's level of performance was also entered daily. The level of performance ranged from 30% to 60% while the desired level of performance was 80% (as indicated by the horizontal goal line). The trend line shows the rate of progress. At the current rate of progress, it will require 6 weeks for this student to reach the goal.

The student is making progress, however, the rate is slower than expected.

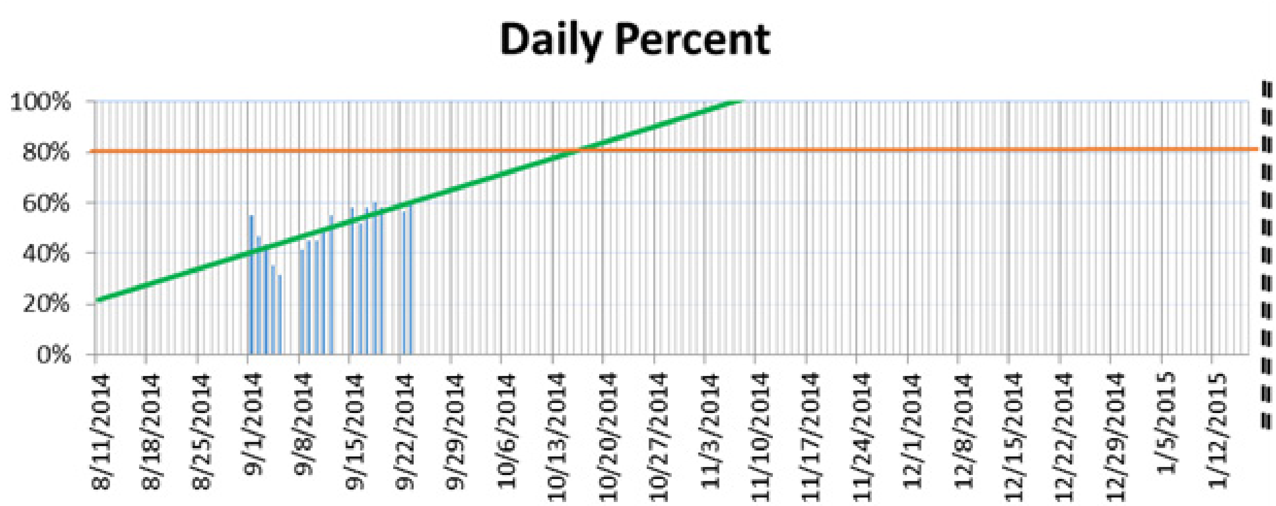


Figure 4.14

Questionable Response:
Gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.

POOR RESPONSE TO INTERVENTION. When the distance between the trend line and the goal line widens, the response to the intervention is ***poor***. When data indicate the student's response to intervention is poor the team first should verify fidelity of implementation. After ensuring the intervention was implemented correctly and consistently, then the team should consider the following questions:

- Was the primary problem behavior identified correctly?
- Is the intervention aligned with the function of the student's behavior?
- Are there other functions to consider?

If the team has addressed these considerations, more intensive, individualized intervention may be warranted. Teams should consider students for Tier 3 support (i.e., functional behavioral assessment and behavior intervention planning; FBA-BIP) when the following conditions are met:

- Data indicates interventions were implemented with fidelity (*fidelity of implementation checklists*).
- Student demonstrates persistent non-response to the interventions (*progress monitoring data*).
- Team is reasonably confident that modifications to the current intervention will not result in a better student response.

Example 3

In the third example the child's baseline level of performance was entered daily. Data indicated baseline performance ranged from 61 to 70% of the total possible points per day. The desired level of performance was 80%. The trend line showed the student's actual rate of progress. During two weeks of intervention daily percentage of points earned ranged from 64-41%. Nine of the 10 data points collected while the student participated in the intervention showed lower performance than existed during baseline. For this child the gap between the trend line and the goal line grew wider indicating it was unlikely the child ever would reach his/her goal.

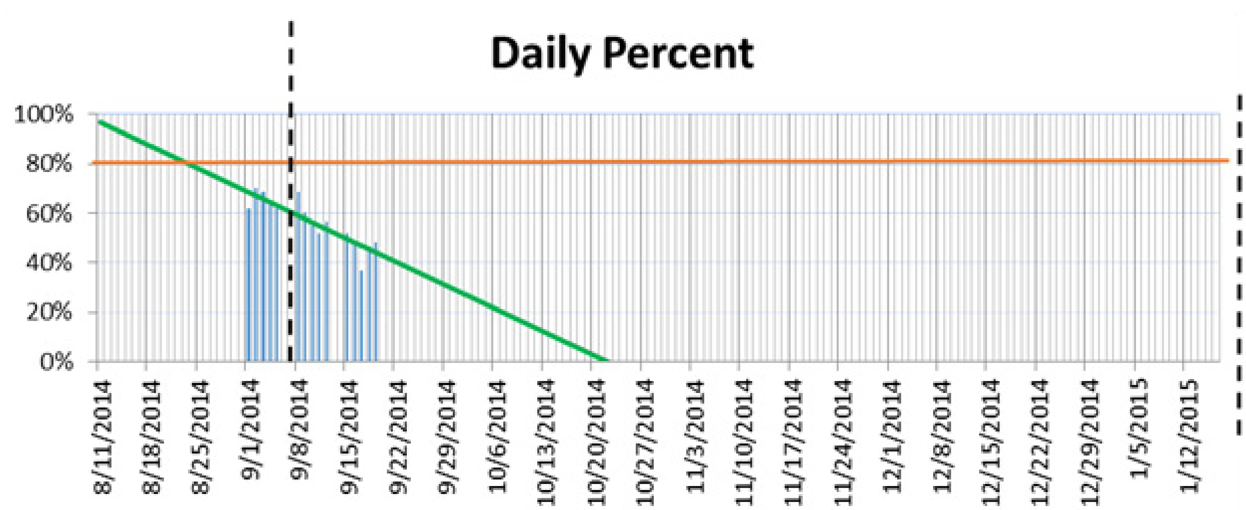


Figure 4.15

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

ACTIVITY

Examine each of the sample graphs below. Consider the student's current level of performance, the desired level of performance, the direction of the trend line and the amount of time it will take the student to reach his or her goal. Interpret each student's data by determining whether the response to intervention was positive, questionable, or poor. Discuss decisions your team would make in each circumstance.

Student 1

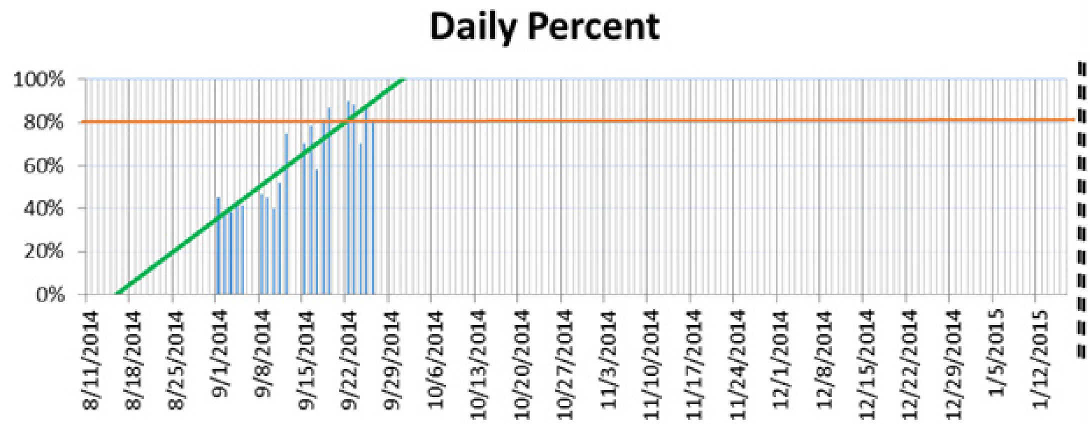


Figure 4.16

Student 2

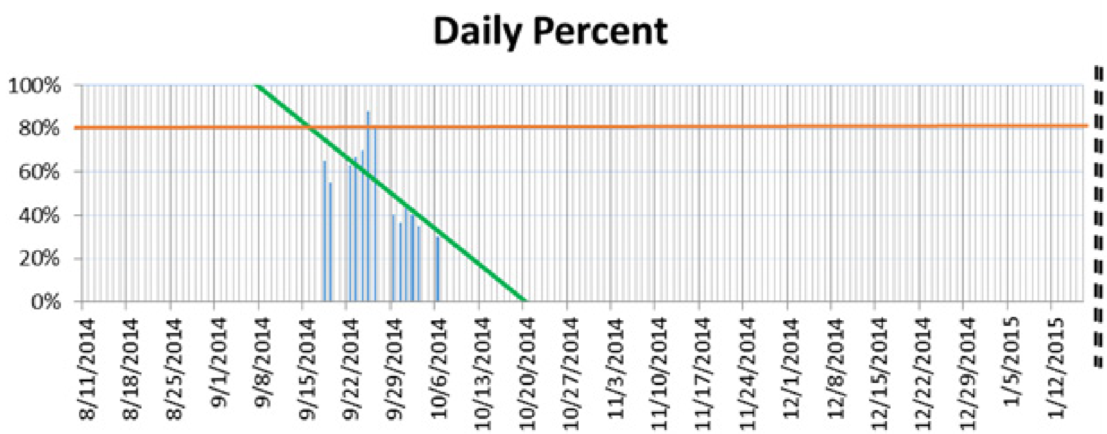


Figure 4.17

Student 3

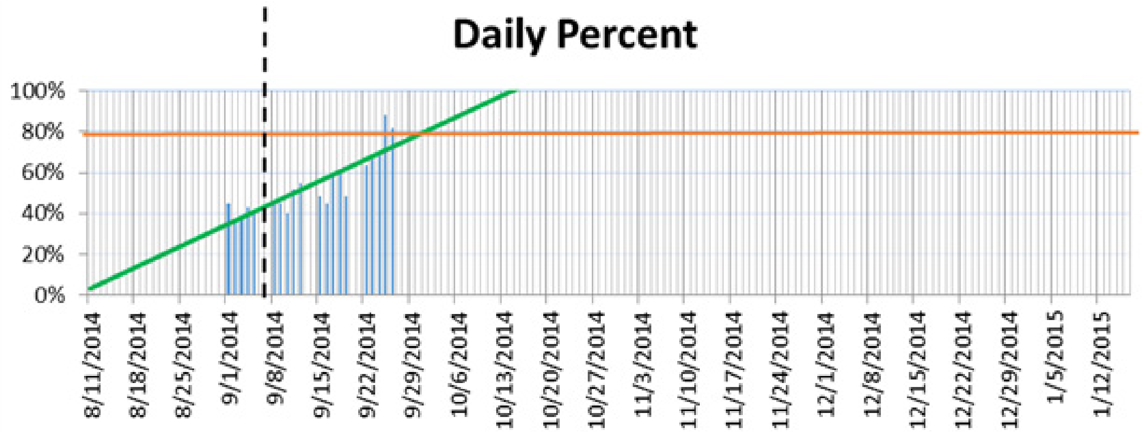


Figure 4.18

Student 4

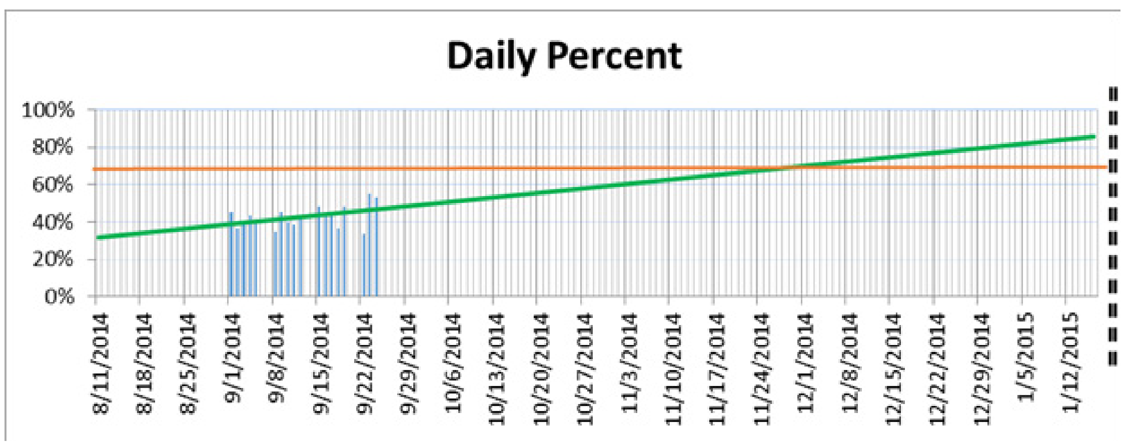


Figure 4.19

MO SW-PBS Tier 2 Team Pre-Meeting Organizer

The Tier 2 Team Pre-Meeting Organizer can be used to organize Tier 2 data and inform which students need to be discussed at the next Tier 2 team meeting. Not every student in a Tier 2 intervention will need to be discussed or reviewed at every Tier 2 meeting. The names of students responding questionably, poorly or eligible for fading are submitted to the Tier 2 team facilitator and are documented below to inform the Tier 2 meeting agenda. Students responding positively but not eligible for fading can be documented in the shaded column on the form. These students are not added to the Tier 2 agenda as typically no change is made in their Tier 2 intervention until they are eligible for fading from the intervention.

Tier 2 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 & Connect				
FIRST STEP *Next*				

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

The MO SW-PBS Student Progress Monitoring Guide is a tool developed to provide explicit guidance through the steps of student identification and progress monitoring. The student identification portion of the guide has the goal of steering teams to select function based interventions to increase the likelihood of student success. The progress-monitoring portion of the guide has a goal of directing teams to use direct observation data and artifacts as clear evidence of non-response, questionable response or positive response. In establishing consistent decision-making systems, and in basing next steps decisions on reliable and valid data, teams are more likely to increase the number of students who successfully progress from identification, through positive response to fading and graduation. The MO SW-PBS Student Progress Monitoring Guide is on the following page.

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 → Student Response

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

1. What data was used to inform progress made in the intervention?
   - Daily Progress Report
   - Weekly Progress Report
2. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
3. Did the team follow decision rules to identify student (s) who will continue in the intervention?
   - Continue with Goal
   - Increase Goal
   - Fade
   - Graduate

Questionable Response

1. What data was used to inform progress made in the intervention?
   - Daily Progress Report
   - Weekly Progress Report
2. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
3. Did the team follow decision rules to identify student (s) requiring modifications?
   - Reconsider Function
   - Reconsider Goal
   - Provide More Frequent Feedback
   - Individualize Feedback Procedure
   - Individualize the Reinforcer

Poor Response

1. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
2. Was the primary problem behavior identified correctly and addressed on the student's Daily Progress Report?
3. Is the intervention aligned with the function of the student's behavior?
4. Are there other functions to consider?
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:
   - Changing the Tier 2 Intervention
   - Considering the student for Tier 3 Intervention

The following guidelines provide a summary describing positive, questionable, and poor responses to intervention, and includes example decisions resulting from the review of student data.

Guidelines for Interpreting Student Data and Making Decisions

POSITIVE RESPONSE Gap between the trend line and the goal line is closing at an acceptable rate.	• Continue intervention with current goal • Continue intervention with goal increased • Teach self-management • Fade intervention components

QUESTIONABLE RESPONSE
 	
Gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.
	Was intervention implemented as intended?
	
	• If no: employ strategies to increase implementation integrity.
	• 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.

POOR RESPONSE
 	
Gap between trend line and goal line continues to widen with no change in rate.
	Was intervention implemented as intended?
	
	• If no: employ strategies to increase implementation integrity.
	• If yes:
	    • Was the problem identified correctly?
	    • Is intervention aligned with the function?
	    • Are there other functions to consider?

Figure 4.20

Monitoring Social Validity of Interventions

Social validity, which is sometimes also referred to as treatment acceptability, focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

WHAT DOES MONITORING SOCIAL VALIDITY MEAN? Monitoring social validity means to regularly and systematically assess the social significance of intervention goals, the social acceptability of the proposed intervention procedures to attain the goals, and evaluation of the social importance of the effects resulting from an intervention (Kazdin, 1977; Wolf, 1978). The following includes descriptions for each aspect of social validity.

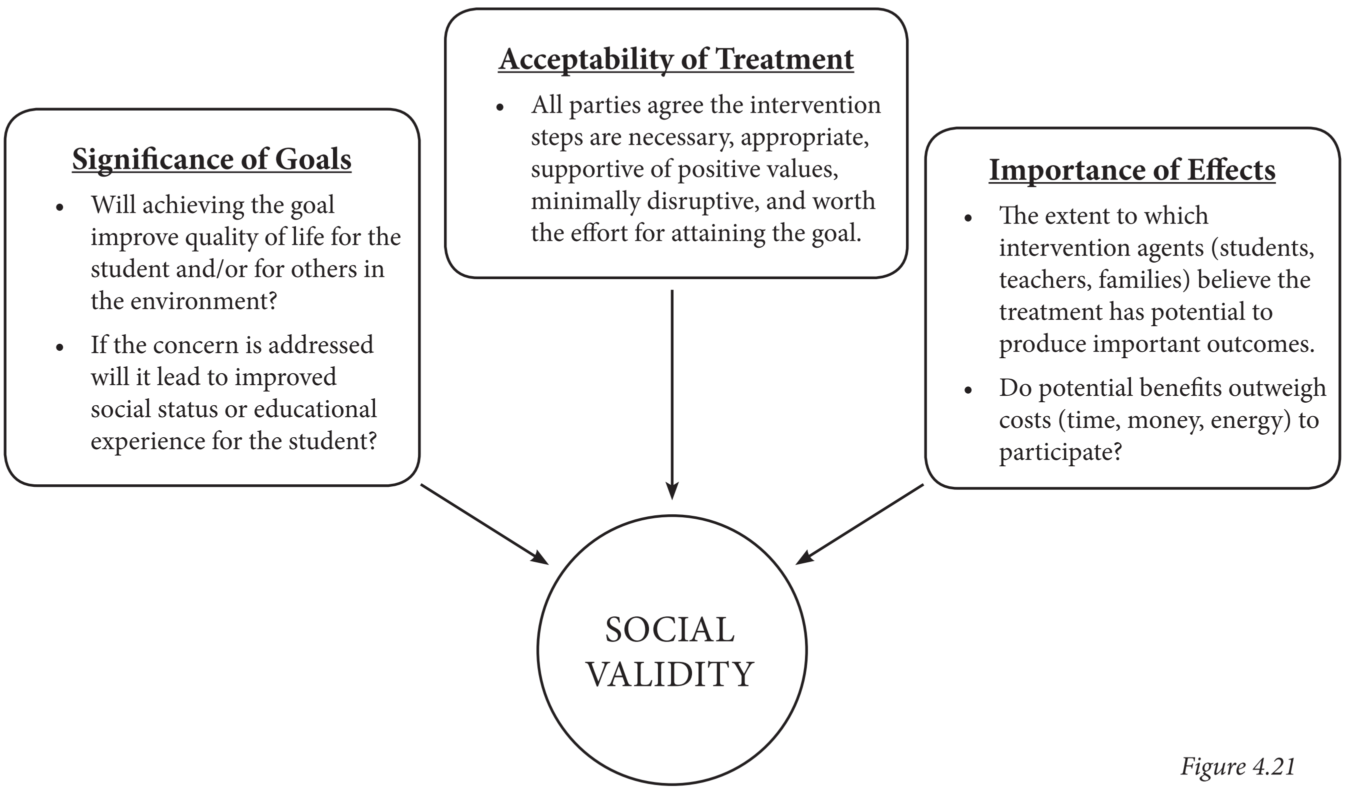


Figure 4.21

Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program. Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire. Example statements or questions may include,

- Overall problem behaviors have decreased for this student during participation in CICO.
- I think the Social Skills Intervention Group may be good for other kids in our school.
- Having my child in the Check & Connect program is worth my time and effort.

If social validity results are low it may be difficult to continue implementation of the practice "as is." Instead teams will want to investigate **why** the practice is perceived poorly and make adjustments either by providing additional information and technical assistance and/or by making changes to features that perhaps are not feasibly maintained.

DISCUSSION

Considering that social validity refers to significance of goals, acceptability of treatment, and importance of effects, why would it be worthwhile to systematically assess the social validity of Tier 2 interventions we provide? Who will need to be involved?

WHY MONITOR SOCIAL VALIDITY? Organizing efforts to strategically assess and review social validity data provides an opportunity for participating staff, students, and family members to identify and agree on target areas for intervention; appropriate, acceptable and attainable goals; and determine environmental supports that will reinforce use of new skills. Teams that incorporate opportunities for monitoring social validity generally have improved likelihood of commitment to implement and continue an intervention until the goal is met!

HOW TO MONITOR SOCIAL VALIDITY. There are several options for on going monitoring of social validity. Simple procedures include use of a structured interview process and/or rating scales or questionnaires. In addition, several tools are available. Alternately teams could create their own questionnaire or rating scale that fits the context of their interventions and settings. One important aspect to consider is when social validity monitoring will occur. In most cases the simplest approach is to ask participants of an intervention to complete a survey after the intervention has concluded (e.g. upon graduation). However, a more thorough and likely more meaningful approach would be considering social validity throughout all phases of the intervention process; that is before the intervention begins, during the treatment, and after the intervention concludes. In addition, data that are collected from all relevant stakeholders (students, teachers, & family members) are most valuable for teams as they continue working to improve existing supports and sustain effective interventions.

The following pages provide several example tools that can be used for assessing social validity. Teams can use one or more of these formats before, during or after an intervention. Or in some cases teams may opt to use portions from one or more of the examples to create their own tool.

- The Social Validity Survey for Teachers
- Social Validity Rating Form
- The Intervention Rating Profile
- A Student Participant Interview

Finding an appropriate instrument usually is not challenging, instead thinking about when and how to gather this data and also how the data will be reviewed and shared is often what takes more time to plan.

> "It matters very little whether or not the intervention achieves the intended behavior change if those members of society who will maintain the behavior change do not value the change or the way that the change was achieved."
>
> (Schwartz & Baer, 1991)

ACTIVITY

With your team review and discuss the sample social validity instruments. Identify items/questions that are most relevant for the interventions provided in your setting. Think about a process for using a social validity assessment.

- When will this take place?
- Who will administer? Who will participate?
- How will results be organized and shared?

EXAMPLE

Social Validity Survey for Teachers

Student Name Teacher Date

For each statement, circle one number that best describes how you feel about behavior intervention plan for this student.

1. I understood all of the elements of the behavior intervention plan.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

2. I had the skills needed to implement the behavior intervention plan.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

3. Problem behaviors have decreased since the implementation of the behavior intervention plan.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

4. Appropriate classroom behaviors have increased as a result of the implementation of the behavior intervention plan.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

5. My participation in the implementation of the behavior intervention plan was relatively easy (e.g. amount of time/effort) to implement.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

6. Participation in implementing the behavior intervention plan for this student was worth the time and effort.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

Adapted from Deanne A. Crone, Leanne S. Hawken, and Robert H. Horner (2010).

EXAMPLE

Social Validity Rating Form

Please complete the items listed below. The items should be completed by placing a check mark in the box under the question that best indicates how you feel about the intervention recommendations. This is a good form for the teacher to use before the intervention begins.

1. How clear is your understanding of this intervention?

Not at all clear		Neutral		Very clear

2. How acceptable do you find the intervention to be regarding your concerns about this student?

Not at all acceptable		Neutral		Very acceptable

3. How willing are you to carry out this intervention?

Not at all willing		Neutral		Very willing

4. Given this student's behavioral problems, how reasonable do you find this intervention to be?

Not at all reasonable		Neutral		Very reasonable

5. How costly will it be to carry out the intervention?

Not at all costly		Neutral		Very costly

6. To what extent do you think there might be disadvantages in following this intervention?

Not at all likely		Neutral		Very likely

7. How likely is this intervention to make permanent improvements in this student's behavior?

Unlikely		Neutral		Very likely

8. How much time will be needed each day for you to carry out this intervention?

Little time will be needed		Neutral		Much time will be needed

9. How confidant are you the intervention will be effective?

Not at all confident		Neutral		Very confident

10. Compared to other children with behavioral difficulties, how serious are this student's problems?

Not at all serious		Neutral		Very serious

11. How disruptive will it be to carry out this intervention?

Not at all disruptive		Neutral		Very disruptive

12. How effective is this intervention likely to be for this student?

Not at all effective		Neutral		Very effective

13. How affordable is this intervention?

Not at all affordable		Neutral		Very affordable

14. How much do you like the procedures used in the proposed intervention?

Do not like them at all		Neutral		Like them very much

15. How willing will other staff members or family members be to help carry out this intervention?

Not at all willing		Neutral		Very willing

16. To what extent are undesirable side effects likely to result from this intervention?

No side-effects likely		Neutral		Many side-effects likely

17. How much discomfort is this student likely to experience during the course of this intervention?

No discomfort at all		Neutral		Very much discomfort

18. How severe are this student's behavioral difficulties?

Not at all severe		Neutral		Very severe

19. How willing would you be to change your instructional routine to carry out this intervention?

Not at all willing		Neutral		Very willing

20. How well will carrying out this intervention fit into the instructional routine?

Not at all well		Neutral		Very well

21. To what degree are this student's behavioral problems of concern to you?

No concern at all		Neutral		Great concern

Adapted from: Reimers, T. M. & Wacker, D. P. (1988). Parents ratings of the acceptability of behavioral treatment recommendations made in an outpatient clinic: A preliminary analysis of the influence of treatment effectiveness. *Behavior Disorders,* 14, 7-15.

EXAMPLE

Intervention Rating Profile

The purpose of this questionnaire is to obtain information that will aid in the selection of classroom interventions. Teachers of children with behavior problems will use these interventions. Please circle the number which best describes your agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This would be an acceptable intervention for the child's problem behavior.						
2. Most teachers would find this intervention appropriate for behavior problems in addition to the one described.						
3. This intervention should prove effective in changing in the child's problem behavior.						
4. I would suggest the use of this intervention to other teachers.						
5. The child's behavior problem is severe enough to warrant use of this intervention.						
6. Most teachers would find this intervention suitable for the behavior problem described.						
7. I would be willing to use this intervention in the classroom setting.						
8. This intervention would not result in negative side effects for the student.						
9. This intervention would be appropriate for a variety of children.						
10. This intervention is consistent with those I have used in classroom settings.						
11. The intervention was a fair way to handle the child's problem behavior.						
12. This intervention is reasonable for the problem behavior described.						
13. I like the procedures used in this intervention.						
14. This intervention was a good way to handle this child's behavior problem.						
15. Overall, this intervention would be beneficial for the child.						

Adapted from: Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Ed.), Advances in School Psychology, 4, 251-288. Mahwah, NJ: Erlbaum.

EXAMPLE

Student Participant Interview

Student:

Interviewer:

Date:

Name of Intervention:

1. Did you like being in this special program?

2. What did you like best about the special program?

---

3. Did you like …	Not Much	A Little	A Lot
• being out of class?			
• spending time with the group leader?			
• earning prizes?			
• learning new skills?			

4. Do you feel you learned important things?
If yes, what is/are the most important thing(s) you learned?

---

5. Did you learn things that will…	Not Much	A Little	A Lot
• help you do better in school?			
• help you get along with other kids?			
• help you make good choices?			
• help you at home?			

6. Do you use the skills that you learned in our special program?

If yes, where do you use these skills…	Not Much	A Little	A Lot
• in class?			
• with your teacher?			
• with your friends?			
• with other kids?			
• at home?			

7. Do you wish our special program could have lasted longer?
If yes, how much longer would you like to have met?

8. Is there anything else you would like to tell me about our special program?

Source: Lane, K. L. & Beebe-Frankenberger, M. (2004). *School-Based Interventions: The Tools You Need to Succeed.* Boston, MA: Pearson.

Generalization/Maintenance

It is meaningless to change behavior unless the change can be made to last and unless behavior will occur in settings other than the original training site and in the absence of the original trainer.

Alberto & Troutman, 2006

As students participate in Tier 2 and Tier 3 interventions, they learn new skills and desired behaviors to replace the use of problem behavior. As part of the intervention, the students participating receive structured guidance and support for demonstrating the expected behaviors, regular performance feedback, and regular reinforcement as they demonstrate the desired behavior and meet their goals.

Throughout the intervention, the fading process, and after the student graduates from the intervention, plans should be made to encourage and support students to generalize and maintain the desired replacement behavior(s).

Generalization refers to the ability to perform a behavior outside the original training environment. (Stokes & Baer, 1977) For example, if the student learns to reliably use kind words when speaking to others in the classroom, we want to encourage the student to use the same behavior in the hallways, on the playground, during PE, and in the lunchroom.

Generalization is a necessary step for the success of a behavior intervention. Once data shows the behavior goal has been met and success continues, appropriate behavior becomes automatic in the natural settings and continues long term.

Generalization should be embedded in the intervention from the first day planning is started. Generalization strategies can be developed by knowing what the target behavior looks like, where it happens, and what happens afterward. The appropriate behavior skills should be taught and reinforced in multiple settings.

Generalization can be divided into three categories:

- Setting: The occurrence of behavior in settings or situations other than those in which skill was taught.
- Behavior: Changes in behavior that are not the focus of skill training; that a student performs a behavior in the same setting and/or situation.
- Time (Maintenance): The continuation of behavior learned in an intervention after the intervention has been terminated.

Maintenance means the behavior will continue to occur over time, even when the intervention supports have been removed. For example, if during 7th grade a student successfully participates in, and graduates from, the Check-In, Check-Out intervention with a goal of following directions, we want to encourage the student to continue following directions as he or she moves to 8th grade and on to high school. Plans for maintenance should consider adaptions for culture or diverse learners, natural reinforcers, and teaching students how to request reinforcement appropriately.

Strategies for Generalization and Maintenance

There are many ways to support students in all settings as they learn to apply the new behaviors and skills they learn through participation in intervention. Purposeful application of the **8 Effective Classroom Practices** (MO SW-PBS Tier 1 Workbook) act as the foundation for generalization and maintenance. Clarifying expectations, using pre-corrects for procedures, routines, and instructions, encouraging expected behavior, discouraging inappropriate behavior, using active supervision, offering a variety of strategies for opportunities to respond, purposeful sequencing and choice, and adjusting task difficulty will increase the likelihood the student will use the desired replacement behavior in a given situation.

In addition to the Effective Classroom Practices, there are some structured whole-class practices teachers can use to benefit all students, especially those who need the additional support. The following research-based practices are appropriate for all grade levels, though teachers should modify delivery as needed to fit their context:

Positive Peer Reporting (PPR) engages all students in a classroom in recognizing positive behaviors and actions of a selected peer. The teacher selects a target student (students who typically use expected behaviors and students who need additional support should be selected in turn), and peers are encouraged to notice something positive the target student does during the day, and then report it out during a designated sharing time. (Skinner et al, 2002) Positive comments include behaviors like sharing, helping a friend, volunteering, showing good anger control, honesty, trying hard in school, giving others praise, encouragement or compliments, or any behavior that is a specific target area for the target child (e.g., asking for help instead of giving up).

Students earn points for the class by making sincere, positive comments to the target student at the designated sharing time. Points can be used for group contingent rewards such as extra recess, an in-class game like 4 Corners, etc.

Procedure for Positive Peer Reporting

1. Introduce and define positive peer reporting (PPR).
   - PPR is the opposite of tattling.
   - Students will be given the chance to earn reinforcement (e.g., points, activities) for reporting positive behaviors of peers.

2. Explain the procedure.
   - A drawing will be conducted and a child's name will be selected as the first target child (e.g., "Star of the Week").
   - Peers will be instructed to pay special attention to the target child's positive behaviors during the course of the day and to report the observed incidences of positive behaviors during the specified time of day.
   - Positive comments include behaviors like sharing, helping a friend, volunteering, showing good anger control, honesty, trying hard in school, giving others praise, encouragement or compliments, or any behavior that is a specific target area for the target child (e.g., asking for help instead of giving up).
   - The teacher determines that the report of positive behavior is specific and genuine, and the child reporting the behavior receives the identified reinforcement.
   - A child will be the target child for 1 week and then there will be a new drawing for the next "Star of the Week."

3. Determine the type and amount of reinforcement that will be given for reports of positive behavior
   - (e.g., special activity, points, tokens for previously established token economy system).

4. Determine the time of day and amount of time allotted for the procedure
   - (e.g., during the last 10 minutes of homeroom peers will be given the opportunity to report any instances of positive behaviors they witnessed the target child exhibit that day).

5. Monitor the effects of the intervention on the quality of peer interactions by coding interactions
   - (e.g., positive, negative or neutral). Monitor the effects of the intervention on social status using peer ratings and nominations.

Skinner, C. H., Neddenriep, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002). Altering educational environments through positive peer reporting: Prevention and remediation of social problems associated with behavior disorders. *Psychology in the Schools*, 39(2), 191-202.

Tootling encourages students to notice pro-social behaviors in their classmates throughout the day, and report them on a written note, which the teacher organizes and reads out at a designated time. (Skinner et al, 2002) Unlike Positive Peer Reporting where one student is the focus, any student may be selected to receive a positive comment from a classmate in Tootling. The teacher teaches students to write observations of peers helping peers on index cards taped to their desks. Specifically, they write a) who, b) helped who, c) by________ (here they write the prosocial behavior). For example: *Nathan helped Sarah by opening her locker when it was stuck.*

An advantage of Tootling is the ability of the teacher to take the written Tootles and sort through them prior to sharing. Due to the writing involved, this support may be most appropriate for 2nd grade and up.

Procedure for Tootling

1. Introduce and define tootling.
    - Tootling is like tattling in that you report classmates' behavior. However, when tootling you only report when classmates help you or another classmate.
    - Provide examples of classmates helping classmates and use group recitation to have students provide examples.
    - Provide corrective feedback and reinforcement for responses.
    - Teach students to write observations of peers helping peers on index cards taped to their desks. Specifically they write a) who, b) helped who, c) by________ (here they write the prosocial behavior).

2. Explain the procedure.
    - Each morning you will tape a blank index card to your desk. During the day you should record any instance you observe of peers helping peers.
    - At the end of the school day, students turn in their index cards. If any student fills a card during the day they may turn it in and get another card.
    - The teacher counts the number of tootles. Again only instances of peers helping peers are counted. Furthermore, if more than one student records the same instance, all count.
    - The next morning the teacher announces how many tootles were recorded the previous day. The teacher adds the previous tootles and uses a group feedback chart to indicate cumulative tootles. Additionally, the teacher may read some examples of students helping students and praise the students. When the entire class reaches the cumulative tootle goal, the class earns a reinforcement (typically an activity).

3. After the group meets a goal the procedure is repeated with several possible alterations including:
    - Change in the criteria to earn reinforcement as students become more skilled at tootling with practice.
    - Change in the reinforcer. It may help for teachers to solicit reinforcers from students throughout the procedure.

Additionally, using randomly selected group reinforcers is encouraged as some consequences may not be reinforcing for all students.

Skinner, C. H., Neddenriep, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002). Altering educational environments through positive peer reporting: Prevention and remediation of social problems associated with behavior disorders. *Psychology in the Schools*, 39(2), 191-202.

CW-FIT or Class-Wide Function-related Intervention Team is a group contingency program that broadly targets common functions that maintain problem behavior in a classroom. Approached as a game and implemented at the class-wide level with all students during problematic times of the day, CW-FIT helps students who require additional support. CW-FIT is designed to be implemented during the course of normal instruction (e.g., math, reading, science), and focuses on students working together and supporting each other to make their team, and their class, successful. (Kamps & Wills, 2011)

CW-FIT is designed to teach appropriate skills and reinforce their use through game format to help students who need more than universal supports. CW-FIT is implemented at the class-wide level and incorporates individualized components, provides increased attention (a common function of problem behaviors), and is implemented during "problem" times during the day.

The components of the CW-FIT game are teaching, self/peer monitoring, extinction, and reward.

Teaching

The teacher provides a lesson on a particular expected behavior designed in the following structure:

1. Defining appropriate behavior.
2. Rationale, giving students the opportunity to address the importance of appropriate behavior.
3. Role Play, giving students a chance to practice the skill.
4. Reviewing the steps together, and reminding students to use the behavior throughout the day.

Self/Peer Monitoring

The teacher displays a point grid in a prominent location in the classroom. During the game, players monitor their own and their group's behavior to try to earn points for their team.

Extinction

During the game, the teacher provides frequent recognition and awards points for individuals and teams using the expected behavior at the designated times. The teacher ignores or gives minimal attention to students not displaying the desired behavior.

Reward

When the game ends, groups and individuals who have met the established point goal receive a reward. The reward should occur immediately whenever possible, and should be something the students can enjoy together (free reading time, drawing time, quick game of Heads Up 7 Up, time to talk with friends, use of personal electronics for 5 minutes, etc.)

Additional support for designing and implementing Positive Peer Reporting, Tootling, and CW-FIT in your school can be obtained through your MO SW-PBS consultants.

Monitoring Intervention Outcomes

A fundamental question after implementation of a new practice or program is considering the extent to which it "worked". In other words, how well did the practice meet an identified need and for whom was the practice most effective? To answer these questions the Tier 2 Team will need to determine what changes have occurred across the variables or behaviors of interest. In the case of a Tier 2 intervention (e.g., CICO, Social Skills Intervention Group, or Check & Connect etc.) the treatment likely was selected with the expectation of impacting problem behavior and student engagement, which in turn may lead to improvements in academic achievement. Data about the overall Tier 2 interventions are used to improve resource use and fidelity of implementation.

At minimum the following examples are outcomes teams will want to consider at the end of each school year or intervention cycle (Everett et al., 2011, p. 32).

1. Identify the number of students in the program.
   - When fully implemented, CICO and other Tier 2 interventions should support approximately 7-15% of students school-wide.

2. Consider the intervention success rate/effectiveness.
   - What is the percentage of students participating in CICO that are meeting their goals on a regular basis? Approximately 70% of students in CICO should respond to the intervention.

3. Intervention implementation accuracy/fidelity.
   - Percentage of program steps implemented accurately daily, weekly, etc. is used to provide supports for additional resource and professional development.

USE EXISTING SCHOOL DATA. The following statements represent data that may provide basic information to facilitate school team evaluation of intervention outcomes for their school. The suggestions are guided by data that is already commonly collected in many schools.

- ► How many students participated in the Tier 2 Intervention (list name) during the ___________- ___________ school year?
- ► How many of the participants successfully completed the self-management phase and subsequently graduated from the program?
- ► Among students who graduated were there differences in attendance, tardies, major or minor discipline events, or grades associated with the number of school days before intervention versus during and after intervention?
- ► How many participants required adaptations to the standard Tier 2 Intervention?
- ► Of students who participated in a function-based adaptation of a Tier 2 Intervention how many successfully completed the self-management phase and then graduated?
- ► Were there students who required additional and/or more intensive supports beyond the Tier 2 Intervention? If so, how many students and what types of supports?
- ► From all students who at some point during the school year qualified to participate in a Tier 2 Intervention how many also were at some point evaluated for special education eligibility?
- ► Determine whether any specific subgroups of children were served in Tier 2 Interventions (e.g. culturally, linguistically, socio-economically, or ethnically diverse populations).

- Was the percentage of students in subgroups who participated in Tier 2 Interventions proportional to the percentage of the overall student population?
- Were outcomes from each Tier 2 Intervention similar across all student groups?

Consider how program evaluation can be conducted in your setting, but be realistic. The process should not be so cumbersome that it is never completed. At the same time program evaluation also should not be so simplistic that valuable outcomes are overlooked or never uncovered.

Shown below is one simple format that provides basic information. Schools that choose to apply for MO SWPBS recognition at the Silver or Gold Levels will submit data in this format.

MO SWPBS Outcomes Evaluation Tool

Name of Intervention	**Number of Students who Participated**	**Number of Students that Graduated**	**Number of students who participated in Tier 2 intervention(s) but required more intensive support.**
CICO			
Social Skills Intervention Group			
Check & Connect			
Self-Monitoring			
FIRST STEP *Next*			

Figure 4.22

Finally, timelines for conducting intervention evaluation also must be considered. An annual review that occurs near or after the end of each school year may be practical and make sense for many school teams. This time frame allows participation in the intervention across many staff members, students and parents throughout the school year, concludes during a period when student data is already commonly collected, and facilitates decision making by the team. If adjustments are made to implementation of the program there is time before the start of the next school year to document and disseminate revised plans.

Intervention Essential Features

After your team has developed and piloted any Tier 2 Intervention the following document, *Intervention Essential Features*, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant for your site then use this as a tool for communicating with team members, staff and other important stakeholders.

> **Intervention**
>
> Academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation. Interventions require a targeted assessment, planning and data collection. Interventions should be research-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

Intervention Essential Features

Name of Intervention	
1. Description of intervention that includes function addressed: ☐ Obtain ____________________ ☐ Avoid/Escape_______________	
2. Intervention coordinator and/or facilitator(s) identified	
3. List at least two sources of data used to identify students for intervention: ☐ Existing school data ☐ Teacher/parent nomination ☐ Emotional-behavioral screening process ☐ Other_________________ Describe criteria (i.e. Student Identification Plan)for entry to intervention	
4. Description of system to determine function of student behavior that includes both: ☐ Records Review ☐ Context Analysis	
5. Description of documented procedures for introducing/orienting new participants to the intervention for: ☐ Students ☐ Teachers ☐ Families	
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)	

7. Documented fading process that includes decision rules, description of process and graduation from intervention	
8. Description of documented strategies for promoting generalization & maintenance of skills across settings & over time that are linked to schoolwide expectations	
9. Description of documented strategies for weekly family communication/ feedback regarding intervention	
10. Description of documented strategies for weekly communication/feedback with participating classroom teachers	
11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention	
12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response	
13. Description of documented system for annually assessing social validity of intervention	
14. Description of documented system for annually evaluating intervention outcomes that includes: ☐ # Students Participating ☐ # Students Graduating ☐ # Students Needing More Intensive Support	

The Intervention Essential Features document provides a structure for describing the components of Tier 2 interventions and supports that are in place in your setting. The Intervention Essential Features Rubric was developed by MO SW-PBS for use by Tier 2 teams to guide in the development of each Tier 2 intervention as well as to evaluate the implementation of key components of the intervention. This is accomplished through reading the descriptors and marking each feature as "in place," "partially in place," or "not in place" in your setting.

Intervention Essential Features Rubric

Feature	In place (2 points)	Partially in Place (1 point)	Not in Place (0 point)	Score
1. Description of major components of intervention, including function addressed	Description of major components of intervention is clear and concise and includes the specific function of behavior that is addressed by the intervention. ☐ Obtain ☐ Escape	Description of major components of intervention is unclear or insufficient, but does include the specific function of behavior that is addressed by the intervention. ☐ Obtain ☐ Escape	Description of major components of intervention is unclear and does not address function.	2 1 0
2. Intervention coordinator and/or facilitator(s) identified	There is an assigned Intervention Coordinator and/ or assigned facilitator(s) who are able to coordinate and deliver the intervention with fidelity.	One or more staff members have been assigned to implement this intervention, but assignments/roles are not clearly delineated.	No one has been assigned to deliver this intervention with fidelity.	2 1 0
3. List at least two sources of data used to identify students for intervention and criteria for entry to intervention (i.e. Student Identification Plan)	Two or more of the following sources were used to identify students who would participate in this intervention: ☐ *Existing School Data* ☐ *Staff or parent nomination* ☐ *Universal Screening process* ☐ Entry criteria identified ☐ *Other*____________	Only one of the following sources was used to identify students who would participate in this intervention: ☐ *Existing School Data* ☐ *Staff or parent nomination* ☐ *Universal Screening process* ☐ Entry criteria identified ☐ *Other*____________	There is not a standard method to identify which students will participate in this intervention that includes school data, nomination, or universal screening.	2 1 0
4. Description of system to determine function of student behavior that includes both records review and context analysis	Team collects information to determine possible function of student behavior (i.e. Tier 2 Adapted FACTS part A) which includes: ☐ records review ☐ context analysis	Team collects information using one but not both of the following methods: ☐ records review ☐ context analysis	Team does not collect information that includes records review and context analysis to determine the function of behavior.	2 1 0

Feature	In place (2 points)	Partially in Place (1 point)	Not in Place (0 point)	Score
5. Description of documented procedures for introducing/orienting new participants to intervention for: * Students * Teachers * Families	Documented procedures for introducing/orienting new participants to the intervention that include sufficient detail for implementation are in place for: ☐ Students ☐ Teachers ☐ Families	Procedures for introducing/orienting new participants to the intervention are unclear or undocumented or are in place for only two of the three listed below: ☐ Students ☐ Teachers ☐ Families	There are no formal, documented procedures in place for introducing/orienting new students, teachers and families to the intervention.	2 1 0
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with decisions applied at monthly)	A data-based system is in place to graph daily/weekly behavior ratings; weekly monitoring of student progress in the intervention takes place, and student progress is evaluated and data decisions applied at least monthly.	A data-based system is in place but is used less than weekly. Student progress is evaluated less than monthly.	There is no data-based system in place for monitoring student progress.	2 1 0
7. Documented fading process that includes decision rules, description of process and graduation from intervention	There are documented decision rules in place to determine when a student is ready to begin the fading process from this intervention. Documentation also exists that systematically describes the fading process and graduation from the intervention.	There are decision rules as to when a student begins the fading process from this intervention and completes the fading process, but they are not documented or used consistently.	There are no documented decision rules in place about fading and graduating from the intervention.	2 1 0
8. Description of documented strategies for generalization and maintenance of skills across settings and over time that are linked to Schoolwide Expectations	There are documented strategies for follow-up for students in this intervention that are linked to building's Schoolwide Expectations Matrix and will promote generalization over time and across settings.	There are strategies for follow-up for students in this intervention that will promote generalization over time and across settings, but are not documented or linked to building Schoolwide Expectations Matrix.	There are no strategies in place for follow-up from this intervention that are linked to building's Schoolwide Expectations Matrix that will promote generalization over time and across settings.	2 1 0

Feature	In place (2 points)	Partially in Place (1 point)	Not in Place (0 point)	Score
9. Description of documented strategies for weekly family communication/feedback regarding intervention	There are documented strategies in place to communicate with and receive feedback from, at least weekly, families of students participating in the intervention.	There are strategies in place to communicate with families regarding the intervention, but no process for receiving feedback, the process is not clearly documented, or does not occur at least weekly.	There are no documented strategies in place to communicate with and receive feedback from families regarding the intervention.	2 1 0
10. Description of documented strategies for weekly communication/feedback with participating classroom teachers	There are documented strategies in place to communicate with and receive feedback from participating classroom teachers regarding their students in this intervention at least weekly.	There are strategies in place to communicate with participating teachers regarding their students in this intervention, but no process for receiving feedback, the process is not clearly documented, or does not occur at least weekly.	There are no documented strategies in place to communicate with and receive feedback from participating classroom teachers regarding their students in this intervention.	2 1 0
11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention	There are documented strategies in place to provide updates to full staff regarding the intervention or students involved in the intervention at least quarterly	Updates regarding the intervention are provided to some staff, are not documented, or do not take place at least quarterly.	There are no strategies in place to provide updates regarding the intervention to full staff.	2 1 0

Feature	In place (2 points)	Partially in Place (1 point)	Not in Place (0 point)	Score
12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response to the intervention	If student data indicates a questionable or poor response to the intervention, there is a clear, documented system in place for the Tier 2 team to monitor and review the fidelity of implementation of the intervention process that includes at least one of the following: ☐ Permanent Product Review (i.e. DPR/WPR, Lesson Plans) ☐ Direct Observation	If student data indicates a questionable or poor response to the intervention, the Tier 2 team monitors and reviews the fidelity of implementation of the intervention process but it is unclear, not documented or does not include at least one of the following: ☐ Permanent Product Review (i.e. DPR/WPR, Lesson Plans) ☐ Direct Observation	If student data indicates a questionable or poor response to the intervention, the fidelity of implementation of the intervention process is not monitored, reviewed, updated or modified.	2 1 0
13. Description of documented system for annually assessing social validity of intervention	There is a documented system in place to assess the social validity of the intervention at least annually and modify as needed.	Social validity of the intervention is assessed, but the system is not documented, or it does not take place at least annually.	There is no system in place to assess the social validity of the intervention.	2 1 0
14. Description of documented system for annually evaluating intervention outcomes that includes: ☐ # Students Participating ☐ # Students Graduating ☐ # Students Needing More Intensive Support	There is a documented system in place to evaluate intervention outcomes that is completed at least annually and includes the following: • Number of students who participated in the intervention • Number of students who graduated from the intervention • Number of students who graduated from the intervention	There is a system in place to evaluate intervention outcomes but is not documented or is not completed annually or includes some but not all of the following: • Number of students who participated in the intervention • Number of students who graduated from the intervention	There is no system in place for evaluating intervention outcomes.	2 1 0

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Selecting Function Based Interventions*

1. Develop a system for collecting information that clarifies the problem, identifies function of behavior and matches student need with readily available intervention.

   A. Determine standard information to be collected about each student identified
      - Use *Tier 2 Adapted FACTS* or
      - *Advanced Tiers Spreadsheet*

   Example information:
      - Date identified, Grade, Gender, Ethnicity, IEP Status, Primary & secondary method of identification, Primary & secondary problem behavior, ODRs, Absences, Minors, Tardies, Academic performance level & GPA, Context Analysis, Function of behavior

   B. Develop an information collection process
      - Who will collect relevant information (e.g., classroom teacher, Tier 2 Team member, administrator)?
      - When will information be collected and reviewed (e.g., prior to team meeting, during team meeting)?
      - How will student information be recorded (e.g., *Advanced Tiers Spreadsheet, Tier 2 Adapted FACTS*)?

   C. Document interventions selected for each student.
      - e.g., Use *Advanced Tiers Spreadsheet*

2. Identify a system for monitoring student progress

   A. Select a graphing tool
      - e.g., Use *Advanced Tiers Spreadsheet*

   B. Establish and document criteria for interpreting student data and making decisions about interventions.
      - Use *Guidelines for Interpreting Student Data and Making Decisions* Template

3. Develop a system for monitoring social validity for interventions.

   A. Select a social validity instrument.

4. Document interventions that are regularly available in your setting.

   A. Provide a written description of each intervention.
      - Use the *Blank Intervention Essential Features Template*

5. Develop a process for monitoring intervention outcomes

   A. Use the *MO SWPBS Intervention Outcomes*

CHAPTER 5: CHECK-IN, CHECK-OUT

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Identify five implementation components of CICO.
- Describe students who are most likely to benefit from the CICO intervention.
- Tell main findings of research associated with the CICO program.
- Design and implement a CICO program that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- Determine how student data will be collected and graphed.
- Monitor progress and make decisions for students who participate in a Social Skills Intervention Group.
- Create a process for fading intervention supports.
- Determine criteria for exiting the intervention.

Introduction & Purpose

This chapter provides SW-PBS teams with a description of the Check-In, Check-Out (CICO) intervention, strategies for effective implementation, and steps for developing a CICO program. In addition, example resources also are included. This workbook does not replace the published manual, *Responding to Problem Behavior in Schools: The Behavior Education Program, 2nd Edition* (Crone, Hawken, & Horner, 2010). Instead the materials in this chapter can be used as a supplementary resource during professional learning workshop sessions.

It is highly recommended that participants access the published manual, which can be obtained from The Guilford Press. Intended to complement the Crone, Hawken & Horner manual a DVD titled, *The Behavior Education Program: A Check-In Check-Out Intervention for Students at Risk* also is available for purchase from The Guilford Press.

Intervention Overview

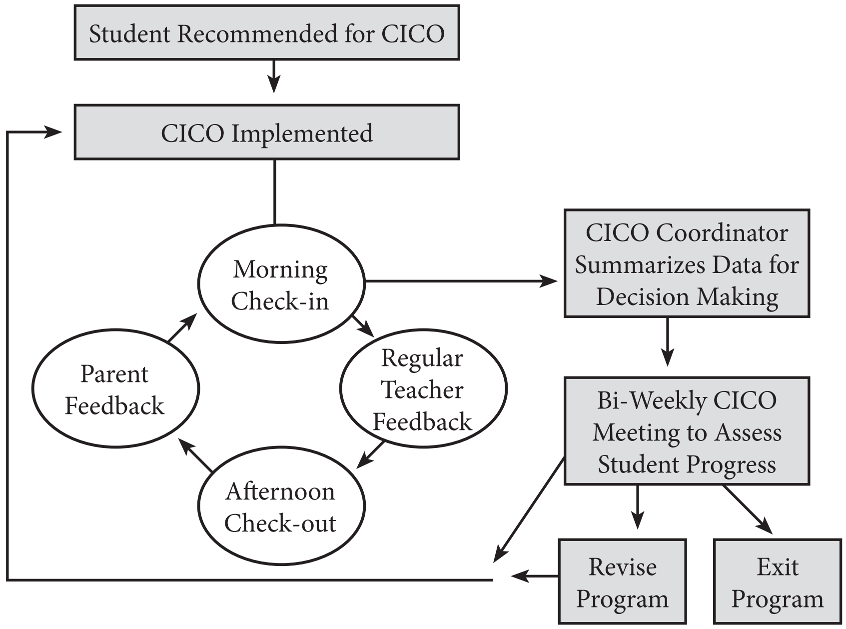
Check-In, Check-Out (CICO), which also is known as The Behavior Education Program (BEP), is a Tier 2, group-oriented intervention, designed for students whose problem behaviors (a) are unresponsive to Tier 1 practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts (Crone, Hawken, & Horner 2010). Because CICO is a group-based, standardized intervention, it is an efficient and cost-effective method for providing additional support to a group of students with similar behavioral needs.

Once developed, the CICO intervention is designed to be continuously available and easily accessed soon after a student candidate is identified. In addition, although more time is required from staff members who coordinate the program, classroom teachers can usually implement the intervention in less than 5-10 minutes per day.

The CICO intervention typically accommodates a number of students (e.g., 10 to 15 per intervention facilitator) and provides a built-in system for (a) monitoring progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed support.

Implementation of CICO occurs using the following basic approach. First, a student is identified as needing additional behavioral support. Next, behavioral expectations for the student are defined and documented on a Daily Progress Report (DPR). Third the student begins to receive a regular cycle of prompts and feedback from teachers and family for meeting behavioral expectations. Finally, student data is generated on a daily basis and is used to monitor progress and make decisions about the intervention effects. Figure 19 provides a visual representation for daily and weekly components of the CICO intervention cycle.

Check-In, Check-Out Intervention Cycle



(Crone, Hawken, & Horner, 2010, p. 16)
Figure 5.1

Daily Components

Access to each of the following is necessary for successful implementation of the CICO intervention.

1. **CHECK-IN.** Participating students complete a "check-in" with a CICO facilitator each morning after arriving to school. The facilitator provides students with a Daily Progress Report (DPR) and offers precorrects for meeting daily behavior expectations and point goals.
2. **REGULAR TEACHER FEEDBACK.** Using expectations listed on the DPR, students receive regularly scheduled specific feedback about behavioral performance from their classroom teacher. Teacher feedback occurs at the end of each class period or during natural transitions throughout the school day. Specifically, the classroom teacher gives positive, specific praise for appropriate behavior, provides corrective feedback when applicable, and then rates student demonstration of expectations using a predetermined point system. Teachers are explicitly directed to initiate the feedback interactions if a child does not independently ask for ratings on the DPR.
3. **CHECK-OUT.** At the end of each school day, students return to the intervention facilitator for "check-out". At this time points earned on the DPR are totaled. Intervention facilitators provide students with additional verbal praise and may offer a token associated with the existing schoolwide recognition system if daily or weekly goals are met. If a point goal is not met, the facilitator provides re-teaching of expectations and supportive encouragement.
4. **DATA COLLECTION & PROGRESS MONITORING.** Intervention facilitators enter percentage of DPR points earned by each student into a data collection spreadsheet. Student data is periodically graphed and then reviewed by the school's Tier 2 Team. Results are used to monitor progress make intervention decisions.

5. **FAMILY PARTICIPATION.** The intervention facilitator promotes school to home communication and family participation with the intervention. Students are reminded each day to take their DPR home. This allows an opportunity to receive additional feedback from a parent or guardian. Parents are asked to sign and then return the DPR to school the following day. If a DPR is not signed and returned, re-teaching and encouragement are provided but no point loss or punitive responses occur.

Weekly Components

In addition to the daily components, weekly or every other week the CICO intervention coordinator will examine student data and prioritize which students will be discussed during meetings of the Tier 2 Team.

Generally the CICO Coordinator will provide an update for the number of students participating in the program and the number of students showing a positive response. In addition, the Coordinator will report any students that may be ready for transition to the self-management phase or students who are not making progress as expected.

Using graphs of student data generated by the CICO Coordinator, the Tier 2 Team makes decisions about students in the program (i.e., fade, continue, modify or intensify).

After data for students currently enrolled in the program are reviewed, the team may choose to discuss awards or recognition for students who are improving or consistently meeting behavioral goals. This is also a good time to consider recognition for staff members who consistently implement the intervention.

Finally, the intervention Coordinator will present names and data for any new students who are being considered for the program.

Quarterly Components

The CICO Coordinator along with the building administrator also will provide feedback to families and staff about CICO implementation, at minimum, on a quarterly basis. This feedback will pertain to program outcomes rather than data for individual students. For example, during a scheduled staff meeting the CICO Coordinator might have 10-15 minutes to report the number of students currently participating in the program, the rate of positive student response and data about how well features of the intervention are being implemented (e.g., are students consistently checking in and out; are teachers accurately and consistently completing DPRs; how often are parents signing and returning the DPR; how many children are meeting daily or weekly goals). Providing these occasional updates is useful for maintaining staff interest in the program, recognizing accomplishments of participating students and staff, and identifying areas for improvement.

Delivery of the CICO intervention **incorporates** a number of **research-based practices** that are individually known to be effective for improving student behavior. Students who participate in the CICO program access:

- Defined expectations
- Positive adult contact
- Social skills training
- Direct instruction

- Feedback
- Home-school communication
- Positive reinforcement
- Consistency

Reinforcement System

A critical component of the Check-In, Check-Out intervention is to regularly provide reinforcement for appropriate behavior. Remember, students who qualify for CICO support have not made progress with the schoolwide Tier 1 prevention efforts. Therefore, these students need additional reinforcement and feedback to get their behavior on the right track.

Reinforcers should emphasize the social aspects of the intervention. Remember that the primary CICO reinforcer is the personal connection with an adult. Suggested reinforcers are to increase adult attention, increase positive peer attention, or provide easily accessible activities such as additional computer or gym time. Reinforcers can be provided for checking in, checking out, and for meeting daily and/or weekly point goals. Students who participate in the CICO intervention will still participate in the schoolwide system of encouraging appropriate behavior.

Students Most Likely to Benefit

CICO is designed to address the needs of students who demonstrate consistent patterns of problem behavior across multiple settings. Most often students who participate in the program have been identified for demonstrations of low level disruptions such as talking out, talking back, off-task, or out of seat behaviors. In addition, the intervention is generally most effective for students who enjoy positive adult attention.

The CICO program alone is unlikely to benefit students with dangerous or violent behaviors, students who primarily demonstrate problem behavior in only one or two specific settings (e.g., bus or cafeteria), or students with significant academic deficits. In these cases, use of the CICO intervention along with additional academic or behavioral supports will likely be required.

DISCUSSION

Table 3.1 on page 18 of the Crone et al., 2010 manual describes of the intervention manual describes characteristics of students who may be appropriate or inappropriate candidates for the CICO program. Read the information and then talk with participants near you.

- Think about students you know or have worked with who meet criteria as appropriate candidates for CICO.
- Think about students you know or have worked with who are not appropriate candidates for CICO.

Research Base

There are numerous studies that support positive outcomes as a result of CICO implementation, while also documenting the acceptability of CICO as a socially valid and valued Tier 2 intervention.

First, students who participated in the CICO intervention demonstrated **decreased problem behaviors**, office discipline referrals, and referrals for special education services when the treatment was delivered accurately (Filter, McKenna, Benedict, Horner, Todd & Watson, 2007; Hawken & Horner, 2003; Hawken, MacLeod, & Rawlings, 2007; March & Horner, 2002; Miller, Dufrene, Sterling, Olmi, & Bachmayer, 2015 Todd, Kaufman, Meyer & Horner, 2008).

Second, some students also showed **increased academic engaged time** while participating in the CICO intervention (Campbell & Anderson, 2011; Hawken & Horner, 2003; Miller, Dufrene, Sterling, Olmi, & Bachmayer, 2015).

Third, results from several different studies indicate typical school personnel (e.g., classroom teacher, school counselor, and/or paraprofessional) were able to implement the intervention with fidelity (Hawken & Horner, 2003; Todd, Kaufman, Meyer & Horner, 2008).

Finally, data showed **60 – 75%** of research study students responded positively when the CICO intervention was implemented as designed. This means the CICO intervention is well suited for serving a majority of students who are identified as needing additional Tier 2 behavioral support (Fairbanks et al., 2007; Filter et al., 2007; Hawken 2006; Hawken & Horner, 2003; Hawken, MacLeod, & Rawlings, 2007; March & Horner 2002).

Resources Needed

In most cases, one staff member (e.g., guidance counselor or administrative assistant) will be designated to coordinate the CICO program in a school.

CICO COORDINATOR: The primary responsibility of the CICO Coordinator is organizing resources and supports for effective delivery of the intervention. The Coordinator typically has limited contact with student participants. Instead, the CICO Coordinator manages and supports the CICO service providers (referred to as Facilitators).

CICO FACILITATORS: Facilitators are responsible for direct, daily contact with student participants. Facilitators provide the daily check-in and check-out components of the program and assist with school-to-home communication.

In larger schools one Coordinator likely will support multiple Facilitators who may serve as many as 10 – 15 students each, depending on time allotted. Alternately, in a smaller school, one staff member may perform tasks of the Coordinator and the Facilitator, which is feasible when fewer students participate in the intervention. This is noted in the following graphic.

Personnel Needed for the Check-In, Check-Out Intervention

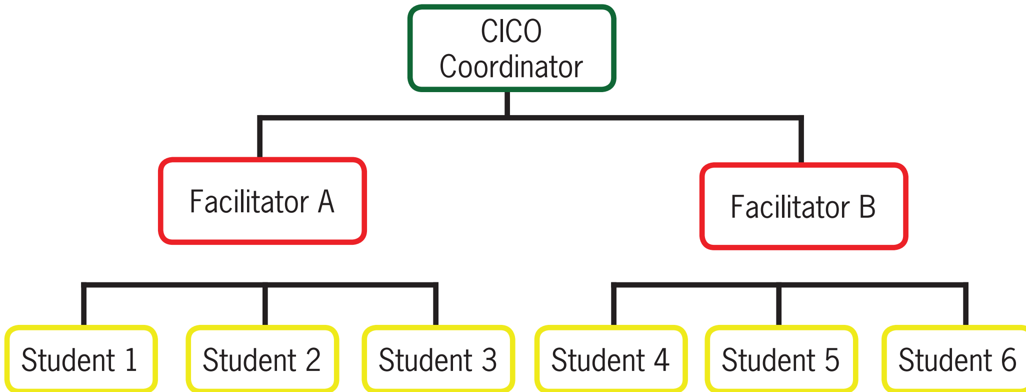


Figure 5.2

The following page provides an example of the specific tasks (organized according to key features of the intervention) typically performed by the Coordinator and Facilitator and an estimated timeframe for each task.

Estimated Time for Coordinator & Facilitator Tasks

TASK	FREQUENCY	DURATION	TIME/WEEK
Morning Check-in *Facilitator*	Daily	20 minutes	100 minutes
Afternoon Check-out & Entering DPR Data *Facilitator*	Daily	20 minutes	100 minutes
Maintain Records: a. Parent reports b. Student DPRs *Facilitator*	Daily	10 minutes	50 minutes
Orientation for students, families and teachers who are new to the program *Coordinator with Facilitator*	As needed	30 minutes each time a new student begins the program	30 minutes
Prioritize students who will be discussed during team meetings *Coordinator with Facilitator*	As often as the team meets	10 minutes	10 minutes
Print student graphs that will be reviewed during team meetings *Coordinator*	As often as the team meets	15 minutes	15 minutes
Complete tasks from team meeting (e.g., implementation checks, social validity surveys, graduation ceremonies) *Coordinator*	Daily	20 minutes	100 minutes
Estimated Total Time Required = 7–10 hours/week			
Recommended Roster Limits No more than 30 students per facilitator at the secondary level (middle, junior high, high school). Approximately 15-20 students per facilitator at the elementary level. (See Crone, Hawken, & Horner, 2010, p. 92)			

Figure 5.3

Steps for Effective Implementation

Steps for Effective Implementation

The following list of steps is helpful for school SW-PBS teams to follow as they work toward development of the Check-In, Check-Out Intervention. At minimum, implementation of the CICO intervention typically includes the following:

1. Develop An Enrollment Process
2. Design and Use a Daily Progress Report (DPR)
3. Collect Performance Data
4. Determine Response to Intervention
5. Use Student Data to Make Decisions
6. Plan for Self-Management, Fading and Graduation

Step 1: Develop An Enrollment Process

Prior to starting the intervention with students be sure there is a systematic process in place to address each of the following considerations.

TEAM. First, the basic CICO process begins with a school team that is designated to support development and implementation of the program (hereafter referred to as the Tier 2 Team).

STUDENT IDENTIFICATION. Second, once the program is developed, the Tier 2 Team uses existing school data, staff member or parent nominations and/or scores from an emotional-behavioral screening process to determine which students are non-responsive to schoolwide expectations. Students who meet established criteria (i.e., attention motivated problem behavior, find adult attention reinforcing, difficulties occur across multiple settings) should be considered as possible participants for the CICO intervention.

BASELINE DATA COLLECTION. Third, baseline data collection begins. 3-5 days of baseline data should be acquired before students enter the CICO program. To collect this information, the Tier 2 Team provides the main classroom teacher(s) with a packet of Daily Progress Reports. Teachers monitor and rate student behaviors but do NOT provide feedback, nor does the student check in or out with a program facilitator.

After data is generated the SW-PBS team reviews it to determine: (a) whether the student truly needs additional support, (b) an initial daily point goal that is reasonable for the student to achieve, and (c) the level of teacher commitment for implementation. If data was not recorded diligently, the team should consider the extent to which there may be future concerns or issues with accurate implementation of program components.

FAMILY NOTIFICATION/PERMISSION. If baseline data confirms the student as an appropriate candidate for the CICO intervention, a member of the Tier 2 Team will contact parents/guardians of eligible participants. In some schools parental consent is required prior to enrolling students in the program. Check with administrative personnel to determine your district's policy.

INTRODUCING THE PROGRAM. After family members are notified their child has been selected to participate, the CICO coordinator or facilitator should provide explanation and details about the purpose and process of the program to eligible students and their families. Ideally this introduction will occur in a face-to face format with the student, his or her parents and at least one classroom teacher attending together. At this time the student DPR and point goals are finalized, opportunities for recognition of success are defined, responsibilities of each participant are clarified, and information about fading to a self-managed plan and/or graduation from the program is provided.

The introductory meeting is the time to establish commitment to active participation from individual stakeholders. Written materials that specifically describe and delineate steps for active participation will be helpful for communicating clear steps for implementation among the facilitator, student, classroom teacher(s), and family.

The following pages include several example letters for discussing the intervention program with families. **Page 199** of the Crone et al., 2010 manual also provides an example parent permission form.

EXAMPLE 1

Permission for Check-In, Check-Out

Date:_______________ Student:______________________________________ Grade:_________________

Teacher:__________________________________ Parent/Guardian:________________________________

Congratulations! Your child has been selected to participate in a program at our school. We would like to include ________________________ in a behavior intervention program called Check-In/ Check-Out (CICO).

To participate, your child will report to their CICO facilitator, __________________________, first thing every morning after arriving to school. During this brief meeting the CICO facilitator will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day your child's teachers will give specific feedback about performance following the Warrior Way (Being Safe, Being Respectful, and Being Responsible). Teacher feedback will be documented using a daily progress report (DPR). At the end of the school day students in the CICO program return to the facilitator they met with during the morning check-in. For this afternoon check-out period facilitators help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for on-going success, and additional instruction if students struggled with a particular class period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success we ask parents to make sure children arrive on time each day for the morning check-in and also that they review and sign the daily progress report. A copy of the progress report will be sent home from school each day.

Most children who participate in the program show rapid gains, enjoy working with the facilitator, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school's Tier 2 Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

If you do not wish your child to participate in this program, please call a school administrator.

Sincerely,
Winfield Primary PBS Tier II Team

EXAMPLE 2

Dear Mr. and Mrs. Jones,

We have a wonderful school wide goal this year. Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. To help us reach our goal, we are starting a very effective program for students who need additional support.

We call this program "**Check In/Check Out (CICO)**." Students involved in this program will check in with a staff member in the morning. At Check In they receive a point card allowing them to receive points for being a safe, respectful, responsible citizen of our school. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

Joey has been chosen to participate in CICO. We are excited that he will be a part of our plan to make our school a safe, caring and fun place for students to go to school. If you have any questions, please contact me at ***.

EXAMPLE 3

Dear Parent/Guardian:

This letter is to inform you that your student, __________________________, has been recommended for the Check-In, Check-Out program at *** High School. The Check-In, Check-Out program is a positive intervention that allows students to start their day by checking in with an adult to promote positive behavior throughout the day. Students will also spend a few minutes at the end of each day with an adult reviewing their progress. Progress sheets may be sent home for you to review.

If you do NOT want your child to be a part of this program, please sign below and return this paper back to the school with your child. If you have any questions about the **Check-In, Check-Out** program, please feel free to contact me at ****If you have any questions or would like more details regarding Check-In, Check-Out, please call ****.

Step 2: Design & Use A Daily Progress Report (DPR)

Daily Progress Reports use your school's behavioral expectations and serve as the primary method for monitoring student response to the CICO intervention. Progress will be monitored daily throughout the duration of the program. The DPR provides regularly scheduled intervals for teachers to provide feedback to students about behavioral performance and award points for meeting expectations. During the afternoon check-out period student points are totaled and then converted to a percentage. Each student's daily percentage is graphed. The school Tier 2 Team uses these graphs to monitor progress over time and make decisions about the intervention (e.g., fade, maintain, modify, intensify).

There are several considerations when creating a DPR for your school's CICO program. Following is a list to help you make decisions about what to include on the DPR. In addition, several example DPRs also are provided.

Schoolwide Expectations

- Include schoolwide expectations on the DPR
- Expectations and behaviors should be positively stated
- 5 or fewer expectations should be listed on the DPR

Teacher Friendly & Easy to Complete

- Allow for circling of ratings rather than narrative feedback
- Include a narrow range of scores
  - ► 3 point system recommended; 1-3, 0-2
- Include a rating key on the DPR
  - ► Staff should clarify & agree on the difference between ratings
- Include a place to record "success" rather than "comments"

Design & Content

- DPR could be made to fit on a half sheet if copying costs are a concern
- Non-classroom settings typically are not included on the DPR
- Include a minimum of 4 rating periods
  - ► Correspond with natural transitions of the day
  - ► Optimally marking periods are no longer than 75 minutes
- Include a column/place for teacher to initial ratings
- Include a line for parent signature and place to record "success"
- Include an area for total points earned
- Determine whether the percentage goal will be listed
  - ► Some provide a range & student circles his/her goal:
  - ► 50% 55% 60% 65% 70% 75% 80%

EXAMPLE 1

Daily Progress Report (DPR)
Wonderful Elementary School

Student Name ______________________________ Date ____________

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

	Be Safe	Be Respectful	Be Responsible	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:*

EXAMPLE 2

Daily Progress Report (DPR)
Fantastic Elementary School

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:*

EXAMPLE 3

Daily Progress Report (DPR)
Marshall Middle School EAGLES
Excel and Gain Life Educational Skills

Student Name ______________________________ Date ________________

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

	Be Safe	Be Respectful	Be a Learner	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	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:

Step 3: Collect Performance Data

There are several options for collecting and graphing student data. The school Tier 2 Team should decide which option best meets the needs of CICO personnel who will be responsible for keeping track of student data. The data collection system needs to be accurate, but also manageable.

SWIS-CICO. Page 89 of the Crone et al., 2010 intervention manual describes the Schoolwide Information System-Check-in, Check-out (SWIS-CICO) web based system which allows personnel to track percentage of points earned across an entire school day and percentage of points earned within each class period. Access to this information provides Tier 2 Teams with ample data for problem solving if student response to the intervention is questionable or poor. There are minimal costs associated with use of the SWIS-CICO program. Refer to www.swis.org for additional information and demonstration of features provided.

DATA SPREADSHEET. A second option for schools that do not select SWIS-CICO is a Microsoft Excel graphing spreadsheet that is available on the Missouri SW-PBS website (www.pbismissouri.org). This instrument is titled as *The Advanced Tiers Data Collection Spreadsheet* and is available at no cost. The spreadsheet includes a page for entering student information that is typically collected prior to selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.). Also included is a second page where daily percentages can be entered for each student in the CICO program. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears as data is entered. The trend line is useful for determining positive, questionable, or poor response to the program. Finally, the spreadsheet was created to hold data for up to 30 students. If more than 30 students participate in your school's program, additional copies of the spreadsheet can be downloaded, free of charge.

GRAPH BY HAND. Another option some schools consider is graphing student data by hand. Creative ideas have included asking students to mark a graph that is posted on a wall in the check-out location, allowing students to mark their progress in a folder that stays in the check-out room, or use of a computer based program that students can access. For younger children, some schools choose to use a visual representation of progress with pictures that can be moved up or down in relation to a goal line. One disadvantage to a hand graphing system is lack of a trend line. When student data is stable (either high or low) it is not difficult to make decisions about the intervention. However, if student data is variable (sometimes high, other times low, maybe in the middle) it is more challenging to determine whether the response is positive, questionable or poor.

The following page provides an example template that can be used for hand graphing daily percentage of points earned. This example was retrieved from the Evidence Based Intervention Network, EBI.missouri.edu.

Intervention Graph (Percent)

Student Name: ______________________ Interventionist: ______________________

Dates: ______________________ Setting: ______________________

Intervention: ____

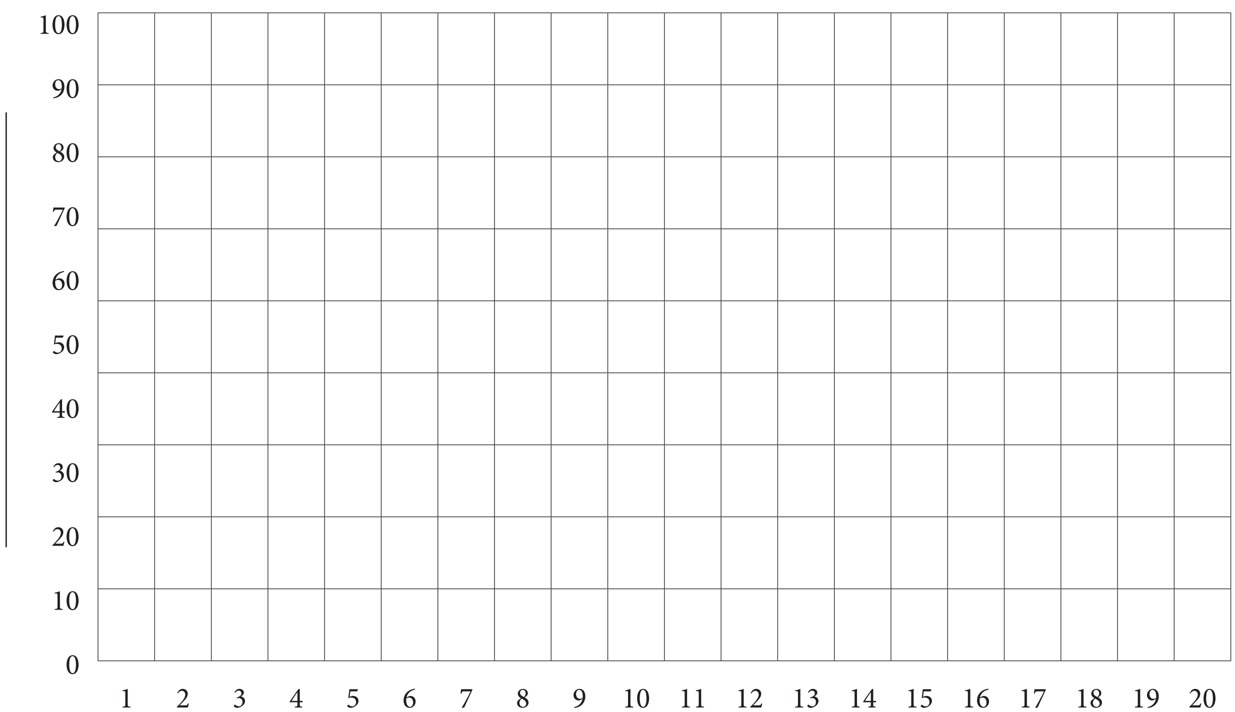
____

Outcome Data: ____

____

Intervention Goal: ____

____



Comments: ____

____

Evidence Based Intervention Network
(EBI.missouri.edu)

Step 4: Determine Response to Intervention

After the Tier 2 Team has established a data collection and graphing method, data should be reviewed regularly to monitor student progress and determine each participant's response to the CICO intervention.

In the case of the CICO intervention, teams typically examine student baseline data to decide on a performance goal the student is likely to meet fairly rapidly. It is important that students experience early success with the CICO intervention because this will encourage continued participation. For example, students with baseline data in the 50-55% range may not increase performance to 80% in a short period of time. Instead the Tier 2 Team may choose to select an initial goal of 65-70% so that the child can reach his or her first goal immediately or shortly after beginning the intervention. Gradually, over time, the support team will increase expectations for the student. Many teams systematically increase expectations for student performance from as low as 65-75% up to 90-95%. Teams are cautioned against ever expecting that students consistently maintain performance at 100%. This likely is an unreasonable goal considering that even typically developing children often do not behave appropriately 100% of the time on a daily basis.

When using student data to make decisions, refer to Chapter 4 concerning monitoring student progress and interpreting data to make decisions.

Step 5: Use Student Data to Make Decisions

Each time the student support team reviews and interprets student data an interpretation (positive, questionable or poor response to intervention) and a decision about what occurs next will need to be made. Generally, decisions will include continuing the intervention, intensifying the intervention, modifying the intervention, fading the intervention or returning to the problem solving phase to gather additional information. In every case, decisions about the next phase of intervention should be derived from an interpretation of student data (i.e., response to the intervention). Further information on using student data to make decisions can be found in Chapter 4.

Step 6: Plan for Self-Management, Fading & Graduation

Self-management is a broad term that refers to a child's ability to **effectively be aware of and modify** his or her **own behavior**. Informally, many teachers may think of self-management as related to self-control, self-discipline, or self-regulation. Student capacity to take responsibility for his/her own learning and behavior even when adult supervision is not available is an ideal outcome associated with participation in the CICO intervention (i.e., students manage their own learning and behavior; Alberto & Troutman, 2009, p. 366). Typical aspects of self-management include goal setting, self-evaluation, self-recording, self-reinforcement, and self-instruction. Most often these techniques are used in combination with one another and may be provided along with other strategies. For students to maintain successes they experienced during the CICO intervention, specific instruction in self-management techniques is recommended. Students who graduate from the CICO program should be able to manage their own behavior without CICO facilitator prompts or cues and with typical rates of classroom teacher attention and feedback.

Within the CICO intervention, instruction for self-management occurs before intervention components are faded (i.e., removed). **Fading** refers to a process of **gradually removing** CICO intervention components for students who have met program goals. Successful graduates of the CICO program are students who maintain expected behaviors after the daily check-in, regular teacher feedback, data collection, check-out, and parent feedback components are no longer provided (i.e., faded). To increase the likelihood of student success after graduation, CICO program components are typically removed in a systematic and thoughtfully planned fashion rather than abruptly ended all at once. Students receive instruction for self-management skills **before** the CICO components are faded.

Pages 92-97 of the Crone et al., 2010 intervention manual provide guidance about self-management and fading across the following topics:

a. Determining the appropriate time to fade
b. Using self-management
c. Tips for increasing success during the fading phase
d. Graduation and alumni parties
e. How to respond if a student wants to continue participating in the program
f. Final consideration

A plan for how students will graduate from the CICO program should be developed and documented **before** a school team begins implementing the intervention. In addition, introduction and orientation for students, parents and teachers who are new to the program should provide information about self-management, fading, and graduation. Specifically, all participants should know from the start that the program is not intended as a long-term support. Instead, the goal is to help students develop skills for functioning independently.

It is not uncommon that after participating in CICO over a period of time, students, along with parents and teachers as well, do not want to give up this support. Students report they like receiving extra adult attention and the feeling of success CICO gives them. Additionally, teachers and parents have concerns about how well children will continue to perform when the program is no longer provided. Therefore, moving students out of the CICO program requires careful planning.

Self-management and fading (i.e., gradual removal of CICO components) should begin when student data indicates there is a consistent pattern of desired behavior. Schools with a designated Tier 2 Team, which meets on a regular basis and allows time on the agenda for the CICO coordinator to present student data, are well suited for discussing students who may be candidates for self-management, fading, and graduation from the program.

Some schools find it simplest to align CICO graduation with reporting periods or to consider students on a quarterly basis. Other schools have used the end of a school year to end participation in the program. However, an important point to consider is the workload of your team. Keeping students on CICO when they are ready for self-management and fading, but waiting for a calendar date such as the end of a reporting period, can unnecessarily burden the CICO team and delay implementation for other students who may be waiting to enter the intervention.

Recommendations provided on page 92 of the Crone et al., 2010 intervention manual indicate **no more than 30 students per CICO facilitator at the secondary level** (i.e., middle, junior high, and high school). **For preschool and elementary age populations** the CICO process overall may be more time intensive, thus **15-20 students per facilitator** is considered the maximum number of children that can be effectively served.

In light of these guidelines, waiting for a progress-reporting period or until the end of the school year to remove the support for some students may not be the most efficient choice. Ultimately each school team will need to determine and then document a plan for when and how students will be provided with instruction for self-management strategies and gradually released from the CICO intervention components. At the same time, teams need to be prepared that some students will continue to need CICO support the following school year.

When to Introduce Self-Management

It is a responsibility of the school Tier 2 Team to decide on specific criteria that indicates a student will move to the self-management phase. Decisions should be based on majority of days versus the student always receiving 80% or more of daily DPR points. For example, a student who receives **80% or more of the total possible points four out of five days for a period of four consecutive weeks** has demonstrated a consistent pattern of expected behavior. This student may be able to more independently maintain his or her behavior, is likely a good candidate for self-management, and may continue being successful as some intervention components are faded out. **Figure 7.3 on page 93** of the intervention manual provides example student data that indicates the student has successfully met behavioral expectations over a designated period of time (Crone, Hawken, & Horner, 2010).

The figure below provides a visual representation of how students enter, move through, and exit the CICO program, which allows space for new participants.

Enter, Participate, & Exit the Intervention

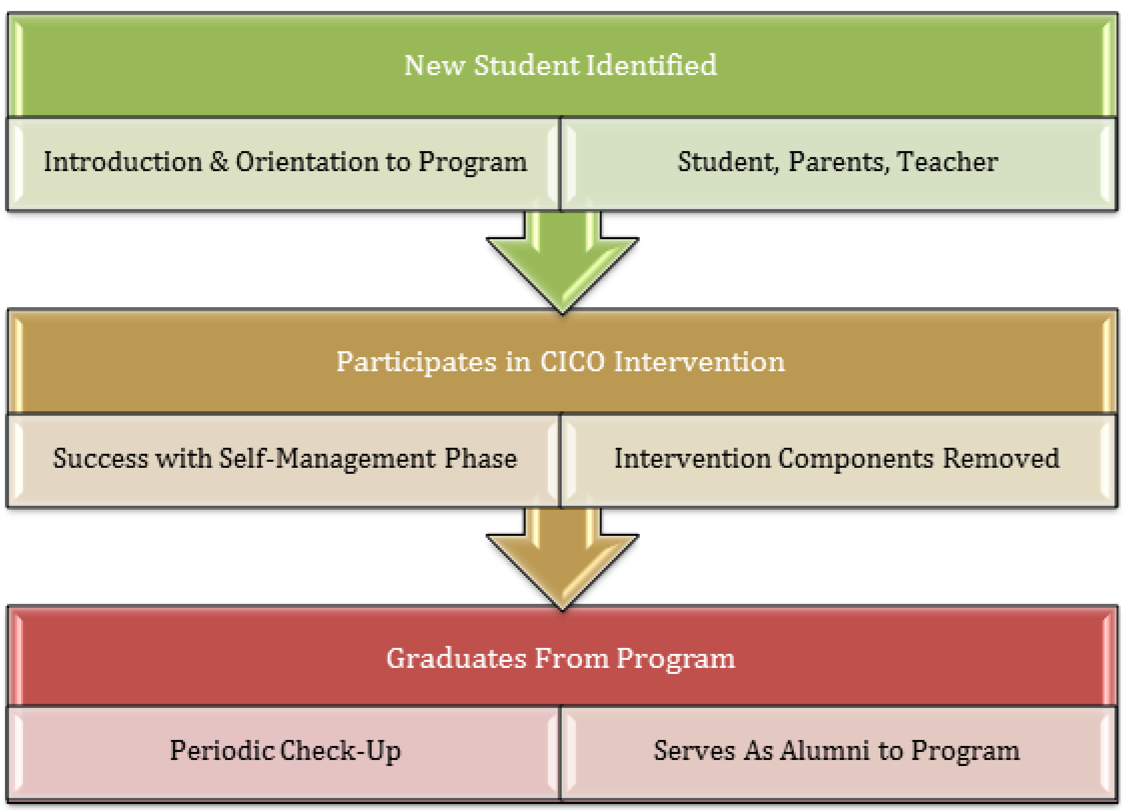


Figure 5.4

Teaching Self-Management, Fading, & Graduation

TEACH SELF-MANAGEMENT

- Daily check-in, check-out, data collection and parent feedback continue
- At the end of each class period teacher and student complete independent ratings, then compare scores.
- Teacher provides feedback about accuracy of student rating.
- Teacher and student data are collected.
- When student is consistently matching teacher rating with 80% or higher accuracy, move to next phase.

→

FADE TEACHER FEEDBACK

- Daily check-in, check-out, data collection and parent feedback continue
- Student continues to self-evaluate and record at the end of every class period.
- Teacher checks with student and provides feedback but not for every class period (e.g., 3x per day; 2x per day; once per day).
- Monitor student performance closely. Expect 80% or higher 4 out of 5 days while teacher feedback is faded.

→

PLAN A GRADUATION!

- After student successfully completes the self-management phase -(80% or higher 4 out of 5 days across 4-5 weeks of faded teacher ratings) - the CICO facilitator discusses and plans a graduation celebration with the student.
- After graduation the daily check-in, DPR, and check-out components are removed.
- School data is monitored periodically.
- Staff & parents continue to provide feedback, but without the DPR.
- Make plans for ongoing support and/or periodic checks of student performance.

Figure 5.5

The following pages provide examples from two Missouri schools that documented their self-management, fading, and graduation process.

EXAMPLE

Plan for Fading Intervention Components

Westview Elementary School
Excelsior Springs, Missouri

Fade out of CICO

Phase 1: Teacher and Student Score Together

Compare ratings at the end of each class period

match = success

discrepancy = discussion and teacher's rating assumed accurate

Provide reinforcement for accuracy and honesty.
Check after 2 weeks.

CRITERIA FOR SUCCESS
2 weeks of 80-85% agreement
and
Student continues to perform at or above goal line.

Move to Phase 2

Phase 2: Fade Teacher Feedback

Week 1: Student independently rates at the end of each class period; Teacher provides feedback for 3-4 class periods per day.

Week 2: Student independently rates at the end of each class period; Teacher provides feedback 2-3 times per day.

Week 3: Student independently rates at the end of each class period; Teacher provides feedback once, near the end of the day.

CRITERIA FOR SUCCESS
Student continues to perform at or above the goal line while teacher feedback is systematically reduced.

Phase 3: Graduation

Weekly Alumni Check-Out

Figure 5.6

EXAMPLE

Fading From Check-In, Check-Out

Winfield Primary, Winfield R-IV School District

Student has an average of 80% for 4 weeks.

No → Continue CICO

Yes – Teach Self-Monitoring*

Student self-monitors at the end of each class period*.
Is student continuing to stay at or above an 80% average?

No → Continue CICO

Yes

Student self-monitors at the end of each class period*
Does student's response match teacher's response 80% of the time?

No → Continue teaching self-monitoring procedures.

Yes

Student self-monitors.
Teacher provides feedback for 3 class periods per day

Student self-monitors.
Teacher provides feedback for 2 class periods per day

Student self-monitors.
Teacher provides feedback once near the end of the day

Student completes DPR all week without teacher feedback. CICO facilitator prepares student for Graduation.

Is student continuing to stay at or above an 80% average?

No → Continue teaching self-monitoring procedures.

Yes

Continue fading.
Is student continuing to stay at or above an 80% average?

No → Return to self-monitoring

Yes → GRADUATE

During self-monitoring the student is taught to self-evaluate and record points at the end of each class period. The teacher will also provide a rating, using a separate DPR. At the end of each rating period the student and teacher still hold a conference to discuss ratings. If ratings do not match teacher and student discuss the difference. At the end of the day the student takes his/her DPR and the teacher completed DPR to the afternoon check-out. Students receive feedback about accuracy of ratings (i.e., match with teacher).

The goal of self-monitoring is to increase the student's ability to manage his/her own behavior with decreased levels of redirection, prompting, and feedback from adults.

Figure 5.7

EXAMPLE

Check-In, Check-Out Fading Process

WEEK *1

Teacher and student score together and compare ratings at the end of each class period

match = success **OR** discrepancy = discussion with teacher's rating assumed accurate

Teacher provide reinforcement for accuracy and honesty

- If student data remains at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of time, proceed to week 2. If not, perform week 1 again.

↓

WEEK 2

Student scores independently on 3 of 7 time blocks on the CICO Form with no teacher discussion

On remaining time blocks, proceed with teacher/student scoring together as performed in week 1

Teacher provide reinforcement for accuracy and honesty

- If student data remains at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of time, proceed to next week instructions. If not, perform this week again.

↓

WEEK 3

Student scores independently on 5 of 7 time blocks on the CICO Form with no teacher discussion

- Continue as described in week 2.

↓

WEEK 4

Student scores independently on ALL time blocks on the CICO Form with no teacher discussion

- If student data remains at behavior goal of 80% or higher, student is ready to graduate from CICO. Student will continue to Check In each morning with interventionist until date of gradua6on or other date as determined by Tier 2 committee and teacher. Student will no longer utilize the CICO Form, unless requested by student.

POST GRADUATION

The following supports are available to CICO graduates if student requests or if teacher and/or Tier 2 committee determines the continued support would benefit the student:

- Student continues Check-In with interventionist at a determined frequency (daily, weekly); no CICO Form used and no Check-Out
- Student Check-In daily with classroom teacher; no CICO Form and no Check-Out
- Student Check-In daily with classroom teacher; student scores independently on all time blocks on CICO Form with no teacher discussion and no Check-Out

Options for students receiving two behavior referrals after graduating CICO:

- Student returns to CICO and repeats only the Fade Process (but no graduation recognition)
- Student returns to full CICO
- Other support recommendations by Tier 2 committee

*A week equals at least 4 days

Figure 5.8

CICO Review

Feature	Key Points
Daily Check-In	
Regular Teacher Feedback	
Daily Check-Out	
Collect & Review Student Data	
Parent Involvement	
Research Outcomes	
Coordinator & Facilitators	

Figure 5.9

Modifying CICO for Some Students

When the CICO program is implemented with fidelity, a majority of identified students will respond positively. However for some students, slight modifications to the intervention content and/or process may be needed to enhance success.

Regular review of student data will guide teams to distinguish which students are experiencing success from those who might benefit from one or more program modifications.

Students who are meeting their goal (e.g., 80% or more of the total possible points) four out of five days per week are generally considered to be responding positively. Students who are inconsistently or rarely meeting their goal may respond differently if the CICO intervention is adjusted to meet the specific function of their behavior.

A common guideline that signifies questionable or poor response to an intervention is three to four consecutive data points below the student's goal line.

When questionable or poor student response data is generated, the first action is to assess fidelity of implementation. This means determine the extent to which the intervention was delivered as designed. Once the support team is confident that CICO implementation is correct, the next action is to begin problem solving for non-responsive students.

Pages 98-104 of the intervention manual provides information about use of a *simple* Functional Behavioral Assessment (FBA) procedure to determine the reason *why* a student demonstrates a particular behavior under certain circumstances (i.e., function of the behavior).

> *"If the team determines the program is ineffective for a specific student, they should brainstorm strategies for modifying the basic intervention in a manner that will improve its effectiveness for that student. Team members should consider the simplest solutions first."*
>
> (Crone, Hawken, & Horner, 2010, p. 99)

Depending on the process of your school's Tier 2 Team, a hypothesis about function of behavior may already have been determined prior to implementation of the CICO intervention. If your process does not include identification of function prior to intervention an understanding of why a student is demonstrating problem behaviors is key. Function of behavior is used to determine what modifications might impact response to the CICO intervention.

Regardless of when behavioral function is identified (before or during the intervention), a short interview process can be used to gather applicable information. Appendix G.3 and G.4 (pages 222-231) of the intervention manual includes two commonly used formats for conducting interviews, the *Functional Behavioral Assessment – Behavior Support Plan Protocol* (F-BSP) and the *Functional Assessment Checklist for Teachers* (FACTS). Instructions and guidelines for use of each instrument are also provided (Crone, Hawken, & Horner, 2010).

Critical Features Included in a Simple FBA Interview

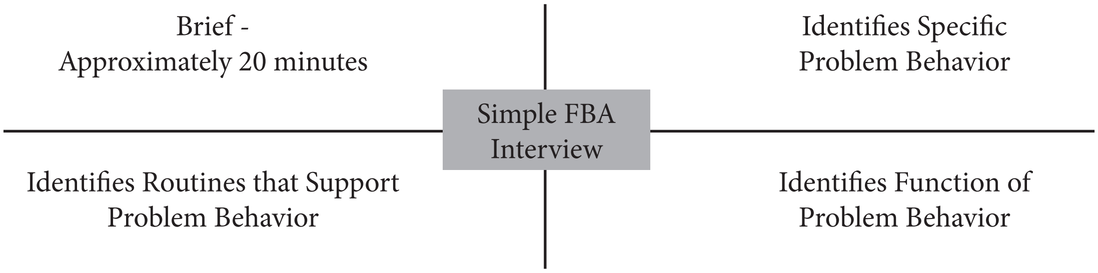


Figure 5.10

Once the function of problem behavior is identified, the team can consider which modification(s) best match the student's needs. Listed below are several example modifications suggested by authors of the intervention manual (Crone, Hawken, & Horner, 2010).

Example Modifications for the CICO Intervention

Get Adult Attention	Get Peer Attention	Avoid Adult Attention	Avoid Task or Activity
• Mid-day check-in • More powerful reinforcer (e.g., time with preferred adult)	• Earn reinforcers to share with peers • Activity based reinforcers that friends can join	• Student picks up and returns DPR to designated location • Self-monitoring with self-reinforcement	• Tasks matched with academic level of student. • High rates of reinforcement for effort • Academic support or intervention • Earn reinforcers that allow escape (e.g., break or preferred activity)

Figure 5.11

Pages 105-123 of the Crone et al., 2010 manual include case study examples to demonstrate use of a simple FBA process for selecting modifications based on individual student need.

In addition, recommendations about use of CICO for students with an Individualized Education Program (IEP) are provided. The following is a summary of key issues to consider when CICO is identified as a possible behavioral support for students receiving special education services (Crone, Hawken, & Horner, 2010, p. 114).

- CICO should not contradict the student's IEP.
- CICO should support the student's progress toward goals outlined in the IEP.
- If the student has a behavioral goal, CICO alone will likely be inadequate for addressing this goal.
- The basic CICO intervention is best used as one component of an IEP that addresses behavioral issues.

INTENSIFICATION EXAMPLE 1

Daily Progress Report (DPR)
Marshall Middle School EAGLES
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:

INTENSIFICATION EXAMPLE 2

Daily Progress Report (DPR)

Student Name ____ Date _____________________

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

	Be Safe *Avoid aggression*	Be Respectful *Use polite language*	Be a Learner *Follow directions first time asked*	Be Your Best *Complete and turn in required work on time*	SN: Success Notes / A: Assignments	Teacher Initials
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	

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

Today's Points ________ Points Possible _______ Today's Percent _______%

Parent/Guardian Signature ____________________________________

Congratulations for:

Adaptations for Preschool Implementation

Pages 150-161 of the Crone et al., 2010 intervention manual provide information and a case example illustration of CICO implementation in preschool or early childhood settings. Many key features remain the same:

- Intervention is continuously available
- Students receive intervention quickly
- Daily check-in/Daily check-out
- Copy of DPR sent home for signature and returned the following day

However there are several features that will need to be considered and perhaps modified. For example, will the intervention be conducted as a program-wide or class-wide behavioral support? What staff members will be able to serve in the roles of intervention coordinator, facilitator, and Tier 2 Team? What will the DPR look like? How can the DPR be designed so that it is developmentally appropriate for young children? How will students be identified to participate?

Authors of the intervention manual provide a number of recommendations and suggestions. In addition, a detailed list of possible modifications for preschool settings is included on page 153 of the intervention manual. Several of these ideas are summarized below. For further information regarding CICO in early childhood settings, also see Hawken & Johnston, 2007.

Implementation

Organizational structure and physical location of classrooms will determine if CICO is implemented program-wide or class-wide. Multiple preschool classrooms in one building are considered program-wide implementation while a single preschool classroom within an elementary building is considered class-wide implementation. Regardless of whether the intervention is program-wide or class-wide, no classroom teacher should have more than two students from his or her class list participating in CICO at the same time. In addition, if the intervention is implemented program-wide the CICO facilitator will be able to support multiple children. However, if the program is implemented in only one classroom the teacher or the classroom aide will serve as the intervention facilitator (conduct daily Check-In, Check-Out).

Intervention Team

Classroom teacher, aide and other specialists such as a speech language pathologist or special education teacher are likely members of a team that will identify candidates for the intervention and regularly review student data. A program director or administrator should also be included.

Daily Progress Report (DPR)

In the same manner that schoolwide expectations are listed on a student DPR, program-wide or individual preschool classroom expectations should be listed on a preschool DPR. Early childhood educators may find it helpful to include pictures that illustrate the behavioral expectations. Rather than numerical system, a preschool DPR will likely include a visual representation of performance such as a smile, neutral and sad faces or a color-coding system. Instead of identifying a point goal, the number of faces to earn may be listed.

Feedback Sessions

Preschoolers should receive regular feedback from a teacher or aide during natural transitions. However, problem behavior should be redirected immediately rather than waiting to the end of the rating period. In addition, instruction for how to appropriately receive feedback should be given prior to implementation. Teaching and encouraging young children appropriate ways to accept positive and corrective feedback may help prevent tantrums. Young children will need the teacher to model the expected behavior and then provide opportunities for *immediate* practice and recognition.

Student Identification

Preschool age children can be identified at-risk for social, emotional, or academic challenges in the same way as school age students. Existing student data such as documented behavioral events, school absences, and/or time-out incidents are indicators of student need. Parent nominations may play a key role in identifying young children experiencing concerns. Finally, a number of different instruments specifically developed for young children are available. Scores from regularly conducted emotional and behavioral screenings can be used to determine which students will benefit from CICO support.

Adaptations for High School Implementation

Pages 124-149 of the Crone et al., 2010 intervention manual provide detailed information and evaluation data from an implementation example that took place in a high school setting. In addition, descriptions of age appropriate adaptations for each intervention component are included. Of particular interest is a suggested scope and sequence of academic support lesson topics that can be incorporated with social competence instruction given through the CICO program.

When CICO is developed for older students many of the basic principles still apply.

- Systematic adult interaction
- Well defined behavioral goals
- Increased feedback from multiple adults
- Regular school to home communication
- Established screening procedures to identify risk early
- Proactive, positive support
- Use of data to monitor progress
- Increased student connection to school

However, CICO implementation for secondary level students also is more complex for a number of reasons, including that peer attention may be more reinforcing than adult attention; students are expected to self-manage both **social** and **academic behaviors**; and larger school size makes coordination among adults more complex.

To address the complexity of concerns, recommended adaptations at the high school level include the following (Crone, Hawken, & Horner, 2010):

(a) Provide instruction for and emphasize the importance of self-management
(b) Combine social support with academic support to maintain engagement with school

(c) Identify a target population and link these students with adults they connect with or find reinforcing

A summary of important points related to each of the recommended adaptations is provided below.

Emphasis on Self-Management

Students should be actively involved in weekly or twice monthly review of CICO progress monitoring data, assignment completion and grades, behavioral data, and attendance (Crone, Hawken, & Horner, 2010). Initially, adults will model the review process. Later, students will take a more active role guided by adult prompting. Eventually, adult support will fade as the student develops skill for checking and monitoring data independently (i.e., self-management).

Combine with Academic Support

At the secondary level a critical outcome of CICO participation is teaching students how to be both socially and academically successful in school so they remain engaged in activities. To reach this goal, CICO for older students should also provide instruction for basic study skills (Crone, Hawken, & Horner, 2010). In addition to feedback about social behavior, students should participate in lessons that teach them to use a planner, organize materials and supplies, establish and follow a daily schedule, apply study skill strategies, and know beneficial test taking skills.

Secondary level CICO programs also should provide on-going assistance with daily academic demands (Crone, Hawken, & Horner, 2010). This means participating students have **regularly scheduled** (i.e., everyday for a few times a week) assistance from an adult or competent peer for completion of homework and/or assignments.

Identify Target Population & Link with Reinforcing Adults

Transition into high school can be difficult particularly for students who struggled academically, socially or behaviorally in previous grades. Increasing school engagement is especially important for students who have been marginalized by academic failure or problem behaviors. Although CICO can effectively address needs of students in all grades, it may be particularly effective for freshmen or sophomore level students as they make the transition into high school. Adults who provide the academic and/or social components of the intervention must be willing to know students well enough to incorporate their interests and strengths into the learning activities (Crone, Hawken, & Horner, 2010).

These are modifications that can be used at the secondary level for tracking academic goals, homework or organizational concerns. These are simple adaptions to the Check-In, Check-Out Daily Progress Report (DPR).

In CICO with the following modification, students goals are tied to meeting school-°©-wide expectations developed as part of the school's Tier I intervention (e.g., "Be Respectful). In ABC, these expectations remain the same; however, they are defined in terms of academic behaviors. Thus, "be respectful" could be defined as raise your hand if you need help and "be responsible" could be defined as completing all assignments. Work with teachers in your school to define school-°©-wide expectations around common academic behavior goals. A worksheet for developing expectations for ABC is in following examples. Students will earn points for meeting these expectations. In addition, students will earn a point for using the assignment tracker successfully. (Turtura, J. 2010)

ABC Daily Point Card

Name			Date			
Goals	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Assignments Recorded	1 0	1 0	1 0	1 0	1 0	1 0

Points
2 Met expectations (Great job!)
1 Met some expectations (Good work!)
0 Met few or no expectations (Room for improvement)

Check in Points	Was prepared		1 0	
	Had homework		1 0	
Check out Points	Attended check-out		1 0	
	Teacher signature(s) on tracker		1 0	
Today's Goal ______	**Today's Total ______**	**Goal Met?**	Yes	No
Parent Signature	All work due is complete	______________________		
	All work due is not complete	______________________		

Turtura, J., & Anderson C. Academic Behavior Check-in/Check-out (ABC). University of Oregon. 2010.

ABC Daily Homework Tracker

CLASS	ASSIGNMENT	DUE ON…..	TEACHER SIGNATURE
Social Studies			
Language Arts			
Math			
Writing			
Science			

Turtura, J., & Anderson C. Academic Behavior Check-in/Check-out (ABC). University of Oregon. 2010.

This is an example of what the day may look like for student and teachers.

Overview of ABC

Activity	Rationale	Student Responsibility	Adult Responsibility	Incentive
Morning Check-in	Opportunity to ensure student is ready for the day	1. Attend check-in 2. Bring completed point card 3. Have assignments completed 4. Have needed materials	1. Meet with student 2. Review assignment 3. Provide missing materials 4. Allow time to complete work if needed 5. Review expectations for day	Points for being prepared and having work completed
Daily Feedback Sessions	Acknowledge student for meeting expectations Increase organization	1. Complete homework tracker 2. Meet with teacher after class 3. Receive feedback appropriately	1. Meet with student after class 2. Check homework tracker 3. Provide feedback in positive manner	Points for meeting expectations and completing homework tracker
Afternoon Check-out	Ensure student is ready to complete assignments	1. Attend check-out 2. Review tracker with coordinator	1. Meet with student 2. Review tracker 3. Provide positive feedback	Points for attending checkout and having teacher signature in all spaces
Home Component	Increase organization and capacity for work completion	1. Review home-note and tracker with parents 2. Complete assignments 3. Obtain parent signature	1. Parents review home note and provide positive feedback 2. Parents structure homework time 3. Parents sign card indicating work completion	Points the next day for work completion Prepared for school the next day

Turtura, J., & Anderson C. Academic Behavior Check-in/Check-out (ABC). University of Oregon. 2010.

Training for Staff, Students, and Families

Figure 3.5 on page 25 of the intervention manual provides an example decision tree "*The Basic BEP*" that demonstrates from start to finish what the process will look like if school teams implement CICO with fidelity (Crone, Hawken, & Horner, 2010). In addition Chapter 12 (pp. 181 – 191) provides a list of frequently encountered problems that may occur during CICO implementation and also includes possible solutions (Crone, Hawken, & Horner, 2010). Many of the problems typically reported by schools can be prevented if the Tier 2 Team conducts careful and thoughtful planning when first establishing the intervention within their setting. In most cases of poor implementation it is not the student who demonstrates limited participation, rather it more commonly is one or more adults associated with the process who fail to understand the level of precision required to evoke lasting behavior change.

In cases of poor or inadequate implementation the Tier 2 Team should generally assume there is a misunderstanding, miscommunication, or failure to acquire or routinize requisite skills. In the same way re-teaching is used with students, re-teaching with modeling, feedback and reinforcement also should be provided for adults who are new to the program. Once a behavior change for participating students is perceived, the momentum to continue a practice usually follows. Assuring initial success requires deliberate and careful planning!

Pages 49-70 of the intervention manual provide information about delineating roles among school personnel, identifying specific responsibilities that will be accomplished by each person involved with the BEP, and offers suggestions about the importance of ***teaching*** members how to perform tasks associated with their role in the program. To ensure maximum effectiveness, explicit instruction should occur with each participant.

Responsibilities Associated with the Check-In, Check-Out Intervention

1. Tier 2 Team	Attend weekly meetings, contribute to decisions, conduct orientation meetings, gather supplemental information on students, assist with staff development workshops
2. Intervention Coordinator	Oversee work of the CICO facilitators, meet regularly with each facilitator to review progress of the students they serve, prioritize students to discuss during team meetings, receive nominations, assist with graduation ceremonies, conduct periodic check-ups with program graduates.
3. Intervention Facilitators	Lead morning check-in and afternoon check-out, enter DPR data and maintain records, create student graphs, meet with coordinator to prioritize students that will be discussed during team meetings, attend team meetings
4. Classroom Teachers	Greet the student positively at the beginning of the school day or class period, initiate feedback at the end of each rating period, provide an explanation for the rating earned, prompt for appropriate behavior, reinforce for following expectations or making improvements, mark DPR.
5. Students	Check-in and pick up DPR, hand DPR to teacher at the beginning of the day or class period, accept teacher feedback, obtain a new DPR if one is lost, return completed DPR during afternoon check-out, take DPR home for parent feedback then return it to school the next day
6. Families	Provide consent for participation, review the daily DPR, provide feedback, consider use of additional incentives at home, communicate regularly with the school, particularly if a change in home life occurs

Figure 5.12

The following resources are provided in the published manual to offer ideas and topics that can be included in CICO training sessions (Crone, Hawken, & Horner, 2010).

- Figure 5.1 (pp. 54-56)
  Content that should be included in CICO Coordinator & Facilitator training sessions.
- Figure 5.2 (p. 57)
  Teaching students how to accept feedback on their DPR
- Figure 5.3 (p. 58)
  Things to say during check-in, check-out, or feedback opportunities
- Figure 5.4 (p. 59)
  Example meeting agenda for the Tier 2 Team
- Figure 5.5 (p. 62)
  Overview of the CICO program for administrators
- Figure 5.6 (p. 62)
  Things to say that may keep students motivated
- Figure 5.7 (p. 63)
  CICO Staff Training
- Figure 5.8 (p. 65)
  Frequently asked questions and answers about the CICO program
- Figure 5.9 (p. 66)
  Additional training information for teachers
- Figure 5.10 (p. 68)
  Topics for student training
- Figure 5.11 (p. 70)
  Content for parent training

Finally, teams can provide a checklist of implementation procedures for CICO facilitators, classroom teachers, and participating parents in the form of an implementation script. An implementation script includes a list of steps to complete and example statements that can be used during interactions with CICO students. In addition, implementation scripts also may provide space for participants to mark each feature completed. During initial implementation (e.g., first week or two) it may be effective to ask participants to submit completed scripts each day. This provides the CICO coordinator with an indirect method for monitoring implementation and it also allows participants a mechanism for receiving assistance if they have difficulty implementing a particular step. The following pages provide example implementation scripts.

EXAMPLE

Implementation Script – Facilitator

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the "Y" which means, "Yes" if you feel you understand and consistently complete the step.
- Circle the "N" which means "No" if you do not consistently use the step or if you do not understand how to complete a step.
- Circle the "NA" which means "Not Applicable" if a step was not necessary.

Component & Features	
Daily Check-in	
• Greet student.	Y N
• Help student select/get daily progress report.	Y N
• Remind student of expectations and/or goal for the day (precorrect).	Y N
• Help student put chart in designated location.	Y N
• Use a positive tone throughout interaction.	Y N
Daily Check-out	
• Prompt student to check-out (if necessary).	Y N NA
• Help student identify whether daily goal was met.	Y N
• Offer success reinforcer if goal was met OR deliver corrective feedback (what to do differently), encouragement (you can do better tomorrow) and offer participation reinforcer.	Y N
• Use a positive tone throughout interaction.	Y N

Component & Features	
Data Collection and Progress Monitoring	
• Help student count the number of points earned	Y N
• Calculate percentage of points earned (adult only).	Y N
• Offer to let student enter data into spreadsheet.	Y N
• Show student his/her graph and discuss whether the data point is above or below the goal line.	Y N
• Provide comment to student about what to do to keep data points above the goal line.	Y N
• Use a positive tone throughout the interaction.	Y N
Parent Communication (May be applicable in preschool setting where parent picks student up at end of day)	
• Greet the parent.	Y N
• Give parent the program-wide expectations card.	Y N
• Tell whether the child met or did not meet goal for the day.	Y N
• If the child met the goal remind/prompt parent to provide a privilege OR if child did not meet goal remind/prompt parent to review expectations/goal with the child.	Y N
• Remind/prompt parent to sign and return the card the next morning.	Y N
• Use a positive tone throughout the interaction.	Y N
Total Number of Y Circled = Percent Implemented (total Y / total number of features x 100) =	

EXAMPLE

Implementation Script – Classroom Teacher

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.

Component & Features	
Regular Teacher Feedback	
• Initiate feedback opportunity. Prompt student to come to chart if necessary. It is the teacher’s responsibility to ensure feedback occurs.	Y N
• Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred)	Y N
• Mark student chart (i.e., points or sticker) and provide explanation for the rating given.	Y N
• Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.	Y N
• Use a positive tone throughout interaction.	Y N
Total Number of Y Circled = Percent Implemented (total Y / total number of features x 100) =	

EXAMPLE

Implementation Script – Parent

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the "Y" which means, "Yes" if you feel you understand and consistently complete the step.
- Circle the "N" which means "No" if you do not consistently use the step or if you do not understand how to complete a step.
- Circle the "NA" which means "Not Applicable" if a step was not necessary

Component & Features	
Regular Parent Feedback	
• Ask your child if the daily goal was met	Y N
• If goal was met provide designated home acknowledgement	Y N NA
• If goal was not met, give corrective feedback & encouragement Ask, • "What do you need to do differently tomorrow?" • "Is there anything I can do to help you with this?" • "I know you can meet your goal tomorrow."	Y N NA
• Sign the daily progress report & remind student to return it to school	Y N
• Keep interaction & instruction brief	Y N
• Use a positive tone throughout the interaction	Y N
Total Number of Y Circled = Percent Implemented (total Y / total number of features x 100) =	

Developing the CICO Intervention for Your Setting

After establishing staff willingness to implement the CICO intervention, members of the Tier 2 Team will convene to begin planning. Although some small adjustments likely will be made after initial development, it is critical that general procedures and systems be in place prior to implementation with students.

Pages 42-46 of the Crone et al., 2010 intervention manual provide several considerations the Tier 2 Team must make decisions about prior to CICO implementation. Examples include personnel, location, reinforcers, identification of participants, data management, and training needs.

> "Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it. Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance"
>
> (Crone, Hawken, & Horner, 2010 p.39)

The following pages include an adapted version of the development guide provided on **pages 44-46** in the intervention manual (Crone, Hawken, & Horner, 2010). The adapted edition includes a majority of questions from the original guide but also lists additional considerations that schools working with Missouri SWPBS have reported during initial stages of implementation. Responding to items listed throughout the guide will help the Tier 2 Team stay focused on important development tasks. In addition, written responses to items in the development guide can be used as a summary description of how the intervention is provided in your setting. Portions of this description could be included in a student handbook, training materials for staff, and/or written documents for families.

Check-In, Check-Out Intervention Development Checklist

The skills and products that are pivotal to CICO intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the "Completed" column as final decisions are made.

PROGRAM DESIGN	Completed
1. Who will coordinate the intervention in your school?	
2. Who will facilitate the intervention - provide daily check in and check out? Can each of these individuals have flexible schedules at the beginning and end of the day? Are these adults positive and well liked by students?	
3. Who will check students in and out if a facilitator is absent? Name at least one substitute for each identified facilitator.	
4. Where will daily check-in and check-out occur?	
5. What will be the maximum number of students each facilitator may serve?	
6. What will you name the intervention in your school?	

DAILY PROGRESS REPORT (DPR)	Completed
1. What positively stated behavioral expectations will be listed on the DPR?	
2. Will the DPR also include specific behaviors for meeting expectations? If yes, how will target behaviors be identified?	
3. How many rating periods will be included on the DPR? There should be a minimum of 4 rating periods with scoring intervals no longer than 75 minutes. *Note – non-classroom settings typically are not included (e.g., transitions, cafeteria, playground etc.)	
4. What range of scores will be listed for rating behavioral performance? (e.g., 1, 2, 3) *Note – time required to complete the DPR can be minimized by allowing ratings to be circled rather than asking teachers to write a narrative description of student performance.	
5. What criteria will define how points are earned (e.g., never, sometimes, often) *Note – it is helpful to have the rating "key" documented on the DPR as a reminder of how points are awarded.	
6. Will the DPR include space to record student success and/or homework assignments?	
7. What adaptations need to be made so that the DPR is age appropriate for all students you serve? (e.g., use of pictures; start and end time for class periods)	
8. Does the DPR include space for total points earned, percentage of points, and the student's daily goal?	
9. How will daily DPR data be provided to families (e.g., send DPR home or make a separate parent reporting sheet)?	
10. How will parents respond to indicate they have seen and discussed DPR data with their child?	

REINFORCEMENT SYSTEM	
	Completed
1. Reinforcers are available for student participation when checking in and checking out.	
2. Additional reinforcers are available for students who meet their daily or weekly goal.	

PLANS FOR SELF-MANAGEMENT, FADING & GRADUATION	
	Completed
1. What are the criteria for students to begin the self-management phase?	
2. List details of the self-management phase.	
3. A flowchart that describes plans for gradually fading out use of the check-in, check-out and daily data intervention components is developed.	
4. What are the criteria for graduation from the program? How will graduations be celebrated?	
5. What supports will be in place for students after graduating from the intervention?	
6. How often and what types of student data will be monitored after the DPR is no longer being implemented?	

TEACHING STAFF TO IMPLEMENT THE PROGRAM	
	Completed
1. Who will provide instruction to classroom and specialist teachers for implementing the intervention? Teaching should include: • Parent role in the CICO program • Eligibility for participation • Baseline data collection procedures • Providing positive and corrective feedback statements • Awarding points • Completing the DPR • Initiating interactions with students • Response to major or minor referrals • Self-management, fading, and graduation	
2. Who will provide teachers with coaching and implementation feedback?	
3. How will re-teaching be provided for components that are not implemented correctly?	
4. Who will provide booster sessions for full staff about the purpose and key features of implementing the program? How often will booster sessions occur?	

TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM	
	Completed
1. Who will provide instruction about the program to students who are identified for participation? Teaching should include: • Purposes of the intervention (e.g., positive, time-limited, goal of self-management) • When and where to check-in • Behavioral expectations • Earning points and point goals • Entering class and handing the DPR to teachers • Getting feedback from teachers • Role play for accepting positive and corrective feedback • When and where to check-out • Reinforcers • How to handle disappointment if goal is not met • Plans for self-management, fading, and graduation	

TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM	
	Completed
1. Who will provide instruction about the program to parents of students who are identified for participation? Teaching should include: • Purposes of the intervention • Expectations for child's daily participation • Reviewing and signing the DPR • Consideration of reinforcers provided at home for meeting goals • Self-management, fading and graduation	
2. Who will provide reteaching if parent participation is low? What is the criteria for low participation (e.g., 3 or fewer DPR returned in a week)	

EVALUATE PROGRAM OUTCOMES	
	Completed
1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.	
2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.	
3. A plan for monitoring intervention outcomes is developed and includes: • Number of students who participated • Number of students that graduated • Number of students that required more intensive support	
4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.	

Guiding Questions for Development and Implementation of Culturally Appropriate Interventions

Pages 162–180 of the intervention manual provides information about the core components of cultural competence and offers guidance for adapting the CICO program to be relevant for the intended consumers.

In addition, **pages 166-168** document a comprehensive list of recommended areas for program modification across categories of cultural/religious considerations, linguistic considerations, and socioeconomic considerations.

Below is a list of questions school teams can consider during development of the intervention that may be applicable depending on the diversity represented in their buildings.

1. How does the membership of our Tier 2 Team represent the diversity of our targeted population?
2. How can we ensure our process for identifying student participants is objective?
3. Have we asked family members from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
4. Have we asked students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
5. Do we have a data system that provides us with disaggregated data? Are we currently using this feature?
6. What outcomes are evident when this intervention is provided across a variety of student populations? Is student response questionable or poor for any particular subgroups? If so, how can this be addressed?
7. How can this intervention provide for flexibility based on student, family, and community differences?

A final note:
After providing initial training for staff members, it also is wise to consider how occasional booster sessions might be provided when needed. For example, if overall implementation of the program is low or if one or more individual teachers are struggling with implementation of particular features it may be necessary to provide re-teaching. As another example, in many of the research studies for CICO parent participation is consistently low (Hawken & Horner 2003; Filter et al., 2007). A plan for additional parent instruction and support after initial orientation to the program is provided may enhance family participation.

To the extent appropriate consider use of effective instructional practices when training sessions are planned for staff, students, and families who will participate. Specifically, when children are learning a new skill or concept teachers provide explanation, information, and rationale. They also model and demonstrate the desired skill, provide guided practice opportunities with feedback, and set the stage for independent practice. These same strategies can be effective for teaching staff and families to implement the CICO intervention.

In particular the teacher feedback component can be initially challenging to implement correctly, yet it is possibly the component that has the biggest impact, thus there is little flexibility for error. Many schools have assisted teachers new to the CICO intervention by asking a trained facilitator to model feedback with the student during beginning days of the intervention. After modeling a few times, delivering verbal feedback to the student can shift to the classroom teacher with the facilitator observing. Additionally, it might be feasible for the facilitator to mark presence or absence of critical skills using the implementation checklist as a way to provide implementation data for the classroom teacher.

At minimum, all participants should have an opportunity to see accurate delivery of the intervention components prior to independent implementation. If participants inadvertently misunderstand one or more components or fail to deliver them as designed, it will impact potential success of the student. In addition, once an error is learned it is far more challenging to correct. A top priority of the Tier 2 Team is organizing and providing CICO training that leads to mastery of implementation.

*Electronic materials provided during regional training sessions with your RPDC include video clips of correct implementation. Clips show a daily check-in, a daily check-out with data collection and monitoring of progress. In addition, there is a clip of teacher feedback for a student who met expectations and also of teacher feedback with a student who struggled during a particular class period.

On-Going Monitoring of the Intervention

Once an intervention is developed and being implemented full scale, several aspects will need regular attention and consideration to ensure maximal effects and benefits from the selected treatment. The following sections describe each of the topics listed below:

- Monitoring Fidelity of Intervention Implementation
- Monitoring Social Validity of Interventions
- Monitoring Intervention Outcomes
- Monitoring Intervention Features

KEY QUESTION

Were all parts of the intervention provided accurately?

Monitoring Fidelity of Intervention Implementation

Use of the DPR provides a fairly simple method for monitoring student response to the CICO intervention. However, BEFORE a team examines student data for decision making a critical first step is measuring how well or to what extent the CICO intervention was accurately implemented.

Page 88 of the intervention manual, *Responding to Problem Behavior in Schools*, provides a reminder that behavior changes associated with the CICO intervention occur only when the program and all its components are delivered as designed (Crone, Hawken, & Horner, 2010). In addition, school teams that assess implementation accuracy can have greater confidence in their review of student data.

Two simple methods schools can use to assess CICO implementation includes: a) DPR Review and b) Direct Observation. Each method has particular strengths and potential limitations. School teams will need to consider and develop a process that provides evidence the intervention is being implemented as intended, but at the same time also is not too time consuming to complete. A brief explanation of each method is provided below. Following are example instruments that can be adapted to suit the needs of individual schools.

DPR REVIEW. In the event that student data indicates a questionable or poor response to the CICO intervention the first question school teams should consider is whether all elements of the program are occurring. One way to measure this is by reviewing student DPRs. The CICO coordinator along with the support team can examine three to five of the most recent progress reports to verify several elements of the program. Review of student DPRs will provide answers for the following questions:

- Did the student check-in?
- Were points awarded for each class period?
- Did the student check-out?
- Was student data totaled and recorded (e.g., data spreadsheet, student graph)?
- Did the parent/guardian sign and return the DPR?

If review of a student DPR provides evidence these elements occurred, the school team has some confidence the main CICO components were in place and the student participated appropriately. If a student DPR indicates an area of low implementation, a member of the support team should be designated to provide re-teaching as needed (e.g., student, teacher, and/or parent).

DIRECT OBSERVATION. A second method for verifying accuracy of CICO implementation is conducting observations of particular components. In this case use of an observation checklist may be especially helpful both for documenting specific features that occurred and for providing feedback to implementers. Consider for example conducting an observation of the check-in component. A number of features should be easily apparent when this component is implemented as intended (e.g. greets student, is positive and friendly, asks if parent signed and returned DPR, provides new DPR, reminds student of expectations, makes sure student has necessary materials, discusses student goal etc.). Similarly, observations of regular teacher feedback, afternoon check-out, and data collection also can be observed and documented.

In particular, it is highly recommended that observations of the teacher feedback component be scheduled, especially when a new student first enters the program. There are several errors that commonly occur when teachers are first asked to implement the feedback component. Addressing these issues early ensures students received a high quality intervention.

Typical errors have included the following:

- Providing feedback inconsistently instead of at each scheduled interval.
- Waiting until the end of the school day to complete the entire DPR at once.
- Failure to provide any positive feedback.
- Taking student points away prior to the feedback session.
- Making negative comments without reminding the student what TO do.

Use of direct observation, feedback and re-teaching as needed is a supportive response for classroom teachers who perhaps are being asked to use skills they have not previously developed. If an observation process is established and communicated, up front, as part of the CICO program teachers likely will be more comfortable when the observations occur. Rather than perceiving the observation as an evaluation of their performance, staff may view the procedures as instructional coaching. Intervention personnel, particularly those who are new to the program, that receive positive specific feedback and encouragement for correct implementation are more likely to have students that respond positively. In turn, student positive response often increases adult motivation for maintaining a practice.

An example format for documenting results of a DPR Review and an example fidelity checklist that can be used during observations are provided in subsequent pages. These materials may be adapted to suit the needs of your context and program.

EXAMPLE

Monitoring Fidelity of Implementation
Daily Progress Report (DPR) Review

Student: *Bob*

Facilitator: *Betty* Intervention: *CICO*

Directions:
Examine three to five of the most recent student DPRs.
Mark “Y” (yes) if the intervention component is evident on the DPR.
Mark “N” (no) if the component is not evident on the DPR.
Calculate the column and row totals to measure daily and component implementation.

Intervention Components	**DPR 1** **Date:**	**DPR 2** **Date:**	**DPR 3** **Date:**	**DPR 4** **Date:**	**DPR 5** **Date:**	**Component Integrity**
Daily Check-In	Y N	Y N	Y N	Y N	Y N	
Regular Teacher Feedback	Y N	Y N	Y N	Y N	Y N	
Data Collection and Entry	Y N	Y N	Y N	Y N	Y N	
Daily Check-Out	Y N	Y N	Y N	Y N	Y N	
Parent Signature	Y N	Y N	Y N	Y N	Y N	
Daily Integrity						

EXAMPLE

Monitoring Fidelity of Implementation
Completed Daily Progress Report (DPR) Review

Student: *Bob*

Facilitator: *Betty* Intervention: *CICO*

Directions:
Examine three to five of the most recent student DPRs.
Mark "Y" (yes) if the intervention component is evident on the DPR.
Mark "N" (no) if the component is not evident on the DPR.
Calculate the column and row totals to measure daily and component implementation.

Intervention Components	**DPR 1** **Date:**	**DPR 2** **Date:**	**DPR 3** **Date:**	**DPR 4** **Date:**	**DPR 5** **Date:**	**Component Integrity**
Daily Check-In	Y N	Y N	Y N	Y N	Y N	**80%**
Regular Teacher Feedback	Y N	Y N	Y N	Y N	Y N	**40%**
Data Collection and Entry	Y N	Y N	Y N	Y N	Y N	**60%**
Daily Check-Out	Y N	Y N	Y N	Y N	Y N	**60%**
Parent Signature	Y N	Y N	Y N	Y N	Y N	**60%**
Daily Integrity	**100%**	**100%**	**80%**	**20%**	**0%**	

EXAMPLE

Monitoring Fidelity of Implementation
Check-In, Check-Out Observation Checklist

INTERVENTION COMPONENTS	YES	NO
I. Morning Check-in • Student checked in. • Facilitator provided positive greeting. • Facilitator provided DPR. • Facilitator provided reminder for expectations, skills, & daily goal. • Facilitator checked to see that student had materials needed for class.		
II. Regular Teacher Feedback • Teacher prompted student to come to or mark DPR. • Teacher provided positive specific feedback. • Teacher provided corrective feedback – what to do instead (if applicable) • Teacher awarded points.		
III. Daily Check-out • Student checked out (facilitator or teacher provided reminder if needed). • DPR points were totaled and documented. • Facilitator provided verbal performance feedback. • Facilitator provided recognition for success and/or encouragement for improvement. • Facilitator provided home report and reminder for student to show it to family and return it to school.		
IV. Data Collection & Monitoring • Facilitator calculated percentage of points earned. • Facilitator entered DPR percentage into data collection format.		
V. Parent Participation • Parent signed DPR • Student returned DPR to school.		

Observation Comments/Notes:

Monitoring Social Validity of Interventions

Social validity, which is sometimes also referred to as treatment acceptability, focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program. Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire.
More information can be found on Social Vallidity of Interventions in Chapter 4 of the MO SW-PBS Tier 2 Workbook.

The following is a specific social validity measure for CICO.

Teacher Check-In, Check-Out Social Validity Questionnaire

________________________________ has been in Check-In, Check-Out since ____________________.

For each statement, circle one number that best describes how you feel about Check-In, Check-Outt.

1. Problem behaviors have decreased since enrollment in Check-In, Check-Out.

Strongly Disagree — Strongly Agree

1 2 3 4 5 6

2. Appropriate classroom behaviors have increased since enrollment in Check-In, Check-Out.

Strongly Disagree — Strongly Agree

1 2 3 4 5 6

3 It was relatively easy (e.g. amount of time/effort) to implement Check-In, Check-Out.

Strongly Disagree — Strongly Agree

1 2 3 4 5 6

4. How effective was Check-In, Check-Out in decreasing this student's number of absences and tardies?

Strongly Disagree — Strongly Agree

1 2 3 4 5 6

5. The Check-In, Check-Out process for this student was worth the time and effort.

Strongly Disagree — Strongly Agree

1 2 3 4 5 6

6. I would recommend that other schools use the Check-In, Check-Out process with similar students.

Strongly Disagree — Strongly Agree

1 2 3 4 5 6

7. Please list any other comments or concerns.

Monitoring Check In, Check Out Outcomes

Consider the following example from a Missouri middle school, which implemented the Check-in, Check- out intervention for the first time during the second semester of the school year. In this example a paraprofessional served as the CICO Facilitator for 15 students in grades 6 and 7. The Facilitator was supervised and supported by a special education teacher and the assistant principal. The school's Tier 2 Team consisted of two school counselors, two administrators, one social worker, and a special education teacher. The team met on a weekly basis for approximately 45 minutes to review student DPR data.

The following graphs were created at the end of the school year and provide data that can be used to evaluate outcomes from implementation of the CICO program in this setting.

Attendance Data for CICO Participants

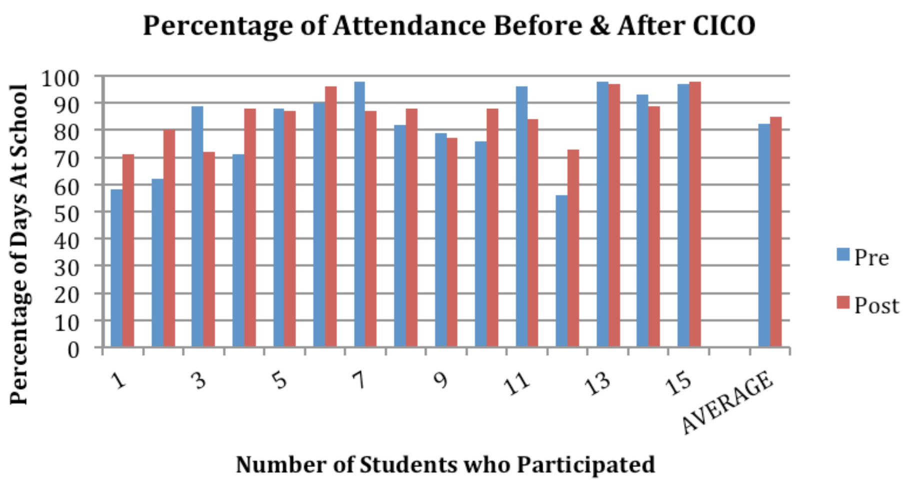


Figure 5.13

The next example shows data for student grade point average for the periods before and during/after CICO intervention.

Achievement Data for CICO Participants

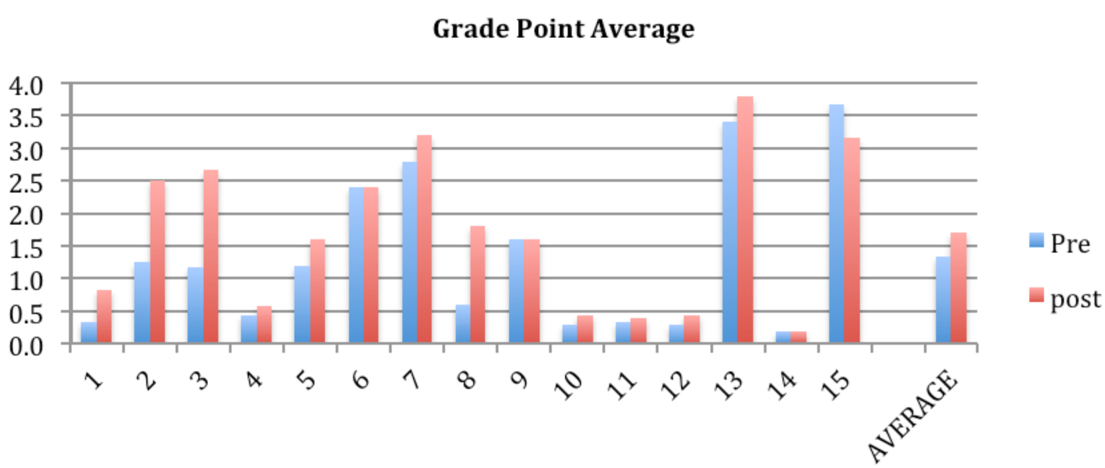


Figure 5.14

The third example shows rate of major ODR per school day attended before and after CICO intervention.

ODR Data for CICO Participants

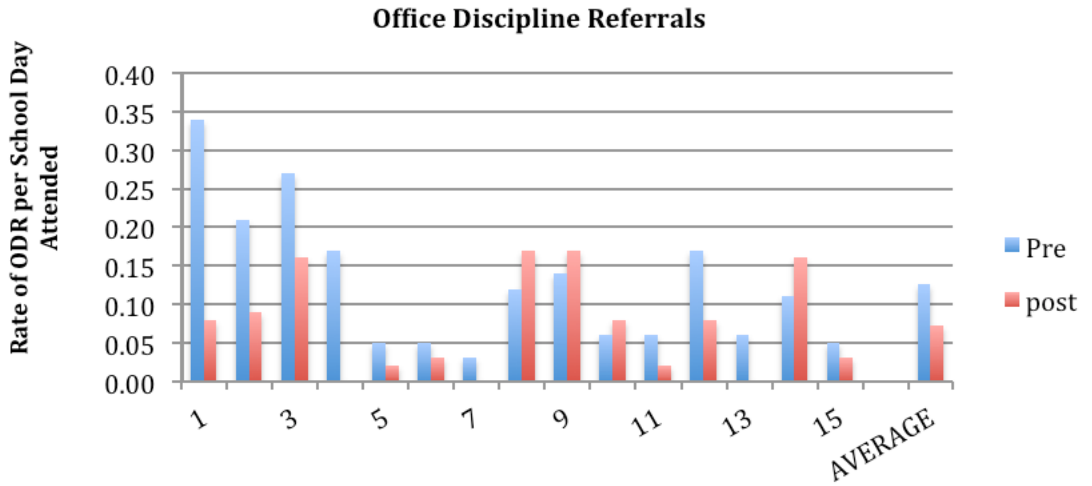


Figure 5.15

Finally, in this example the school had a method for tracking minor disciplinary events that were associated with removal from class (to a neighboring teacher's classroom), but did not require response from the school administrator as a major behavioral infraction. The tracking system provided data for the number of incidents (frequency) that occurred per student and for the amount of instructional time lost (i.e., Time out of Class).

At the end of the school year the Tier 2 Team calculated change in loss of instructional time for students who participated in the CICO program. Overall, few students had documented minor behavioral infractions during any period of the school year. However, for the nine students who lost instructional time because of minor behavior problems eight students showed decreases in time out of class and seven were reductions to zero.

Loss of Instructional Time for CICO Participants

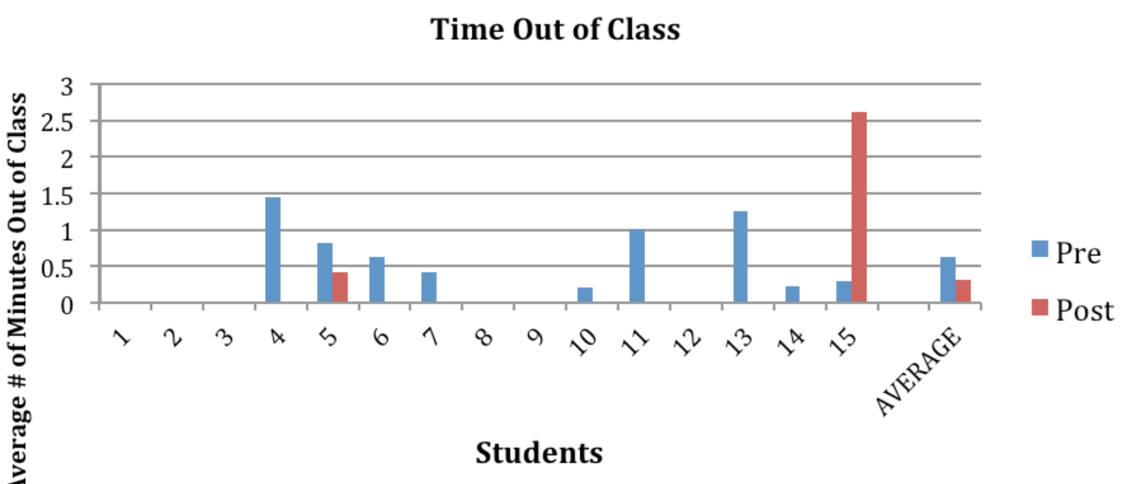


Figure 5.16

Intervention Essential Features

After your team has developed and piloted the Check-In, Check-Out Intervention, the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant to your site. Then, use this as a tool for communicating with team members, staff and other important stakeholders. See the following for an example of Check-In, Check-Out Intervention Essential Features.

CHECK-IN, CHECK-OUT INTERVENTION ESSENTIAL FEATURES EXAMPLE

Intervention Essential Features

- Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
- Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

School Name: Best Elementary

Intervention ☒ Check-In, Check-Out ☐ Social Skills Intervention Group ☐ Check & Connect ☐ Self-Monitoring

Name of Intervention	PAWS - (Positive Action with Support) Check-In, Check-Out (CICO)
1. Description of intervention that includes function addressed: ☒ Obtain ____ ☐ Avoid/Escape____	The student checks in with his/her facilitator each morning. During this time, they discuss how the night was before, how the student is feeling today, and the goal for the day. Throughout the school day, teachers meet with the student and give positive or corrective feedback and complete the DPR. At the end of the day the student returns to the same facilitator and they discuss the points earned, how the day went, and any issues. The student is rewarded if the daily goal is achieved. The student charts the daily points on a graph or enters it in the Advanced Tier Spreadsheet. A copy of the DPR is taken home for parent signature and returned the following day. This intervention is designed for students with persistent behavior concerns (attention seeking) that are not dangerous.
2. Intervention coordinator and/or facilitator(s) identified	The school counselor serves as the program coordinator and is responsible for prioritizing which students will be discussed during team meetings and ensuring resources are available for facilitators. One special education teacher, the counselor and one cafeteria worker work as facilitators and are in direct contact with students enrolled in the intervention.
3. List at least two sources of data used to identify students for intervention: ☒ Existing school data ☒ Teacher/parent nomination ☒ Emotional-behavioral screening process ☐ Other____ Describe criteria (i.e. data decisions rules) for entry to intervention	Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 staff handbook for details.
4. Description of system to determine function of student behavior that includes both: ☒ Records Review ☒ Context Analysis	Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior. The Check-In, Check-Out intervention is designed to provide structure for students to obtain positive attention. These students engage in inappropriate behaviors because they are trying to obtain attention.

5. Description of documented procedures for introducing/orienting new participants to the intervention for: ☒ Students ☒ Teachers ☒ Families	• A Tier 2 member meets with the facilitator chosen for the intervention and coordinates times and location for the Check-In, Check-Out process. • The designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data. • The facilitator reviews the program with the student, explains the procedures and invites the student to participate. When the child agrees, the process begins with the facilitator meeting with the student before the intervention begins to explain when and where to meet, scoring, who is responsible for getting the PAWS form (DPR) completed, incentives such as good tickets, etc. • A Tier 2 member meets with the classroom teacher and explains the intervention, the collection of baseline data, the expectations including filling out the DPR, checking in and processing with student throughout the day, turning in weekly data, and meeting with the Tier 2 team monthly. • Families are notified by mail. A letter explains the process, scoring, and incentives. A meeting is scheduled to teach parents how they can support their child in CICO. A parent signature is obtained. Parents are also notified by a teacher phone call that their student is beginning CICO and to expect a take home report to come home each day.
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)	A data-based system is in place to graph daily/weekly behavior ratings; student progress is evaluated and data decisions applied at least monthly; and weekly monitoring of student progress in the intervention takes place.
7. Documented fading process that includes decision rules, description of process and graduation from intervention	Student data is reviewed regularly and when the student is achieving at or above the goal line of 80% for four consecutive weeks, the fading process begins. • Phase 1- Weeks 1 & 2-Teacher and student score together and compare ratings at the end of each class period. If the student data remains at the behavior goal of 80% or higher, the student/teacher ratings agree 80-85% of the time, proceed to Phase 2. • Phase 2- Week 1-Student begins self-monitoring. Teacher rates 4 out of 5 days. • Phase 2- Week 2- Student self-monitoring. Teacher rates 3 out of 5 days. • Phase 2- Week 3- Student self-monitoring. Teacher rates 2 out of 5 days. • Phase 2- Week 4- Student Self- Monitoring. Teacher rates 1 out of 5 days. • Phase 2- Week 5- Student Self-Monitoring Teacher rates 0 out of 5 days. • Phase 3- Student data stays at or above goal line while self monitoring. Plan for graduation.

8. Description of documented strategies for promoting generalization & maintenance of skills across settings & over time that are linked to schoolwide expectations	During the PAWS program, as well as during the fading and follow-up process, the students are directed back to the three major schoolwide expectations so that they can evaluate whether they are continuing to make better choices. Our PAWS program is set up in such a way that it directly connects to our Schoolwide Expectations Matrix and recognition system; thus, it promotes generalization and maintenance of improved behavior and new skills across all settings and over time. To maintain skills after the program ends, the classroom teacher and the intervention facilitator will provide feedback on an intermittent schedule. Occasional reinforcers may also be provided when the child continues to maintain success. Additionally, after graduation, the student may continue to self-monitor and check in with the classroom teacher, if requested by the student or teacher.
9. Description of documented strategies for weekly family communication/ feedback regarding intervention	Intervention facilitators communicate with home regarding the PAWS intervention in the following ways: • sharing the daily and/or weekly ratings; extra points are earned if the DPR is signed and returned the next day • emailing and/or calling families to discuss student progress Teachers also email and/or call families regarding the progress they are seeing in their classrooms
10. Description of documented strategies for weekly communication/feedback with participating classroom teachers	At the beginning of each school year, all faculty receive annual Check-In, Check-Out training. Once the student is identified to participate in the program, the designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data. After the Tier 2 Team reviews baseline data and a goal for the student has been set, a Tier 2 member meets with applicable teachers to demonstrate use of the DPR and effective feedback strategies. During the first week of intervention participation, the facilitator checks in with applicable teachers 3 days to demonstrate effective feedback, provide support for awarding student points, and answer questions. The facilitator provides a copy of each student's weekly graph to all participating teachers. Prior to Tier 2 Team meetings, the intervention coordinator sends notifications to applicable staff members that their student's data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student's data is reviewed.
11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention	At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students: • Who have participated to date • Are currently enrolled in the program • Who graduated from the program • Who required additional and/or more intensive intervention

12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response	During the first week of implementation, for each student, the intervention coordinator will observe all school-based components of the intervention (daily check in, teacher feedback, daily check out, and data collection) using a fidelity checklist. After each observation, the coordinator will provide verbal and/or written feedback to participating staff members. When each participating staff member achieves 100% fidelity for 3 consecutive observations, the intervention coordinator will teach those staff members to complete and submit a weekly fidelity self-assessment of the intervention components implemented. The intervention coordinator reviews staff member self-assessments regularly and provides additional teaching and support for areas lacking fidelity. During Tier 2 Team meetings, if a student's data indicates response to the intervention is questionable or poor, a review of one week's DPRs will be completed. In addition, fidelity checklists and teacher self-assessments will be examined so the team can evaluate the extent to which the intervention has been implemented with fidelity prior to making decisions about modifying, intensifying, or discontinuing student participation in the program.
13. Description of documented system for annually assessing social validity of intervention	Social validity will be checked by the student and teacher within the first two weeks of beginning the intervention. For each student that graduates or discontinues the intervention, a brief social validity survey is completed by the student, the family, and the participating teachers. The intervention facilitator assists students and families as needed. The intervention coordinator collects and aggregates social validity data annually; the Tier 2 team reviews the data and modifies the intervention as needed. This information is shared with full staff.
14. Description of documented system for annually evaluating intervention outcomes that includes: ☒ # Students Participating ☒ # Students Graduating ☒ # Students Needing More Intensive Support	The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants.

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Plan and Implement Small Group Interventions*

1. Select one small group intervention that will be developed in your setting (e.g., Check-In, Check-Out)

   A. Plan and implement the selected intervention
      - Use the *Intervention Development Checklist*

2. Pilot the intervention with a small number of staff, students, and families.

3. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.

4. Document interventions that are regularly available in your setting.

   A. Provide a written description of each intervention.
      - Use the *Blank Intervention Essential Features Template*

CHAPTER 6: SOCIAL SKILLS INTERVENTION GROUP

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Identify implementation components of a Social Skills Intervention Group.
- Describe students who are most likely to benefit from a social skills intervention.
- Tell main findings of research associated with use of a Social Skills Intervention Group.
- Design a Social Skills Intervention that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- Determine how student data will be collected and graphed.
- Monitor progress and make decisions for students who participate in a Social Skills Intervention Group.
- Create a process for fading intervention supports.
- Determine criteria for exiting the intervention.

Introduction & Purpose

This chapter is designed to provide SW-PBS teams with an overview of social skills instruction as a group-based, Tier 2 intervention, steps for developing a social skills intervention, strategies for effective implementation, and example resources.

More intensive instruction in social skills can be provided as a Tier 2, group-oriented intervention. This intervention is designed for students whose problem behaviors (a) are unresponsive to Tier 1 practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts. In addition this intervention is primarily for those students who demonstrate social skills acquisition deficits. This could include students who have trouble making or keeping friends, have an inability to respond appropriately in particular situations, and/or are uncooperative.

REASONS FOR SOCIAL SKILL DEFICITS

- Lack of knowledge
- Lack of practice
- Lack of cues
- Lack of reinforcement
- Presence of competing problem behaviors

TYPES OF SOCIAL SKILL DEFICITS

- Acquisition deficit
    - A student does not know the skill or how to use it appropriately.
- Performance or Fluency deficit
    - A student can perform the skill but does so infrequently.
- Competing Problem Behavior
    - A problem behavior interferes with a student's performance of a learned skill.

> "Individuals need to demonstrate behavior that is valued and considered appropriate in the social climate in which they live and work in order to achieve and maintain independence."
>
> (Susan L. Mulkey, M.ED)

Explicit instruction for use of social skills is grounded in several related research supported theories including social learning theory, applied behavior analysis, and cognitive behavioral approaches (Elliott & Gresham, 2008).

Theoretical Foundations for Social Skills Intervention

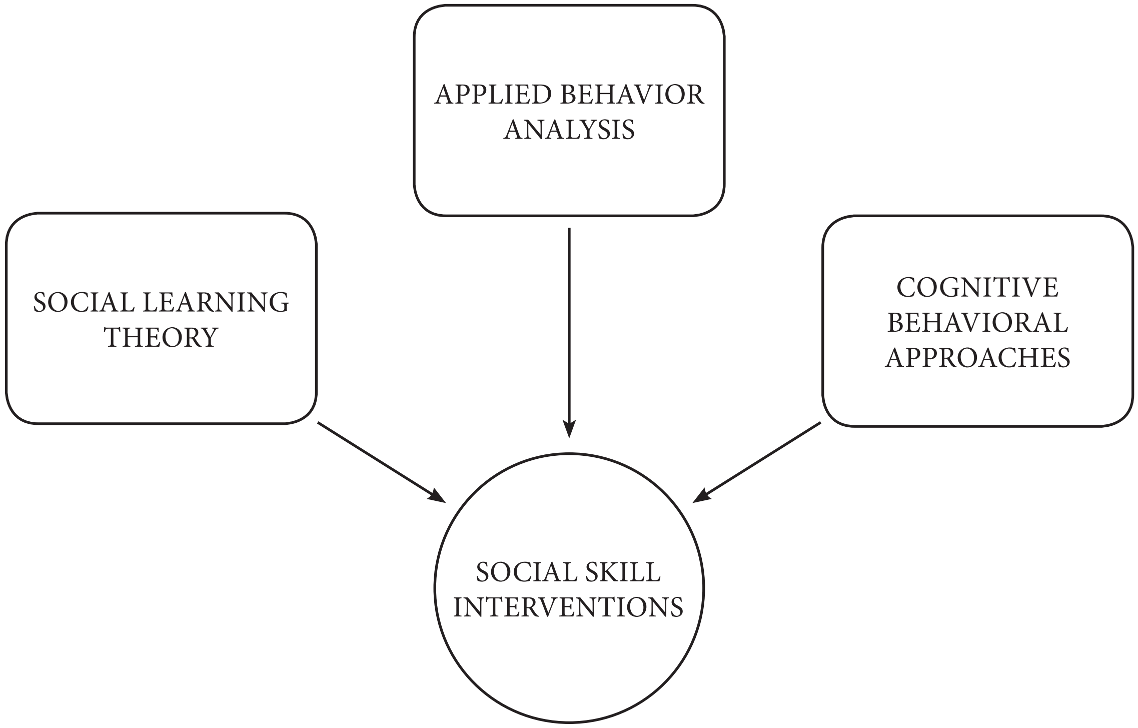


Figure 6.1

Key principles associated with use of social skills instruction as an intervention include the following:

Social Skills …

- Are ***learned*** behaviors
- Deficits can be acquisition or performance
- Include specific ***verbal*** and ***nonverbal*** behaviors
- Require both ***initiations*** and ***responses***
- ***Are interactive*** by nature
- ***Are highly contextual*** – depend on environment
- ***Deficits and can be identified and treated***

Teaching social skills is most effective when provided using an explicit instructional approach. This format includes the same instructional techniques used when teaching schoolwide expectations and rules (i.e., Tier 1 Lessons). The difference at Tier 2 relates to the "dosage" of instruction. Students in a social skills intervention group participate in lessons that are supplemental to the universal social skills curriculum and are given more opportunities for practice, cueing, and specific positive feedback to correct use of skills. The following figure summarizes the instructional approach recommended for an effective Social Skills Intervention Group.

Social Skills Intervention Instructional Approach

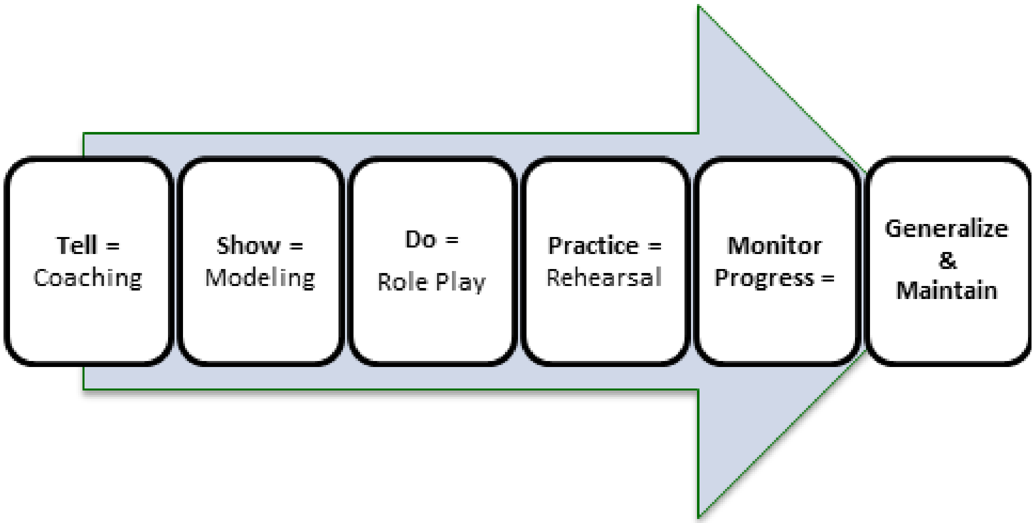


Figure 6.2

> "The school is a microcosm of society and is a logical setting for social skills interventions since it is a place where children and adults work, play, eat, and live together 6 hours per day, 5 days per week, and at least 180 days per year."
>
> Frank M. Gresham, Ph.D

Intervention Overview

Implementation of social skill instructional groups occurs using the following basic approach. First, students are identified as needing additional behavioral support in the area of social skills. Next, these students are grouped according to similar needs based upon identified deficits. Lessons are gathered for teaching skills in the areas of need. Co-facilitators use these lesson plans to introduce and practice each skill during group sessions. Student demonstration and performance of skills is regularly prompted and recognized by all adults in the child's environment. Finally, student data is generated on a regular basis and is used to monitor progress and make decisions about the intervention effects.

Social Skill Intervention Groups include:

- Smaller number of students with access to high rates of adult attention
- Situated learning
- Positive peer models
- Systematic, explicit instruction
- Modeling, role-playing, problem solving, feedback
- School to home communication
- Self-assessment and recording component

A systematic method should be used to identify students that will participate in the Social Skills Intervention Group. Students may be identified using one or more of the following methods:

(a) Existing student data may indicate a behavioral concern. The SW-PBS Leadership Team should regularly monitor commonly collected student data (e.g., attendance, office discipline referrals, and/or classroom minor events) to identify students.

(b) Nomination by a staff member. Classroom or specialist teachers who work directly with students may notice issues before any behavioral data is documented. In addition, some students may demonstrate concerning characteristics that do not warrant major or minor documentations (e.g., shy, anxious, worried, withdrawn). Regardless of whether the behavior meets the criteria for major or minor documentation, if a staff member in your building has concerns about a student's emotional and/or behavioral well being, it is important that the SW-PBS Leadership Team be made aware. Some schools also allow nominations by parents or provide a way for students to nominate themselves for extra assistance.

(c) Screening Scores. Most commercially produced social skills training programs include screening tools. These consist of teachers determining which students may need additional assessment and then a short survey style tool to be used on those students. Screening tools have the additional advantage of identifying the area of student social skill deficit.

After students are identified for the social skills intervention, skill deficit areas are assessed. Students having common areas of concern are grouped together and matched with a group facilitator. Sessions are scheduled to occur at least once per week. Sessions include a five-phase instructional approach. Students' use of social skills are monitored daily. Individual student data is examined weekly or every other week and used to determine response to the intervention.

Students Who Are Most Likely to Benefit

This intervention is designed for students with deficient social skill functioning. These deficiencies may be due to lack of knowledge, lack of practice, lack of understanding of social cues, lack of reinforcement for appropriate behaviors, or the presence of competing problem behaviors (Elliott & Gresham, 2008). These students may be classified as having internalizing as well as externalizing concerns. Social Skill groups are most effective for students with **acquisition deficits**. Students are classified as having an acquisition deficit when particular, essential social skills are missing from their repertoire.

A Social Skills Intervention Group also may be appropriate for students having performance deficits (i.e., those who know the skill but do not demonstrate it) if the deficit is due to lack of practice, lack of understanding the social cues, or when to use the skill. It is less effective for those students who find competing behaviors more reinforcing. Social Skills Interventions are known to effect changes in a wide range of problem behaviors including: communication, cooperation, assertion, empathy, engagement in tasks, showing responsibility, and self-control.

DISCUSSION

- From your data and based on your experiences generate a list of problem behaviors commonly demonstrated by at-risk students in your building.
- Use your matrix to identify replacement behaviors for each problem listed.
- Do you have students who might benefit from more intense instruction, practice, and recognition for use of these skills?

Research Base for Social Skills Intervention

"There may be no greater predictor of mental health than an individual's ability to interact with his or her environment and develop a network of friends, associates, and peers."
(Gumpel, 2007).

Employers consistently rank interpersonal skills as being as important as, or more important, than vocational preparation (Bullis, Davis, Bull, & Johnson, 1997).

Employers want and expect their employees to be able to work cooperatively with others to develop products and services.

Hagner and Rogan (1992) report 90% of job loss is related to social-problems.

Social Skills and classroom behavior are positively correlated with academic achievement (Ray & Elliott, 2006).

Many studies demonstrate the positive effects of social skill instruction. Listed below are example references.

- Gresham, F. M., Sugai, G, & Horner, R. H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, 67(3), 331-345.
- Lane, K. L. Menzies, H. M., Barton-Arwood, S. M., Doukas, G. L., & Munton, S.M. (2005). Designing, implementing, and evaluating social skills interventions for elementary students: Step – by – step procedures based on actual school based investigations. *Preventing School Failure*, 49(2), 18-26.
- Miller, M. J., Lane, K. L., & Wehby, J. (2005). Social skills instruction for students with high-incidence disabilities: A school-based intervention to address acquisition deficits. *Preventing School Failure*, 49(2), 27-39.
- Quinn, M., Kavale, K., Mathur, S., Rutherford, R., & Forness, S., (1999). A meta- analysis of social skill interventions for students with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 7, 54-64.
- Ray, C. E., & Elliott, S. N., (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. *School Psychology Review*, 35(3), 493-501.

"Too often youngsters who lack critical social skills are punished by their teachers for their "misbehavior" rather than taught the necessary social skills(s)."

G. Roy Mayer

Resources Needed

Intervention Coordinator

In most cases one staff member will be designated to coordinate the social skills intervention group in a school. The primary responsibility of the **Coordinator** is organizing resources and supports for effective delivery of the intervention. The Coordinator typically has limited contact with student participants. Instead, the Coordinator manages and supports the intervention service providers (referred to as Facilitators). Typically a Coordinator trains staff and parents for their role in supporting the intervention. The Coordinator also may assist with or be the primary manager of data that is used to monitor each student's response to the intervention. The Coordinator communicates regularly with the school's Tier 2 Team and school staff to provide information about numbers of students participating in social skills intervention groups, fidelity checks for the intervention sessions, maintenance procedures, student progress during intervention, and long-term outcomes after a group has ended.

Social Skills Group Facilitator(s)

In addition to the Coordinator one or more **Facilitators**, ideally 2, are assigned for each group of students who receive the social skills intervention (e.g., 6 to 8 children per group). Facilitators are responsible for direct contact with student participants. They meet weekly, at minimum, with a small group of students who demonstrate similar social skill deficits. Facilitators organize lesson plans and materials and provide 30 to 60 minutes of social skill instruction in a consistent location. Facilitators also serve as a communication link with teaching staff who will prompt and reinforce student use of newly learned skills. A critical role of the Facilitators is to let teaching staff know exactly what skills have been taught in each session, specific steps students must demonstrate to be considered successful with the skill, and variations of the skills that may be recognized as "reasonable approximations" of the target behavior. Finally, Facilitators assist classroom teachers as they regularly rate student performance of specific social skills learned during the intervention sessions. Typically the teacher rating data is then given to the Coordinator to be entered in a database and graphed so that student progress can be easily reviewed during Tier 2 Team meetings.

DISCUSSION

Which staff members in your building would be good candidates for coordinating and facilitating social skill groups?

Steps for Effective Implementation

The following list of steps is helpful for school SW-PBS teams to follow as they work toward development of a Social Skills Intervention Group. These steps are divided into preparation and implementation tasks. This means some steps will be completed once and then only need occasional revision while other steps will be implemented in a cyclical fashion each time a new social skills group is formed. At minimum developing a Social Skills Intervention Group typically includes the following activities:

1. Assess to identify common skill deficits
2. Gather lessons
3. Plan for generalization & maintenance
4. Establish session procedures
5. Notify group participants
6. Teach social skill lessons
7. Monitor progress
8. Evaluate program outcomes (did it work?)

The following figure represents activities that will be completed *prior to implementation* of a Social Skills Intervention Group. These can be viewed as tasks to be completed during a "preparation phase". After the Tier 2 Team makes decisions about each of the components listed, then social skills facilitators will be ready to begin implementation of the intervention group.

Social Skills Intervention Group Preparation Activities

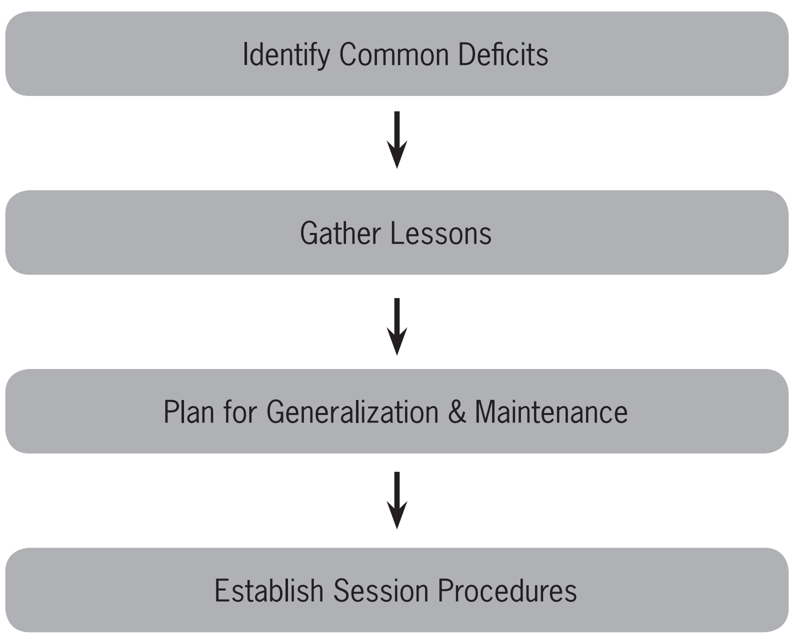


Figure 6.3

Step 1: Assess to Identify Skill Deficits

Once students have been identified to participate in a social skills intervention group (e.g., teacher nomination, discipline or other school data, screening score) further assessment of student skill deficits is necessary. Determining social skill deficits that are common across most or all members of the intervention group allows lessons to be matched with the needs of selected children. Assessment of skill deficits should not be time intensive or delay access to intervention. Most commercially published curricula include brief rating scales that can be completed by teachers, parents, and/or students. Results from use of these scales will help the intervention Coordinator and Facilitators determine which skill lessons are most needed. Review of disciplinary events (e.g., office and classroom) may be a second option for assessing student skill deficits. However, some students identified as appropriate candidates for a social skills group may not have any documented discipline data. This often is the case for children experiencing primarily internalizing problems. When discipline data is not available teacher, parent, and/or student rating results should be used to determine appropriate social skills lessons.

Step 2: Gather Lessons

While it is important that social skill lessons be matched with student deficits this does NOT mean curriculum development and organization must wait until after children are identified to participate in the group. Waiting to gather materials until after children are identified and assessed may cause unnecessary delay in accessing the intervention. Instead teams are encouraged to consider the most common deficits students experience and have available a "bank" of ready to go lessons that can be organized as soon as students are identified to participate in a group. To support this pre-planning effort consider the following five broad dimensions of social skills identified within the research literature as common deficit areas for many children and adolescents (Gresham, 1992; Walker et al., 1983):

- Peer Relations Skills
- Self-Management Skills
- Cooperation or Compliance Skills
- Assertion Skills
- Academic Skills

As an additional resource Figure 39 shows broad categories of social skills that are addressed by several different commercially published programs.

Common Categories of Social Skills

Example Curricula	Categories
Social Skills Improvement System (SSIS) Elliott & Gresham, 2008	1. Communication 2. Cooperation 3. Assertion 4. Responsibility 5. Empathy Behaviors 6. Engagement 7. Self-Control Behaviors
Skillstreaming McGinnis and Goldstein, 1997	1. Classroom Skills 2. Friendship Making Skills 3. Dealing with Feelings 4. Alternatives to Aggression 5. Dealing with Stress
Second Steps Committee for Children www.cfchildren.org	1. Empathy 2. Impulse Control and Problem Solving 3. Anger/Emotion Management
ACCEPTS Walker, Todis, Holems & Horton, 1988	1. Classroom Skills 2. Basic Interaction Skills 3. Getting Along Skills 4. Making Friends Skills 5. Coping Skills

Figure 6.4

Once the category of social skills is identified for a group of students, lesson plans should be created or gathered. Most commercially available materials do not have enough lessons in one category for students to master the skill. Therefore, lessons should be gathered from a variety of sources or supplemented by creating your own.

"For a child to unlearn an old behavior and replace it with a new behavior, the new behavior must be repeated on average of 28 times. Twenty of those times are to eliminate the old behavior and eight of those times are to learn the new behavior."

Harry Wong

"Social skills training must be more frequent and intense than has occurred in most studies. Thirty hours of instruction spread over 10-12 weeks is not enough."

Gresham, Horner, & Sugai, 2001

NOTE: The following pages are provided as a resource and include a summary of several commercially published social skills curriculum and accompanying materials. MO SW-PBS does not endorse any specific product, nor is it required that school teams buy materials for an intervention group. Instead, this information is included so that school teams can make informed decisions if they choose to purchase materials that can be used for a Social Skills Intervention Group.

EXAMPLE 1

Coping Power: Child and Parent Group Programs

Author(s): John E. Lochman, Karen C. Wells & Lisa A. Lenhart

OVERVIEW: Designed for use with preadolescent and early adolescent aggressive children and their parents, Coping Power is a school-based program that includes a child component consisting of 34 weekly, group sessions and a coordinated 16-session parent component.

Coping Power is generally developmentally appropriate for and can be used to cover grades 3 through 7, but is most often delivered to students near or during the time of transition to middle school, typically in the 5th and 6th grades. The Coping Power child and parent components are most effective when delivered together, but can be conducted individually and separately with some modifications (pp. 32-33).

Sessions take approximately 50-60 minutes and are typically delivered on a weekly basis. The optimal size of the group is 4-6 students with two leaders, but can be effectively led with only one facilitator (pp. 32-33).

The program is designed for use in a closed group format, however some children could be added at the halfway point as long as they are provided with a condensed version of content for sessions missed. Child participants are expected to have brief, individual sessions every four to six weeks while they are in the group (p. 33).

Lesson Topics Addressed

CHILD COMPONENT

(Year 1)
Group Structure
Behavioral Goal-Setting
Organizational & Study Skills
Awareness of Feelings &
Physiological Arousal Related to Anger
Anger Coping & Self-Control
Using Self-Statements for Anger Coping
Relaxation & Overcoming Barriers to
Self-Control
Perspective Taking
Perspective Taking & Introduction to
Problem Solving
Social Problem Solving
Group Creates Videotape

(Year 2)
Review from Previous Year
Organizational & Study Skills
Solving Teacher conflict
Making Friends &
Being Friends with Others
Group Entry & Negotiation with Peers
Sibling Conflict
Peer Pressure
Refusal Skills
Neighborhood Problems & Deviant
Peer Groups
Create Peer Pressure Poster
Positive Quality Development &
Peer Relationships
Review & Termination

PARENT COMPONENT

(Year 1)
Introductions & Overview
Academic Support in the Home
Stress Management
Improving the Parent-Child Relationship
Giving Effective Instructions
Establishing Expectations & Rules
Discipline & Punishment
Getting Ready for Summer

(Year 2)
Academic Support Review
Family Cohesion Building
Family Problem Solving
Family Communication
Long-Term Planning, Termination

Administration Materials:

Child Program Workbooks are available for purchase in sets of eight. The workbook contains all the forms, activity sheets and homework assignments used in the program.
$60 for set of 8 books.

Child Group Facilitator Guide provides session-by-session format to systematically deliver the intervention to children. Provides the group leader with detailed procedures including sample dialogues, role-play exercises, group activities and homework assignments (p. vi). $55

Parent Group Facilitator Guide provides procedures and sessions for working with parents. $48

Materials can be purchased at amazon.com

*Abbreviated versions of both the child and parent programs are currently being field-tested. Abbreviated Child Program contains 24 sessions across 9 months. Shortened Parent Program includes 10 sessions.

Article Reference:

Lochman, J. E. & Wells, K. C. (2003). Effectiveness of the Coping Power Program and of classroom intervention with aggressive children: Outcomes at a one-year follow-up. Behavior Therapy, 34, 493-515.

EXAMPLE 2

Skillstreaming - Teaching Prosocial Skills

Author(s): Arnold P. Goldstein & Ellen McGinnis, 1997, Research Press

Lesson Topics Addressed (60 skills)

EARLY CHILDHOOD: Teaching Prosocial Skills to the Preschool and Kindergarten Child

- Beginning social skills – listening, using nice talk, using brave talk, saying thank-you, rewarding yourself, asking for help, asking a favor, ignoring
- School related skills – asking a question, following directions, trying when it is hard, interrupting
- Friendship making skills – greeting others, reading to others, joining in, waiting your turn, sharing, offering help, asking someone to play, playing a game
- Dealing with feelings – knowing your feelings, feeling left out, asking to talk, dealing with fear, deciding how someone feels, showing affection
- Alternatives to Aggression – dealing with teasing, dealing with feeling mad, deciding if it is fair, solving a problem, accepting consequences
- Dealing with Stress – relaxing dealing with mistakes, being honest, knowing when to tell, dealing with losing, wanting to be first, saying no, accepting no, deciding what to do

ELEMENTARY (1ST-5TH GRADE)

- Classroom survival skills – listening, asking for help, saying thank-you, bringing materials to class, following instructions, completing assignments, contributing to discussions, offering help to an adult, asking a question, ignoring distractions, making corrections, deciding on something to do, setting a goal
- Friendship making skills – introducing yourself, beginning a conversation, ending a conversation, joining in, playing a game, asking a favor, offering help to a classmate, giving a compliment, suggesting an activity, sharing, apologizing
- Dealing with Feelings – knowing your feelings, expressing your feelings, recognizing another's feelings, sowing understanding of another's feelings, expressing concern for another, dealing with your anger, dealing with another's anger, expressing affection, dealing with fear, rewarding yourself
- Alternatives to aggression – using self-control, asking permission, responding to teasing, avoiding trouble, staying out of fights, problem solving, accepting consequences, dealing with an accusation, negotiating
- Dealing with stress – dealing with boredom, deciding what caused a problem, making a complaint, answering a complaint, dealing with losing, being a good sport, dealing with being left out, dealing with embarrassment, reacting to failure, accepting no, saying no, relaxing, dealing with group pressure, dealing with wanting something that isn't yours, making a decision, being honest

ADOLESCENT: A Structured Learning Approach to Teaching Prosocial Skills

- Beginning social skills- listening, starting a conversation, having a conversation, asking a question, saying thank-you, introducing yourself, interrupting other people, giving a compliment
- Advanced social skills – asking for help, joining in, giving instructions, following instructions, apologizing, convincing others
- Planning skills – deciding on something to do, deciding what caused a problem, setting a goal, deciding on your abilities, gathering information, arranging problems by importance, making a decision, concentrating on a task
- Dealing with feelings – knowing your feelings, expressing your feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, rewarding yourself
- Alternatives to aggression – asking permission, sharing something, helping others, negotiating, using self-control, standing up for your rights, responding to teasing, avoiding trouble with others, keeping out of fights
- Dealing with stress – making a complaint, answering a complaint, showing sportsmanship after a game, dealing with embarrassment, dealing with being left out, standing up for friends, responding to persuasion, responding to failure, dealing with contradictory messages, dealing with an accusation, getting ready for a difficult conversation, dealing with group pressure

Administrative Procedures

Includes a 60 question assessment

Lessons are taught through direct instruction and include: defining the skill, modeling, establishing student need, select role players, set up role play, conduct the role play, provide performance feedback, assign homework, select next role player

Suggests 25-40 minute sessions three to five times a week using two instructors

May also order student video, program forms, student manuals, skill cards, and a training video for teachers.

EXAMPLE 3

Social Skills Improvement System (SSIS) Intervention Guide

Author(s): Stephen Elliott, PhD & Frank Gresham, Ph.D.

Lesson Topics Addressed (60 skills)

OVERVIEW: The Social Skills Improvement System Intervention Guide is designed for use with students identified as having social skills acquisition or performance deficits and who have not experienced success from social skills interventions delivered in large-group settings (p. 57).

The materials differ according to the level of students in the group: Preschool/Early Elementary (PreK – Grade 2) and Upper Elementary/ Secondary (Grades 3-12).

The intervention guide provides 20 lesson topics that follow a step-by-step teaching model which incorporates the following instructional format: Tell, Show, Do, Practice, Monitor Progress, and Generalize. The skill units are recommended to be taught over two sessions per week for 45 minutes per week- a total of 90 minutes weekly (p. 62).

ADMINISTRATION MATERIALS: In addition to the 20 instructional units, the SSIS Intervention Guide provides many optional intervention strategies, resources that support instruction, and tools to monitor program effectiveness and student progress. The resource disc that accompanies the guide includes: Skill Cue Cards, Notes to Parents, Letters to Parents (Consent Form, Overview Letter, Completion Letter, Follow up Letter, Class-wide Notification), Progress Forms, Intervention Integrity Forms, Certificates of Completion, Video and Video Clip Index.

Social Skills Improvement System (SSIS) Intervention Guide – with Resource and Video Clip Discs = $113.45; PearsonAssessments.com

Lesson Topics Addressed

Communication (2 lessons)
- Taking turns in conversation
- Saying, “Please” and “Thank You

Cooperation (3 lessons)
- Paying Attention to Others
- Following directions
- Paying Attention to Your Work

Assertion (3 lessons)
- Expressing Feelings
- Asking for Help
- Standing Up for Others

Empathy (2 lessons)
- Making Others Feel Better
- Doing Nice Things for Others

Responsibility (3 lessons)
- Respecting Other People’s Things
- Doing the Right Thing
- Doing Your Part in a Group

Engagement (3 lessons)
- Asking Others to Do Things with You
- Getting Along with Others
- Introducing Yourself to Others

Self-control (4 lessons)
- Making Compromises
- Staying Calm When Criticized
- Staying Calm When Disagreeing
- Staying Calm When Pushed or Hit

EXAMPLE 4

Strong Kids: A Social & Emotional Learning Curriculum

Author(s): Kenneth W. Merrell, Danielle M. Parisi & Sara A. Whitcomb

Lesson Topics Addressed (60 skills)

OVERVIEW: A social and emotional learning curriculum that help students develop skills for understanding emotions, managing anger, relieving stress, and solving interpersonal problems.

Weekly lessons take approximately 45 minutes for a total of 10-12 weeks. Lessons include optional, adaptable scripts, sample scenarios and examples, activities and "booster" lessons that reinforce what students learned. A CD-ROM of all reproducible handouts accompanies the book.

NOTE: "Strong Kids is *not* the right program for all types of problems. It especially targets the domain of internalizing behavioral and emotional problems (e.g., depression, anxiety, social withdrawal, somatic problems) and the promotion of social and emotional resiliency. Strong kids is *not* a comprehensive program for preventing school violence or antisocial behavior. Instead, Strong Kids may play a role in supporting prevention as part of a comprehensive system of effective behavior support" (p. 4)

ADMINISTRATION MATERIALS: The curriculum is organized across age groups of students. Each guide is approximately $35 and can be purchased from brookespublishing.com

Lesson Topics Addressed

Strong Start –
Grades K-2

- The Feelings Exercise Group
- Understanding Your Feelings 1
- Understanding Your Feelings 2
- When You're Angry
- When You're Happy
- When You're Worried
- Understanding Other People's Feelings
- Being a Good Friend
- Solving People Problems
- Finishing UP!

Strong Kids - Grades 3-5 & 6-8
Strong Teens - Grades 9-12

- Emotional Strength Training
- Dealing with Anger
- Understanding Other People's Feelings
- Clear Thinking 1
- Clear Thinking 2
- The Power of Positive Thinking
- Solving People Problems
- Letting Go of Stress
- Behavior Change: Setting Goals and Staying Active
- Finishing Up
- Understanding Your Feelings 1
- Understanding Your Feelings 2

Step 3: Plan for Generalization & Maintenance

Generalization refers to the ability to perform a behavior outside the original training environment (Stokes & Baer, 1977). Social skills instruction can be effective, but delivering social skills instruction so that generalization and maintenance occur is very difficult and has not been broadly perfected (Gresham, Sugai, & Horner, 2001). There are strategies that increase the likelihood of generalization.

During the session, real life examples relevant to the students' circumstances should be used. If possible, train in the problem setting with peers the at-risk students are likely to encounter. Allow other adults or students to visit sessions. Train for a sufficient number of sessions on the same topic.

Regular communication with teachers and staff as to social skills lessons taught encourages them to prompt for use of the skill. Reinforcement of student efforts and regular feedback further increases the generalization of skills. Posters of the skill and steps for use can be posted in prominent locations. In addition, in some cases intervention students may enjoy teaching new skills to the entire class.

Step 4: Establish Session Procedures

It is recommended that two adults with specific roles and responsibilities conduct the social skills instruction periods. They should establish procedures and expected behaviors similar to any well-run classroom (i.e. attention signal, behavior expectations/rules, incentives). Sessions should be between 30 and 60 minutes in length, depending on the age of the students, and be conducted at least weekly. Two or three shorter periods per week may be the most effective arrangement for younger children. A standard location and time brings consistency to the sessions. Consider conducting sessions before school (breakfast club), during lunch, or after school (social skills club) if a consistent time frame cannot be established during the school day that does not remove students from critical classroom instruction. Students should be in groups of 6 to 8 (even numbers work best) according to assessed needs. Age and a balance in severity of issues are also factors to take into consideration.

Key Considerations

Establish these procedures prior to beginning the intervention group:

- Who facilitates the intervention groups?
- What are the expectations and rules during group meetings (align with schoolwide)?
- How long will instructional periods last?
- When will instruction take place (i.e., time of day)?
- Where will the group meet?
- What is the maximum number of children per intervention group?

After personnel have been selected, students identified and grouped, lesson plans gathered, and session details developed, implementation with students begins. The following figure represents key activities that take place each time a Social Skills Intervention Group is established.

Social Skills Intervention Group Implementation Activities

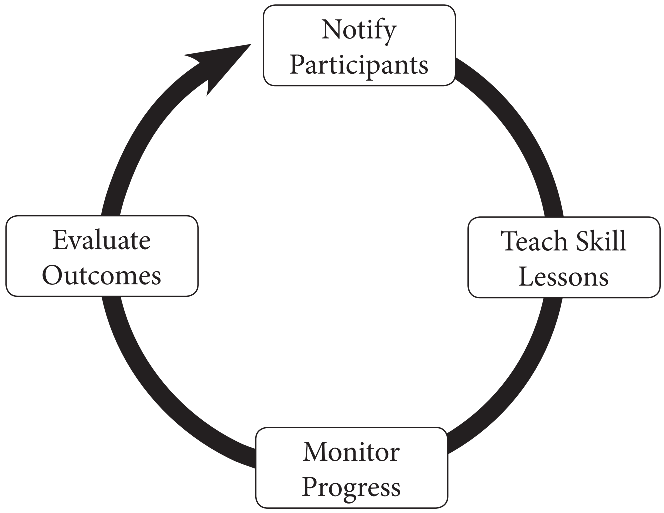


Figure 6.5

Some schools opt to provide two intervention groups per academic school year. For example, the first group takes place over the course of the first semester (e.g., October through December). Then a second group, with different participants, is conducted over the second semester of the school year (e.g., January through March or April). This schedule allows an identified group of children with similar needs to work together to learn new skills over an extended period of time. In some cases a new student may be added to an already existing group, but this occurs on a case-by-case basis. As a general rule the Social Skills Intervention Group is closed once the initial participants are identified and group procedures are introduced.

Step 5: Notify Participants

In addition to identified students, classroom teachers and student families also will participate in the intervention. Clear communication of expectations for ALL participants will maximize success of the intervention. Typically classroom teachers are the first participants to be notified when a student is identified as a possible candidate for a Social Skills Intervention Group. Classroom teachers are notified prior to students and families because they are asked to collect initial baseline data, which verifies the student is or is not an appropriate selection for the intervention.

COLLECTING BASELINE DATA. Three to five days of baseline data should be acquired before a student begins the intervention group. To collect this information the SW-PBS Leadership Team provides the main classroom teacher(s) with a packet of Daily or Weekly Progress Reports. Teachers monitor and rate student social skill areas of concern but do NOT provide feedback to children who are rated. After data are collected the SW-PBS team reviews it to determine: (a) whether the student truly needs additional support, (b) an initial daily/weekly point goal that is reasonable for the student to achieve, and (c) the level of teacher commitment for implementation. If data were not recorded diligently the team should consider the extent to which there may be future concerns or issues with accurate implementation of program components.

CONTACTING THE STUDENT'S FAMILY. If baseline data confirms the student as an appropriate candidate for the social skills intervention a member of the SW-PBS team or the intervention Coordinator will contact parents/guardians of eligible participants. In some schools parental consent is required prior to enrolling students in the program, while other schools only require that parents be informed. Check with administrative personnel to determine your district's policy. Two example letters that could be used with student families are provided.

EXAMPLE

PERMISSION TO PARTICIPATE IN A SOCIAL SKILLS GROUP

Date: __________ Student: ___________________________________ Grade: __________

Teacher: ______________________________ Parent/Guardian: _______________________

The Winfield Primary PBS Tier II team would like to include your child in our Small Group Social Skills Club. Your child, along with five other students, will meet twice a week with Ms. Brody for about 45 minutes to learn and practice a social skill. Your child's teacher will be asked to rate your child's use of the skill on a weekly basis so we can monitor your child's progress with the skill.

Your child will be able to earn incentives and rewards for practicing the skills. You will be periodically notified of the skills being taught so you can encourage your child's use of the skills. Together, we can make this a positive experience for your child.

If you do not wish your child to participate in this program, please call Mrs. Dodd or Mrs. Brodbeck (Mrs. B) at (636) 555-5555.

Sincerely,

Winfield Primary PBS Tier II Team

EXAMPLE

Dear Parent/Guardian,

Your child has been identified and qualifies for a Tier 2 Intervention through our school's Small Group Social Skills Club (SGSS). The SGSS program provides two 45-minute sessions a week of instruction and practice of a specific social skill. This intervention also provides a positive communication link between home and school, and can be faded to develop student self-management.

Your child should bring home 2 times a week, a chart telling what skill is being worked on, where and how many times they plan on using the skill. Please provide positive feedback to your child when he/she displays the skill. Your child will be able to earn incentives and rewards for their use of the skill.

If you do not wish your child to participate in this program, or have any questions, please call Ms. Smith at 314 555-5555.

Sincerely,

Your School PBS Tier 2 Team

INTRODUCING THE INTERVENTION. After family members are notified their child has been selected to participate, the intervention Coordinator or Facilitator should provide explanation and details about the purpose of the intervention and process for participating. Ideally this introduction will occur in a face-to-face format with the student, his or her parents, and at least one classroom teacher attending together. During this meeting the social skills curriculum is described, opportunities for recognition of success are defined, responsibilities of each participant are clarified, and information about fading to a self-managed plan and/or graduation from the program is provided. The introductory meeting is the time to establish commitment for active participation from each individual stakeholder (i.e., teacher, parent, and student). Written materials that specifically describe steps for active participation will be helpful for communicating how the intervention components will be implemented across the facilitator, the student, the classroom teacher(s), and family members.

Step 6: Teach the Social Skill Lessons

A direct instruction format is highly recommended.

REVIEW OF PREVIOUS SKILL: Reviewing previously learned skills consists of a discussion that allows students to recall, by telling or showing, the steps for use of the social skill that was introduced during the last meeting. In addition, students also are given opportunities to explain or describe when, where, and how often they used the skill since the last session. Review of previously learned skills should include discussion of outcomes associated with use of appropriate or inappropriate skills (what happened). Participation in this discussion fulfills the homework requirement for involvement in the group. Students are reinforced for using appropriate skills. The review period may periodically include examination of data collected from the student's teacher(s) about performance of skills learned during group meetings.

TELL: The lesson begins with an introduction, which includes a description of the skills to be learned, an explanation of why the skill is important, and situations where the skill can be used.

SHOW: After the introduction, the next step is modeling or demonstrating the skill. Typically the Facilitator models examples and non-examples of the skill and then asks students only to demonstrate the appropriate skill.

PRACTICE: The steps to the skills may be posted or students may be given a personal copy for easy reference. Students are asked to debrief by reviewing the main steps of the skill and when and where it may be used. The Facilitator then creates situations for students to practice the skill with peers. This can be done through role-playing or another activity. The first practice session is structured and if students are not actively participating in the activity or role-play, they are asked to watch and evaluate those who are.

POSITIVE & CORRECTIVE FEEDBACK: Reinforcement for accurate attempts is given and corrective feedback also is provided if needed.

MORE PRACTICE: Then students are given time to socialize in less structured ways which allows continued practice using the social skill.

MORE FEEDBACK: Facilitators continue to give feedback while students engage in practice opportunities.

PLAN FOR GENERALIZATION & MAINTANENCE OF SKILLS: Finally a homework assignment for use of the skill in other settings is discussed and assigned.

TELL, SHOW, PRACTICE, PRACTICE, PRACTICE, & HIGH RATES OF POSITIVE SPECIFIC FEEDBACK!

EXAMPLE

Social Skills Homework Chart

The skill I am working on this week is

ASKING OTHERS TO DO THINGS WITH ME:	**I PLAN ON USING THIS SKILL:** (WHERE?)	**I PLAN ON USING THIS SKILL:** (HOW MANY TIMES?)
1. Look to find someone you want to play with 2. Smile, be friendly 3. Ask the person to join 4. Include others if they want to play or let others know someone new has joined 5. Talk about the activity, explain any rules		

EXAMPLE

Social Skills Lesson Plan Template

Expectation:

Review Previous Skill (5-10 min)

- Discuss homework, reinforce those who returned homework, reinforce those who met weekly goals

Teach weekly Skill (20 min)
- Tell: Present and define the social skill and key words, discuss the importance of the skills and outline the steps to perform the targeted social behavior. Establish need to learn; use cards or real life examples.
- Show: Present models of positive and negative social behavior using pictures, video clips, and role-play, and then lead a discussion of alternatives to accomplish the social behavior objective.

Example:

Non-example:

Practice:

Group Debriefing (5-10 min)

- Provide feedback, prompt feedback, practice social skills, provide reinforcers

Socialization Time (10 min)

- Allow students to interact in semi-structured play. Prompt students to demonstrate social skills learned, prompt peer feedback, provide feedback

Establish Goal for next week (5-10 min)

- Set goals for new skill, encourage students to make goal, remind students of homework.
- Answer all questions and make sure everyone leaves with clear purpose.

Generalize: What setting will be used next week?

Step 7: Monitor Student Progress

The school Tier 2 Team will create a progress report that teachers complete daily. The daily progress report (DPR) lists social skills, and any steps related to the skills, that are being learned during group meetings. The teacher uses the DPR to document ratings of student skill performance. The DPR is the primary method for monitoring student response to the social skills intervention. The DPR also serves as a reminder to teachers for skills they should be prompt and reinforce for students. Classroom teachers use the DPR as a structured format for providing specific, positive feedback and corrective feedback to group participants. At minimum students should receive feedback at the end of each school day. However, to promote generalization and maintenance of skills additional feedback provided throughout each school day will maximize effects of the intervention. DPR data is submitted to the intervention Coordinator or Facilitator. Daily points are totaled, converted to a percentage, entered into a spreadsheet, graphed, and reviewed regularly (i.e., weekly or every other week).

DATA SPREADSHEET. The Missouri SW-PBS website (www.pbismissouri.org) provides an excel spreadsheet which is available for this use. This instrument is titled as The Advanced Tiers Spreadsheet and is available at no cost. The spreadsheet includes a page for entering student information that is typically collected prior to selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.). Also included is a second page where daily or weekly percentages can be entered for each student in the Social Skills Intervention Group. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears as data is entered. The trend line is useful for determining positive, questionable, or poor response to the program.

INTERPRETING STUDENT DATA. Graphs provide a visual representation of each student's acquisition of skills and allows for easier analysis of progress.

Important features to examine within each graph that is reviewed include:

- Level of Performance – The child's level of performance is entered.
- Desired Level of Performance – The desired level of performance is determined by the student's behavioral goal. This line on the graph is called the "Goal Line."
- Trend Line – A line that is drawn through a series of data points to represent the student's **actual *rate and level* of progress**.
- Time to Goal – The number of weeks it will take the student to reach his or her goal.

> *When progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include: more informed instructional decisions; documentation of student progress for accountability purposes; more efficient communication with families and other professionals about students' progress, higher expectations for students by teachers.*
>
> National Center on Student Progress Monitoring

EXAMPLE

Community R-VI Elementary School Small Group Social Skills Daily Progress Report

Student Name: ____________________ Rater Name: ____________________ Week of: ____________________

This student is participating in our 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 Mrs. Pazdera'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	Successes
Be Respectful	Paying Attention to Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Taking Turns In Conversations	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Getting Along with Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Doing Nice Things for Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Making Compromises	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Stay calm when receiving feedback.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Responsible	Following Directions	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Paying Attention to your Work	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Safe	Staying Calm when Disagreeing	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Total Daily Points						**Total Points for Week:**
	Total Possible						**Points Possible for Week:**

Week's Percentage ________

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

Small Skills Intervention
Weekly Progress Report

Student's Name ________________________________ Age/Grade ________________

Teacher's Name ____

Group Leader's Name ____

Date Group Began_____________________________ Date of Report ______________

Person filling out report __________________________

Student has been a member of a social skills training group. During the past few weeks, we have been working on key skills to help the student improve his or her social interactions with peers and adults. Please check the box indicating the level of progress this student has experienced in the last week.

Social Skill with steps listed:	**NO IMPROVEMENT** *(no change)*	**SOME IMPROVEMENT** *(appropriate use of the skill 1-3 times but still uses competing problem behavior)*	**GREAT IMPROVEMENT** *(appropriate use of the skill 4-6 times with rare use of competing behavior)*	**COMPETENT** *(appropriate use of skill with 0 use of competing behavior)*
Listening				
Maintain eye contact				
Let others do most of the talking				
Pay attention				
Avoid interruptions				

Social Skills Intervention Group Daily Progress Report

Student Name__________________________________ Team Name: ______________________________Day:_______/____/_____

This student is participating in our social group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day.

3: Consistent Use with 0-1 Reminders   2: 2-3 Reminders 1: Used Inconsistently or Needed >3 Reminders

	Targeted Social Skills	1st hour	2nd Hour	3rd Hour	4th Hour	5th Hour	Total Points
Be Respectful	Getting Along with Others.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Making Compromises.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Say Calm When Receiving Feedback.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Responsible	Following Directions	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Paying Attention to Work	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Safe	Keeps Hands and Feet To Self	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be a Learner	Participates	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Completes Assignments to Best of Ability.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Successes							

Adapted from Sedalia Middle School 2016

Sedalia Middle School Small Group Social Skills Daily Progress Report

Student Name______________________________ Team Name: ___________________________Day:______/____/_____

This student is participating in our social group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day.

3: Consistent Use with 0-1 Reminders 2: 2-3 Reminders 1: Used Inconsistently or Needed >3 Reminders

	Targeted Social Skills	1st hour	2nd Hour	3rd Hour	4th Hour	5th Hour	Total Points
Be Respectful	Getting Along with Others.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Making Compromises.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Say Calm When Receiving Feedback.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Responsible	Following Directions	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Paying Attention to Work	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Safe	Keeps Hands and Feet To Self	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be a Learner	Participates	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Completes Assignments to Best of Ability.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Successes							

If you have questions about this form or the Social Skills Group, contact Mr. Herren.

Self-Management, Fading & Graduation

Self-Management

Self-management is a broad term that refers to a child's ability to **effectively monitor, evaluate, and modify** his or her **own behavior**. Informally many teachers may think of self-management as related to self-control or self-discipline. The ideal outcome from participation in a social skills intervention is students who are capable of taking responsibility for their own learning and behavior even when adult supervision is not available. Typical aspects of self-management include goal setting, self-recording, self-evaluation, self-reinforcement, and self-instruction. Most often these techniques are used in combination with one another and may be provided along with other strategies. For students to maintain successes, they experienced during the social skills Intervention, specific instruction in self-management techniques is recommended.

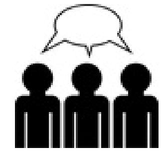
To apply these concepts teach students to complete a chart similar to the Daily Progress Report given to teachers. The DPR can be modified to include daily time periods. Students can learn to evaluate and record their performance at regularly scheduled intervals. In addition, students can learn to deliver self-selected reinforcers for meeting established goals. Younger children will want more frequent time periods to monitor. Secondary students might be asked to monitor for each academic period.

The social skills intervention Facilitator can work with students as they learn self-management skills. In fact, lessons for self-management can be incorporated as skills taught during group meetings. Teachers can support this process by continuing to monitor student use of social skills and periodically checking in with student for accuracy of ratings.

Fading & Graduation

After completing the formal social skills intervention lessons and successful demonstration of self-management procedures the Tier 2 Team should organize a graduation ceremony or provide an opportunity to celebrate success. Many schools choose to plan a formal ceremony and invite parents of participating students to attend. Often graduation or celebration ceremonies coincide with natural endpoints (i.e., end of first semester and end of school year). Celebration ceremonies are not exclusive for Social Skills Intervention Group participants. Rather, school teams are encouraged to consider how recognition for students who participated can naturally and meaningfully be incorporated into existing celebrations. Many schools provide recognition for outstanding academic performance but may neglect to consider behavioral performance in the same regard. Thus, students who participate in any Tier 2 or 3 interventions need to be recognized and celebrated in the same way educators and families acknowledge academic achievement and accomplishments.

DISCUSSION



Think about and list ceremonies or celebrations that your school already provides. How can student success for intervention participation be incorporated with existing practices?

Modifying a Social Skills Intervention

Some students that participate in a Social Skills Intervention Group will continue to have difficulties during the intervention and/or after the group ends. When data indicates response to the intervention is questionable one or more simple modifications may improve student performance.

Manipulate Antecedent Conditions

Manipulating antecedent conditions means changing one or more events that typically occur before problem behavior occurs. One modification strategy includes asking teachers to identify particularly problematic time periods or activities that occur during the student's school day. Just prior to identified periods or activities the classroom teacher provides a precorrect (i.e., reminder) for use of skills the student is learning during intervention meetings. Using a precorrect allows teacher and student to have a positive interaction that is focused on expected behaviors ***prior to*** demonstration of problem behavior. Use of precorrects reduces the likelihood for problem behavior. Cue cards with skills and steps listed can be prominently displayed or smaller cards can be taped to a student's desk. These supports serve as a reminder for both the student and the teacher. In addition, use of cue cards may increase consistency of language the teacher uses when providing precorrects.

Manipulate Consequence Conditions

Manipulating consequence conditions means changing one or more events that typically occur immediately after problem behavior. In most classrooms problem behavior is managed (i.e., teachers respond) through use of non-verbal or verbal corrections and/or brief removal of student from activity (safe seat, buddy room, office etc.). For students with chronic patterns of challenging behavior these typical responses often are very reinforcing. That is, the student learns he or she will "get" adult attention and/or "avoid" certain situations or activities immediately after demonstrating problem behavior. To alter this pattern of behavior the consequence conditions (i.e., teacher response) can be rearranged to minimize reinforcement for problem behavior and maximize reinforcement for appropriate behavior. As an example, to minimize attention for problem behavior and/or avoidance of particular situations or tasks, educators can make effort to ignore many problem behaviors that students demonstrate. Along with planned ignoring, teachers can recognize other students who are demonstrating appropriate behavior. In addition, it also is beneficial to teach peers to ignore other student's problem behavior. Each of these techniques may minimize attention that is typically delivered immediately after problem behavior. In combination with planned ignoring teachers also can alter or manipulate typical consequence conditions by delivering high rates of recognition each time a student performs a social skill correctly. Many times appropriate behavior goes unnoticed. For students in a social skills intervention group there is need for a higher "dose" of recognition when appropriate behavior is demonstrated. In this way the typical consequence (not noticing) is manipulated (high rates of recognition for appropriate) as a method for altering the existing pattern of problem behavior.

MAPLE PARK MIDDLE SCHOOL EXAMPLE

Now let's look at a description of how Maple Park Middle School in the North Kansas City School District has implemented Social Skills Intervention Groups (SSIG)/Small Group Social Skills (SGSS) as a Tier 2 intervention.

Background Information

After receiving feedback from students and staff and reviewing data from previous social skills groups, the Tier 2 team decided that they wanted to give the students additional purpose for participating in small group social skills, so they worked to combine social skills instruction with service learning. Service learning is a method of teaching that combines classroom instruction with meaningful community service. Critical thinking and personal reflection are emphasized, and a heightened sense of community, civic engagement, and personal responsibility are encouraged. Student voice is an integral part of service learning as student select, design, implement, and evaluate their service activity.

> "xxxxxx had only one lens, which was his perspective. He now sees things from someone else's point of view and is quick to help others. His attendance has improved dramatically and he cares about his academics. He was unable to work with others however he now partners with others and is able to participate in group work appropriately. He applies himself in class and doesn't give up on himself."
>
> *Staff*

Based upon various studies, students who participate in Service Learning Courses or Projects seem to encounter a multitude of benefits. Beyond the classroom, service learners feel more attached to and involved in their communities. Because service learning promotes teamwork, participants develop better communication and decision making skills. Service Learning also fosters people's leadership abilities. Most service learners gain practical skills based upon the tasks they had in the course. Finally, service learners gain tolerance of people from different backgrounds and better appreciate other cultures.

Adapted/Modified from http://en.wikipedia.org/wiki/Service-learning. January 2, 2013
For more information about Service Learning:

Student Selection

Students participating in SGSS Service Learning are selected by the PBS Tier 2 Team, using their data decision rules as outlined on the Existing School Data Inventory (below). Measures 1-3 are primary measures for referral to Tier 2, and measures 4-6 aid in the decision regarding intervention selection.

Measure	Proficient Score	Indication of Risk
1. Mid-quarter review of discipline records	0-6	7+ entries on discipline record form
2. Major behavior logged in Educator's Handbook/PS	0	1+
3. Attendance	95%	Less than 95%
4. Number of Ds and Fs	2.5+ with no failing grades	2+
5. Tardies to school	0-2	3+

Once students have been identified as potential participants in the Social Skills/Service Learning intervention, the assistant principal meets individually with each student. During the meeting, she shares with each student his/her referral data and asks, “Do you think you need help? Do you want help? Are you interested in helping yourself and others?” If students answer “yes”, this secures their buy-in. Students then complete the following Tier 1 Fidelity Checklist:

Name :______________________________

STUDENT FIDELITY CHECK

Student Self-Assessment: Reflect and put a “Y” for Yes OR “N” for No.

1. ___ I know the three school rules.
2. ___ My teacher(s) have taught me about the three school rules.
3. ___ The rules in my classes reflect the three school rules.
4. ___ My teacher(s) have taught me about the three school rules when it comes to: classroom, hallway, restroom, bus, auditorium.
5. ___ My teacher(s) have talked to me about the school rules if they have given me a re-direct or if I have gotten into trouble.
6. ___ I have received a Viking Voucher this year.

Please complete the following questions.

7. I have received ________ (#) of Viking Vouchers this year.
8. I have received Viking Vouchers for: ______________________________
   ____
9. What classes/teachers are giving you Viking Vouchers: ______________________________
   ____
10. Three adults in school that I have a good relationship with are:

    1. ______________________________
    2. ______________________________
    3. ______________________________

Facilitator Roles and Responsibilities

The SGSS Service Learning group meets two times a week during Before and After School Activity (BASA) time. Two staff members coordinate/lead these meetings; Tier 2 team members rotate into the group as the second facilitator. Facilitator roles and responsibilities include:

- taking attendance of group members
- ensuring the time-line of the project is on target
- facilitating conversations with the group to help guide them in meeting the service learning activity goal
- facilitating conversation with the group or individual students to help teach the behavioral objectives
- collecting, inputting, and reflecting on student behavior data collected through SGSS Service Learning
- communicating with PBS Tier 2 Team regarding needs and providing updates
- help plan celebrations for the SGSS Service Learning students
- communicating with parents/guardians through the Parent Slip on a weekly basis
- recognize students regularly and consistently with Viking Vouchers

Targeted Social Skills

Six to nine students are in the group, and they work as a team to create and implement a service learning project. Through the service learning process certain social skills are discussed, explored, and taught by the SGSS Service Learning Facilitator. Those skills include:

- RESPECT
  - I CAN use respectful eye contact, tone, and words at the right time.
- RESPONSIBILITY
  - I CAN take ownership of my actions and how they influence or impact a situation.
  - I CAN be a team player.
- PERSONAL BEST
  - I CAN help not only myself but others as well.
  - I CAN be someone that people can count on; do what is expected.

> "Before SGSS, I had gotten a lot of office referrals and was rude and disrespectful to my teachers. Now they have told me that they have noticed improvement. I am glad I have improved with my behavior and so proud of our SGSS group raising over $300 to help find a cure for cystic fibrosis and leukemia."
>
> *Student*

Specific skills are discussed and taught when a negative social skill behavior occurs while in the group. The facilitator works the student individually regarding the situation, what skill could have been used when the situation happened, and then the student practices the skill that has been discussed.

Each meeting starts and ends with the group reviewing the SGSS Service Learning Skills. When a situation occurs and a skill is not practiced, the following questions provide a guide to help the student process the situation, take ownership, and increase the chances for the skill to be utilized in the future:

<table>
<tr><td>RESPECT</td><td>I CAN use respectful eye contact, tone, and words at the right time.</td><td rowspan="5">What happened?
Take the situation step-by step; break down what could have been different at each step.
How can the group be productive?
How can you be part of the solution?
What would Respect look like in the situation?
What would Responsibility look like in the situation?
What would my Personal Best look like in the situation?
What's the next step so that you can be ok and be a productive group member?</td></tr>
<tr><td rowspan="2">RESPONSIBILITY</td><td>I CAN take ownership of my actions and how they influence or impact a situation.</td></tr>
<tr><td>I CAN be a team player.</td></tr>
<tr><td rowspan="2">PERSONAL BEST</td><td>I CAN help not only myself but others as well.</td></tr>
<tr><td>I CAN be someone that people can count on; do what is expected.</td></tr>
</table>

> "I've seen xxxxxx go from a student who always needed to have the last word and could not forgive others to a student who apologizes, sets goals for himself, and often asks if he can help other students; specifically some of the students who have high needs."
>
> *Staff*

Session Timeline

Week 1: Define service-learning
Goal: understand service-learning
Goal: student led norms are created and must include:

- Reviewing the SGSS Service Learning Skills at the beginning and ending of each meeting.
- Apologizing when appropriate
- Work on trusting yourself and those in the group.

Week 2: Discover Needs/Problems
Goal: identify relevant and interesting needs/problems

Week 3: Investigate the Problems
Goal: investigate cause and effect of the identified problem

Week 4: Research the Solutions
Goal: identify and research possible solution(s)

Week 5: Decide on a Project
Goal: evaluate solutions, select a project

Week 6: Plan the Project
Goal: create an action plan for the project

Week 7: Implement the Plan (can carry into week 8 if necessary)
Goal: put a plan into action and complete the project

Week 8: Evaluate (can carry into week 9 if necessary)
Goal: evaluate the impacts of the project

Week 9: Formal Reflection (can be combined with week 8 if necessary)
Goal: identify areas of growth and weakness within the program/process
Goal: students identify areas of personal growth and set goals to continue that growth

Progress Monitoring Data

Students are expected to have their teachers complete the Viking Victory Plan – SGSS Service Learning sheet each day. Students pick up the sheet from a folder in the facilitators classroom on their way to first hour. At the end of each hour the student asks that specific classroom teacher to rate him/her on the SGSS Service Learning Skills and initial the form. The following provides guidance for the classroom teacher's responsibilities:

Classroom Feedback *Use a positive tone throughout conversations.
• Prompt student to bring Viking Victory Plan. ► Possible VV opportunity.
• Circle "points" on Viking Victory Plan and provide specific explanation for the rating given. ► Possible VV opportunity.
• Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.

During dismissal, the student stops by the facilitator's classroom and turns in the Viking Victory Plan. One of the facilitators inputs the student data into the Advanced Tier Spreadsheet. If a student does not have a certain hour completed on the sheet, that specific hour is not counted for or against the total score. If this becomes a trend for the student, then a conversation with the student occurs, along with a follow-up conversation with the specific teacher of that hour. The facilitator helps to problem-solve with the student and teacher regarding how best the scores can be documented.

Educators Handbook, the web-based documentation and referral program, is also utilized to monitor student progress, in addition to the Advanced Tier Spreadsheet. This information is regularly shared with each individual student. Those participating in SGSS – Service Learning are given a grade report every week as a means to help students monitor their academics.

The following is a copy of the Viking Victory Plan:

		Hr 1	Hr 2	Hr 3	Hr 4	Hr 5	Hr 6
RESPECT	I CAN use respectful eye contact, tone, and words at the right time.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
RESPONSIBILITY	I CAN take ownership of my actions and how they influence or impact a situation.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	I CAN be a team player.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
PERSONAL BEST	I CAN help not only myself but others as well.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	I CAN be someone that people can count on; do what is expected.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points:		/ 10	/ 10	/ 10	/ 10	/ 10	/ 10
Staff Initial:							
Positives:							

2: I did with 1 redirect or less.
1: I did it with 2-4 re-directs/teacher intervention.
0: No I needed 5+ redirects/teacher intervention.

"I like being in SGSS because it's fun seeing the teachers. It helped me by stop getting mad. I use it (the skills) in class to calm down sometimes."

Student

Parent Communication

Once a week a parent slip is sent home with the student. An overall percentage for each day is included on the slip. Students return the parent slip, signed, the following day to the facilitator. When the slip is returned, the student receives positive recognition, such as a Viking Voucher.

Here is the home report:

Home Report for ________________________________.

Week of ____________________.

Mon: I met/did not meet my goal of _____%. I earned _____%.

Tue: I met/did not meet my goal of _____%. I earned _____%.

Wed: I met/did not meet my goal of _____%. I earned _____%.

Thu: I met/did not meet my goal of _____%. I earned _____%.

Fri: I met/did not meet my goal of _____%. I earned _____%.

____________________ ____________________________________

(Teacher Initials) (Parent Signature)

Parents are provided the following guidance to help their child be successful with SGSS Service Learning:

Parent Participation

- Ask your student for the Home Report.
- If goal was met provide positive feedback.
- If goal was not met, provide encouragement and ask the following questions:
    - "What do you need to do differently tomorrow?"
    - "Is there anything I can do to help you with this?"
    - "I know you can meet your goal tomorrow."
- Sign the Home Report & remind student to return it to school.
- Keep SGSS Service Learning conversation brief.
- Use a positive tone throughout the conversation.

Social Validity

After students have graduated from SGSS Social Learning, they complete the following survey to assess the social validity of the intervention.

1. Do you feel that your behavior, prior to SGSS-Service Learning, was where you wanted it to be?
2. What do you think your behavior was like prior to SGSS-Service Learning?
3. Do you think that your behavior has changed since being in SGSS-Service Learning? If so, how?
4. Do you like being a part of SGSS-Service Learning? Why or why not?
5. If you believe that SGSS-Service Learning helped you, please explain why and how.
6. Do you believe that you have taken the skills that you have learned in SGSS-Service Learning and used them in class and/or at home? Why do you think this?
7. What was your favorite part about SGSS-Service Learning?
8. What was your least favorite part about SGSS-Service Learning?
9. Do you have any suggestions on what could make SGSS-Service Learning better?
10. Please rate yourself on the I CAN statements for both Before AND After SGSS:
    Circle number 1 if this is almost never
    Circle number 2 if it is seldom
    Circle number 3 if it is sometimes
    Circle number 4 if it is often
    Circle number 5 if it is almost always done

RESPECT	I CAN use respectful eye contact, tone, and words at the right time.	Prior to SGSS: 1 2 3 4 5 Now: 1 2 3 4 5
RESPONSIBILITY	I CAN take ownership of my actions and how they influence or impact a situation.	Prior to SGSS: 1 2 3 4 5 Now: 1 2 3 4 5
	I CAN be a team player.	Prior to SGSS: 1 2 3 4 5 Now: 1 2 3 4 5
PERSONAL BEST	I CAN help not only myself but others as well.	Prior to SGSS: 1 2 3 4 5 Now: 1 2 3 4 5
	I CAN be someone that people can count on; do what is expected.	Prior to SGSS: 1 2 3 4 5 Now: 1 2 3 4 5

11. Is there anything else you would like to add or say regarding your thoughts or feelings?

Training for Staff, Students, and Families

> *A common misperception is that small group strategies will "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff members are often involved in the intervention.*
>
> *It is important to stress that these interventions will require high levels of involvement among ALL staff within the school building.*
>
> Dr. Tim Lewis, Co-Director of the OSEP Technical Assistance Center on PBIS

Training about the Social Skills Intervention should be provided for all staff members however, the level of detail needed and timeframe for providing information varies according to extent of participation. The following general guidelines will be helpful as your Tier 2 Team identifies professional learning opportunities associated with the Social Skills Intervention.

All Staff members should know …

- what the intervention is named in your building,
- who coordinates and facilitates,
- how children are identified to participate,
- the maximum number of students that can be served at one time.

This information should be provided annually at minimum. In addition, all staff members should receive periodic updates (e.g., 2-3 per school year) about the number of students participating and general response to the intervention.

Example Update:
"During first semester 16 students participated in two separate intervention groups.
90% of the participants were successful during the self-management phase and participated in a graduation ceremony. 2 students were nominated for additional, more intensive academic or behavioral support."

Some staff members will need to know….

- skills that are taught during each lesson and steps for completing skills
- how to give precorrects, prompts, and cues for use of skills.
- how to give positive specific and corrective feedback for use of skills

Staff members who are directly involved with students who participate in the intervention group require this level of information. This commonly includes specialist teachers such as music, PE, art, and media center personnel. In addition, cafeteria and playground supervisors, hallway monitors, along with the school counselor and nurse be able to support generalization and maintenance of social skill use if they are provided with information and training.

A few staff members will need to know…

- how to complete the Daily Progress Report (DPR)
- where to submit student data
- how to interpret response to intervention data
- how to support the self-management procedures
- who is available for assistance if needed
- progress of children participating in the group

The main classroom teacher of each student in the group will need this level of detail. Ideally the Intervention Coordinator will provide this information to each teacher several days before the intervention begins. Teachers will need training for use of the DPR so that baseline data can be accurately collected. In addition, particularly for teachers who are new to the intervention, asking the Intervention Coordinator or Facilitator to demonstrate examples of positive specific and corrective feedback is useful and may increase fidelity of implementation.

STUDENTS AND FAMILIES. In addition to staff member training and information participating students and families also need to know basic procedures for participating in and supporting the intervention. Students should be told about the DPR and periodically see and receive feedback about their graphed data. The Intervention Facilitator can likely provide this information. Families also will benefit from knowing skills that will be taught, how the DPR is used to monitor student performance, and how often they will receive data about their child's progress in the group.

A written description that explains important details of the intervention is one effective method for clear communication with ALL stakeholders. *The Intervention Essential Features Template* (introduced in Chapter 4) is a thorough and standardized format for describing each intervention that is available in your building. After initial development of the Social Skills Intervention Group (using the development guide provided in this chapter) the Tier 2 Team can summarize main components and features of the social skills program using the *Intervention Essential Features Template*. This document, along with other materials such as an example DPR, social skill cue cards, and example progress monitoring data, can be included in a Tier 2 handbook that is maintained and revised over time.

In the same way your SW-PBS team documents procedures of implementation for Tier 1, the Tier 2 Team will document procedures for implementation of Tier 2.

Developing a Social Skills Intervention Group For Your Setting

After establishing staff willingness to implement a Social Skills Intervention Group members of the Tier 2 Team will convene to begin planning. Although some small adjustments likely will be made after initial development it is critical that general procedures and systems be in place prior to implementation with students.

The following pages provide a guide that can be used during the intervention development process. Responding to items listed throughout the guide will help the Tier 2 Team stay focused on important development tasks. In addition, written responses to items in the development guide can be used as a summary description of how the intervention is provided in your setting. Portions of this description could be included in a student handbook, training materials for staff, and/or written documents for families.

> "Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it.
>
> Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance."
>
> (Crone, Hawken, & Horner, p.39)

Social Skills Intervention Development Checklist

The skills and products that are pivotal to Social Skills Intervention Group intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the "Completed" column as final decisions are made.

PROGRAM DESIGN	Completed
1. All Tier 2 team members are aware of effective implementation of a social skills intervention group.	
2. An intervention coordinator is identified.	
3. A Facilitator is trained to participate in the groups with specific role and responsibilities.	
4. A consistent location for group meetings is designated.	
5. A maximum number of students that can be served at one time is determined.	
6. Your school's name for the social skills group is determined.	
7. Curriculum/lessons are selected based on behavior needs identified by data.	
8. Group meetings have a consistent schedule that includes rules and routines that have been taught.	
9. The intervention facilitator is able to teach a small group of students 1-2 times per week at the designated time.	

PROGRESS REPORT	Completed
1. Social skills taught align with school-wide expectations.	
2. A goal is set for each student.	
3. A schedule for review of individual student data is determined with decision rules for fading, modifying, or continuing the intervention.	
4. The student is asked to monitor his/her own progress with the use of homework.	

REINFORCEMENT SYSTEM	Completed
1. Reinforcers are available for student participation during group meetings.	
2. Reinforcers are available for students that demonstrate targeted social skills at other times and locations.	
3. Additional reinforcers are available for students who meet their daily or weekly goal.	

DATA MANAGEMENT	
	Completed
1. A data management system is available to store and summarize student progress	
2. The intervention coordinator is trained to enter and graph the student data	
3. Student data is examined and reviewed on a regularly scheduled basis	
4. The intervention coordinator brings data to the Tier 2 team meetings	
5. Data is shared with the whole staff at least quarterly	
6. Data is shared with parents on a regular basis.	

PLANS FOR SELF-MANAGEMENT, FADING & GRADUATION	
	Completed
1. Procedures for fading intervention components are established	
2. Self-management process is understood by student and participating teachers	
3. A planned celebration is available when students graduate from social skills group	
4. Periodic check-ups/supports are in place for students after they graduate from the program.	

TEACHING STAFF TO IMPLEMENT THE PROGRAM	
	Completed
1. Staff is trained to use pre-corrects and prompts that will aid student use of skills.	
2. A Tier 2 Team member is designated to provide modeling and feedback each time a new teacher begins to implement the program.	
3. Yearly booster sessions about the purpose and key features of the intervention are provided to staff.	

TEACHING STUDENTS & PARENTS WHO PARTICIPATE IN THE PROGRAM	
	Completed
1. A plan for introducing students to the program is developed. The plan includes an overview of the program.	
2. A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child.	

EVALUATE PROGRAM OUTCOMES	
	Completed
1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.	
2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.	
3. A plan for monitoring intervention outcomes is developed and includes: • Number of students who participated • Number of students that graduated • Number of students that required more intensive support	
4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.	

Guiding Questions for Development and Implementation of Culturally Appropriate Interventions

Below is a list of questions school teams can consider during development of the intervention that may be applicable depending on the diversity represented in their buildings (Crone, Hawken, & Horner, 2010).

1. How does the membership of our Tier 2 Team represent the diversity of our targeted population?
2. How can we ensure our process for identifying student participants is objective?
3. Have we asked family members from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
4. Have we asked students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
5. Do we have a data system that provides us with disaggregated data? Are we currently using this feature?
6. What outcomes are evident when this intervention is provided across a variety of student populations? Is student response questionable or poor for any particular subgroups? If so, how can this be addressed?
7. How can this intervention provide for flexibility based on student, family, and community differences?

Monitoring Fidelity of Intervention Implementation

Fidelity of implementation refers to how well an intervention is applied in the way that it was designed. Fidelity checks, for any intervention, should be designed and conducted as part of the Tier 2 Team's regular routine. Then, in cases of data that indicates a poor or questionable response to an intervention, the Tier 2 Team will have readily available data to verify the extent to which an intervention was accurately delivered.

Two commonly used methods for assessing implementation of social skill intervention groups are review of permanent products (e.g., lesson plans or progress monitoring data) and direct observation using a fidelity checklist. Each method will be described in further detail.

PERMANENT PRODUCT REVIEW. Review of materials associated with the intervention is one method for assessing fidelity of intervention implementation. Specific to the Social Skills Intervention Group there are at least two products that members of the Tier 2 Team and/or the Intervention Coordinator can regularly review, which are the social skill lesson plans and progress monitoring data.

LESSON PLANS. The lesson plan is the main focus of each intervention session. While the activities during each group meeting, the lesson plan should follow a general sequence that includes:

- Review of previously learned skills and discussion of homework,
- Introduction of the new skill and explanation of importance
- Explicit skill step instruction
- Modeling and role-play,
- Guided practice opportunities
- Goal setting with homework assignment

The following page provides an example format for monitoring the quality of social skill lesson plans.

EXAMPLE

Social Skills Intervention Group
Lesson Plan Fidelity Checklist

Today's Date______________________ Social Skills Unit_________________________________

Group Facilitators:

Lesson Plan Reviewer:

Use the chart below to rate the degree to which each component was implemented.

Component	**Not Evident**	**Limited Evidence**	**Partially Evident**	**Fully Evident**
Describes activities for reviewing previously learned skills.				
Introduces the new skill.				
Defines the skill and key vocabulary.				
Explains why the skill is important.				
Identifies steps for using the skill. Gives opportunity for students to repeat the skill steps.				
Includes modeling and role-play opportunities.				
Lists procedures for reinforcing occurrences of the skill during the session.				
Provides specific examples and noon-examples of the expected skill.				
Includes time for goal setting and an explicit homework assignment.				
Has materials that can be used to communicate skills and steps students are working on so that other adults can prompt, cue, and recognize students for using skills.				

Comments about implementation:

PROGRESS MONITORING DATA. Progress monitoring must occur in order to determine effects of the intervention and student response. Some teams ask classroom teachers to monitor student performance and submit data daily, while others choose to monitor daily and submit data weekly. Regardless of the schedule, monitoring student progress is an essential component of the intervention. Reviewing progress monitoring data will indicate implementer understanding of systems that support the intervention. System components include where to access DPR forms (mailbox, computer, folder) and how often the DPRs will be completed and submitted. In addition, DPRs with extensive notes or comments from classroom teachers may indicate a need for additional support (i.e., modeling and feedback) for adults who are promoting student use of appropriate social skills across multiple environments. Below is an example checklist that can be used when reviewing fidelity of the progress-monitoring component.

EXAMPLE

Social Skills Intervention Group
Progress Monitoring Fidelity Checklist

Intervention Coordinator:

Group Facilitator:

Date Group Began:

Name of each student who is participating in a Social Skills Intervention Group	Teachers consistently complete all sections of the DPR	DPRs are regularly submitted to the Facilitator	Coordinator enters and graphs student data and regularly provides updates about progress to stakeholders
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			
Student 7			
Student 8			

DIRECT OBSERVATION. Another method for verifying accurate implementation of social skill intervention components is conducting observations while the skill lessons occur. In this case use of an observation checklist may be especially helpful. The checklist is used to record specific features that occurred during a lesson and also for providing feedback to Facilitators.

SESSION FIDELITY. Facilitators, particularly if they are new to the intervention, may inadvertently leave out important steps of the skill lesson such as review of previously learned skills or assigning homework. To maximize effects of the intervention, all steps of the lesson should be completed. Asking an observer to record what takes place during a lesson is a valuable way to ensure all components are provided. The next page provides an example checklist that can be used during direct observations for session fidelity.

EXAMPLE

Social Skills Intervention Group
Session Fidelity Checklist

Today's Date_____________________ Social Skills Unit_______________________________

Group Members Present:

Group Facilitator(s):

Observer:

Use the chart below to rate the degree to which each component was implemented.

Component	**Not Implemented**	**Limited Implementation**	**Partial Implementation**	**Full Implementation**
Reviewed previously learned skills and discussed student homework assignment.				
Taught new skill using structured lesson plan format.				
Provided opportunities for students to practice new skill				
Set goal for use of new skill and assigned homework				

Comments:

Intervention Essential Features

After your team has developed and piloted the Social Skills Intervention Group Intervention, the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant to your site. Then, use this as a tool for communicating with team members, staff and other important stakeholders. See the following for an example of Social Skills Intervention Group Intervention Essential Features.

SOCIAL SKILLS INTERVENTION GROUP ESSENTIAL FEATURES EXAMPLE

Intervention Essential Features

- Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
- Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

School Name: Best Elementary

Intervention ☐ Check-In, Check-Out ☒ Social Skills Intervention Group
☐ Check & Connect ☐ Self-Monitoring

Name of Intervention	PAWS - (Positive Action with Support) Check-In, Check-Out (CICO)
1. Description of intervention that includes function addressed: ☒ Obtain adult & peer attention ☒ Avoid/Escape social interaction/task/activity	Social Skill Intervention Groups are primarily for students who demonstrate social skill deficits (acquisition deficits, performance or fluency deficits, or competing problem behaviors). This could include students who have trouble making or keeping friends, have an inability to respond appropriately in particular situations, and/or are uncooperative. Direct social skill instruction occurs in small groups with the Social Skill Group Facilitator. Skills, based on the universal school-wide expectations from the matrix, are taught during each lesson and steps for completing skills are shared with staff members directly involved with the students who participate in the intervention. Staff members involved reinforce skills taught in the SSIG in the general classroom setting by displaying prompts for the skills and providing additional instruction and regular feedback.
2. Intervention coordinator and/or facilitator(s) identified	The intervention coordinator is the primary manager of data that is used to monitor each student's response to the SSIG intervention. This data is prioritized and shared with the Tier 2 team. The intervention coordinator is also responsible for contacting parents and orienting facilitators and parents to the intervention. The intervention facilitators are responsible for developing and delivering lessons weekly at minimum with a small group of students who demonstrate social skill deficits. Facilitators inform teaching staff exactly what skills have been taught in each session and what students must demonstrate to show success with the skill. Facilitators assist classroom teachers in rating student performance of specific social skills. Facilitators also assist classroom teachers to identify universal social skills lessons that complement the SSIG lessons. Intervention Coordinator: Tier 2 Coach Intervention Facilitators: • School Counselor • Speech Language Pathologist • Special Education Teacher

3. List at least two sources of data used to identify students for intervention: ☒ Existing school data ☒ Teacher/parent nomination ☒ Emotional-behavioral screening process ☐ Other________________ Describe criteria (i.e. data decisions rules) for entry to intervention	Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 staff handbook for details.
4. Description of system to determine function of student behavior that includes both: ☒ Records Review ☒ Context Analysis	Tier 2 team reviews existing school data, universal screening, and teacher nominations to identify function of behavior and match to appropriate intervention. Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior.
5. Description of documented procedures for introducing/orienting new participants to the intervention for: ☒ Students ☒ Teachers ☒ Families	The intervention coordinator is responsible for contacting parents and orienting facilitators, staff, and parents to the intervention. • The designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data. • The facilitator reviews the program with the student, explains the procedures and invites the student to participate. When the child agrees, the process begins with the facilitator meeting with the student before the intervention begins. • The intervention facilitator meets with the staff members involved and explains the intervention, skills that are taught during each lesson and steps for completing skills The facilitator also reviews how to give precorrects, prompts and cues for use of skills and how to give positive specific and corrective feedback for use of skills. • The intervention coordinator contacts families to explain the intervention and to teach the parents in how they can support their child in SSIG.
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)	DPRs are used daily to provide specific, positive feedback to students at designated intervals. The skills on the DPR are based on the school-wide matrix, and coordinate with the lessons taught in the small group. (For example, students might have a lesson on active listening as a component of the expectation of being respectful.) DPRs are turned in to the facilitator at the end of the week. The facilitator enters the scores into a spreadsheet and produces graphs for the coordinator to compile and prioritize for discussion at upcoming team meetings. Data is reviewed biweekly at Tier 2 team meetings by the team to determine effectiveness of intervention.

7. Documented fading process that includes decision rules, description of process and graduation from intervention	After completing the formal social skills intervention lessons for 8 weeks, students will learn how to self-manage based on the weekly DPR. Students will self-monitor which include goal setting, self-recording, self-evaluation, and self-reinforcement for the week of social skills instruction. The goal is for students to maintain 80% of points throughout the fading process. • Phase 1- Weeks 1 & 2-Teacher and student score together and compare ratings at the end of each class period. If the student data remains at the behavior goal of 80% or higher, the student/teacher ratings agree 80-85% of the time, proceed to Phase 2. • Phase 2- Week 1-Student begins self-monitoring. Teacher rates 4 out of 5 days. • Phase 2- Week 2- Student self-monitoring. Teacher rates 3 out of 5 days. • Phase 2- Week 3- Student self-monitoring. Teacher rates 2 out of 5 days. • Phase 2- Week 4- Student Self- Monitoring. Teacher rates 1 out of 5 days. • Phase 2- Week 5- Student Self-Monitoring Teacher rates 0 out of 5 days. • Phase 3- Student data stays at or above goal line while self monitoring. Plan for graduation.
8. Description of documented strategies for promoting generalization & maintenance of skills across settings & over time that are linked to schoolwide expectations	After completing the full 8-week formal social skills intervention lessons and successful demonstration of self-management, the student receives a graduation ceremony of which parents and friends are invited. The Tier 2 team keeps in contact with teachers and reviews existing school data biweekly. Students receive high rates of specific, positive feedback, and are recognized quarterly for successfully following the school-wide expectations as set by the matrix. Additionally, after graduation, the student may continue to self-monitor and receive booster lessons from the classroom teacher if requested by the student or teacher.
9. Description of documented strategies for weekly family communication/ feedback regarding intervention	The intervention facilitator sends home weekly informational letters and Parent Tip Sheets with social skill set cards. The DPR Daily Parent Connection from goal sheet (cut off of the bottom) is sent home with students at the end of each day. Extra points are earned if the DPR is signed and returned the next day. Teachers email and/or call families regarding the progress they are seeing in their classrooms. Parents are invited to graduation party when the student successfully completes the intervention.
10. Description of documented strategies for weekly communication/feedback with participating classroom teachers	The facilitator attends weekly grade level meetings to meet with involved staff and share the weekly lesson plans and goals for students involved in the SSIG intervention. Staff has opportunity to ask questions and clarify understanding at these meetings. The facilitator provides a copy of each student's weekly graph to all participating teachers. Prior to Tier 2 team meetings, the intervention coordinator sends notifications to applicable staff members that their student's data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student's data is reviewed.

11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention	At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students: • Who have participated to date • Are currently enrolled in the program • Who graduated from the program • Who required additional and/or more intensive intervention
12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response	The SSIG Lesson Plan Fidelity Checklist is completed by the intervention coordinator before implementation of the SSIG group. The SSIG Progress Monitoring Checklist is completed by staff involved in the first 2 weeks of a new intervention group by the intervention coordinator. The SSIG Session Fidelity Checklist is completed each session by the intervention facilitator.
13. Description of documented system for annually assessing social validity of intervention	The SSIG Intervention Rating Profile is completed by staff involved within two weeks of new group and reported to the intervention coordinator. The SSIG Student Participant Interview is completed by students involved at end of the group and returned to the intervention coordinator. The Coordinator collects and aggregates social validity data annually; the Tier 2 team reviews the data and modifies the intervention as needed. This information is shared with full staff.
14. Description of documented system for annually evaluating intervention outcomes that includes: ☒ # Students Participating ☒ # Students Graduating ☒ # Students Needing More Intensive Support	The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants.

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Plan and Implement Small Group Interventions*

1. Select one small group intervention that will be developed in your setting (e.g., Social Skills Intervention Group)

   A. Plan and implement the selected intervention
      - Use the *Intervention Development Checklist*

2. Pilot the intervention with a small number of staff, students, and families.

3. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.

4. Document interventions that are regularly available in your setting.

   A. Provide a written description of each intervention.
      - Use the *Blank Intervention Essential Features* Template

CHAPTER 7: ADAPTED CHECK & CONNECT STUDENT ENGAGEMENT MODEL AS A TIER 2 INTERVENTION

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Identify three core elements and four implementation components of Check & Connect.
- Describe students who are most likely to benefit from Check & Connect.
- Tell main findings associated with research investigations of Check & Connect.
- Design a Check & Connect program that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- Determine how student data will be collected and graphed.

Introduction & Purpose

This workbook was designed to provide SW-PBS teams with an overview of the Check & Connect intervention, steps for developing the program, strategies for effective implementation, and example resources.

The workbook does not replace the published manual, Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity (Christenson, Stout, & Pohl, 2012). Instead, these materials were developed as a supplementary resource to be used during Professional Learning workshop sessions for teaching behavioral interventions that can be delivered within a multi-tiered framework.

It is highly recommended that participants access the published manual, which can be obtained from the Institute on Community Integration, University of Minnesota (ici.umn.edu).

Check & Connect is a project of the Institute on Community Integration, University of Minnesota

For more information about the Check & Connect intervention:
Christenson, S.L., Thurlow, M.L., Sinclair, M.F., Lehr, C.A., Kibel, C.M., Reschly, A.L., et al. (2008). Check & Connect: A comprehensive student engagement intervention manual. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Manuals can be ordered from:
Publications Office Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455

http://ici.umn.edu/checkandconnect/

Check & Connect Intervention Overview

PURPOSE: Enhance student engagement with school and learning, promote student competence and provide persistent support for academic and behavioral standards and expectations.

Essential Features:

- A mentor who keeps education salient for students;
- Systematic monitoring (the “check” component);
- Timely and individualized intervention (the “connect” component);
- Enhanced home-school communication and home support for learning.

Who Can Benefit?

Elementary Indicators

BEHAVIORAL: Late to school, absenteeism including excessive excused absences, history of educational neglect, behavior referrals to office, suspension or expulsion, frequent school moves

ACADEMIC: Not completing assignments, failing classes, reading below grade level, below proficiency on state standardized tests

COGNITIVE: Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence

AFFECTIVE: Social isolation, feelings of not belonging to school

Secondary Indicators

BEHAVIORAL: Skipping classes, absenteeism, truancy, in-school suspension, out-of-school suspensions, office referrals, detention, expulsion, history of dropping in and out of school, frequent number of school moves, limited extracurricular participation

ACADEMIC: Credit deficiency, failing classes, below proficiency on state standardized tests, poor task completion rates, low success rates, incomplete homework assignments

COGNITIVE: Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence

AFFECTIVE: Low expectation to graduate, social isolation, feelings of no belonging to school

Basic Approach:

1. Meet daily to a minimum of weekly with student to review risk factors and check-in with the student.
2. Record progress on “Check” section of the monitoring sheet.
3. Record focus of contact with student in the “Connect Basic” section of the monitoring sheet.
4. Record any actions taken based on contact in the “Connect Intensive” section of the monitoring sheet.
5. Refer to Check & Connect Intervention List for intervention suggestions.

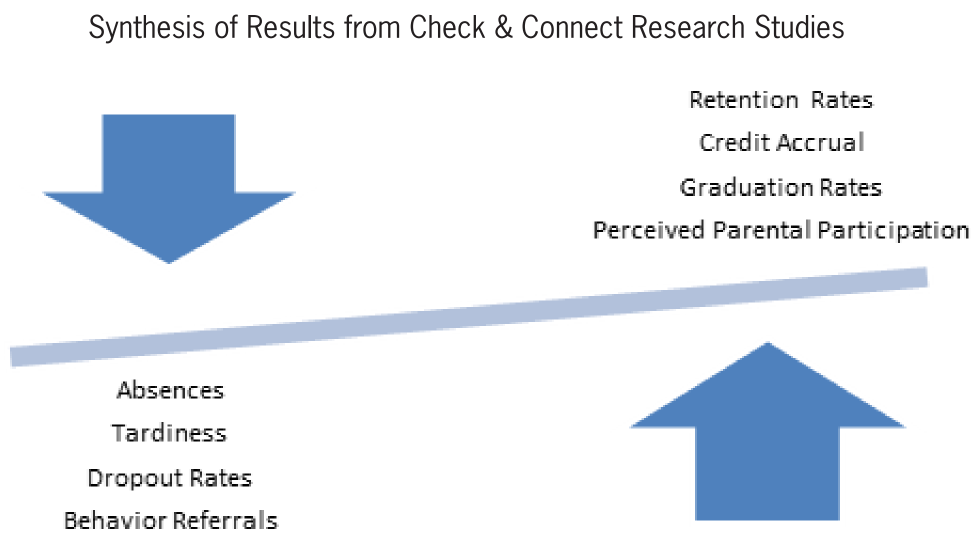


Figure 7.1

Check & Connect studies have been conducted:

In various settings:
Schoolwide
District-wide
Elementary, Middle and/or High School
County-wide

To Address:
Attendance/Truancy
Behavior
Literacy
Students with Disabilities
Students without Disabilities

Descriptive Characteristics

(See p. 2-4 of 2012 Check & Connect manual)

CHARACTERISTIC ONE: A Targeted or Intensive Intervention

- Check & Connect is a supplemental intervention—not all students need Check & Connect.
- Designed to complement universal intervention initiatives.
- Can be a targeted or intensive intervention.
- Works well as an option for intervention structure with PBIS and/or RTI or other interventions schools have initiated.

CHARACTERISTIC TWO: A Structured Mentoring Intervention

- Underscores the essential role of the mentor.
- Underscores need for structured set of procedures and elements.
- Focused on students' educational performance and success with learning.
- Is not just focused on getting students back in school/class—it is focused on academic, behavioral, cognitive and affective engagement.

CHARACTERISTIC THREE: Empirically Supported Intervention

- Check & Connect is empirically supported.
- Rigorous, scientifically-based research over the past 20 years has shown that it significantly increases the likelihood that students will stay in school.
- Met standards of U.S. Department of Education What Works Clearinghouse 2006 for "positive effects" for staying in school.
- Research studies have shown positive impact with general and special education students in grades K-12 in urban and suburban school settings.
- Currently there are three efficacy research studies being done in the U.S.
- Check & Connect is also being studied in post-secondary environments.
- Specific research findings are available in the manual (page 3) as well as on the Check & Connect website at checkandconnect.umn.edu.

CHARACTERISTIC FOUR: Clearly Delineated Elements

- There are three overarching elements: Relationships, Problem-solving & Capacity-building, and Persistence.
- Under Relationships there are four elements that are operationalized in Check & Connect for building relationships.
- It is not as important for implementing sites & mentors to know these in this order as it is for them to be aware that ALL of these must happen consistently and concurrently as the basis of the Check & Connect process.
- Coordinators and Stakeholders at Implementing Sites need to regularly monitor and reflect on all these elements and the resulting data on how students are doing to make any needed refinements to improve or enhance their efforts.

Core Elements of Check & Connect

Elements	Description
1. Relationships	Are based in mutual trust and open communication, and nurtured through a long-term commitment that is focused on promoting a student's educational success.
• Focus on Alterable Variables	Refers to systematic monitoring (i.e., "check") of indicators of disengagement (attendance, grades, behavior) that are readily available to school personnel and can be altered through intervention.
• Personalized, Data-based Intervention	Refers to "connect" supportive interventions that are personalized, not prescriptive; mentors use data that includes the student's needs ("check" data and student perspective), family circumstances, and availability of school and community resources as the basis for intervention design. It is expected that students on a mentor's caseload will receive different interventions.
• Long term commitment	Means interventions are implemented for a minimum of two years. Mentors make a two-year commitment, which may involve following highly mobile youth and families from school to school and program to program with the district.
• Participation and Affiliation with School	Is illustrated by mentors who facilitate student access to and active participation in school-related activities and events.
2. Problem Solving and Capacity Building	Means a cognitive-behavioral approach is used to promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, foster productive coping skills, and diminish potential to create dependency on the mentor.
3. Persistence-Plus	Refers to persistence, continuity and consistency. The mentor is a persistent source of academic motivation, familiar with the youth and family (continuity), and provides the message that "education is important for your future" (consistency).

Christenson, S., Stout, K., & Pohl, A. (2012). *Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity* (p. 4). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Figure 7.2

Basic Intervention

All students, regardless of risk, receive the basic intervention on a weekly basis. If students are meeting expectations, connecting through basic intervention may be faded to less often (e.g. twice monthly), but always on a regular schedule.

SHARE GENERAL INFORMATION ABOUT CHECK & CONNECT. Share general information about monitoring system and provide information to parents or guardian about mentor's role.

PROVIDE STUDENT WITH REGULAR FEEDBACK. Praise students for improvements or continued success in various aspects of performance (e.g. attendance or grades). Let students know you are concerned about their connection to school (e.g. tardy to class or incomplete homework assignments). Review Monitoring Sheet to provide concrete, visual representation of progress.

REGULARLY DISCUSS IMPORTANCE OF LEARNING AND STAYING IN SCHOOL. Ask student about the importance of school and share "facts" of staying in school, such as: students have to attend regularly to do well in school; dropouts earn an average of $60 a week less than high school graduates; during a lifetime, dropouts earn approximately $200,000 less than those who complete high school.

MONTHLY PROBLEM SOLVING ABOUT INDICATORS OF RISK. Problem solve with students about their indicators of risk and the importance of staying in school. Guide students through real or hypothetical problems using a cognitively oriented five-step problem solving plan:

1. Stop! Think about the problem.
2. What are some choices?
3. Choose one.
4. Do it.
5. How did it work? (August, Anderson & Bloomquist, 1992)

The use of the five-step problem solving strategy helps to empower students to take control of their behavior and is a basis for teaching productive coping skills such as seeking social support, focusing on solving the problem, working hard, and seeking to belong and participate. Mentors help students integrate their thoughts, feelings, and behaviors to meet the demands of the school environment.

CONNECTING WITH PARENTS. Mentors function as liaisons between home and school and strive to build constructive family-school relationships. Increasing home-school communication and supporting families to be more engaged at school with their children's learning are also important aspects of the mentor-family connection.

Check & Connect

A comprehensive student engagement intervention

Home-school communication strategies:

- Call parents on a regular basis, not just when there are problems.
- Write notes to parents to let them know what is going on in school (make language simple and in family's first language).
- Make home visits regarding educational progress.
- Make home visits at least once a year for a positive reason.
- Find out whether parents need suggestions, resources, or support to help with sudent at home.
- Directly invite parents to be partners.
- Attend parent-teacher conferences with parents.

Intensive Intervention Supports

Intensive interventions are implemented in addition to the basic intervention for students exhibiting high risk. Mentors may begin by implementing intensive intervention if student is at high-risk and work toward the student receiving only basic intervention.

ACADEMIC

- Connect students with a tutor. Possible resources include tutoring services offered by the school; older or more advanced students; neighborhood or community agencies; college and university interns.
- Develop individualized academic contracts. Tips for contracts include keeping it *simple* (focusing on only one or two target tasks), *positive* (stating the tasks in terms of what the student will do), *realistic* (making sure the student is capable of reaching the goal), and *collaborative* (involving the student in determining the task, reward, and the time involved to achieve the goal).
- Assist teachers in making accommodations for students who are struggling.

PROBLEM-SOLVING

- Facilitate student social skills groups. Possible resource materials include *Skill Streaming the Adolescent, The Prepare Curriculum, Building Social Problem Solving Skills*.
- Facilitate family problem-solving meetings. Suggestions for making family meetings more successful include providing a meal (doesn't have to be fancy but this is an excellent ice breaker and conversation flows more freely over food); providing child care for younger siblings (one inexpensive way is to hire several of your students whose families will be attending); providing transportation (bus tokens, cab fare, or providing rides); holding meetings in a centrally located place other than the school. Funds may be available from a variety of sources to support family problem-solving meetings: school parent-teacher organizations, a business partner, church groups, or community service organizations. Some school districts have resources available for transportation to school functions.
- If family problem-solving meetings aren't feasible, consider home visits to provide families with problem-solving information. Hold immediate problem-solving sessions with students regarding high-risk behaviors. Structure the conversation around the five step plan.

- Develop individualized behavior contracts. Tips for contracts include keeping it *simple* (focusing on only one or two target tasks), *positive* (stating the tasks in terms of what the student will achieve), *realistic* (making sure the student is capable of reaching the goal), and *collaborative* (involving the student in determining the task, reward, and the time involved to achieve the goal).
- Explore alternatives to out-of-school suspension. Possible alternatives include in-school suspension, Saturday school, several detentions, restriction from athletics or other extra-curricular activities, and family mediation services.

RECREATIONAL AND COMMUNITY SERVICE EXPLORATION

- Facilitate youth involvement in after-school activities.
- Learn about existing programs that are offered through community organizations, such as your Parks and Recreation Department, YMCA, YWCA, religious organizations, Boys and Girls Clubs, Big Brothers/Big Sisters, or community education.
- Help students arrange for summer jobs or other structured summer activities. Possible resources include city- or state-wide youth agencies or employment counselors at schools. Assist students in completing applications. Help students obtain needed documents such as birth certificates and social security cards. Role play interview sessions with the student and review "dress codes."

Check & Connect Intervention Summary

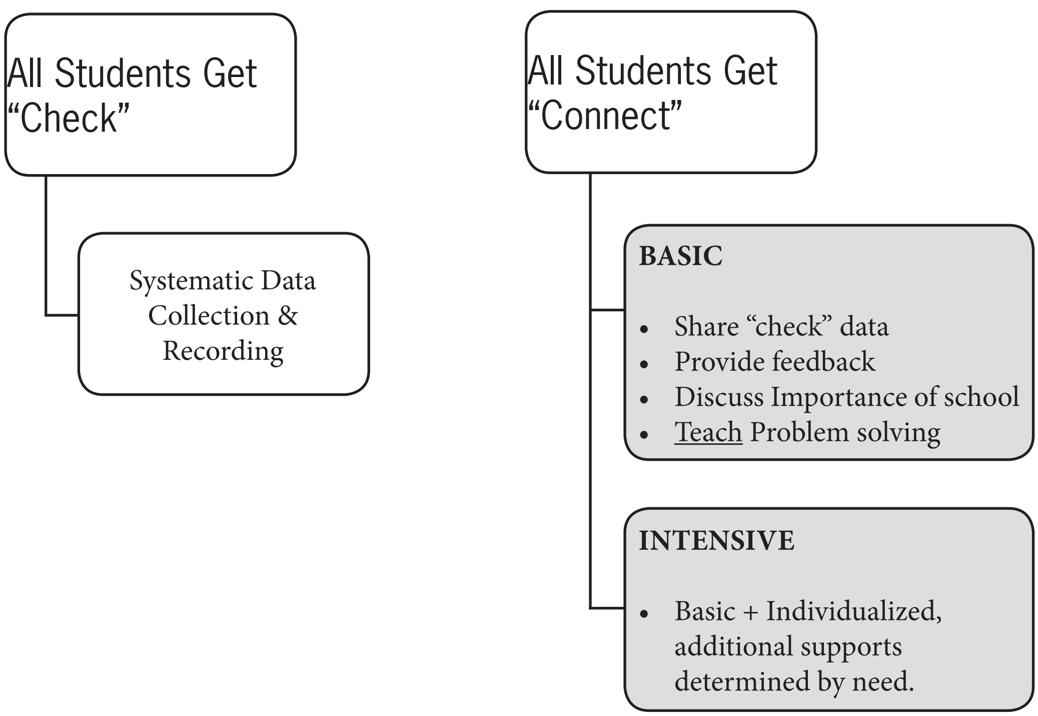


Figure 7.3

Resources Needed

Intervention Coordinator

- Directs day-to-day implementation, program and staff development, management, and supervision of Check & Connect program activities;
- facilitates weekly staff meetings, case review, and assistance in program application;
- may be responsible for the development of a Student Attendance Review Board or truancy intervention/prevention team at each school and the implementation and follow-up of this team;
- acts as a liaison between the schools, parents, students, and community entities around student engagement, truancy, and dropout prevention;
- is responsible for the development of the implementation guide and facilitating collection of evaluation data; and
- shares in the responsibility of fiscal management of project funds and recruiting and hiring project staff along with a building administrator assigned to the project.

Characteristics of an Effective Coordinator

Rapport with Faculty	Working Relationship with Administrators	Basic Knowledge of Available Resources
Some Portion of Day Released from Classroom Duties	Availability & Desire to Provide Support to Mentors	Ability to Collect & Analyze Program Data

Figure 7.4

Mentors/Facilitators

- Work directly and collaboratively with a caseload of individual students and their parents, district service units, administrators, school site staff, and community service providers to implement comprehensive and inclusive strategies that address school success and completion of high school for students at risk of dropping out;
- track the levels of engagement of target students daily to at least weekly, document results, and complete intervention sheets as a tool to assess the number and types of absences, skips, suspensions, and grades/credits earned;
- work as a liaison to facilitate communication and promote problem-solving both at the individual student level and between home and school;
- attend teacher team meetings, IEP meetings, and other relevant meetings, such as suspension re-entry meetings;
- may refer students to appropriate community services including truancy court, provide students and families with information, and develop community agency linkages; and
- work collaboratively with schools and programs to define and outline the role of school staff in improving student participation, performance, and success for individual students placed at high risk for dropping out.

Other mentor responsibilities include attending weekly staff meetings and facilitating student/parent transportation for dropout prevention/school completion related activities. Home visits are another expectation of all mentors.

Typical Check & Connect Mentor Activities

WHAT A DAY LOOKS LIKE

- Be visible in the halls to greet students before first period and between classes. The cafeteria is an ideal spot for informal conversation with students during their lunch periods.
- Verify attendance. Start first period by checking sign-in sheets (use is optional) or first period classroom. If using sign-in sheets, students not signed in should be checked in their first period classroom before calling home.
    - Call homes of students not in class. Make a home visit if no answer.
    - Students need to be checked on periodically throughout the day to verify ongoing attendance in class.
- Meet with students and make parent calls.
- Meet with teachers, deans, school staff, and community liaisons re: student issues.
- Update monitoring sheets and maintain case notes.
- Conduct parent meetings regarding attendance and academic performance. Attend suspension reentry meetings, IEP meetings, and other meetings about issues pertaining to students on your caseload.

WHAT A WEEK LOOKS LIKE

- Attend weekly Check & Connect staff meetings. Be prepared to share caseload information for problem solving.
- Attend SLC Team meetings. Have updated information on student interventions and progress. Be prepared to take new student referrals.
- Make referrals to and attend Student Attendance Review Board meetings. All referrals must be followed-up with a phone call to verify ability to attend and to extend transportation assistance if needed.
- Maintain binders and folders for evaluation data.
- Update caseloads with new students. Send out parent letters of introduction and follow up with a phone call.
- Attend County Truancy Court hearings and lectures.

Steps for Effective Implementation: Preparation Phase

Pages 21-36 of the intervention manual provide details about work that should be completed prior to beginning the Check & Connect program with students. These activities are categorized as the "Preparation Phase" and consist of the following four tasks:

1. Determine Indicators of Disengagement
2. Identify Students At-Risk
3. Select or Hire Mentors
4. Organize Existing Resources

Each activity is a multi-step process that when completed will clarify specific procedures for how the Check & Connect program is organized according to the needs of your students and staff.

Documentation of decisions made for each step of the preparation phase is critical. The written descriptions will serve as a communication tool for orienting your students, staff, families, and community members.

Check & Connect Preparation Phase

(Kay Augustine, 2011)

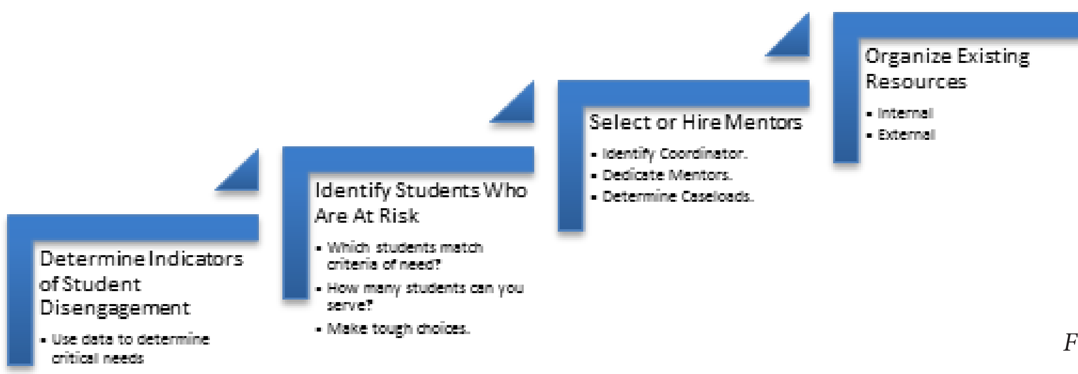


Figure 7.5

Step 1: Determine Indicators of Student Engagement

From reading the overview of Check & Connect Mentoring, one can see that it is an intervention designed for students who are disengaged from school. In order to identify students who would benefit, your "Existing School Data" must include indicators which would identify this type of student. Suggested indicators include: attendance, tardiness, skipping school, suspensions/expulsions, and low grades or missing assignments. Other indicators which would not be clearly viewed by data include: lack of participation, socially isolated, or poor attitude toward school. These last three indicators should be discussed with faculty when introducing this intervention so teachers may use your Teacher Nomination Form to identify students with those characteristics.

Step 2: Identify Students

Once you have checked to make sure your "Existing School Data" includes common indicators of disengagement, a specific number or criteria should be decided which will be your 'trigger' for students to be identified.

Always consider the function of behavior when considering an intervention. Check & Connect is appropriate for students displaying adult attention seeking and avoidance of social interactions or tasks as the function. Consider "a specific number or criteria should be established which would trigger identification of students at-risk."

ACTIVITY

Do you already have an attendance indicator which triggers an intervention? Could that number of absences be used as your data rule for this intervention?

What other suggested indicators do you wish to include and at what criteria will the student be identified?

Who will be responsible for checking the data and bringing students who have met the criteria to the Tier 2 Team?

Determine prevalence and capacity

Using the data decision rules you have established for the indicators of disengagement, determine how many students might be identified. This will help you adjust the numbers so students who are truly at risk are included yet you have the capacity to adequately support students in the intervention. If you are using existing personnel to serve as mentors, a caseload of 1-3 students is recommended, depending on the staff's additional duties and job position. Limited capacity may require determining other factors which will be taken into consideration in order to prioritize students for more manageable numbers. Students who trip multiple indicators or have poor social support systems outside of school should be considered first.

Step 3: Select or Hire Mentors

COORDINATOR: This is the person who oversees the intervention, matches students to facilitators/ mentors, answers questions, trains those participating, and organizes materials. They may also manage individual student data to bring to the Tier 2 Team for decision making.

FACILITATORS/ MENTORS: Think back to an adult who had a positive impact in your life. What were the specific characteristics the adult possessed? These are the characteristics which are desired in mentors. Few schools have the luxury of hiring mentors so instead use existing school personnel. Schools using existing personnel should consider redefining positions, providing a small stipend for those taking larger case-loads, or relieving mentors from other service duties (e.g. bus or lunch duty). Larger schools who employ 100-150 staff could serve many students if each staff member was a mentor for just one student.

Once mentors have been selected, all should be oriented and trained on the intervention. Training should include:

1. **Duties** - Mentor duties include how frequently they should meet with student (minimum of weekly), what data should be discussed at each meeting, how they will communicate with teachers and receive needed student data/information, how to complete data logs/monitoring form.

2. **Role clearly defined** - The mentor provides consistent and persistent support for their student. They encourage their student to participate in school and community activities, check student data weekly, make regular contact with parents, and help students learn decision making and problem solving skills. They also act as an advocate and a broker of available services. They are NOT the students' tutor, counselor, or mental health professional.

3. Additional training topics to support mentors:

- Relationship building – ideas to improve relationship with student and family
- Problem solving strategy and goal setting (Do you have a specific problem solving strategy?)
- Easy ways to stay connected with family
- How to encourage increased participation at school
- How mentors will get attendance and academic data on a weekly basis
- Access to and knowledge of after school and community resources and activities
- What to do if student behavior indicates the need for more intense support – what number triggers the intense support and what additional supports are available?

Step 4: Organize Existing Resources

What resources do you want available for all mentors? Below is a suggested list which would need to be developed by the Tier 2 Team:

1. Intake form –In order to give the mentor as much information about the student as possible, an intake form is recommended. This form includes information about the student's family circumstances, demographic characteristics, and school experiences.
2. List academic and social emotional supports available in your school and community.
3. List extra-curricular activities in the school and community including contact person, cost, and other pertinent information.

ACTIVITY

Determine standard information you want mentors to have concerning student. Using the example below, create your intake form.

EXAMPLE 1

Check & Connect Intake Form

Please complete on all students receiving ongoing Check & Connect services:

Student Name: ____

School: ____

Student ID: ______________________ Date Opened: ______________________

C & C Mentor: ____

Current School Year:
Number of full days absent/number of days enrolled ________/_________

Number of skipped classes/number of days enrolled ________/_________

Number of tardy to class/number of days enrolled _________/__________

Prior School Year:
Number of full days absent/number of days enrolled ________/__________

INTAKE QUESTIONNAIRE

1. Is the student actively engaged in learning activities at school (e.g. participates in discussions, thinks school is important, attempts tasks with good effort, knows what is going on in class)?

   ☐ Yes ☐ No ☐ Don't know

2. Does the student complete their homework or follow through on assignments that must be finished at home?

   ☐ Yes ☐ No ☐ Don't know

3. Does the student have siblings or other family members who have a history of excessive absences or who have dropped out?

   ☐ Yes ☐ No ☐ Don't know

4. Does the student have friends with a history of excessive absences or who have dropped out?

   ☐ Yes ☐ No ☐ Don't know

5. Is the student receiving any additional services from within the school?

   ☐ Yes ☐ No ☐ Don't know

   Please list if yes ____

6. Is the student engaged in other behaviors or activities that interfere/challenge the youth's engagement with school?

☐ Yes ☐ No ☐ Don't know

7. Indicate the parent's level of involvement in child's education:

☐ Low ☐ High ☐ Adequate

Please note any other pertinent information.

Adapted from: Check & Connect Manual (2012)

ACTIVITY

Create list of school and community activites including contact information, costs and other pertinent information.

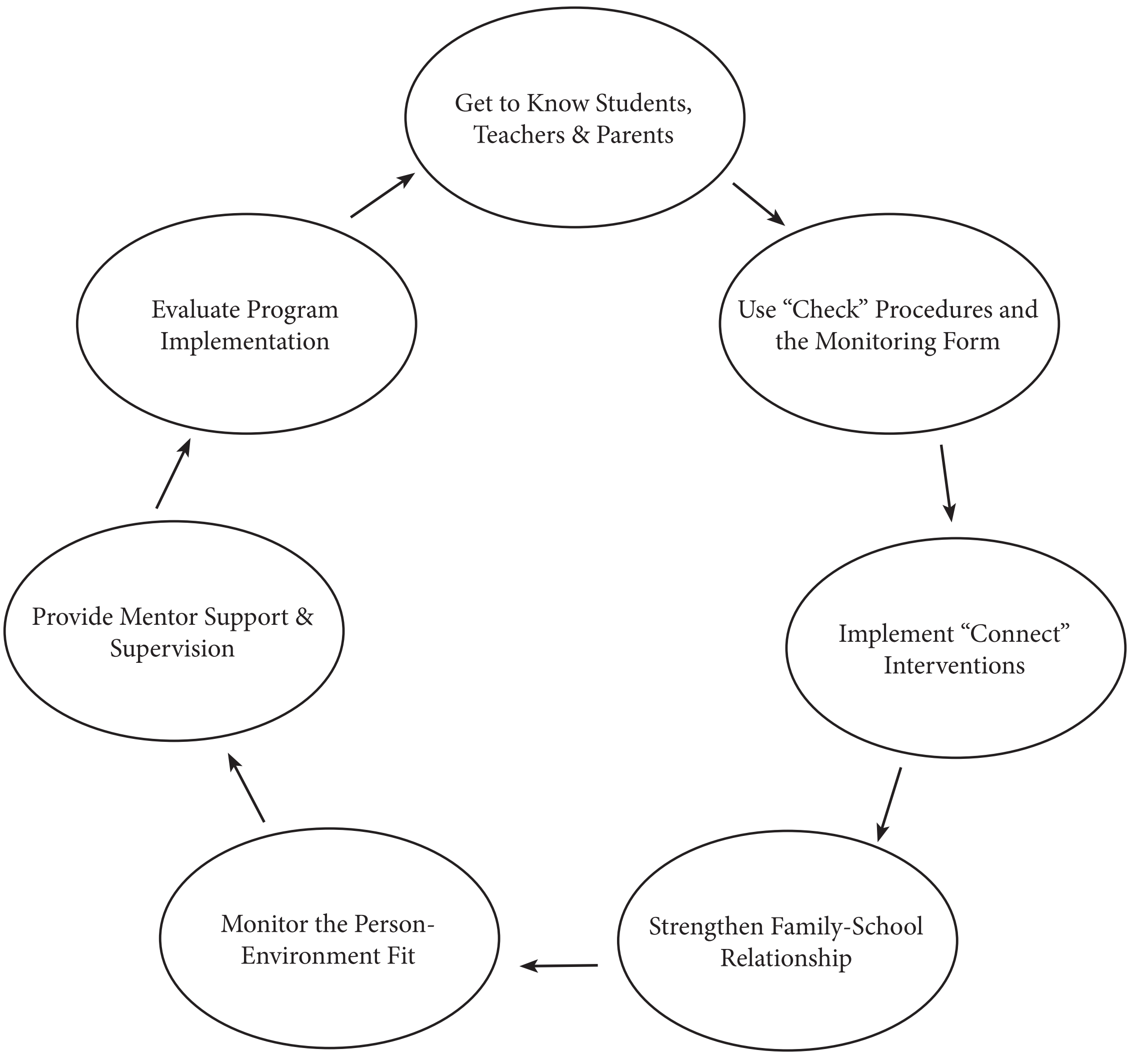
EXAMPLE

Existing Resources

Type of Resource	School	Contact Information	Community	Contact Information
Academic Support				
Mental Health Support				
Extra-Curricular Activities				

Adapted from Check & Connect Manual 2012

Check & Connect Implementation Phase



Check & Connect, 2008
Figure 7.6

Step 5: Orienting Students, Family and Teachers

When mentors get to know their student(s), a specific sequence is recommended. First, the mentor needs to take time to talk with the student to build trust and establish a positive relationship. Next, the mentor must understand the student's school experience by asking the student school related questions. Lastly, the mentor will want to discuss goals and expectations that the student has for herself/himself based on current student data. All of these important conversations will happen over time.

Caregivers/families have usually consented to have their child participate in Check & Connect, but they will need more information and communication for the student to benefit most from the intervention. It is recommended that the mentor call the parent, introduce them self, explain the role of the mentor and set up a time to meet. It is important to make a positive first impression so as to begin to build a positive relationship with the family. The family must feel welcomed and hear the mentor emphasizing the importance of the child and that if they work together, they can make a positive change and help the child be more successful in school.

It is essential to keep open communication with the teachers of the student. An administrator or Tier 2 Team member should introduce the initiative to staff and then the mentor should follow up with the individual student's teachers. During the follow up the following items can be discussed:

- What kind of information will be needed from each teacher?
- When is the best time to meet with student?
- Where to meet with the student?
- What is the best way and time to communicate with the teacher?

It is critical for ongoing communication to take place. Be sure to be respectful of confidentiality with all interactions.

ACTIVITY

Create plans for orienting student, family and teachers.

Step 6: Use "Check" Procedures and Monitoring Form

A monitoring form must be created in order to organize "check" data. This will provide an efficient way to connect students with immediate interventions and a data-based link to students' progress. The indicators to include on the monitoring form were discussed earlier when talking about disengagement and are included on your Existing School Data Inventory. Be sure to define high risk criteria for intensive interventions.

A student's performance should be checked at least weekly and more frequently if student is showing increased signs of disengagement or dropout.

EXAMPLE 2

Example Student Monitoring Sheet

Month______________________________ Student ________________ ID________________________

School_____________________________ Mentor ____

CHECK	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	Risk Indicator	
Tardy																					≥ 5	
Skip																					≥ 3	
Absent																					≥ 4	
Behavior referral																					≥ 4	
Detention																					≥ 2	
In-school suspension																					≥ 2	
Out-of-school suspension																					≥ 2	
Failing classes	______ D's ______ F's risk indicator ≥ 1 F and/or ≥ 2 D's per grading period																					
Behind in credits	______ Credits earned out of _____ total earning <80% of possible credits per grading period																					
CONNECT	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F		High risk for month >
BASIC																						
Shared general information																						
Provided regular feedback																						
Discussed staying in school																						
Problem-solved about risk																						
INTENSIVE																						
Arranged alternative to suspension																						
Contracted for behavior or grades																						
Communicated with parents																						
Made special accommodations																						
Participated in community service																						
Participated in social skills group																						
Worked with tutor or mentor																						
Other______________																						

Adapted from the Check & Connect Manual 2012

Monthly Summary of Case Notes	
Date: Goal: ☐ attendance ☐ engagement ☐ investment in future	Notes:
Date: Goal: ☐ attendance ☐ engagement ☐ investment in future	Notes:
Date: Goal: ☐ attendance ☐ engagement ☐ investment in future	Notes:
Date: Goal: ☐ attendance ☐ engagement ☐ investment in future	Notes:

Adapted from the Check & Connect Manual 2012

ACTIVITY

Using the provided example, create your monitoring form.

To interpret student data, mentors focus on patterns of disengagement over a period of a month and then compare months. Mentors use those predetermined criteria for high risk and professional judgement to provide intensive interventions. Mentors record case notes weekly on the monitoring sheet. Mentors can make decisions by summarizing the monitoring form and/or graphing data using the Advanced Tiers Spreadsheet or other graphing tool.

Once the "check" data is collected from the monitoring form, mentors determine the level of intervention that is needed and provide those in a timely manner. Interventions are intentional and not haphazard. Mentors use data to consider functional, observable behavior, students' perspectives, family circumstances and existing school and community resources. Interventions are designed together with the student and key stakeholders. Two levels of interventions are available depending on students' needs. Flexibility of organizing and implementing the intervention is necessary as "one size does not fit all." The mentor teaches expectations and provides opportunities to connect to school. In order to support the student, changes may need to be made in the home or school context.

Step 7: Implement "Connect" Interventions

There are two levels of intervention-basic and intensive. All students receive the basic intervention which requires minimal resources to keep students connected to school. Basic intervention is a deliberate four-part conversation.

1. Share "Check" data on monitoring form.
2. Provide feedback to student. Praise student and ask for student to reflect on progress.
3. Discuss the importance of completing school. Include facts about consequences of dropping out of school.
4. Problem solve with student about the data on the monitoring form. One example of a 5-step problem solving strategy (August et al., 1992) is:

    a. Step 1: Stop! Think about the problem or risk.
    b. Step 2: What are some choices?
    c. Step 3: Choose one.
    d. Step 4: Do it.
    e. Step 5: How did it work?

If "Check" data indicates high risk, intensive interventions are needed. These students are provided with supplemental, personalized interventions with more frequent and intensive problem solving activities. Intensive interventions can be organized in various ways including: broad categories of intervention, risk variables, and engagement types.

"Mentors provide information about the student's indicators of risk, but they are not directive about potential solutions. They do not tell the student what to do. They do not problem solve for the students; rather, they problem solve with students."

Check & Connect Manual p. 55

When considering intensive interventions, mentors need to:

1. Be knowledgeable about the intervention possibilities at the site.
2. Ask school district about availability of interventions in the district.
3. Always use “check” data as well as student perspective, family situation and available resources to design intervention with the student, teachers and family.
4. Collaborate with teachers.
5. Focus on student-environment fit.
6. Monitor and modify intervention as indicated by data.
7. Realize that problem solving, goal setting and enhancing students’ self-regulated learning are effective in and of themselves with many risk variables.

Fading, Self-management and Graduation

Fading refers to the process of gradually removing intervention components for students who have met program goals. The Check & Connect mentor can work with students as they learn self-monitoring skills. In fact, lessons for self-monitoring can be incorporated as skills taught during connect meetings. Teachers can support this process by continuing to monitor student check data and periodically checking in with student for accuracy of ratings.

When moving to self-monitoring, the mentor and student can evaluate what areas are still problematic and the mentor can teach how to self-monitor those areas such as, assignment completion or credit accrual.

Criteria for Students to Begin Self-management Phase

The Tier 2 Team should discuss each possible candidate for fading after the student has been in the intervention for almost two years or has shown positive progress over time. Fading and graduating from the Check & Connect intervention should be a gradual process rather than an abrupt drop (see example below). To make the process more of a gradual fade, mentors will begin to transition into a self-management phase before graduating from the intervention. Incorporating self-management into the Check & Connect intervention increases student responsibility and increases the student’s ability to manage their own behavior without adult prompting and redirection. Self-management stage should begin when either criteria has been met:

- The student has participated in the intervention for at least 18 months

  or

- Monthly data shows that student has had a positive response for the most recent 8-12 week period.

Once your team has determined the criteria for a student to fade into the self-management stage of Check & Connect, the Tier 2 Team should document this decision rule for consistency. As the Tier 2 Team reviews student’s progress monitoring data on a regular basis, the team makes decisions about the appropriate time to fade into the self-management phase of the intervention.

<u>Self-management Example</u>

PHASE 1

Teams may develop a student progress monitoring sheet where the student is responsible for collecting and monitoring their own progress data. During this phase students continue to meet with the mentor on a weekly basis bringing data the student has collected to the meeting. The mentor continues to track student progress on the Check & Connect student progress monitoring sheet as well.

Students may track their progress on all established criteria for the Check & Connect program, or may just track data related to a current goal. The student brings this data to the Check & Connect meeting to identify areas that the student can problem solve when issues arise or to set goals as needed. During this phase the student identifies areas that they would like to work on or goals that they would like to set for themselves. The mentor provides support and information as needed for the student, but allows the student to take initiative in problem solving, goal setting, and taking action towards their goals. After six weeks of continued positive progress, the student may fade into phase two.

PHASE 2

During phase two the meetings between the student and mentor begin to slowly decrease. The mentor and the student meet every other week during this phase. The student continues to track his/her own personal data based on problem solving plans set in place and goals identified by the student. The student continues to self-identify areas of need to initiate problem solving plans, or self-identified goals. The mentor continues to provide support and information as needed to the student, and continues to track student data using the progress monitoring sheet. After six weeks of continued positive progress, the student may fade into phase three.

PHASE 3

During phase three the meetings between the mentor and the student decrease to once a month. The student continues to track his/her own data based on personal goals and problem solving plans. The mentor continues to provide information and support based on goals set by the student or problem solving plans put into action. The mentor continues to track student data using the progress monitoring sheet as well. This phase may continue until the two year commitment occurs and the student moves into graduation.

GRADUATION

Teams should develop criteria for graduation from the program. Graduation criteria should reflect positive progress in the intervention and sustained maintenance of improvement. As the Tier 2 Team monitors and graphs the student progress monitoring data, they may make recommendations to the Check & Connect coordinator to graduate students from the program as necessary.

The Tier 2 Team should designate a formal graduation procedure when students have graduated from the program. Graduation may be celebrated with a certificate of completion, celebration for students graduating, or other activity to mark the completion of the program. It is suggested that parents, teachers, and other support for the student be involved or invited to the graduation celebration.

Supports for Students after Graduation

The Check & Connect mentor should continue to monitor student progress after graduation. The Tier 2 Team may set criteria for what data will be monitored and how often after a student graduates from the program. If the student begins to show a decline in progress made during the Check & Connect intervention they may schedule a meeting with the coordinator or mentor to problem solve or set goals for the student and provide supports. The student may continue to meet with the mentor or the Check & Connect coordinator as needed until improvement is made.

ACTIVITY

Determine criteria for fading and graduation process. What is your fading process? How will you celebrate graduation? How will you keep those students on your radar after graduation?

Step 8: Strengthen Family-School Relationships

It is important for mentors to create a trusting relationship and develop a process for communication between families and school. Some considerations are:

> *"Strengthening the family school relationship is not one size fits all."*
>
> Check & Connect Manual, p.64

- Develop a systematic two-way communication process-get input from parents as to preferred method (i.e. email, home visits, phone call, note home, etc.)
- Communication focuses on student engagement and ensures parents have the necessary information to support their child's education,
- Communicate successes as well as needs.

When addressing concerns that involve family practices or decisions, the mentor and coordinator should schedule a conference to meet with the family to discuss concerns and facilitate conversation between the family members and the student. In the case of issues that involve family practices or decisions, the coordinator and mentor should develop a system to:

- Meet on a regular basis to share student progress and concerns
- Establish regular communication between mentor and parents to share information and observations in two-way communication between the school and family
- Schedule a conference with the parents to express concerns and problem solve to make necessary changes

For more information concerning strengthening the family-school relationship refer to the Check & Connect Manuel.

Step 9: Monitor the Person-Environment Fit

"Person Environment Fit refers to simultaneously supporting students to change their behavior and encouraging the environment (parents, teachers, and schools) to change policies or practices to enhance students' engagement at school and with learning." (Check & Connect 2012 Manual). To monitor the effect of existing school and family practices, it is recommended that the Tier 2 Team design a system to assess individual students.

- Level of engagement with school
- Associated influences at home and school

A communication system must be created between coordinator, mentor and students' teachers. The mentor must have the check data on a weekly basis to discuss with the student. How will the mentor regularly receive the necessary check data? Suggestions:

- Google
- Drop Box
- Paper copy exchanged in mailbox
- Folder picked up when student is picked up from teacher

ACTIVITY

Document how check data will be collected and shared between teachers and mentor.

Assessing the Person-Environment Fit

The mentor becomes the student's advocate as he/she shares information and observations with appropriate school personnel. The mentor's job is not to change teacher practices, but to elicit discussion with the coordinator when there is a poor instructional match to determine if a meeting might be appropriate.

The Tier 2 Team may develop an interview/questionnaire to collect information for the student about their experiences at home and school. The Student Engagement Instrument (SEI), a resource for schools to assess level of engagement, is available through the University of Minnesota Check & Connect Website. http://checkandconnect.umn.edu/model/engagement.html.

> *"How can the resources of the learner and the learning context be organized to respond to concerns or help the student meet the demands and expectations of schooling over time?"*
>
> Christenson & Anderson, 2002

Available School/Community Resources

As needs or areas of support for the student are identified, mentors may serve as a bridge between the student and school/community resources available. Mentors utilize the community and school resource list to easily access supports for students as needed. It would be of benefit to the Check & Connect program for the mentor to collaborate with appropriate school and community resources to share information about the Check & Connect program and seek ways that programs can work together to benefit disengaged students.

Teaming to Enhance Student Engagement

Regular communication between the Coordinator and the mentors will assist the mentor in addressing systems issues related to student engagement. Because mentors work closely with students and their families, they may become aware of school practices or policies that are impeding an individual student's engagement. As mentors become aware of such issues they may team with the coordinator who may pass this information on or schedule a conference between appropriate personnel.

Develop guidelines for your Check & Connect program articulating how concerns about school or family practices that reduce their engagement will be addressed. In the case of issues that involve school personnel, the coordinator and mentor should develop a system to:

- Meet on a regular basis to share student progress and concerns;
- communicate information and observations with appropriate school personnel as needed; and
- schedule meetings and engage in problem solving with appropriate school personnel to make necessary changes.

Classroom Practices to Enhance Student Engagement

Through the mentor-mentee relationship, mentors gain knowledge of student needs and perspectives that could be translated into classroom practices to enhance student engagement. The MO SW-PBS 8 Effective Classroom Practices are available as a resource to teachers to enhance student engagement for all students in the classroom. Check & Connect Coordinators may use the 8 Effective Classroom Practices as a resource to encourage teachers to create a more engaging classroom experience for students. Check & Connect Coordinators should work together with the Tier 2 Team to develop a Professional Learning plan to support teachers in using the 8 Effective Classroom Practices. This may also be used as a resource to problem solve with teachers how to improve engagement for the individual Check & Connect student.

ACTIVITY

A communication system must be created between coordinator, mentor and students' teachers. The mentor must have the check data on a weekly basis to discuss with the student. How will the mentor regularly receive the necessary check data? Suggestions:

- Google
- Drop Box
- Paper copy exchanged in mailbox
- Folder picked up when student is picked up from teacher

Document how check data will be collected and shared between teachers and mentor.

The MO SW-PBS 8 Effective Classroom Practices:

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Offering Choice
8. Task Difficulty

The mentor becomes the student's advocate as he/she shares information and observations with appropriate school personnel. The mentor's job is not to change teacher practices, but to elicit discussion with the coordinator when there is a poor instructional match to determine if a meeting might be appropriate.

ACTIVITY

With your team plan Professional Learning on the MO SW-PBS 8 Effective Classroom Practices. For more information for your Professional Learning see Chapter 9 of this workbook.

Step 10. Providing Mentor Support and Supervision

Instruction for Mentors

Teams should design a system to train mentors and support them throughout the intervention. In order to effectively deliver the intervention, mentors will need to develop skills to help them coach the students involved in the intervention, teach problem solving, goal setting, self-management skills, and build relationships with students, teachers, and families. Below is a list of recommended objectives to cover during the Check & Connect mentor training.

- Completing the student monitoring sheet
- Structure of weekly "connect" meetings
- Providing support based on individual student needs
- Teaching self-management skills
- Teaching problem solving skills
- Teaching goal setting skills
- Developing individual student contracts
- Building a trusting family-school relationship

Coaching and Implementation Feedback

After teaching mentors the essential skills necessary to begin the Check & Connect intervention, teams need to design a plan for providing continuous coaching and implementation feedback. The Check & Connect coordinator may set up a system to elicit feedback from coaches and provide support on a weekly basis the first 1-2 months of the intervention with a plan to fade to monthly check-ins with the coordinator as the mentor becomes more proficient in delivering the intervention. During these weekly coordinator-mentor check-ins, the mentor may share the progress data collected for the student and any goals or problem solving plans put into action by the mentor. Coordinators may use this as an opportunity to review the fidelity of the intervention and reinforce essential skills necessary to implement the intervention.

Teams may also develop a way to provide two-way communication between the mentors and the Tier 2 Team by sharing progress data with the Tier 2 Team throughout the intervention. The Tier 2 Team may review progress data collected and any goals or problem solving plans put into place. Using pre-determined criteria, the Tier 2 Team may graph the student's response to the intervention and make recommendations to the mentor based on progress results. Teams should set up a system between the mentor, coordinator, and Tier 2 Team to efficiently communicate this information back and forth.

Re-teaching Components Not Implemented Correctly

Creating a communication system between the coordinator, mentor, and Tier 2 Team provides an opportunity for the fidelity of the intervention to be monitored so that all components of the intervention are being delivered effectively. If the coordinator or Tier 2 Team identifies that a component of the intervention is not being delivered correctly, the mentor may need to be re-trained or given additional support through more frequent check-ins with the coordinator. Teams should design a system for checking for fidelity and re-teaching essential intervention components to mentors as necessary.

Booster Sessions for Full Staff

Teams should make a plan for how often they will provide Professional Learning for full staff regarding the Check & Connect program. Providing Professional Learning on a regular basis and keeping staff informed about the intervention will help increase the overall fidelity of the program. Below is a list of recommended objectives to be covered at full staff Check & Connect refresher trainings.

- How to submit data for the student monitoring sheet
- How teachers are notified of a student beginning the Check & Connect intervention
- Check & Connect supports provided based on individual student needs
- Overview of self-management skills taught in the intervention
- Problem solving model used in intervention
- Goal setting model used in intervention
- What individual student contracts are and how they are used
- Importance of a trusting family-school relationship

Step 11: Evaluate Program Implementation

Once an intervention is developed and being implemented full scale, several aspects will need regular attention and consideration to ensure maximal effects and benefits from the selected treatment. The following sections describe each of the topics listed below:

- Monitoring Fidelity of Intervention Implementation
- Monitoring Social Validity of Interventions
- Monitoring Intervention Outcomes
- Monitoring Intervention Features

Monitoring Fidelity of Intervention Implementation

Fidelity of implementation refers to how well an intervention is applied in the way that it was designed. Fidelity checks, for any intervention, should be designed and conducted as part of the Tier 2 Team's regular routine. Then, in cases of data that indicates a poor or questionable response to an intervention, the Tier 2 Team will have readily available data to verify the extent to which an intervention was accurately delivered.

Two commonly used methods for assessing implementation of the Check & Connect intervention are review of permanent products (e.g., monitoring sheet and case summaries) and direct observation using a fidelity checklist. Each method will be described in further detail.

PERMANENT PRODUCT REVIEW. Review of materials associated with the intervention is one method for assessing fidelity of intervention implementation? Specific to the Check & Connect Intervention there are at least two products that members of the Tier 2 Team and/or the Intervention Coordinator can regularly review, these are the *Check & Connect Monitoring Form and the Monthly Summary of Case Notes*.

To monitor fidelity of intervention implementat the Check & Connect coordinator along with the Tier 2 Team should regularly examine materials that are used to document student performance. This will verify which elements of the program are being consistently delivered. Review of monitoring form and case summary documents will provide answers for the following questions:

- Is all of the "check" data being recorded at least weekly (academic & behavioral)?
- Are formal and informal meetings with the student occurring at least once per week?
- Is communication with the family occurring at least once per week?
- What forms of communication are most often used with the family?
- Are multiple methods for communication with family attempted? Successful?
- "Check" data (academic or behavioral) that meets High Risk criteria are clearly marked.
- Intensive interventions, tailored to individual needs of the student, are selected for each area marked as High Risk.
- Monthly case summary notes clearly identify the goal type (attend, engage, or invest) the student is working on.
- Monthly case summary notes include a written statement that describes decisions made during each "Connect" meeting with the student.

The following are 2 example formats for completing a review of Check & Connect products.

EXAMPLE 1

Check & Connect
Fidelity of Implementation Checklist

Student ID: ______________________________ Date: ________________

Program Coordinator: ___________________________ Mentor: ______________

Instructions: Collect a copy of the Check & Connect Monitoring Sheet at the end of each month and attach it to this form. Based on information recorded on the Monitoring Sheet, circle Y (yes) or N (No) for each item below. Add the number circled Yes, divide by the total possible and multiply by 100 to calculate total treatment integrity.

1. Mentor met with the student regularly. *Circle Yes if mentor met with the student at least one time per week.*	Y	N
2. Mentor recorded progress on the "Check" section of the monitoring sheet for risk indicators. *Circle Yes if mentor recorded progress for all indicators.*	Y	N
List indicators from the Monitoring Sheet below:	Y	N
• Tardy	Y	N
• Skipped Classes	Y	N
• Absences	Y	N
• Behavior Referrals	Y	N
• Detention	Y	N
• In-School Suspension	Y	N
• Out-of-School Suspension	Y	N
• Failing Classes	Y	N
• Behind in Credits	Y	N
• Missing Assignments	Y	N
3. Mentor documented weekly meeting with student and recorded focus of contact on the Monitoring Sheet. Read comments section and compare with data. *Circle Yes if feedback comments match data for each week.* *At least one of the two statements below must apply.*	Y	N
• Praised student for improvements or continued success	Y	N
• Problem-solved about risk when indicated	Y	N
4. Mentor recorded progress in the "Connect Intensive" section of the Monitoring Sheet. *Circle Yes if mentor recorded progress.*	Y	N
Total Check & Connect Implementation	%	

Adapted from Check & Connect, 2012

EXAMPLE 2

Check & Connect
Fidelity of Implementation Checklist

Student: ______________________________ Mentor: ________________________________

Directions: Examine the most recent Check & Connect Monitoring Form & Monthly Case Summary documents. Mark "Y" (yes) if the intervention component is evident. Mark "N" (no) if the component is not evident.

Intervention Components	Date Reviewed:
1. Is all of the "check" data being recorded at least weekly (academic & behavioral)?	Y N
2. Are formal and informal meetings with the student occurring at least once per week?	Y N
3. Is communication with the family occurring at least once per week?	Y N
4. What forms of communication are most often used with the family?	List Method:
5. Are multiple methods for communication with family attempted?	Y N
6. "Check" data (academic or behavioral) that meets *High Risk* criteria are clearly marked.	Y N
7. Intensive interventions, tailored to individual needs of the student, are selected for each area marked as *High Risk*.	Y N
8. Monthly case summary notes clearly identify the goal type (attend, engage, or invest) the student is working on.	Y N
9. Monthly case summary notes include a written statement that describes decisions made during each "Connect" meeting with the student?	Y N

Adapted from Check & Connect, 2012

ACTIVITY

The following pages provide completed examples of a *Check & Connect Monitoring Form* and a completed *Monthly Summary of Case Notes*. Use the example Fidelity of Implementation Checklist to assess intervention components that were provided.

Check & Connect Elementary School Monitoring Form

Student *JoAnn* ID *4246633* Grade *5th*

School *Mark Twain Elementary* Mentor *Betty Ennis* Month *October*

CHECK

Academic Progress	1st Quarter Grades	2nd Quarter Grades	3rd Quarter Grades	4th Quarter Grades
	☒ Unsatisfactory	☐ Unsatisfactory	☐ Unsatisfactory	☐ Unsatisfactory

Met State Academic Standards (Proficient) Math: ☐ Yes ☒ No Reading: ☐ Yes ☒ No

BEHAVIOR DATA	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High Risk
Tardy														*x*							
Unexcused Absence		*x*			*x*			*x*													
Excused Absence			*x*							*x*											
Behavior Referral/Infraction														*x*	*x*	*x*					
Bus Referral				*x*				*x*													
Detention																	*x*				
Suspension (In/Out-of-school)																			*x*		

CONNECT

COMMUNICATION		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Student Communication	Formal				*x*												*x*				
	Informal						*x*														
Family Communication	Attempt/Not reached				*x*		*x*										*x*				
	Left Message																				
	Note home																				
	Phone Conversation																				
	Meeting																				
	Home Visit																				
Communication with school staff																					
Communication with outside agency																					

Adapted from Check & Connect, 2012

CONNECT (continued)																				
BASIC INTERVENTION	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Share "Check" Data				*x*												*x*				
Provide regular feedback				*x*												*x*				
Discuss staying in school																				
Problem solve about risk																				
INTENSIVE INTERVENTION	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Discuss goal setting																				
Discuss academic progress and supports																				
Discuss behavior and supports																				
Discuss how most successful students behave																				
Intensive problem solving																				
Intensive problem solving w/parent																				
Intensive problem solving w/school personnel																				
Facilitate social skills training																				
Facilitate participation in school sponsored activity																				
Facilitate tutoring																				
Facilitate participation in small-group instruction for meeting state standards																				
Teach organization and study skills																				
Arrange an alternative to suspension																				
Other:________________________																				

Adapted from Check & Connect, 2012

Monthly Summary of Case Notes	
Date: *October 8* Goal: ☐ attendance ☐ engagement ☐ investment in future	Notes: *Connect meeting with student. Reviewed Check data. Difficulties with attendance and a bus referral. Nearing the end of first quarter and grades are unsatisfactory. Student had little to say. Tried calling parents, but no answer. Not sure the phone number on file is correct.*
Date: *October 15* Goal: ☐ attendance ☐ engagement ☐ investment in future	Notes: *I saw student running down the hallway and told her to walk. Tried calling parents, but no answer.*
Date: *October 22* Goal: ☐ attendance ☐ engagement ☐ investment in future	Notes:
Date: *October 29* Goal: ☐ attendance ☐ engagement ☐ investment in future	Notes: *Connect meeting with student. Hadn't seen her for a while because she didn't come down to my office at our designated meeting time. Still having problems.*

Adapted from Check & Connect, 2012

DISCUSSION

After completing the review of Check & Connect products discuss the following with your team members.

- To what extent is the Check & Connect intervention being implemented with fidelity?
- What components are being delivered successfully?
- What implementation problems are occurring?
- After reviewing the Check & Connect products what would your team recommend?

DIRECT OBSERVATION. Another method for verifying accurate implementation of the Check & Connect intervention components is conducting observations while the "Connect" meeting occurs. In this case use of an observation checklist may be especially helpful. The checklist is used to record specific features that occurred during a meeting with the student and also for providing feedback to Check & Connect mentors.

SESSION FIDELITY. Mentors, particularly if they are new to the intervention, may inadvertently leave out important steps of the Connect meeting such as review of the Check data or discussion about the importance of staying in school. To maximize effects of the intervention, all steps of the Connect meeting should be completed. Asking an observer to record what takes place during a Connect meeting is a valuable way to ensure all components are provided. The next page provides an example checklist that can be used during direct observations of the Connect meeting.

Check & Connect Fidelity of Implementation
Direct Observation Checklist
Mentor & Student Connect Meeting

BASIC INTERVENTION	COMPLETED		
Greeted student and established rapport.	Y	N	N/A
Reviewed student performance.	Y	N	N/A
Provided positive feedback.	Y	N	N/A
Discussed the importance of school and education.	Y	N	N/A
Taught, reviewed, practiced, or talked about steps for solving problems.	Y	N	N/A
Mentor was empathetic and remained positive throughout the meeting.	Y	N	N/A
Recorded focus of meeting on the monitoring sheet or on the monthly case summary form.	Y	N	N/A
Ended meeting on a positive note	Y	N	N/A
Mentor communicated with relevant school personnel and student caregivers.	Y	N	N/A

INTENSIVE INTERVENTION	COMPLETED		
If any "Check" data met criteria for High Risk the Mentor also completed the following steps:			
Identified risk areas.	Y	N	N/A
Asked for the student's point of view.	Y	N	N/A
Helped problem solve with the student.	Y	N	N/A
Identified possible intervention.	Y	N	N/A
Guided student to consider intervention options.	Y	N	N/A
Described the intervention to the student.	Y	N	N/A
Obtained student's agreement to try the intervention.	Y	N	N/A
Discussed details of intervention plan with student.	Y	N	N/A
Determined student's commitment to trying the intervention.	Y	N	N/A
Recorded focus of meeting on the monitoring sheet or on the monthly case summary form.	Y	N	N/A
Ended meeting on a positive note	Y	N	N/A
Mentor communicated with relevant school personnel and student caregivers.	Y	N	N/A

Adapted from Check & Connect, 2012

Developing a Check & Connect Intervention For Your Setting

After establishing staff willingness to implement the Check & Connect intervention members of the Tier 2 Team will convene to begin planning. Although some small adjustments likely will be made after initial development, it is critical that general procedures and systems be in place **prior to** implementation with students.

The following pages provide a guide that can be used during the intervention development process. Responding to items listed throughout the guide will help the Tier 2 Team stay focused on important development tasks. In addition, written responses to items in the development guide can be used as a summary description of how the intervention is provided in your setting. Portions of this description could be included in a student handbook, training materials for staff, and/or written documents for families.

> "Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it.
>
> Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance"
>
> (Crone, Hawken, & Horner, p.39)

Guiding Questions for Development and Implementation of
Culturally Appropriate Interventions

Below is a list of questions school teams can consider during development of the intervention that may be applicable depending on the diversity represented in their buildings (Crone, Hawken, & Horner, 2010).

1. How does the membership of our behavior support team represent the diversity of our targeted population?
2. How can we ensure our process for identifying student participants is objective?
3. Have we asked family members from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
4. Have we asked students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
5. Do we have a data system that provides us with disaggregated data? Are we currently using this feature?
6. What outcomes are evident when this intervention is provided across a variety of student populations? Is student response questionable or poor for any particular subgroups? If so, how can this be addressed?
7. How can this intervention provide for flexibility based on student, family, and community differences?

Check & Connect Intervention Development Checklist

The skills and products that are pivotal to the Check & Connect intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the "Completed" column as final decisions are made.

PREPARATION PHASE	
	Completed
Step 1: Determine Indicators of Disengagement	
1. Review Existing School Data Inventory and Tier 2 Adapted FACTS Part A. Have you included indicators of disengagement or do you need to revise?	
Step 2: Identify Students	
1. Review current Existing School Data Inventory and set specific triggers for identifying the target population.	
2. Determine prevalence of the target population (i.e., the number of students who meet your established criteria).	
3. Determine your school's capacity to serve the identified population. a. Highest risk students require one hour per student per week. b. Lower risk students require half hour per student per week c. If school personnel serve as mentors, caseloads should be no more than 1-2 students per staff member depending on other duties	
4. Prioritize students.	
Step 3: Select or Hire Mentors	
1. Identify Check & Connect Coordinator.	
2. Determine who will serve as mentors for your Check & Connect Intervention.	
Step 4: Organize Existing Resources	
1. Develop an intake form that is used to collect information about the student's family.	
2. Create and document list of school and community resources and programs that are available to foster student engagement.	

IMPLEMENTATION PHASE:	
	Completed
Step 5: Orienting New Participants to the Intervention	
1. A plan for introducing students to the program is developed. The plan includes an overview of the program.	
2. A plan for introducing caregivers/family members to the program is developed and includes procedures for providing feedback to the student.	
3. A plan for introducing participating classroom teachers to the program is developed and includes procedures for providing feedback to the student and a system for getting monitoring data to the mentor.	
Step 6: Use "Check" Procedures and Monitoring Form	
1. Develop a monitoring form and system that includes the alterable risk indicators your mentors will regularly "check".	
2. Define high risk criteria for intensive intervention and include this on the monitoring form. Mentors will use these guidelines to make decisions about delivering basic or intensive intervention. *Recommended criteria are provided in Table 9, page 30, of the Check & Connect Intervention manual.*	
Step 7: Implement "Connect" Interventions	
• **Basic** – Create list of basic resources in your school that will be BASIC for all Check & Connect students. • **Intensive** –Create list of resources in your school that would match each of your intensive indicators • Decide on goal setting and problem solving strategy to support students.	
7A. Plan for Self-Management, Fading and Graduation	
1. What are the criteria for students to begin the self-management phase?	
2. List details of the self-management phase.	
3. What are the criteria for graduation from the program? How will graduations be celebrated?	
4. What supports will be in place for students after graduating from the intervention?	
5. How often and what types of student data will be monitored after the weekly data check is no longer being implemented?	
Step 8 : Strengthen Family School Relationships	
1. Set up systems of communication to purposefully strengthen the family-school relationship.	
Step 9: Monitor Person-Environment Fit	
1. Design a system to assess individual student's engagement with school.	
2. Articulate a communication system between the mentors and the Tier 2 Team to address systems issues related to student engagement.	
3. Plan for continued staff development in the MO SW-PBS 8 Effective Classroom Practices to enhance student engagement.	

IMPLEMENTATION PHASE:	
	Completed
Step 10: Provide Mentor Support and Supervision	
1. Who will provide instruction to mentors for implementing the intervention? Teaching should include the following topics. • Completing the student monitoring sheet • Structure of weekly "connect" meetings • Poviding support based on individual student needs • Teaching self-management skills • Teaching problem solving Skills • Teaching goal setting skills • Developing individual student contracts • Building a trusting family-school relationship	
2. Who will provide mentors with coaching and implementation feedback?	
3. How will re-teaching be provided for components that are not implemented correctly?	
4. Who will provide booster sessions for full staff about the purpose and key features of implementing the program? How often will booster sessions occur?	
Step 11: Evaluate Intervention Outcomes	
1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.	
2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.	
3. A plan for monitoring intervention outcomes is developed and includes: • Number of students who participated • Number of students that graduated • Number of students that required more intensive support	
4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.	

Intervention Essential Features

After your team has developed and piloted the Check & Connect Intervention, the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant to your site. Then, use this as a tool for communicating with team members, staff and other important stakeholders. See the following for an example of Check & Connect Intervention Essential Features.

Intervention Essential Features

- Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
- Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

School Name: Best Elementary

Intervention ☐ Check-In, Check-Out ☒ Check & Connect ☐ Social Skills Intervention Group ☐ Self-Monitoring

Name of Intervention	Check & Connect
1. Description of intervention that includes function addressed: ☒ Obtain adult attention ☒ Avoid/Escape Work Tasks	Check & Connect is a structured mentoring intervention designed to enhance student engagement with school and learning, promote student competence and provide persistent support for academic and behavioral standards and expectations. Check & Connect is designed for students who display constant, low level disruptions that are not dangerous in the classroom. Mentors/Facilitators meet with participants on a weekly basis to review risk factors and check-in with the students. Progress is recorded on the "Check" section of the Monitoring Sheet. Mentors/Facilitators record focus of contact with the student in the "Connect" section of the Monitoring Sheet. The "Connect" component consists of the Mentor/Facilitator building relationships with the student, helping the student participate in school, providing teaching on appropriate problem solving skills, assisting in the setting of educational goals, and working collaboratively with families.
2. Intervention coordinator and/or facilitator(s) identified	Intervention Coordinator: Special Education Teacher • Responsible for prioritizing which students will be discussed during team meetings and ensuring resources are available for Mentors/Facilitators. Mentors/Facilitators: 3 Classroom Teachers, School Counselor, and 2 Para-Professionals. • Works directly with participants and families.
3. List at least two sources of data used to identify students for intervention: ☒ Existing school data ☒ Teacher/parent nomination ☒ Emotional-behavioral screening process ☐ Other________________ Describe criteria (i.e. data decisions rules) for entry to intervention	Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 Staff Handbook for details.

4. Description of system to determine function of student behavior that includes both: ☒ Records Review ☒ Context Analysis	Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior. The Tier 2 Adapted FACTS Part A includes a records review and context analysis. The Check & Connect Intervention is designed to provide structure for students who are engaging in problem behavior to obtain adult attention and/or avoid/escape work tasks.
5. Description of documented procedures for introducing/orienting new participants to the intervention for: ☒ Students ☒ Teachers ☒ Families	1. Orienting Students – The Mentor/Facilitator meets individually with the participant and introduces the Check & Connect Intervention. This meeting includes a nonthreatening introduction to begin the relationship building process, a clear explanation of the Check & Connect Intervention, and an opportunity to answer any questions that the student may have regarding Check & Connect. 2. Orienting Teachers – The Coordinator provides all staff with an introduction to the Check & Connect Intervention at the beginning of the school year. When new student participants start, the designated Mentor/Facilitator meets with the teachers involved with that participant and describes the intervention, answers questions, discusses best ways to communicate, and collaboratively decides the best time for the weekly "Connect" meeting to occur. 3. Orienting Families – The Mentor/Facilitator makes an introductory phone call to the parents of the participant and briefly explains the Check & Connect Intervention. The Mentor/Facilitator explains the role of the mentor during this phone call and invites the family to schedule a time to meet. During the initial in-person meeting, the Mentor/Facilitator describes the Check & Connect Intervention in more detail and reinforces the critical component that families have in this partnership.
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)	The Mentor/Facilitator records daily student data on the "Check & Connect Monitoring Sheet" on a weekly basis. Data collected and recorded includes: attendance, behavior referrals (majors and minors), in-school suspensions, out-of-school suspensions, tardies, failing classes, and grades. Monthly the Tier 2 Team reviews the "Check & Connect Monitoring Sheet" by focusing on patterns across time and comparing data from month to month.

7. Documented fading process that includes decision rules, description of process and graduation from intervention	The Tier 2 Team monthly reviews student data on the "Check & Connect Monitoring Sheet." After a student has participated in the intervention for at least 18 months and monthly data review show that the student has maintained a positive response for the most recent 8-12 week period, the Tier 2 Team begins the fading process. Phase 1 – The Mentor/Facilitator decreases the number of "Check" and "Connect" meetings with student and the family. For 6 weeks the meetings occur every other week. Data is still recorded on the 'Check & Connect Monitoring Sheet' on a weekly basis. The student is taught to self-monitor. The Tier 2 Team reviews the data monthly and if student maintains a positive response move to Phase 2. Phase 2 – The Mentor/Facilitator decreases the number of "Check" and "Connect" meetings with student and the family. For 8 weeks the meetings occur monthly, or every 4 weeks. Data is still recorded on the "Check & Connect Monitoring Sheet" on a weekly basis. The Tier 2 Team reviews the data monthly and if student maintains a positive response graduation occurs. Phase 3 – Graduation from the Check & Connect Intervention. The student, family, teachers, and Mentor/Facilitator have a meeting to celebrate the student's accomplishments in the intervention. The student successfully graduates from the Check & Connect Intervention.
8. Description of documented strategies for promoting generalization & maintenance of skills across settings & over time that are linked to schoolwide expectations	During the Check & Connect Intervention, as well as during the fading and follow-up process, the students are directed back to the three major schoolwide expectations so that they can evaluate whether they are continuing to make positive choices. The Check & Connect Intervention is set up in such a way that it directly connects to the Schoolwide Expectations Matrix. This system promotes generalization and maintenance of improved behavior and new skills across all settings and over time. To maintain skills after the program ends, the classroom teacher(s) and the Mentor/Facilitator will provide feedback on an intermittent schedule. Additionally, after graduation, the student may self-monitor and meet with the Mentor/Facilitator as needed to review data.

9. Description of documented strategies for weekly family communication/ feedback regarding intervention	Mentors/Facilitators function as liaisons between home and school and strive to build constructive family-school relationships, increase home-school communication, and support families to be more engaged at school and with their children's learning. Weekly, the Mentor/Facilitator will communicate progress and data information with the families through their preferred method of communication. Options include: a phone call, email, or letter home. In addition, Mentors/Facilitators set up a system for two-way communication where parents are encouraged to share ideas for addressing school concerns and provide their observations of student progress. Communication with families is documented on the "Check & Connect Monitoring Sheet." Classroom Teachers also email and/or call families regarding the progress they are observing in the classroom.
10. Description of documented strategies for weekly communication/feedback with participating classroom teachers	Mentors/Facilitators will communicate progress, data information, and plans with classroom teachers on a weekly basis through their preferred method of two-way communication and feedback – email, voicemail, note in mailbox, or in-person meeting. Indicators of risk will be discussed, as well as educational goals set by the student. Communication with classroom teachers is documented on the "Check & Connect Monitoring Sheet."
11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention	At monthly staff meetings, the Intervention Coordinator provides a brief update about the Check & Connect Intervention to all staff members. This update includes the number of students: • Who have participated to date • Are currently enrolled in the program • Who graduated from the program • Who required additional and/or more intensive intervention

12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response	Two methods for assessing fidelity of implementation of Check & Connect are used: 1) permanent product review and 2) direct observation. During the first month of the intervention for each student, the Coordinator will conduct both the permanent product review and direct observation to guarantee initial fidelity of implementation. These procedures are then used again if the student at any time shows a questionable or poor response. 1. Permanent Product Review: Coordinator reviews a copy of the "Check & Connect Monitoring Sheet" at the end of each month using the "Check & Connect Fidelity of Implementation Checklist." Based on the information recorded on the "Check & Connect Monitoring Sheet", the Coordinator circles Y (yes) or N (no) for each item listed. The Coordinator then adds up the total number marked Y, divides by the total possible and multiplies by 100 to calculate the total fidelity of implementation score. 2. Direct Observation: Coordinator observes a "Connect" meeting between the Mentor/Facilitator and participant. During this observation the Coordinator uses the "Check & Connect Fidelity of Implementation Direct Observation Checklist" to mark the components that occur. Based on the interaction observed, the Coordinator circles Y (yes) or N (no) for each item listed. The Coordinator then adds up the total number marked Y, divides by the total possible and multiplies by 100 to calculate the total fidelity of implementation score.
13. Description of documented system for annually assessing social validity of intervention	Social validity will be checked by the student and teacher within the first two weeks of beginning the intervention. For each student that graduates or discontinues the intervention, a brief social validity survey is completed by the student, the family, and the participating teachers. The Mentor/Facilitator assists students and families as needed in completing the survey. The Coordinator collects and aggregates social validity data annually; the Tier 2 team reviews the data and modifies the intervention as needed. This information is shared with full staff.
14. Description of documented system for annually evaluating intervention outcomes that includes: ☐ # Students Participating ☒ # Students Graduating ☒ # Students Needing More Intensive X Support	The Intervention Coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants.

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Plan and Implement Small Group Interventions*

1. Select one small group intervention that will be developed in your setting (e.g., Check & Connect)

   A. Plan and implement the selected intervention
      - Use the *Intervention Development Checklist*

2. Pilot the intervention with a small number of staff, students, and families.

3. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.

4. Document interventions that are regularly available in your setting.

   A. Provide a written description of each intervention.
      - Use the *Blank Intervention Essential Features* Template

CHAPTER 8: SELF-MONITORING

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Describe students who are most likely to benefit from the Self-Monitoring intervention.
- Tell main findings of research associated with Self-Monitoring.
- Identify implementation components of Self-Monitoring.
- Design and implement Self-Monitoring as a Tier 2 intervention that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- Determine how student data will be collected and graphed.
- Monitor progress and make decisions for students who participate in a Social Skills Intervention Group.
- Create a process for fading intervention supports.
- Determine criteria for exiting the intervention.
- Adapt or modify Self-Monitoring as a fading procedure for other Tier 2 interventions (CICO, Small Group Social Skills, etc.), as well as a classroom support for all students.

Introduction & Purpose

Self-Monitoring is the practice of observing and recording one's own actions and behavior. In general, it is designed to teach students to change or maintain their own behavior (Shapiro & Cole, 1994). Using a checklist to ensure the completion of all the steps of a process, or crossing items off a "to-do" list to guarantee needed tasks have been finished are examples of Self-Monitoring. The practice of Self-Monitoring falls under the broader category of self-management. Self-management also includes goal setting (creating a behavior target), self-instruction (the use of self-talk or statements to direct behavior), self-evaluation (assessing target behavior against a set standard), and strategy instruction (following a series of steps to complete a task autonomously). In order for Self-Monitoring to occur, two conditions must be present:

1. The participant must have the skill in their repertoire
2. The participant must be able to discriminate the occurrence of the skill.

The purpose of Self-Monitoring is to increase the frequency of a desired behavior/skill, or to ensure the accurate completion of a task. The act of monitoring a behavior forces the participant to increase focus and awareness of the desired outcome. This awareness, has been shown to increase the occurrence of desired results. Self-Monitoring may be applied to a wide range of skills, and has been found to be effective with student participants of all ages.

Research Base

Self-Monitoring has been used effectively to improve both academic and behavioral skills (Shapiro & Cole, 1994). Studies have shown Self-Monitoring to be effective with children as young as preschool (Connell, Carta, & Baer, 1993). It has been paired with class meetings where students are part of the problem solving process to improve behavior in the classroom (Carr & Punzo, 1993). It has also been used with students with a variety of disabilities as well as typically developing students (Bruhn, McDaniel, & Kreigh, 2015). It is viewed as less invasive than teacher managed strategies (Fantuzzo, Polite, & Cook, 1988) because it puts the locus of control with the student so requires less teacher time and attention. It may be more effective than teacher managed strategies for some students (Shapiro, DuPaul & Bradley-Klug, 1998), particularly those whose function of behavior is NOT teacher attention.

Self-Monitoring contributes to the acquisition of self-regulation, which is the crossover skill between academics and behavior (Wery & Nietfeld, 2010). Self-regulated learners are motivated, value personal progress, are willing to attempt difficult tasks to develop new skills, and view mistakes as a chance to learn. Learners who self-monitor have some control over their learning process, and are engaged in evaluating their work. If students develop the ability to self-monitor successfully, the practice may be applied to other behaviors and academic skills, allowing the student to become more independent.

Students Most Likely to Benefit

Self-Monitoring is best used with students who have escape maintained function of behavior, meaning their problem behavior is related to avoiding attention, task, or stimuli. Self-Monitoring could be considered to match other functions if reinforcement for attaining goal is manipulated. Research tells us Self-Monitoring can be effective for a wide range of ages, disabilities, and skills.

Intervention Overview

Self-Monitoring may be used as an individual support, or with a group of students. It may be applied to a variety of behaviors or academic skills. However the practice is used, the implementation steps remain consistent.

1. Identify target behavior
2. Define the target behavior
3. Collect baseline data
4. Design procedure and materials
5. Teach student to self-monitor
6. Monitor progress
7. Follow up and fade

Understanding the Implementation Components

1. IDENTIFY TARGET BEHAVIOR - Typically, a student will be identified for support because they are exhibiting a problem behavior. The team will determine a target replacement behavior for the student to perform instead. The target behavior should be connected to the school-wide expected behaviors for all students.

2. DEFINE THE TARGET BEHAVIOR - The replacement behavior should be defined so it is observable and measureable – meaning it may be recognized and recorded when it is performed. The parameters of the expected performance of the behavior should be clearly communicated, with examples and non-examples discussed so there is no confusion as to when to count the behavior as accomplished. If there are steps associated with the behavior or skill, these should be listed and practiced.

Examples of Defined Behaviors:

- Respect others = Use good words, keep hands and feet to self, and ask to use other people's belongings.
- Be responsible = Go to class on time, bring needed items, and put your things away when done.
- Follow directions = Listen to what you are being asked to do, ask questions if needed, begin the task.

Examples of Academic skills:

- Recite/write times tables 1 – 10 by Jan. 15th.
- Read 5 books a week at the 3.0 level or above, and complete comprehension questions at 80% or above.

DISCUSSION

Think about a skill or behavior you would like to improve. Write it on a piece of paper or share it with an elbow partner.

3. Baseline data is collected so it may be compared to performance of the target behavior after the intervention has been implemented. This allows improvement in the target skill to be seen. It is desirable to graph the baseline data, and then insert a vertical line, or phase change line, indicating when the intervention has started. Graphing daily progress allows a quick visual determination if the behavior is improving compared to baseline. Graphing progress is considered best practice.

DISCUSSION

Do you have past records associated with your skill that allows you to collect baseline? What would be an appropriate way of collecting baseline? Frequency counts?

4. The intervention procedures include when and where the student will be Self-Monitoring. Will the student only self-monitor during the most problematic times of the day or will the entire day be included? How will the student be prompted or reminded to record their use of the skill? Behaviors such as staying on task need frequent monitoring, so a cueing system should be created for skills needing frequent monitoring. A variety of timing devices are available, from simple timers to incorporating student's personal technology. A small device called a "Motivator" is an example of a useful tool. It is small enough to clip onto the belt, and will vibrate at set intervals. Other behaviors may only need to be recorded at the end of a class period such as the use of social skills or the number of tasks completed.

Materials for implementing the intervention include the method to remind the student to monitor as discussed above, the chart for Self-Monitoring (the daily progress report or DPR), and the reward for attaining goal. The DPR should specifically list the target behavior, with any steps associated, space for the student to record performance of the skill, a place to record the day's total, and the student's goal for the day. A code or number should be agreed upon to indicate if the skill was performed accurately. If the skill is either accomplished or not (such as being on task), only two symbols are needed to indicate yes or no. Other skills may have more variance so a three-point scale may be needed (i.e. 0 indicates the skill was not done, 1 indicates the skill was attempted but not all steps completed, and a 2 indicates the skill was accomplished to criteria). The number of possible time frames multiplied by the number points possible in each determines the possible total points for the day. Points earned out of points possible can then be converted to a percentage and graphed.

A reasonable goal should be set daily. The goal should be challenging, yet attainable for the student. Determining a goal is easiest when baseline data is available. The goal should be increased as the student consistently attains goal until a final goal is set at 80-85%. Reinforcement for attaining goal should tie into the universal school recognition program, and match the function of the student's behavior.

Examples of Daily Progress Reports follow. DPRs may follow the same format as those for CICO or SSIG, but may need to be customized based on the goal.

Tier 2/Self-Monitoring Daily Progress Report

Student Name ____ Date ______________________

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

	Be Safe *Keep hands & feet to self*	Teacher Check	Be Respectful *Follow directions*	Teacher Check	Be Responsible *Use materials appropriately*	Teacher Check
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	

Total for the day __________________/36

Parent/Guardian Signature ____________________________________

I'm proud of you today because:

Figure 8.1

Wonderful High School Daily Progress Report

Student Name ____ Date ______________________

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

	Be Safe *Avoid aggression*	Be Respectful *Use polite language*	Be a Learner *Follow directions first time asked*	Be Your Best *Complete and turn in required work on time*	Teacher Initials
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	

Parent/Guardian Signature ____________________________________

Congratulations for:

Figure 8.2

Self-Monitoring Daily Progress Report

Student Name ______________________________ Date ____________________

	Ck	Tasks Completed Monday	Ck	Tasks Completed Tuesday	Ck	Tasks Completed Wed	Ck	Tasks Completed Thursday	Ck	Tasks Completed Friday
Reading	Out of		Out of		Out of		Out of		Out of	
Math	Out of		Out of		Out of		Out of		Out of	
Social Studies	Out of		Out of		Out of		Out of		Out of	
Science	Out of		Out of		Out of		Out of		Out of	

Total for the day ____/_____ Goal ____________________

Parent/Guardian Signature ______________________________

I'm proud of you today because ______________________________

Figure 8.3

Writing Assignment Checklist

Place a check next to the items completed.

Name____ Class____________________ Date___________

All sentences begin with a capital letter.	
All sentences have correct punctuation at the end.	
All sentences have a subject and a verb (are complete sentences)	
The first word of the paragraph is indented	
The paragraph has a topic sentence	
All sentences in the paragraph are on the same topic	
I followed instructions for the assignment	
I completed all parts of the assignment	

The goal for this writing assignment is ____

Figure 8.4

DISCUSSION

How often will you monitor your skill? Design a simple chart you would use to monitor. Make sure it lists needed steps. Determine a goal. How often and how will you be reminded to chart your behavior? Share with an elbow partner.

5. Students must be taught how to self-monitor. Reviewing and recognizing the target behavior is essential (remember the skill must be one they already know how to perform). Situations in which the student will be expected to perform the behavior may be role played with the student, with guidance provided in completing the DPR. Non-examples should be discussed as well, and the student should demonstrate completing the DPR under each circumstance. Progress toward accurately completing the DPR should be monitored each time until the student is accurate at least 80% of the time for a week. At this stage, accuracy is the focus, so praise should be given for accurate completion, and any discrepancy in recording should be discussed. The adult checks are then faded until the student is independently completing the chart with adult checks on a 1/5 average. If accuracy begins to slip, the adult should increase the frequency of checks. The adult interaction and involvement as well as tangible reinforcement of the target behavior should be faded. For many students, seeing progress and completing the chart is reinforcement enough.

6. Each student's DPR score should be converted to a percentage and charted on a graph. Basic graphing conventions should be followed; goal line indicated, vertical line between baseline and intervention data applied to indicate when the intervention began or when a change was made in the intervention, daily or weekly progress designated. The Advanced Tier Spreadsheet is available for this purpose on the pbismissouri.org site. These data should then be used to make decisions to; a) continue the intervention as designed, b) make changes to the intervention based on questionable or poor performance or c) begin the fading process and graduate.

7. Students who begin the fading and graduating process should still be monitored intermittently to make sure the student maintains performance of the target behavior. Students may be encouraged to continue the Self-Monitoring process without adult involvement.

Students Most Likely to Benefit

Self-Monitoring is best used with students who have escape maintained function of behavior. Reinforcement for attaining goal may be manipulated to match other functions, but for students who have attention seeking as the function of behavior, consider implementing CICO or another intervention designed to address that function. Self-Monitoring can be effective for a wide range of of students with varying ages, disabilities, and skills.

Resources Needed

Intervention Coordinator - As with any intervention, it is recommended to have a coordinator to supervise the fidelity of implementation. The coordinator would also organize materials, and help orient the student to the intervention. The coordinator will notify parents of the student's involvement with the intervention, and support teachers in their implementation of the intervention. The coordinator communicates with the tier 2 team regarding how many students are involved in the intervention, and what progress is being made. He or she may also be the data person – the one to enter individual student progress in the Advanced Tier Spreadsheet or other excel document.

Teachers who have students in the intervention are expected to help train the student in completion of the DPR by checking each time the student marks their chart for the first week, or until the student is accurate in assessing their target skill at least 80% of the time. The teacher checks are then faded until random checks (around 1/5) occur. The teacher will then turn the chart in to the coordinator or data person for data entry at least weekly. Students should have the opportunity to view their data on a regular basis so they can easily see their progress. The student can be engaged in entering their daily progress onto a graph so they can view overall progress in the intervention.

DISCUSSION

Who in your building will be the coordinator of this intervention? Who and when will the staff be trained as to their role in this intervention?

Steps for Effective Implementation

1. Identify a coordinator and train them in the parameters of the intervention.
2. Identify eligible students by using data decision rules (ODR, minor discipline data, or teacher nomination). Gather enough additional information (Tier 2 Adapted FACTS) to determine possible function of behavior and appropriateness for this intervention.
3. Notify parents of student participation.
4. Follow the seven steps for implementing with students.

Self-Monitoring Intervention Features and Goals

FEATURE	GOAL
1. Identify Target Behavior	• State in positive terms • Consider where and when the behavior occurs • Identify possible function of the behavior
2. Define the Target Behavior	• Use the OMPUA guidelines to help you – Observable, measureable, positively stated, understandable, always applicable • The skill must be in the student's repertoire
3. Collect Baseline Data	• Frequency counts – record each time behavior occurs or look at permanent products • Time sampling – observing the occurrence or non-occurrence of the target behavior during a fixed amount of time • 3-5 data points • Graph analysis for visual evaluation.
4. Design Procedure and Materials	• Determine when the student will self-monitor. How will student be cued to do so? • Create age appropriate Self-Monitoring Daily Progress Report. List the target behavior and any steps needed to complete the skill.
5. Teach Student to Self-Monitor	• Discuss target behavior with student. Use examples and non-examples. Explain why the behavior is important. • Determine when and where the student will monitor behavior and what will be used to cue student to complete DPR. • Teach use of DPR and have student practice. • Set a goal – allow for student input
6. Monitor Progress	• Positive feedback given for student accurately assessing and recording until teacher and student agree at least 80% of the time • Teacher check of accuracy is faded to periodic checks (1/5 average) • Adult provides specific verbal feedback when target skill is displayed.
7. Follow Up and Fade	• Reteach or review skills as needed • Review progress and celebrate success • Having student graph progress allows for quick visual evaluation and may increase student rate of improvement (Harris, Graham, 1994) • When student is consistently using skill and attaining goal, reduce the times per week that student monitors • Periodically check for maintenance

Figure 8.5

Training for Staff, Students, and Families

It is beneficial to train all staff regarding their involvement in the intervention so they will be prepared when one of their students is selected. After piloting the intervention and deciding to fully implement, it is much quicker to begin the intervention if each staff member does not need individual training prior to each student starting. If all staff has a clear understanding of the basic structure and use of Self-Monitoring, an email would suffice in reminding them of their role in the intervention along with information about the method to cue the student to complete their chart and the schedule.
Staff training should consist of practicing how to monitor students as they complete their chart and appropriate ways to give praise for accuracy, praise for skill attainment, as well as corrective feedback if student is not accurate in their self-assessment. Staff should understand the importance of frequent checks and feedback as the student begins the intervention, and how to slowly fade to intermittent checks (on an average of 1/5).

Students must be oriented to the intervention and clearly taught how to carry out their responsibilities. Initial training will take about 30 minutes in order to review the target skill and have the student practice with a sufficient amount of examples that they understand how and when to complete the DPR. Examples and non-examples of accurate recording and variations of the skill should be included.

Families also will benefit from knowing skills that will be taught, how the DPR is used to monitor student performance, and how often they will receive data about their child's progress in the group.

Variations in Self-Monitoring Use

Self-Monitoring as a CICO Variation

CICO is most appropriate for students who seek adult attention. The students are reinforced by the frequent teacher feedback, and teacher rating on the DPR. However, some students find teacher attention aversive. For those students, Self-Monitoring may be effective, particularly when reinforcement for attaining goal is matched to their function of behavior.

The steps for implementation would be the same. Simply use the same CICO monitoring form used for other students participating in CICO, but teach students to self-monitor.

Self-Monitoring as a Generalization Strategy for Small Group Social Skills Intervention

Generalization of social skills is viewed by leading researchers, such as Gresham (1998, author of Social Skills Intervention System - SSIS), as a need area associated with that intervention. Students are capable of demonstrating the target social skills within the controlled training situation, but fail to demonstrate those same skills in other environments.

Childs (2011) conducted a study using five elementary students who had completed at least one semester of social skills training, but continued to have social skills problems in other areas of the school. Minor discipline data and teacher ratings were used as baseline and again six weeks after implementation of Self-Monitoring. All five students showed improvement in their targeted skills with an effect size of .58 to 1.95 (effect size of .5 is considered moderate according to Cohen's ratings (1992).

To add Self-Monitoring to the SGSS intervention, simply create the chart or use the same daily chart teachers are using to rate the student on the social skills being taught. Teach students how to self-monitor following the same steps as outlined.

Self-Monitoring as a Fading Procedure

Self-Monitoring has been discussed as a fading procedure for other interventions presented in this workbook. It is a good transition from teacher led intervention to student autonomy. Students are slowly transitioned from having the teacher complete a chart or progress report (DPR) to completing it independently. Periodic teacher checks at random intervals ensures the student is accurately recording performance, and maintaining the target skills.

Using Self-Monitoring as a Classroom Support for All Students

This intervention may easily be adapted to use with all student in the classroom to either work on one agreed upon skill, or for each student to work on an individual skill.

If each student is monitoring an individual skill, a teaching session should be conducted to discuss how to choose an appropriate skill to improve and how to set appropriate goals. (Or the teacher discusses with each student a skill of focus based on baseline data such as spelling test scores, minor discipline data, etc.) The teacher would then lead students in defining the skill, determining the frequency of charting, designing their individual DPR, and setting a goal. Students could be paired with a buddy to help check accuracy of DPR completion with the teacher randomly double checking. This can be highly effective as a tool for improving individual academic progress.

Self-Monitoring is a great way to motivate students to improve on a collective skill. This skill may be determined through class meetings or by the teacher.

Example:

> A teacher is frustrated with the amount of student tardiness to class. They discuss with the class the importance of being on time (replacement behavior). Being on time must be clearly defined (is it toe in the door or sitting in seat). The class discusses barriers to being on time and problem solve for each. The teacher shares baseline data with the class by posting the graph in a prominent place showing the number of students on time to class the last 5 days. Two students can be asked to monitor the chart/graph each day immediately after the bell rings by counting the number of students on time and indicating the number on the graph. A goal is set and reinforcement for meeting goal determined. Because two students have been selected, they may double check accuracy so teacher involvement is minimal. The teacher would only need to provide the reward or reinforcement for attaining goal on the agreed upon schedule. For older students, weekly is sufficient. Younger students may need daily reinforcement. This method of using entire class Self-Monitoring is effective for a variety of classroom behaviors such as; coming prepared to class, completing homework, monitoring students getting along with each other, to name a few.

On-Going Monitoring of the Intervention

Once an intervention is developed and fully implemented, several aspects will need to be monitored, including:

- Monitoring Fidelity of Intervention Implementation
- Monitoring Social Validity of Intervention
- Monitoring Intervention Outcomes

Fidelity of Implementation

Fidelity of implementation refers to how well an intervention is applied in the way that it was designed. Fidelity checks for any intervention should be designed and conducted as part of the Tier 2 Team's regular routine. Two common methods for assessing fidelity include permanent product review and observation or interviews.

Permanent product review means looking at documentation to determine implementation. The easiest way to check fidelity of implementation is to look at the DPR. Is it completed using the designated time intervals? Has the teacher observed the student completing the chart and have they periodically checked accuracy?

Teachers or another adult may need to observe the student Self-Monitoring to determine if they are following the schedule.

It may be necessary to interview the teacher and/or student to determine any problems associated with implementation.

Social Validity

Social validity is also referred to as treatment acceptability. It focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

Typically, social validity is measured through the use of structured interviews or rating scale questionnaires. Rating forms created to measure other interventions may be appropriate. Questions for the interview or completed as a questionnaire center on how clear and easy the intervention was to implement and if the results were worth the effort or made the intended improvements in behavior.

Monitoring Intervention Outcomes

All school interventions should be periodically evaluated to determine the value added to students' school success. One possible format is to count the number of students who participated in each intervention and then those who had positive outcomes or graduated from the intervention.

Chapter 4 shows one simple format, which would provide this basic information. Schools that choose to apply for MO SWPBS recognition at the Silver or Gold Levels will submit data in this format.

Self-Monitoring Intervention Development Checklist

The skills and products pivotal to Self-Monitoring intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the "Completed" column as final decisions are made.

PROGRAM DESIGN	
	Completed
1. Who will coordinate the intervention in your school?	
2. What will you name the intervention in your school?	

DAILY PROGRESS REPORT (DPR)	
	Completed
1. What positively stated behavioral expectations will be listed on the DPR?	
2. Will the DPR also include specific behaviors for meeting expectations? If yes, how will target behaviors be identified?	
3. How many rating periods will be included on the DPR? etc.)	
4. What range of scores will be listed for rating behavioral performance? (e.g., 1, 2, 3)	
5. What criteria will define how points are earned (e.g., never, sometimes, often) *Note – it is helpful to have the rating "key" documented on the DPR as a reminder of how points are awarded.	
6. What adaptations need to be made so that the DPR is age appropriate for all students you serve? (e.g., use of pictures; start and end time for class periods)	
7. Does the DPR include space for total points earned, percentage of points, and the student's daily goal?	
8. How will daily DPR data be provided to families (e.g., send DPR home or make a separate parent reporting sheet)?	
9. How will parents respond to indicate they have seen and discussed DPR data with their child?	

IDENTIFYING PARTICIPANTS	
	Completed
1. What are the criteria for accepting students into the intervention?	
2. What is your district policy regarding parental consent? If consent is required how will this be secured?	
3. What will be the process for considering students who transfer into the school?	
4. What are the criteria for determining whether some students will begin a school year by participating in the program?	

DATA MANAGEMENT	Completed
1. How will student data be stored and graphed for review? (e.g., SWIS, Excel, by hand)	
2. Who will examine student data and how often will it be reviewed? (minimum is twice per month)	
3. Who will summarize student data and bring it to the team meeting?	
4. How frequently will data be shared with parents, participating classroom teachers, and the full staff?	

PLANS FOR FADING, GRADUATION, AND MAINTENANCE	Completed
1. What are the criteria for students to begin fading the intervention?	
2. List details of the fading phase.	
3. A flowchart that describes plans for gradually fading out use of the Self-management and daily data intervention components is developed.	
4. What are the criteria for graduation from the program? How will graduations be celebrated?	
5. What supports will be in place for students after graduating from the intervention?	
6. How often and what types of student data will be monitored after the DPR is no longer being implemented?	

TEACHING STAFF TO IMPLEMENT THE PROGRAM	Completed
1. Who will provide instruction to classroom and specialist teachers for implementing the intervention? Teaching should include: • Eligibility for participation • Baseline data collection procedures • Providing positive and corrective feedback statements • Cueing students to record data • Monitoring student rating on DPR • Initiating interactions with students • Response to major or minor referrals	
2. Who will provide teachers with coaching and implementation feedback?	
3. How will re-teaching be provided for components that are not implemented correctly?	
4. Who will provide booster sessions for full staff about the purpose and key features of implementing the program? How often will booster sessions occur?	

TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM	
	Completed
1. Who will provide instruction about the program to students who are identified for participation? Teaching should include: • Purposes of the intervention (e.g., positive, time-limited, goal of self-management) • Behavioral expectations • Earning points and point goals • Getting feedback from teachers • Role play for accepting positive and corrective feedback • Menu of reinforcers • How to handle disappointment if goal is not met • Plans for fading, graduation, and maintenance	
2. Consider whether information will be provided to other children about the intervention program. If so, who will provide the information and what will be said?	

TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM	
	Completed
1. A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child.	

EVALUATE PROGRAM OUTCOMES	
	Completed
1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.	
2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.	
3. A plan for monitoring intervention outcomes is developed and includes: • Number of students who participated • Number of students that graduated • Number of students that required more intensive support	
4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.	

Intervention Essential Features

As your team has developed and piloted the Self-Monitoring Intervention, the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant to your site. Then, use this as a tool for communicating with team members, staff and other important stakeholders. See the following for an example of Self- Monitoring Intervention Essential Features.

SELF-MONITORING INTERVENTION ESSENTIAL FEATURES EXAMPLE

Intervention Essential Features

- Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
- Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

School Name: Best Elementary

Intervention ☐ Check-In, Check-Out ☐ Social Skills Intervention Group
☐ Check & Connect ☒ Self-Monitoring

Name of Intervention	Self-Monitoring
1. Description of intervention that includes function addressed: ☐ Obtain ____________ ☒ Avoid/Escape *task and/or adult attention*	Students who are chosen for this intervention are given a specific behavior (defined operationally) of focus. The behavior is reviewed, including context it is used, examples and non-examples. Student is taught how to self-monitor, how they will be cued, and the form to use (DPR). Teachers monitor the student's accurate rating until they are accurate at least 80% for 5 days and then check at a rate of about 1/5 times the student rates themselves. DPR is collected by the classroom teacher at the end of the day. Rewards are given for meeting goal. A goal is set for the next day. DPR is turned in to coordinators mailbox to be entered in the Advanced Tier Spreadsheet. Student information is collected using the Tier 2 Adapted FACTS Part A to determine if student is appropriate for this intervention. This intervention focuses on students who engage in low level problem behaviors in order to avoid adult attention and/or avoid work tasks.
2. Intervention coordinator and/or facilitator(s) identified	Coordinator (one of the Tier 2 team members) assists in setting up the intervention. Teachers of the participating student implement intervention. Coordinator: Special Education Teacher • Responsible for prioritizing which students will be discussed during team meetings and ensuring resources are available for Mentors/Facilitators. Mentors/Facilitators: Classroom Teachers, School Counselor, Para-Professionals. • Work directly with participants and families.

3. List at least two sources of data used to identify students for intervention: ☒ Existing school data ☒ Teacher/parent nomination ☒ Emotional-behavioral screening process ☐ Other________________	Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 Staff Handbook for details.
4. Description of system to determine function of student behavior that includes both: ☒ Records Review ☒ Context Analysis	Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior. The Tier 2 Adapted FACTS Part A includes a records review and context analysis. The Self-Monitoring Intervention is designed to provide structure for students who engage in problem behavior to avoid/escape work tasks.
5. Description of documented procedures for introducing/orienting new participants to the intervention for: ☒ Students ☒ Teachers ☒ Families	• Coordinator will assist orientating teachers by providing the forms, cueing system, and behavior of focus (determined by Tier 2 Adapted FACTS Part A) • They will also discuss the teacher's role in checking student accuracy, giving feedback at the end of the day, collecting the DPR, and setting goals. • Teacher or counselor will contact families to describe the student's participation in the intervention and agree on how the parent will receive regular progress updates. • Coordinator or counselor will orient student by reviewing the target behavior, having the student practice completing the monitoring form, discussing examples and non-examples, cueing system to be used, and setting goals/receiving rewards.
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)	DPR will be collected by the classroom teacher at the end of the day and turned into the coordinator. The coordinator will enter the score into the Advanced Tier Spreadsheet (ATS). The teacher may also be willing to enter scores or have the student enter their scores into the ATS which could be housed as a Google Doc so coordinator would have access. ATS will be reviewed at monthly Tier 2 meetings to determine if student is making adequate progress. A data-based system is in place to graph daily/weekly behavior ratings; student progress is evaluated and data decisions applied at least monthly; and weekly monitoring of student progress in the intervention takes place.
7. Documented fading process that includes decision rules, description of process and graduation from intervention	Student should demonstrate approximately 4 weeks of 80% or above before fading begins • Reteach or review skills as needed • Review progress and celebrate success • When student is consistently using skill and attaining goal, reduce the times per week that student monitors • Periodically check for maintenance • If student is not accurately monitoring skill, review of skill or monitoring procedure may be needed

8. Description of documented strategies for promoting generalization & maintenance of skills across settings & over time that are linked to schoolwide expectations	During the Self-Monitoring Intervention, as well as during the fading and follow-up process, the students are directed back to the three major schoolwide expectations so that they can evaluate whether they are continuing to make better choices. Before fading, you may want to change the location or time period of monitoring to ensure generalization to other areas. Self-Monitoring may be reinstated if maintenance checks determine the need. Student will be faded from Self-Monitoring by slowly fading the teacher checks, the goal setting, and the rewards for attaining goal. Student will be encouraged to use the skills learned in Self-Monitoring for other goals the student wishes to achieve. Student ODR and Minor discipline data will be reviewed periodically by the Tier 2 team to assure they are still demonstrating appropriate behavior.
9. Description of documented strategies for weekly family communication/ feedback regarding intervention	Intervention facilitators communicate with home regarding the Self-Monitoring intervention in the following ways: • sharing the daily and/or weekly ratings; extra points are earned if the DPR is signed and returned the next day • emailing and/or calling families to discuss student progress Teachers also email and/or call families regarding the progress they are seeing in their classrooms
10. Description of documented strategies for weekly communication/feedback with participating classroom teachers	At the beginning of each school year, all faculty receive annual Self-Monitoring training. Once the student is identified to participate in the program, the designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data. After the Tier 2 Team reviews baseline data and a goal for the student has been set, a Tier 2 member meets with applicable teachers to demonstrate use of the DPR and effective feedback strategies. During the first week of intervention participation, the facilitator checks in with applicable teachers 3 days to demonstrate effective feedback, provide support for awarding student points, and answer questions. The facilitator provides a copy of each student's weekly graph to all participating teachers. Prior to Tier 2 Team meetings, the intervention coordinator sends notifications to applicable staff members that their student's data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student's data is reviewed.

11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention	At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students: • Who have participated to date • Are currently enrolled in the program • Who graduated from the program • Who required additional and/or more intensive intervention Monthly staff meetings will include time to report how many students are participating in the intervention and how many of those are making adequate progress.
12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response	During the first week of implementation, for each student, the intervention coordinator will observe all school-based components of the intervention (observing students with their use of Self-Monitoring) using a fidelity checklist. After each observation, the coordinator will provide verbal and/or written feedback to participating staff members. When each participating staff member achieves 100% fidelity for 3 consecutive observations, the intervention coordinator will teach those staff members to complete and submit a weekly fidelity self-assessment of the intervention components implemented. The intervention coordinator reviews staff member self-assessments regularly and provides additional teaching and support for areas lacking fidelity. During Tier 2 Team meetings, if a student's data indicates response to the intervention is questionable or poor, a review of one week's DPRs will be completed. In addition, fidelity checklists and teacher self-assessments will be examined so the team can evaluate the extent to which the intervention has been implemented with fidelity prior to making decisions about modifying, intensifying, or discontinuing student participation in the program. If teacher checks student accuracy and does not agree with the student rating, they should discuss the discrepancy and check accuracy more frequently than the recommended 1/5 average until student accuracy improves to at least 80%.
13. Description of documented system for annually assessing social validity of intervention	Social validity will be checked by the student and teacher within the first two weeks of beginning the intervention. For each student that graduates or discontinues the intervention, a brief social validity survey is completed by the student, the family, and the participating teachers. The intervention facilitator assists students and families as needed. The intervention coordinator collects and aggregates social validity data annually; the Tier 2 team reviews the data and modifies the intervention as needed. This information is shared with full staff.
14. Description of documented system for annually evaluating intervention outcomes that includes: ☒ # Students Participating ☒ # Students Graduating ☒ # Students Needing More Intensive Support	The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants. Student, teacher, and parent are surveyed quarterly or when student graduates as to satisfaction with the intervention process and results

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Plan and Implement Small Group Interventions*

1. Select one small group intervention that will be developed in your setting (e.g., Check & Connect)

   A. Plan and implement the selected intervention
      - Use the *Intervention Development Checklist*

2. Pilot the intervention with a small number of staff, students, and families.

3. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.

4. Document interventions that are regularly available in your setting.

   A. Provide a written description of each intervention.
      - Use the *Blank Intervention Essential Features* Template

CHAPTER 9: THE ADAPTED FIRST STEP *NEXT* PROGRAM AS A MO SW-PBS TIER 2 INTERVENTION

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Identify five implementation components of FIRST STEP *Next*.
- Describe students who are most likely to benefit from the FIRST STEP *Next* intervention.
- Tell main findings of research associated with the FIRST STEP *Next* program.
- Design and implement a FIRST STEP *Next* program that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- Determine how student data will be collected and graphed.
- Monitor progress and make decisions for students who participate in a FIRST STEP *Next*.
- Create a process for fading intervention supports.
- Determine criteria for exiting the intervention.

Introduction & Purpose

This chapter provides SW-PBS teams with an overview of the FIRST STEP *Next* intervention, strategies for effective implementation, and steps for developing a FIRST STEP *Next* intervention as well as example resources. This workbook does not replace the published FIRST STEP *Next* intervention materials (Walker, Stiller, Coughlin, Golly, Sprick, Feil, 2015). Instead, the materials in this chapter can be used as a supplementary resource during professional development workshop sessions.

It is highly recommended that participants access the FIRST STEP *Next* published materials which can be obtained from Pacific Northwest Publishing. The complete kit includes a Coach's Guide, Teacher Workbook, Parent Workbook, an organized set of student records for use by the coach, child-friendly materials, and training and demonstration videos.

Intervention Overview

FIRST STEP *Next* is a classroom Tier 2 intervention for students in Pre-K through second grade who are at risk of failure due to exhibiting externalizing, attention-seeking behaviors such as tantrums, physical aggression, disturbing and disrupting peers, and property damage. The intervention requires 30 program days for successful completion. Each program day has a performance criterion that must be met before moving on to the next program day. If the criterion isn't met, the day is recycled to the last successful program day. Implementation of the intervention usually requires about two months, not including the Pre-Implementation Phase and the Maintenance Phase.

With coaching and support, young students with these behavior patterns can learn more socially acceptable replacement behaviors to improve their social adjustment and school performance. FIRST STEP *Next* is a partnership between families, teachers and peers, with each group having an integral role in the intervention. A "coach" (e.g., school counselor, behavior specialist, SPED teacher) coordinates the process, working collaboratively with a classroom teacher and the focus student's parents, teacher and classmates.

FIRST STEP *Next* Phases

Once a student has been identified through the building's existing system as needing additional supports, and the decision is made to place the student into the FIRST STEP *Next* intervention, the process begins with a Pre-Implementation Phase. The **Pre-Implementation Phase** consists of meetings between the coach, the teacher, and the parent to introduce the FIRST STEP *Next* intervention and to gather more information about the student. The coach will also meet with the student and with the student's class to introduce the intervention and to assure cooperation from all parties.

The next phase in the intervention is the **Coach Phase** (Days 1-7). During this phase, the coach provides one-on-one instruction of the desired behaviors with the student, followed by a CLASS (**C**ontingencies for **L**earning **A**cademic and **S**ocial **S**kills) Session where the student is given the opportunity to practice the new skill in the classroom. During the CLASS Session, the coach uses a green/red card to provide continuous behavioral feedback to the student, who can then earn points for demonstrating the desired behaviors. A reward for the whole class is earned if the student meets his or her point goal.

During the **Teacher Phase** (Days 8-30), the teacher gradually takes over all CLASS Session responsibilities, although the coach continues to provide support for the process.

After The Teacher Phase is complete, follow-up is provided for the student during the **Maintenance Phase** which will last for the rest of the school year and into the next school year.

Family Responsibilities

Parents are partners in the FIRST STEP *Next* intervention process. A Daily Connections Note is sent home each day that the student is in the intervention. The Daily Connections Note lists the student's goals, the skills that the student is working on, and prompts the parent to provide specific positive feedback and recognition at home. The parent completes and signs the Daily Connections Note and sends it back to school with their child the next day. Handouts and activities are provided to the parents so that they can work on and reinforce the skills with their child at home. Parents communicate regularly with the coach and the teacher, and have input in the development of the maintenance plan.

Students Most Likely to Benefit

FIRST STEP *Next* is designed to address the needs of students who demonstrate consistent patterns of problem behavior across multiple settings and have difficulties adjusting to a structured school environment. Students with attention-seeking, externalizing behaviors such as tantruming, physical aggression toward others, defiance, severe disruption of class activities, and destruction of property are most likely to benefit from participation in the FIRST STEP *Next* intervention.

Students with intellectual disabilities or severe learning and language deficits often do not respond well to the FIRST STEP *Next* intervention, and the FIRST STEPS *Next* alone is unlikely to benefit students with dangerous or violent behaviors. These students would require additional supports.

DISCUSSION

- Think about students you know or have worked with who meet criteria as appropriate candidates for FIRST STEP *Next*.
- Think about students you know or have worked with who are not appropriate candidates for FIRST STEP *Next*.

This Tier 2 Workbook Chapter concerning The Adapted FIRST STEP *Next* Program as a MO SW-PBS Tier 2 Intervention is under construction. More information is available from your MO SW-PBS Tier 2 Consultant.

CHAPTER 10: EFFECTIVE PROFESSIONAL LEARNING

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Describe the components of effective professional learning and apply them to your system for providing professional learning.
- Establish a system for updating staff.
- Establish a systematic process to identify individual and/group Professional Learning needs.
- Implement effective and efficient adult learning practices.
- Establish a systematic process for coaching.
- Develop a Tier 2 Staff Handbook.

The term *professional development* (PD) is commonly used to describe support services for educators. PD is often describing a single event such as face-to-face training only. MO SW-PBS proposes that schools instead provide all stakeholders with *professional learning* (PL), which encompasses a systematic process of support for everyone. PL can include face-to-face training, observation, coaching, resource banks of materials, communication plans, virtual supports, etc.

"Only when effective practices are fully implemented should we expect positive outcomes. Implementation matters."

(Blasé & Fixsen, 2005, p. 10)

Providing quality professional learning to your staff will be important in ensuring that your Tier 2 interventions are implemented with fidelity. Key to the success of your Tier 2 implementation will be the effectiveness of the staff training and ongoing supports that you provide. Your team is urged to help all stakeholders grow their professional learning networks (PLNs) within the building, district and to the Missouri SW-PBS membership, and across state lines to SW-PBS implementers across the country. Promote with your stakeholders the use of the MO SW-PBS website at http://pbismissiouri.org , the PBIS National center website at http://pbis.org and to participate in Twitter conversation specific to school level implementation on Tuesday evenings at 8:00 CST on the #pbischat platform.

It cannot go without saying that developing a system of supports for professional learning for teachers and staff will require establishing sufficient trust within and across all stakeholders. As your leadership team develops and implements a systematic plan for PL, connecting the plan to your school and district mission, and engaging all stakeholders in planning and implementation will be critical steps to ensure desired outcomes for fidelity of implementation as well as improved student academic and behavioral success.

Everyone in education has participated in many hours of professional learning, some of it highly effective and some of it ineffective. What made the difference between time well-spent and time wasted?

Effective Professional Learning

Your challenge is to provide effective professional learning to your school staff on the systems, data, and practices for Tier 2 intervention. What are characteristics of effective professional learning? Nobori (2011) states that it is **research-based, consistent and ongoing, convenient, relevant, and differentiated**. These findings align with the Professional Learning Guidelines for Student Success MO DESE (2013) the guide the supports provided through the Regional Professional Development Centers across Missouri. How do these characteristics relate to your Tier 2 staff training?

- **Research-based:** SW-PBS is researched-based, including the Tier 2 targeted interventions: CICO, Check & Connect Social Skills Intervention Groups, and Self-Monitoring.
- **Consistent and Ongoing:** The professional learning you provide your staff will not be a one-time session at the beginning of the year before school starts. Staff learning needs to be on-going, including new learning as well as "booster" sessions for review. Your staff will need to be trained so they can contribute to the identification of students in need of Tier 2 supports. Additionally, staff will need to receive training in order to implement Tier 2 strategies and collect data.
- **Convenient: If you can work closely with administration to schedule staff learning at a time that is convenient for participants, there is an increased likelihood of attendance (and willingness to participate) by staff. Whenever possible create job embedded opportunities throughout the day for professional growth.**
- **Relevant:** Staff will see a direct benefit in the improved behavior and positive relationships of the students participating in a Tier 2 intervention.
- **Differentiated:** Whenever possible, provide choices for participation. Does all professional learning in your school need to be face-to-face, large group? Is using technology such as podcasts and webinars an option? If a teacher has a good understanding of the process, can they select an option to attend a more advanced session? What are other possibilities?

Additionally, quality professional learning should also include **training, practice, feedback and coaching or other follow-up procedures and supports** (Ismat 1996, MO DESE 2013). In this way teachers also have increased opportunities to interact with peers during effective trainings.

ACTIVITY

- Make a t-chart for your team and label one side "Effective PL" and the other "Ineffective PL".
- What are the characteristics of effective professional learning you have received?
- What are the characteristics of ineffective professional learning you have received?

The Missouri Department of Elementary and Secondary Education (DESE) has developed criteria for high quality professional development (HQPD) (Noonan, Langham, & Gaumer, 2013). The 22 components on the *HQPD Checklist* outline what needs to be done before, during and after the professional learning training to ensure that HQPD has been planned for and delivered. If all components are provided for, there is greater likelihood of increasing the transfer to practice. As such, the list indicates that the face-to-face training "event" is but a part of an ongoing process to support the fidelity of implementation of research based instructional practices in classrooms.

Checklist for High Quality Professional Development (HQPD) Training

Before Training	**PREPARATION**	
	1.	Provides a description of the training with learning objectives prior to training.
	2.	Provides readings, activities, and/or questions to think about prior to the training.
	3.	Provides an agenda (i.e., schedule of topics to be presented and times) before at the beginning of the training.
During Training	4.	Quickly establishes or builds on previously established rapport with participants.
	INTRODUCTION	
	5.	Connects the topic to participants' context (e.g., community, school, district).
	6.	Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers).
	7.	Content builds or relates to participants' previous professional learning.
	8.	Aligns with school/district/state/federal standards or goals.
	9.	Emphasizes impact of content on student learning outcomes.
	THE PROFESSIONAL LEARNING PROVIDER	
	10.	Builds shared vocabulary required to implement and sustain the practice
	11.	Provides examples of the content/practice in use (e.g., case studies, vignette)
	12.	Illustrates the applicability of the material, knowledge, or practice to the participants' context
	ENGAGEMENT	
	13.	Includes opportunities for participants to practice and/or rehearse new skills
	14.	Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts)
	15.	Includes opportunities for participants to interact with each other related to training content
	16.	Adheres to agenda and time constraints
	EVALUATION	
	17.	Includes Opportunities for participants to reflect on learning
	18.	Includes discussion of specific indicators - related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice.
	19.	Engages participants in assessment of their acquisition of knowledge and skills
After Training	**MASTERY**	
	20.	Details follow-up activities that require participants to apply their learning in a new setting or context.
	21.	Offers opportunities for continued learning through technical assistance and resources.
	22.	Describes opportunities for coaching to improve fidelity of implementation.

Noonan, Langham, & Gaumer (2013)

While face-to-face, didactic or direct training (i.e., training which includes content, rationale, demonstration, **practice, and feedback**) is critical for building knowledge of effective instructional practices, research indicates that transfer of skills to practice is generally low with training alone (Joyce & Showers, 2002).

	OUTCOMES *(% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)*		
Training Components	**Demonstrate Knowledge**	**Demonstrate New Skill in Training**	**Use New Skills in Classroom**
Theory and Discussion	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice and Feedback in Training	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

Figure 10.1
Joyce & Showers (2002)

The chart starts with training that involves **theory and discussion**. With this type of training, 10% of the participants were able to demonstrate knowledge about the topic, 5% were able to demonstrate new skills in the training setting, and 0% used new skills in the classroom.

When **demonstration in training** was added to theory and discussion, knowledge increased to 30% of the participants and skill demonstration increased to 20% participants. Use in the classroom remained at 0%.

Adding **practice and feedback** during training to theory, discussion, and demonstration increased knowledge and skill demonstration to 60% of the participants. Use in the classroom increased to . . . . . 5%. **When coaching in the classroom was added to the other training components, knowledge, skill demonstration, and use in the classroom increased to 95% of the participants.**

"We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren't realized. School personnel & teams need more than exposure, practice, & enthusiasm."

George Sugai, OSEP Center on PBIS, Center for Behavioral Education & Research, University of Connecticut

The analysis of of over 200 studies by Joyce and Showers (2002) has been corroborated through in-field research (Hiralall & Martens, 1998; Simonsen, MacSuga, Fallon, & Suagi 2013). This recent body of work confirms that in-vivo support (e.g., coaching and performance feedback) was required to achieve to achieve positive effects. Because it is not always feasible to provide in-classroom coaching to all teachers Simonsen, et al., (2014) proposed a multi-tiered approach to PL that outlines building *a triangle for teachers*.

The proposed triangle for teachers extends the recommendations of both Norobi (2011) and Ismat (1996) in terms of the characteristics of the content, the what to provide, as well as the work of Joyce & Showers (2002) in terms of the how to provide PL. the outline proposed that professional learning approaches must also include, "1) an organized framework for providing supports, and 2) a clear method for identifying which teachers will benefit from each level of support," (Simonsen et al., 2014, p. 180). The multi-tiered system of support would be planned for and provided based on data. All teachers would get universal level supports focused primarily on high quality professional learning training, some teachers would get universal PL plus limited coaching supports and a few teachers would get all that plus intensive coaching supports. The table below gives a more detailed explanation of what a tiered support model might entail.

Multi-Tiered Support Framework for Teachers

Level of Support	Didactic Training Regularly scheduled	Coaching provided as needed:	Data Used for Decision Making	Decision Rule
Universal Level Support	• Define target skill • Model target skill with examples & non examples • Provide practice w/ skill • Provide feedback within training context • Demonstrate self-monitoring methods	None	Self-Monitoring for Fluency > Self report to "coach" confirm fidelity of self-monitoring Classroom Walkthroughs = Universal Screening	80% or above implementation at criterion = no need for additional support 79% or below = need for targeted interventions
Targeted Level Support	All of the above PLUS Goal Setting	Teacher • Chooses a target skill, • Sets and shares goal(s), Selects a self-prompting strategy • Self-Monitors • Graphs data • Self-Reflects • Self rewards • Shares instructional data and student outcome data with "coach" *Coach* • Reviews self-monitoring data	Regular Self-Monitoring Regular Classroom Coaching and Walkthroughs = Progress Monitoring	Demonstration of improvement toward criterion = fading to self-monitoring only Demonstration of lack of improvement = intensified support
Intensive Level Support	All of the above PLUS Action Planning	All of the above PLUS Teacher w/ Coach assistance • Develops action plan o Measureable goals for improved performance o Action steps o Contingencies for meeting/not meeting goals	Daily Self-Monitoring Weekly Classroom Walkthroughs = Progress Monitoring Coaching and performance feedback	If goals met choose other skills for focus or implement fading. If goals not met increase frequency or intensity of feedback or provide in-vivo modeling

Adapted Simonsen et al., (2014) Figure 10.2

Multi-tiered Support Framework for Teachers

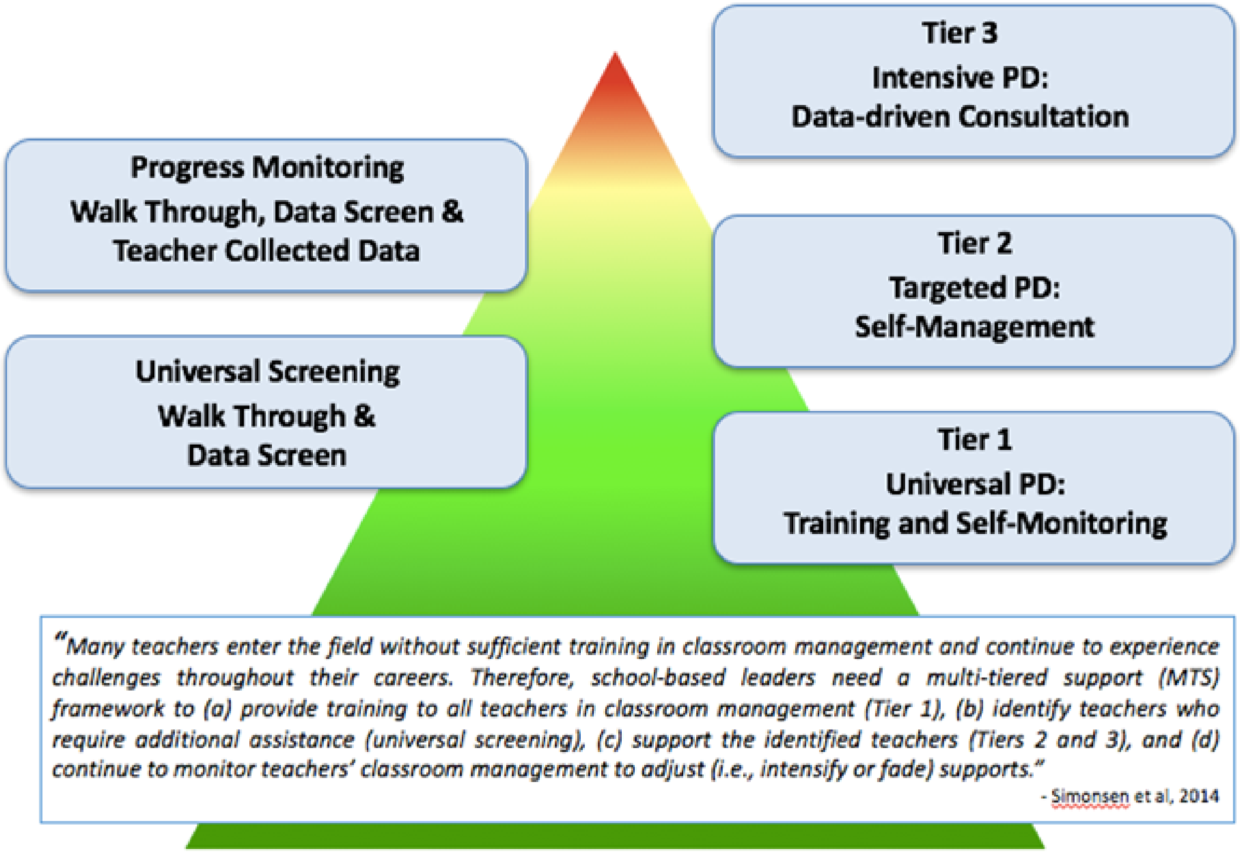


Figure 10.3
Simonsen et.al. (2014)

In the professional learning model outlined above, all teachers' get *didactic* training, then each teacher creates a self-monitoring plan:

- Choose a brief period of time when the instructional skill is most applicable for the instructional content (e.g., 10-15 minutes of teacher direct instruction)
- Identify a specified period of time (e.g., 1-2 week from date of training)
- Select a method to record use of the skill (e.g., tallies, golf counter, paper clips in pocket, etc.)
- Record data using method chosen
- Graph or chart data for analysis using specified metric (e.g., rate, ratio, percentage, etc.)
- Analyze data comparing to standard for implementation provided
- Provide data if requested to coach, department chair, team leader for building level aggregation and review for teachers who may need more intensive supports

Each effective instructional practice should have the data decision rule either based on what research indicates as best practice (e.g., 4:1 ratio of positive to negative feedback) or based on how many essential components of the instructional practice are included during the lesson monitored (e.g., effective positive feedback is timely, genuine and specific in that it indicates what behavior was demonstrated that met the expectation).

All teachers will receive *Universal* level supports of didactic training and support in developing and implementing a self-monitoring plan. Teachers who demonstrate fluency (e.g., 80% or above implementation of instructional skill) with *Universal* level supports may also have a coach assigned to provide assistance as requested and as a point person for data submission.

For teachers whose self-monitoring data indicates a need for improvement, *Targeted level* coaching supports, and/or *Intensive level* coaching and re-training may be necessary. Each of these levels of support will require some, or a great deal of building level *coaching* supports.

Who can serve as the *coach*? Depending on the size and configuration of your building the role of *coach* can at the *Universal* or *Targeted* supports levels be fulfilled by an administrator, an instructional coach, personnel with full time equivalent (FTE) dedicated for instructional support such as a SW-PBS Coach, a school psychologist, a special educator, a department chair, or in some cases of schoolwide professional learning a collegial peer (Johnson, 2007). When an individual teacher has been identified in need of *Intensive* level supports someone with behavioral expertise should fulfill the coach's role. Your SW-PBS leadership team should include planning for building and maintaining these tiered support for all teachers and staff in your building as appropriate.

What might this look like?

- Leadership Team provides PL that includes didactic or direct training on *Active Supervision* to all teachers and supervisory staff (e.g., instructional aides, paraprofessionals, playground supervisors, cafeteria personnel, etc.) on the essential components of *Active Supervision* during regularly schedule whole building PL time.
- All teachers and staff submit self-monitoring data within given period of time.
- Many teachers and staff indicate through their individual self-monitoring data an ability to implement the essential component of *Active Supervision* with fidelity.
- Walk-Through Observations (WTO) by administrators and/or assigned personnel confirm teacher self-ratings. All teacher are given WTO feedback.
- Teachers at 80% or above proficiency receive supports to sustain their use of *Active Supervision* which can include: reminder communications (e.g., emails, staff memos, staff meeting updates, etc.) to sustain implementation, develop a plan for periodic self-monitoring and receive random, periodic WTO feedback.
- Teachers below 80% proficiency are assigned a coach, assistance reviewing self-monitoring and WTO feedback. They receive if needed additional training in *Active Supervision*. They set a target goal for skill use and establish a process for systematically self-monitoring and self reward.
- After the agreed upon timeframe for implementation passes, self-monitoring and WTO are again reviewed. If the teacher is now at or above 80& proficiency the teacher goes on maintenance. If the teacher remains below 80% proficiency the teacher and coach develop an action plan for remediation which will include individual training, in-vivo observation and feedback, and contingency plans for when the goal is met/not met.

Focus of Professional Learning

As your school begins to develop multi-tiered supports for teachers a major focus should be on the MO SW-PBS Effective Classroom Practices (ECPs), se the Tier 1 Workbook, Chapter 8 for more information. The ECPs include:

1. Classroom Expectations
2. Classroom Procedures and Routines
3. Classroom Encouraging Expected Behaviors
4. Classroom Discouraging Inappropriate Behaviors
5. Classroom Active Supervision
6. Classroom Opportunities to Respond
7. Classroom Activity Sequencing and Choice
8. Classroom Task Difficulty

Teams can utilize the MO SW-PBS ECP resources which are available online at pbismissouri.org for whole staff, team or individual teacher professional learning. Each ECP module includes:

- training PowerPoint that can be customized for your school
- handouts
- teacher tool with brief pertinent research, rationale for the practice, definition and a tool for self-monitoring

The first four ECPs also have a training video that embeds the handouts and teacher tools into the training. The ECPs should be used with all students, all day in every classroom.

For students who appear to continue to struggle despite a learning environment that has schoolwide positive behavior supports and ECPs implemented with fidelity, the SW-PBS Leadership Team should reach out the educators who work directly with these students to consider how to intensify or individualize the ECPs to better support the student.

New Staff Induction

Efficient and effective induction of new teachers will be critical to building and sustaining your SW-PBS work. Any new staff members should by default receive *Targeted Level* supports. Once orientation training has taken place, if the observational data indicates that the new staff members' implementation of specified interventions is at/or above the 80% fidelity range, he or she has demonstrated a support need that falls consistently in the Universal Level. Content of new staff induction supports will vary based upon the role of the staff members (i.e., instructional or support) but all should receive at a minimum:

- **Before School Year Orientation** (e.g., Understanding of Tier 1 essential components, procedures for identifying students in need of further support, etc.)
- **Ongoing Supports in Addition to Schoolwide Professional Learning Plan** (e.g., targeted professional training with focus on effective classroom practices and self-monitoring, as well as ongoing coaching.)

DISCUSSION

Discuss the findings of Simonsen, et al., (2014) and how this information impacts the type of professional learning you will need to provide your staff. Answering the following questions will help you develop your systematic, multi-tiered plan for supporting all teachers:

- What kinds of Universal level supports do your staff need? How do you know?
- What tools /checklists do you currently have for classroom walkthroughs?
- What resources do you have to provide didactic (direct, systematic) training? (see pbismisouri.org)
- How will you structure a system for self-monitoring and data reporting?
- Who can be tapped to be coaches in your building? How will you train them for their role?

GROW Coaching Model

First introduce by Graham Alexander (see information regarding GROWs' origins in Alexander, 2010) and popularized in 1992 by John Whitmore's book *Coaching for Performance*, GROW is a deceptively simple framework for guiding teams or individuals to powerful solutions. The GROW Model is renowned for its success in both problem solving and goal setting, helping to maximize and maintain achievement and productivity. Part of what makes it such a powerful tool is its flexibility.

How the GROW Model Works

The GROW Model is an acronym standing for (G)oals, (R)eality, (O)ptions and (W)ill/(W)ay Forward, highlighting the four key steps in the implementation of the GROW Model. By working through these four stages, the GROW Model raises awareness and understanding of contextual factors and possible opportunities for change and improvement in desired outcomes.

The key to successful GROW coaching lies in asking powerful questions that inspire teams or individuals to think deeply and without limits related to the topic of coaching. This deep, limitless thinking results in action plans that are meaningful, relevant and impactful.

GROW Model Coaching Questions

Acronym & Description:	Example Questions: (school or individuals)
G-Goal > Long term aspirations and focus for the coaching session or team meeting.	What do you want to achieve? What is important to you right now? What areas do you want to work on? Describe your perfect world. What will make feel like this time was well spent? What do you want kids to know and do? Why are you doing SW-PBS? How might this be able to impact the community? What are you hearing?
R-Reality > Current situation and beliefs held by group or individuals.	What has contributed to your success so far? Where are you in relation to your goal? Does your gut agree with this? Are there other perceptions that agree or disagree with this? Paint me a picture Tell me more What's working right now Tell me the story without numbers What progress have you made toward your goal? How do you feel when you walk in the door? How do you think kids feel? Parents feel? Does this goal conflict with any other goals?
O-Options > The possibilities for action and resources available.	What are you options? How have you tackled similar situations before? Who do you know who has encountered a similar situation? Don't use the same solutions because they are not working. Think outside your box. Who do you know who has encountered a similar situation? What idea would put up here to leave the ideas as a crazy lady? What is something we/you have not tried? If anything is possible, what would you do? What could you do differently? What else? What would your alter ego do? What might our students say would be a great solution? What might your community think would be a solution? If you had to give me 3 more ideas what would those be? If you had to do it tomorrow what would you do? If resources were no option what would you do? If money or time was not an option what would you do?
W-Way Forward > Actions that will be taken to achieve goals.	What are viable choices? Which options are working smarter not harder? Which options are going to give you the most bangs for your buck? Which options are you going to get you, your staff or students to buy in? What action will you /we take? When will you /we start? Who will you /us help? How will you /we know you've been successful? What will this look like if it is fully implemented in your school (classroom)?

GROW Model Coaching Template

Acronym & Description:	Example Questions: (school or individuals)
G-Goal > Long term aspirations and focus for the coaching session or team meeting.	
R-Reality > Current situation and beliefs held by group or individuals.	
O-Options > The possibilities for action and resources available.	
W-Way Forward > Actions that will be taken to achieve goals.	

SW-PBS Teams can apply the GROW Model when analyzing school-wide or classroom level data, for problem solving interventions at the universal, targeted or intensive level; for coaching teachers or teams; or for improving any process or procedure.

As you school considers how to provide coaching to teams (e.g., grade level, departmental, schoolwide) and/or individual teachers, you should also consider how to assess the fidelity of implementation of the coaching supports. The Missouri Department of Elementary and Secondary Education (DESE) through it's work on a school professional development grant (SPDG) developed a checklist for criteria to assess fidelity of school-based coaching implementation (MO DESE SPDG, 2015). Below the elements of GROW coaching (i.e., goal, reality, options, way forward) are indicated within the checklist. Some checklist items are specific to the systems that have been developed for coaching rather elements of GROW. In these instances the checklist item has a designation of not applicable (NA).

School -Based Implementation Fidelity Checklist

Instructions: This checklist is designed as a format for periodically checking on the fidelity of school-based implementation coaching. This checklist can be used for self-assessment of fidelity as well as observation of fidelity. Fidelity should be monitored "early and often" (Harn, Parisi, & Stoolmiller, 2013). It is recommended that the school-based implementation coach completes the fidelity checklist after each coaching interaction until at least 80% of items are consistently present.

Goal Reality Options Way	School-based implementation coach:	Yes	Partially	No	*If partially or no, please explain.*
	Preparation				
NA	1. Clearly states that he/she will keep the coaching conversation confidential and it will not be used for formal performance evaluation.				
R	2. Asks recipients of coaching to identify the things they felt went well, before providing his/her own observations.				
NA	3. Quickly establishes or builds on previously established rapport.				
	Feedback				
R	4. Provides feedback on observed strengths.				
R	5. Poses questions for educator reflection on implementation and learner outcomes.				
O	6. Provides suggestions for changes in practice that are accompanied by rationales for why changes are important and how changes will improve outcomes.				
O	7. Allows recipients to offer clarification and/or reflect on suggestions.				
R	8. Describes educator, student, and/or team actions & responses using concrete and specific examples.				
R/O	9. Addresses areas of needed improvement by providing examples of content/practice in use.				
R	10. Discusses student data reporting learning occurred while using teaching practice.				
O/W	11. Guides recipients to identify solutions for problem areas in the form of take-aways or action steps.				
	Structure				
NA	12. Paces the conversation allowing time for the coached educator(s) to question and process information.				
NA	13. Adheres to established plan of coaching (e.g., frequency, schedule, and duration).				
NA	14. Allows for coaching conversations to occur in a setting preferred by the coached educator.				
	TOTAL				

Adapted from MO DESE SPDG, 2015

Finding Time to Schedule Staff Professional Learning

One of the major concerns in every school is time for professional learning. Each school is unique in schedules, budgetary restrictions for substitutes, coverage availability from other staff, and contractual/negotiated agreement restrictions.

All schools also have **competing initiatives**. District and school teams can inventory the initiatives currently implemented district and schoolwide. Using a structure called *Working Smarter* from the PBIS National Center each initiative is reviewed in terms of purpose/outcomes, resources needed, and timelines (see Tier 1 Workbook, Chapter 2-Leadership for more information on *Working Smarter*).

Streamlining the work at the district or school level increase the likelihood the resources necessary are available and that the essential components of SW-PBS including the necessary PL supports for implementation are implemented. From this review the district and/or school team can ask questions to assesss:

- Are all of the initiatives current and necessary? Many times schools continue to do something because "it's always been that way" even though it is no longer effective or needed.
- Do some of the initiatives have overlapping purposes and can be streamlined, thereby freeing up potential schedule time for staff learning?

Other questions schools can ask when trying to find time include:

- ► Can staff meetings have an instructional focus instead of a managerial focus?
- ► Can portions of grade level/departmental planning times be used for staff learning?
- ► Can classes/activities be covered by other available school personnel for teachers to attend staff learning?
- ► Can technology be utilized to allow for flexible training times?

Your team will need to work closely with your administrator in order to develop a professional learning calendar.

DISCUSSION

What options are available in your school for scheduling Tier 2 professional learning opportunities? How far in advance is the professional learning calendar established? Do you need to start planning now to get additional time on the calendar for next year? More information is available in Chapter 3 of this workbook to help your team make decisions concerning your yearly calendar.

Providing Updates to Staff

Another component of your Professional Learning System is to provide your staff with **updates about Tier 2 systems, data, and practices**. This includes developing standard procedures for providing updates to the administrator, team, staff and others involved with student support. Also consider what communication needs to be provided for families and community members.

These **four questions will assist** your team in developing your communication system. If you can answer these questions, your system for updating staff is in place.

1. What will be communicated?
2. Who will communicate this information?
3. How will it be communicated?*
4. When will it be communicated?

*Your team should also consider when and how to leverage social media to communicate with stakeholders (e.g., teachers, staff, students, families and community members). What kinds of social media does your school currently use? What forms of social media do your stakeholders currently use? Schools today must consider the array of social media platforms that are the typical "news and information" sources for their employees and customers (e.g., world wide web, TWITTER, Facebook, Instagram, etc.). If your communication system isn't utilizing those platforms your team cannot keep those using those social media outlets up to date with current and accurate information.

DISCUSSION

Does your Tier 2 team have an effective system already established for updating staff?

- If yes, can your Tier 2 team incorporate the same system?
- If no, what system can be developed for the Tier 2 team to provide regular staff updates?

Developing Tier 2 Staff Handbook

A Tier 2 Staff Handbook is also part of your Professional Learning System. This handbook will serve as a **reference for staff and document your Tier 2 data, systems & practices**. If teachers have a question, the handbook can be a resource they can readily access to get information. Information in your Tier 2 Staff Handbook will provide the basis for your Tier 2 professional learning

The *Tier 2 Staff Handbook Organizer* provides guidance for what you will include in your handbook.

ACTIVITY

Review the *Tier 2 Staff Handbook Organizer*.

- What do you already have available that can be added to your Tier 2 Staff Handbook?
- As you continue your Tier 2 training, who will be responsible for adding/updating your Tier 2 Staff Handbook?
- How will staff access the handbook? Will you provide hard copies?

Tier 2 Staff Handbook Organizer

Feature	Materials	Documented in Notebook?
Guides	1) Schoolwide Behavior Matrix	YES NO
	2) Tier 2 Action Plan	YES NO
1. Team	1) Tier 2 team list with roles identified	YES NO
	2) Schedule of meeting dates	YES NO
	3) Standard Agenda Format	YES NO
	4) Copy of Meeting Minutes	YES NO
2. Identification	1) Data Decision Rules	YES NO
	2) Teacher Nomination Form and Procedure	YES NO
	3) Standardized Social/Behavioral Screening Instrument	YES NO
	4) Environmental inventory/classroom system inventory for ensuring students identified for Tier 2 support have received full access to Tier 1	YES NO
3. Function Matching	1) System for collecting student information/data	YES NO
	2) System to identify function	YES NO
	3) System to match intervention with function	YES NO
4. Intervention Descriptions	1) Intervention Essential Features (provides description of each intervention available in your setting).	YES NO
5. Monitor Progress	1) Copy of Sample Progress Monitoring Tools • Check-In, Check-Out = Daily Progress Report and Example Student Graph • Social Skills Instructional Group = Daily or Weekly Report and Example Student Graph • Check & Connect = Monitoring Form and Completed Example	YES NO
6. Communication Plan	1) Documented system for communicating and receiving feedback from staff	YES NO
	2) Documented Professional Learning plan with schedule, topics and coaching procedures outlined	YES NO

Next Steps

1. Consider using a process such as Working Smarter to review current initiatives to identify redundancy of efforts. Re-align resources as necessary to achieve desired outcomes.

2. Develop and/or review your current Communication Plan. Consider how to incorporate the use of technology and social media to improve or enhance communication with all stakeholders.

3. Develop and disseminate Tier 2 Staff Handbook either hardcopy and/or electronically.

4. Develop a year-long PL schedule within the work day for all teachers and staff that outlines:

    a. Time and place
    b. Schedule of topics (suggestions include):
        i. Accessing resources necessary for tiered supports
        ii. Self-monitoring implementation
        iii. Implementing essential skills of coaching and model for coaching such as GROW Coaching.
        iv. Implementing essential components of tiered supports (e.g., teaching, reinforcing, discouraging, data collection, student self-monitoring, etc.)
        v. Implementing effective classroom practices (e.g., reinforcing, active supervision, etc.)
    c. Identify expertise to provide PL
    d. Identify expertise or FTE for coaching

5. Implement your year-long PL schedule and consistently communicate aggregated schoolwide data to demonstrate growth in proficiency in implementing effective practices and potentially correlated improved student outcomes.

CHAPTER 11: TIERED FIDELITY INVENTORY (TFI)

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai (2014)

Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Describe the TFI, what it measures, and the rationale.
- Understand MO SW-PBS protocol for taking the TFI.
- Complete the TFI to self-assess the implementation status of Tier 1 (universals), Tier 2 (secondary, targeted) behavior support systems and Tier 3 (tertiary, intensive) behavior support systems for the levels at which you have trained and/or are implementing.

Purpose

The purpose of the TFI is to provide an efficient tool for teams to self-assess implementation fidelity at **Tier 1 (universal), Tier 2 (secondary targeted) and Tier 3 (tertiary intensive) intervention levels**. The TFI was designed to ultimately replace several of the assessment tools currently used by SW-PBS schools, including the Benchmarks of Quality (BoQ) (Kincaid, Childs, & George, 2010) and the Benchmarks for Advanced Tiers (BAT) (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding, 2010). To be sure, recent research suggests that the Tier 1 scale of the TFI can be considered to be equivalent to the BoQ (Mercer, McIntosh, & Hoselton, 2016, forthcoming).

Results from the TFI can be used to monitor overall implementation fidelity, to monitor progress toward short or long-term goals, and to determine action steps that address areas of concern.

The TFI reports yield a Total Score, a Scale Report, and a Subscale Report. In addition, the team can pull a report of scores for each item. The Total Score Report is an aggregate of the scores for the sections assessing each of the three tiers. The Scale Report is the score for each of the three tiers, respectively. Finally, the Subscale Report provides scores for components that make up each of the three tiers assessed by the TFI. These components are listed below:

Subscales:

Tier 1
A. Teams
B. Implementation
C. Evaluation

Tier 2
A. Teams
B. Interventions
C. Evaluation

Tier 3
A. Teams
B. Resources
C. Support Plan
D. Evaluation

Instructions for Completing the TFI

Prior to taking the TFI, the TFI walkthrough should be completed. It is recommended that an external coach conduct this walkthrough. This walkthrough should take approximately 15 minutes to complete, and involves interviewing 10% of randomly selected staff members (or a minimum of 5 in very small schools), and 10 randomly selected students. The individual conducting the walkthrough also looks for expectations and rules posted in at least 5 locations. A copy of the walkthrough form is included at the end of this section.

In addition, the TFI administration will be more efficient if the team gathers necessary artifacts prior to conducting the TFI. Recommended artifacts include the following:

Tier 1:

- School team organizational chart
- School/district policies on social behavior/support
- Team meeting minutes for last 3 meetings
- Team roles and responsibilities
- Action plan
- Staff handbook
- Student handbook
- Professional development plan for past year
- Prior PBIS fidelity measures (last two years)
- Student behavioral data summary for past month
- Major ODR per day per month compared to the national median
- Universal screening measures and process
- Any prior evaluation reports focused on social behavior
- Any reports to school administration or board focused on social behavior
- Completed TFI Walkthrough Tool
- Discipline flow chart
- Universal lesson plans
- Lesson plan schedule

Tier 2:

- Tier II team meeting minutes (last 2)
- MO SW-PBS Existing School Data Inventory
- Nomination forms
- Universal screener(s)
- Data decision rules
- Tier II strategy, handbooks, or procedures (i.e. CICO, SSIG, C&C, SM)
- Intervention Essential Features document for each intervention
- Available Tier II data summaries (if possible for the past two months)
- Family communication systems
- Most recent fidelity measures for Tier II strategies
- School schedule
- Tier II lesson plans
- Acknowledgement/recognition system
- Intervention tracking tool (ex. Advanced Tiers Spreadsheet, CICO-SWIS)
- MO SW-PBS Intervention Outcome Data

Tier 3

- Tier III core team meeting minutes (Last 3 meetings)
- Tier III "action team meeting minutes (Last 3 meetings)
- Decision rules for selecting students for Tier 3
- Assessment tools for Tier 3 (i.e. functional behavioral assessment, mental health, medical records, etc.)
- Three randomly selected Behavior Intervention Plans
- Tier 3 data summary (last two reports)

Once the walkthrough has been completed and the team has gathered the required documentation, they are ready to take the TFI. It is recommended that the TFI be taken by the team in cooperation with an external coach, although the team can take it by themselves.

The TFI is divided into three sections or scales, one for each tier. Each section has 15-17 items. Each item is scored 0 (not in place), 1 (partially in place), or 2 (fully in place). The team votes on how to score each item, and the score with the majority of votes is recorded. According to the PBIS National Center (Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, and McIntosh, 2014) each Tier of the TFI takes between 15 and 30 minutes for the team to complete, depending on their level of experience and whether they gathered the necessary artifacts ahead of time. PBIS National Center recommends that the team complete the sections for all three tiers the first time that they take the TFI, in order to obtain baseline scores. After that, the team may elect to take all three sections, or they may choose to take only those sections that pertain to their level(s) of implementation.

PBIS National Center (Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, and McIntosh, 2014) also recommends that teams take the TFI each quarter until they achieve three consecutive total scores of 80% for the Tier that is assessed. After that, they may choose to shift to an annual assessment for that particular Tier.

MO SW-PBS recommends that teams that are training and/or implementing at Tier 2 or better, as well as teams that have achieved two consecutive scores of 80/80 on the SET, take the TFI for the levels at which they have been trained and/or are implementing at least annually in the spring. For teams new to Tier 2 or Tier 3, MO SW-PBS also recommends they take the TFI in the fall of their first year of training at that level for baseline comparison. In addition, schools may choose to take a given scale of the TFI at any time during the school year for purposes of progress monitoring improvement efforts at that tier.

To accurately assess each tier, the Tier 1 team completes the Tier 1 scale; the Tier 2 team completes the Tier 2 scale; and the Tier 3 team completes the Tier 3 scale. Scoring is based on artifact review and stakeholder feedback.

To assist schools in taking the TFI and obtaining reports, the faculty of Educational and Community Supports operating out of the University of Oregon has included the TFI on the PBIS Assessments site. This site is free to schools, and is accessed through PBIS APPS (https://www.pbisapps.org/). A small number of school based personnel are set up with a PBIS APPS Assessments Team Member account, through which these individuals may access surveys and download survey reports for their school. To obtain your free PBIS APPS Assessments account, contact your MO SW-PBS Regional Consultant.

Prior to entering TFI scores in PBIS Assessments, the team will need to contact their MO SW-PBS regional consultant, so that he or she can open a TFI window. Although PBIS Assessments allows teams to return and edit a TFI submission, MO SW-PBS recommends that teams complete all scales of the TFI that they intend to take prior to entering the data into PBIS Assessments. To assist teams in accomplishing this, teams may use the MO SW-PBS TFI Scoring Guide located at the end of the chapter.

To enter scores from the TFI into the PBIS Assessments site, a team member with a PBIS APPS Assessments account must first log into the PBIS APPS site, and then navigate to PBIS Assessments. If the team member only has access to PBIS Assessments, he or she will automatically be directed to the school's PBIS Assessments site. However, if the team member also has access to other PBIS APPS products (i.e., SWIS), the team member will need to select "Assessments" from the menu bar at the top of the screen.

The team member will then choose the "School-wide PBS Tiered Fidelity Inventory 2.10" from among the open surveys, then click on "Take Survey." The team member will enter the date, then use the two dropdown menus to identify who was involved in taking the survey, and who conducted the TFI Walkthrough. The team member will then click on the green button with the >> symbol to move onto the remainder of the survey. For each item, the rating that received the highest number of votes from the team members is recorded. **Scores should not be entered for those sections that the team is not assessing, as a 0 indicates "Not Implemented," whereas a blank simply indicates "No Score."** When all the scores are entered, there will be a green button with the following symbols: << >>. The team member entering the information should click on the >> symbol, which will navigate to a page that allows the team member to submit the survey.

The following screenshots from https://www.pbisapps.org/ provide more information about entering the TFI scores online.

Log into PBIS Assessments account.

Figure 11.1

If you have access to more than one PBIS APPS product, select "Assessment" from the menu at the top of the screen. Otherwise, select "School-wide PBIS Tiered Fidelity Inventory v2.10" from the "Open Surveys" section of your school's dashboard.

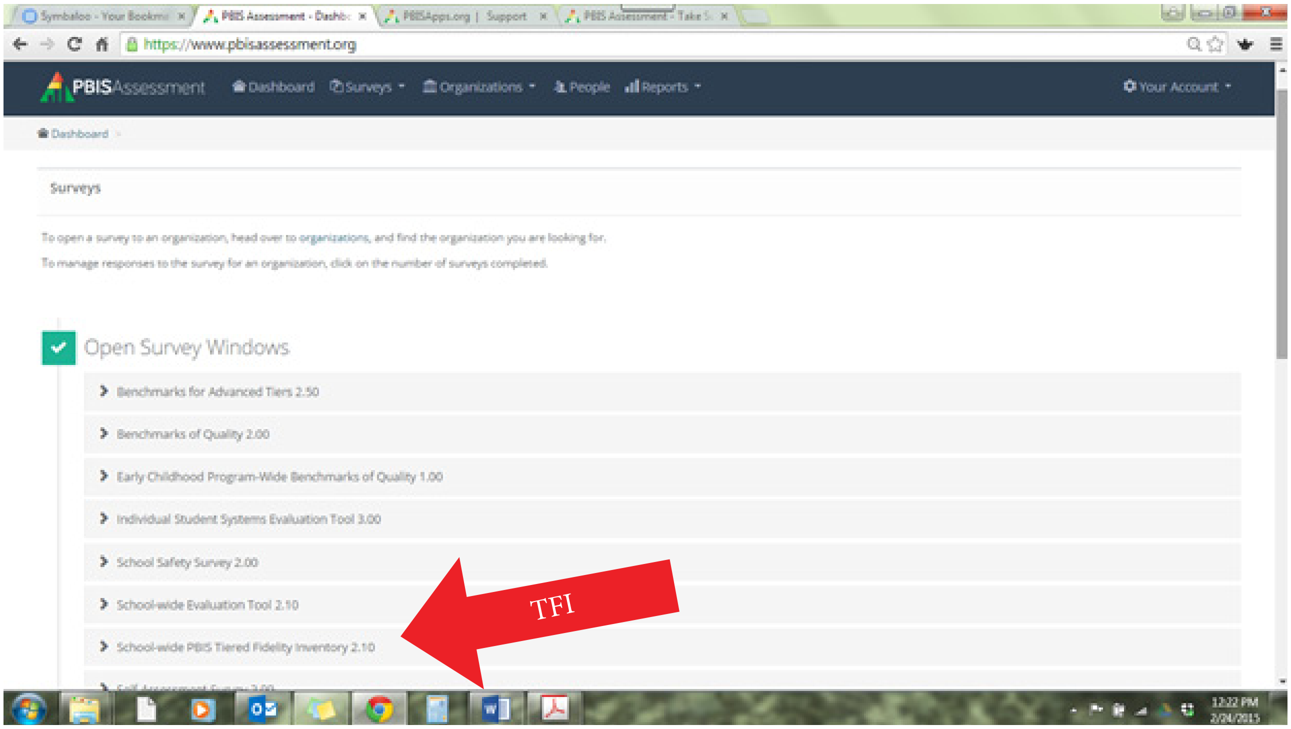


Figure 11.2

Click on "Take Survey."

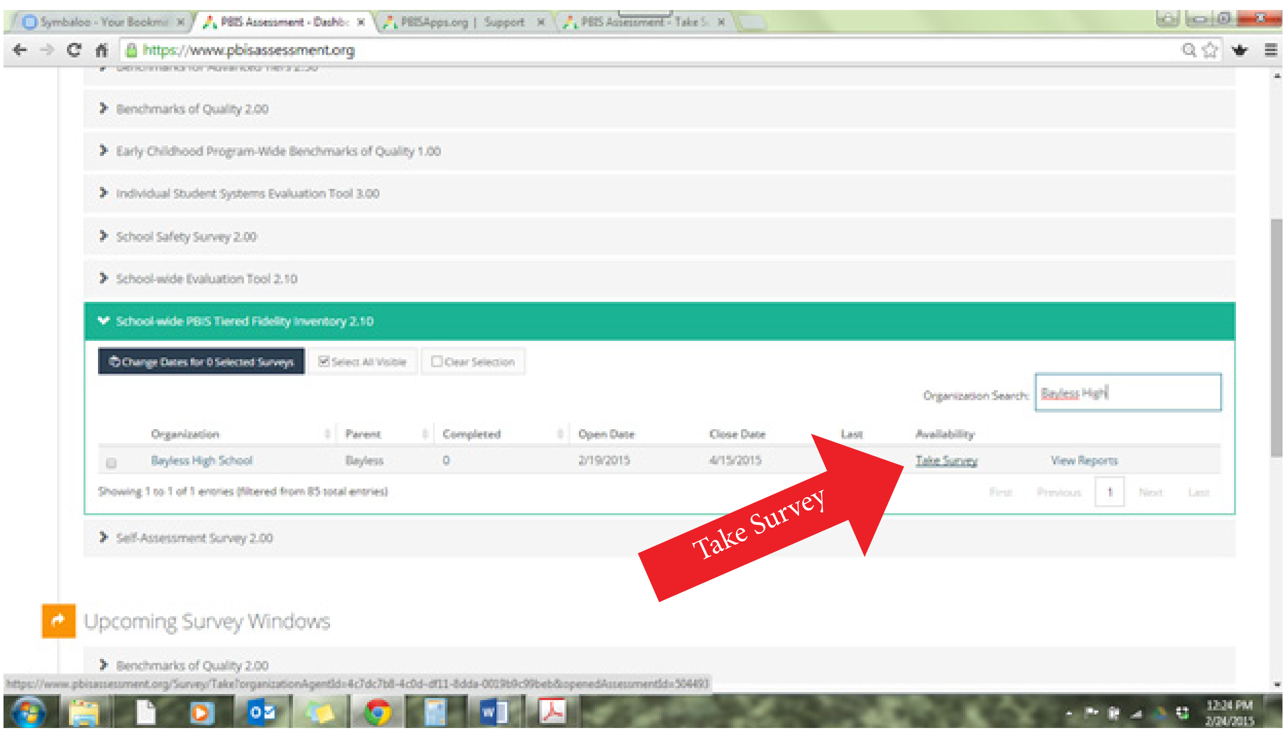


Figure 11.3

Enter date or use calendar feature to click on the date.

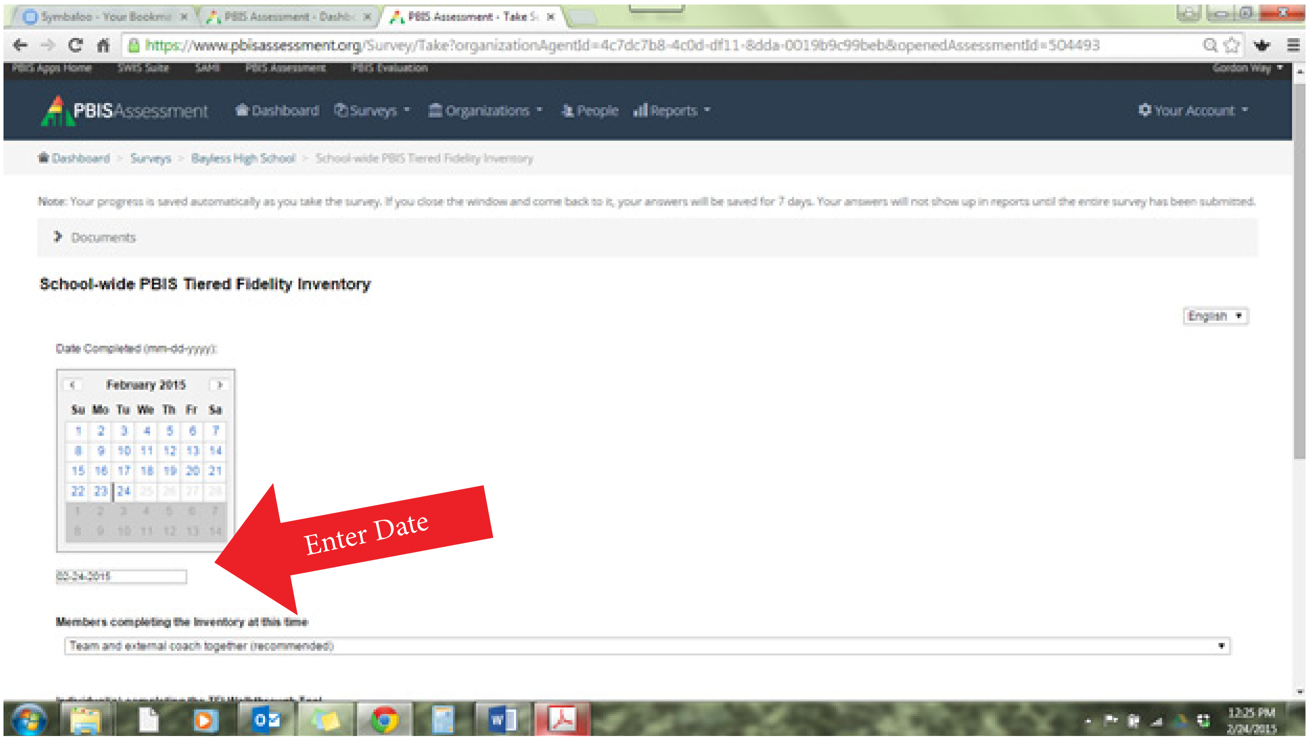


Figure 11.4

Indicate members completing the survey, and whether the walkthrough was completed by an internal reviewer, an external coach or "TFI Walkthrough Not Completed". Press green button with the >> symbol to advance.

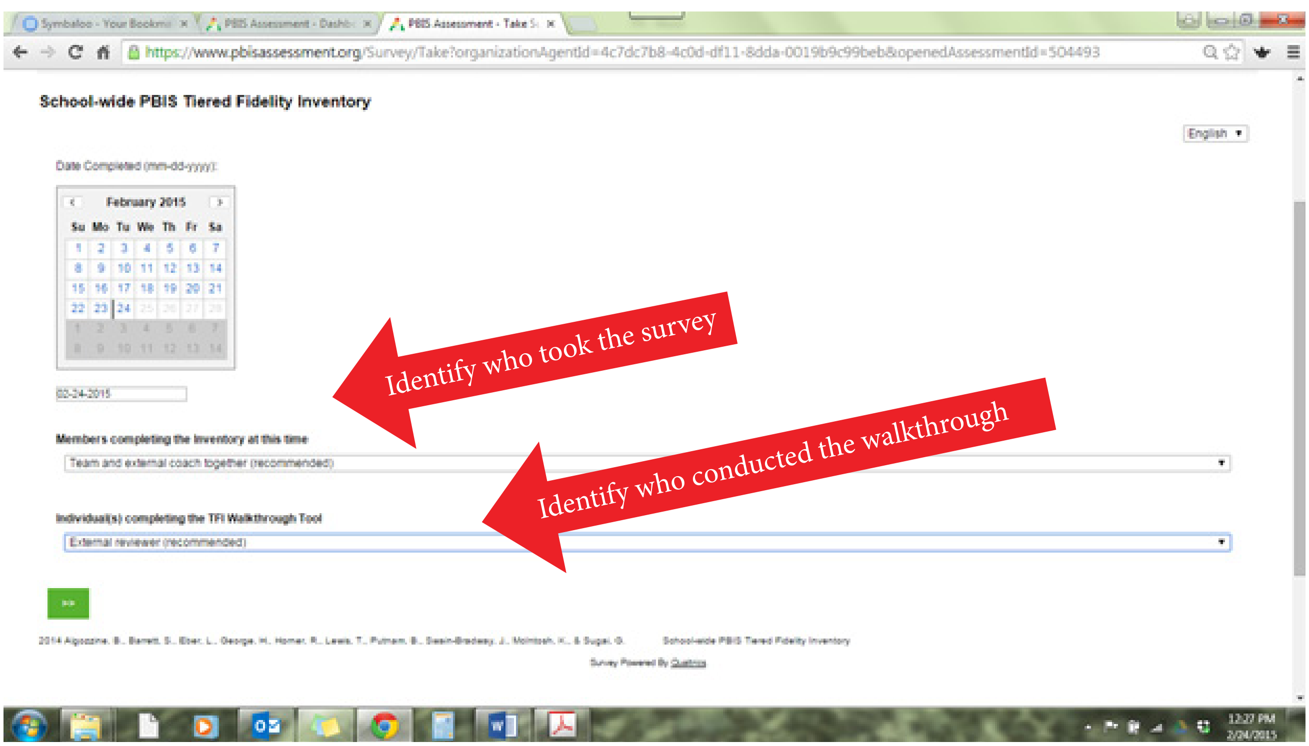


Figure 11.5

As a team, vote on answers to each item. For each item, enter the score that earned the most votes.

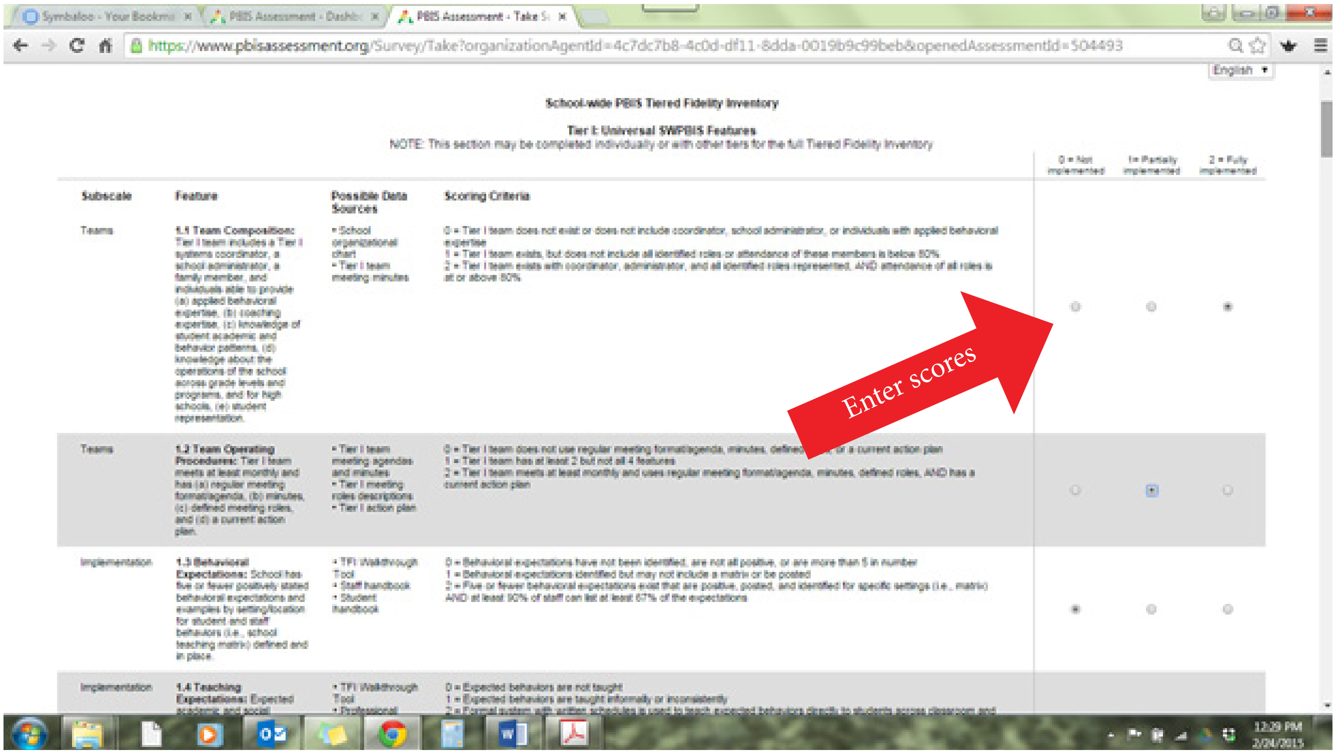


Figure 11.6

Use arrow to advance to next session.

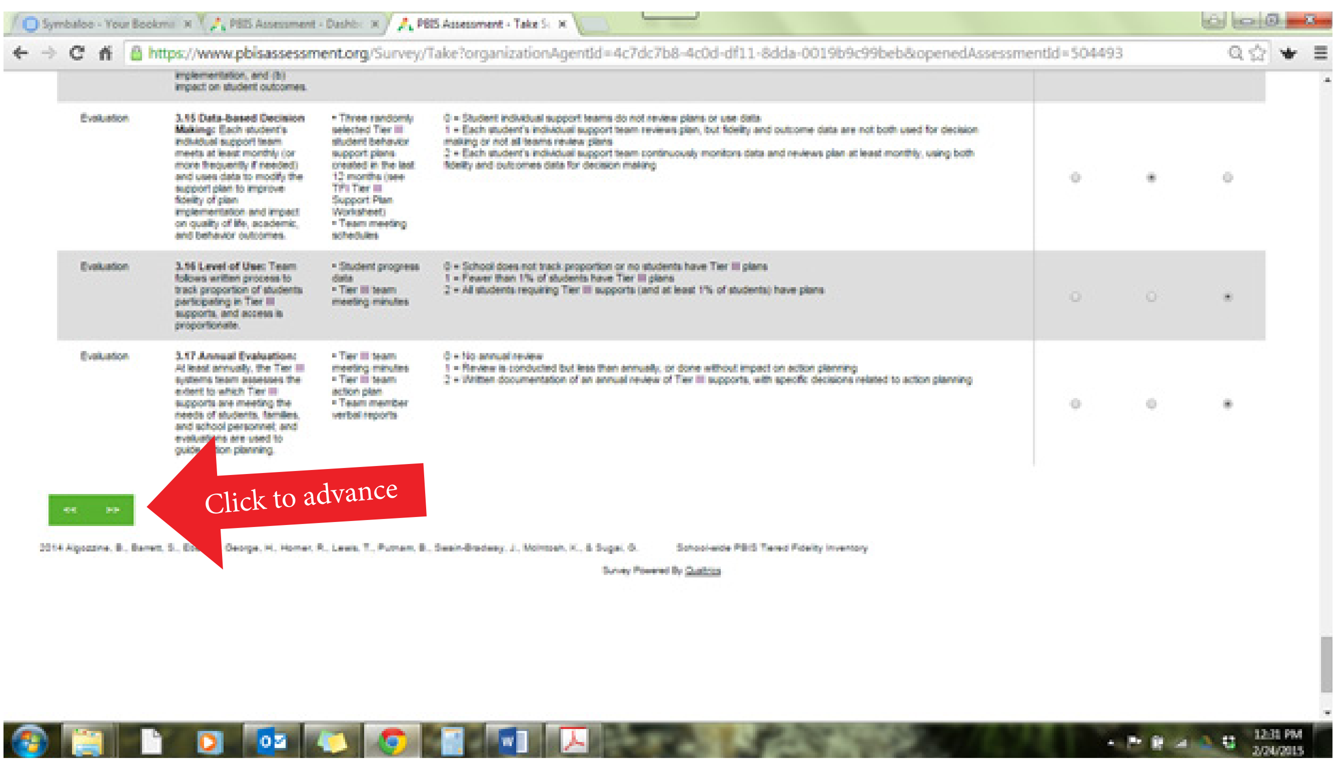


Figure 11.7

Answer optional questions.

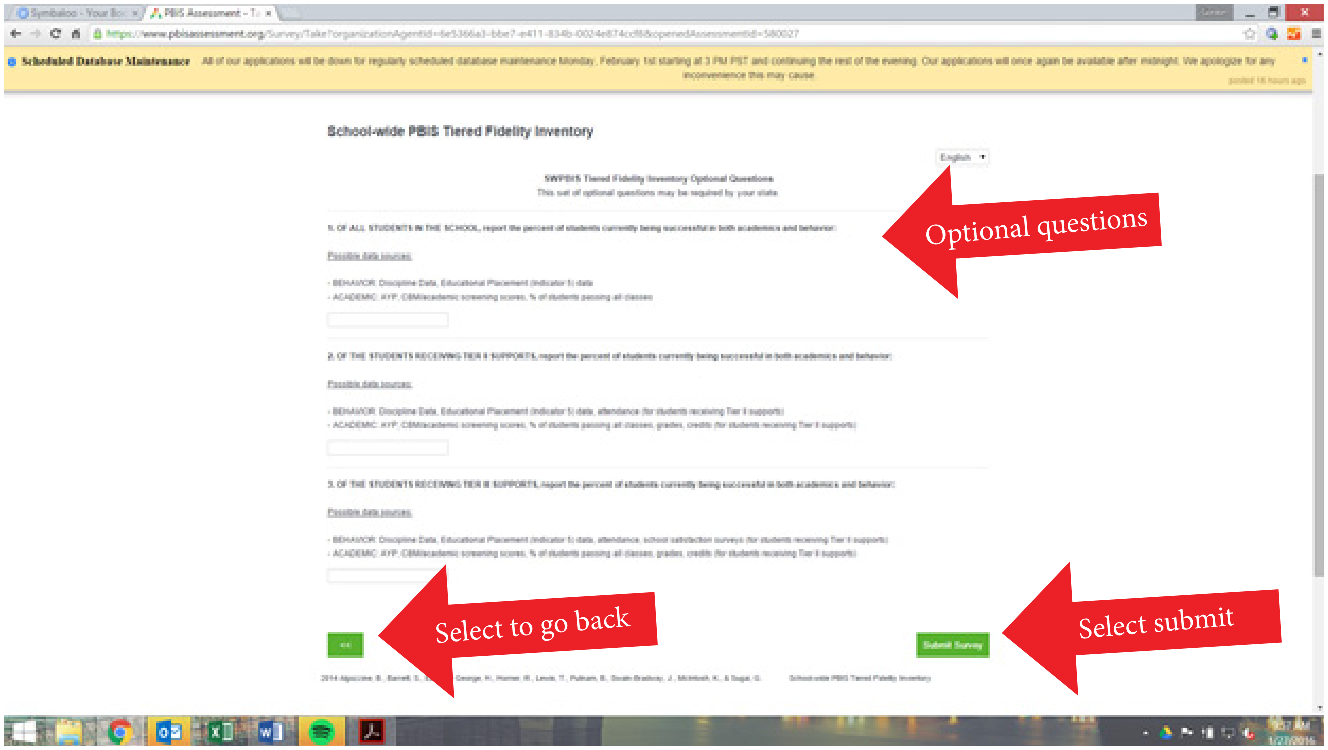


Figure 11.8

Finally, click on the green << button to return to a previous page, or the green "Submit Survey" button to complete this administration of the TFI.

The following screen shots will walk you through running a TFI Report from the PBIS APPS Assessments web site.

Log into your PBIS APPS Assessments account.

Figure 11.9

Click on “Reports” on the ribbon; then click on “Survey Reports” from the drop down menu.

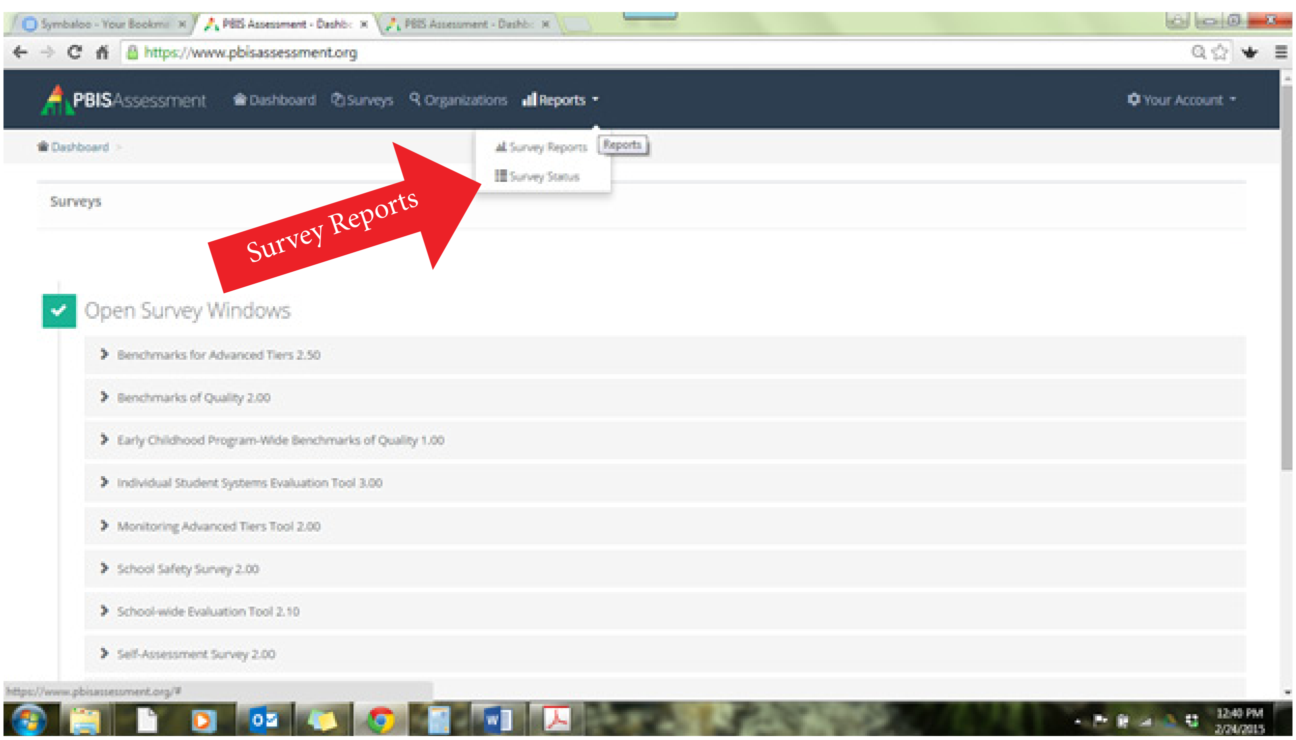


Figure 11.10

From the “Select Report” in the “Surveys” drop down menu, choose “SWPBS TFI 2.1.”

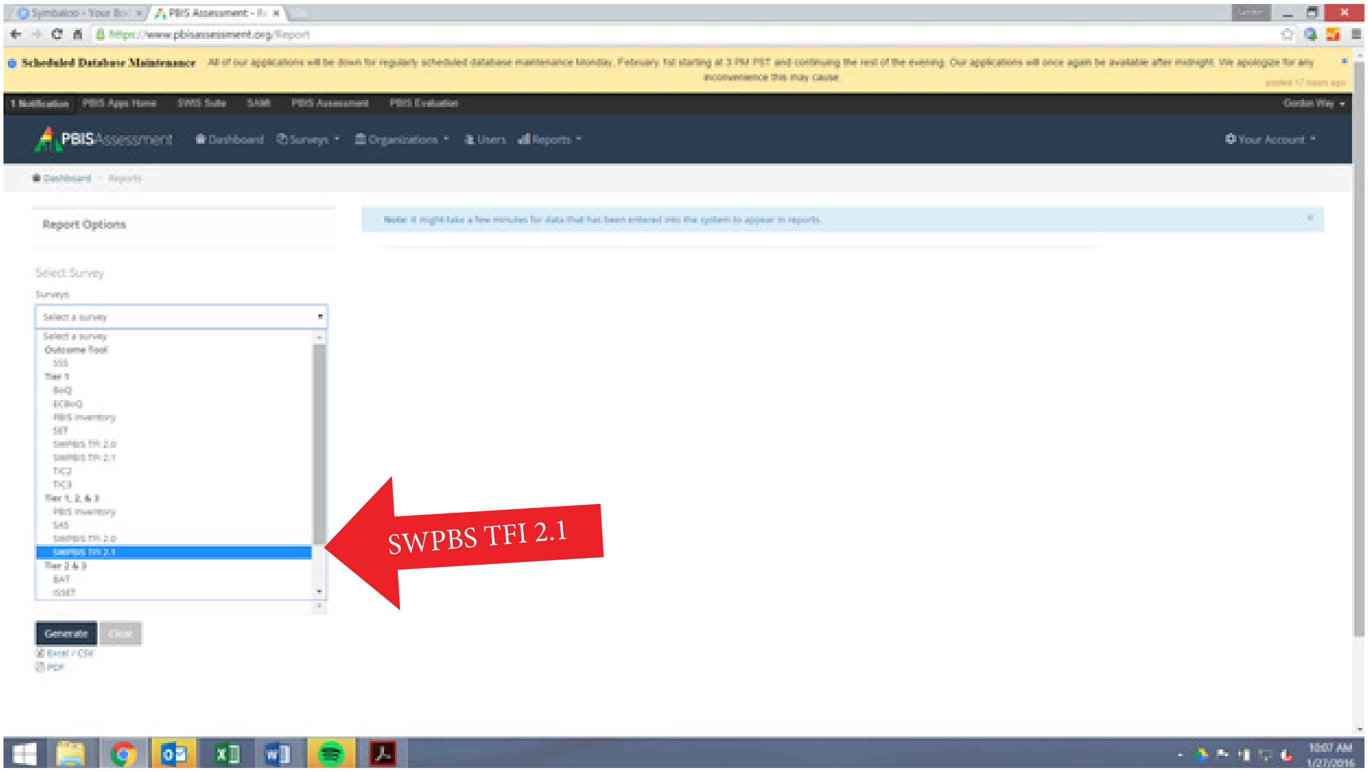


Figure 11.11

In the dropdown menu for “Select Report” select the desired report.

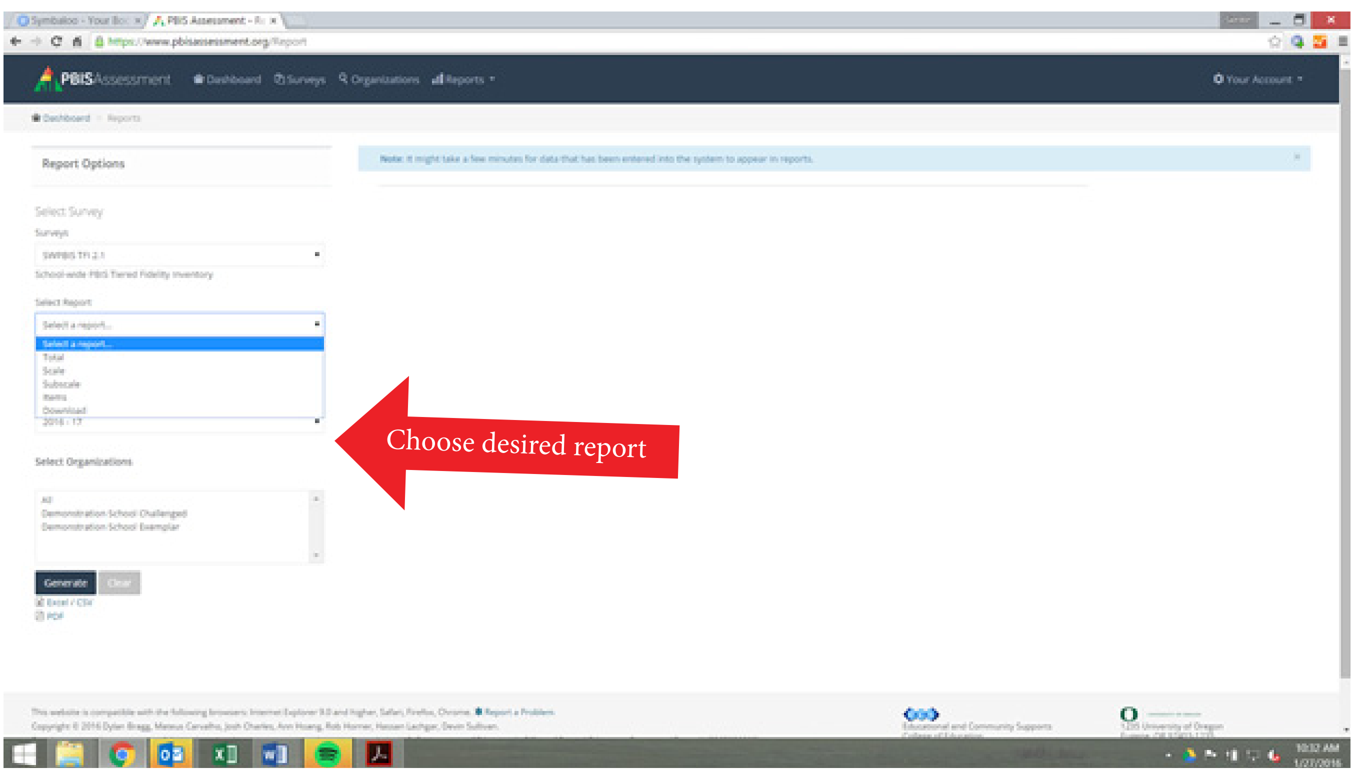


Figure 11.12

Select the date range.

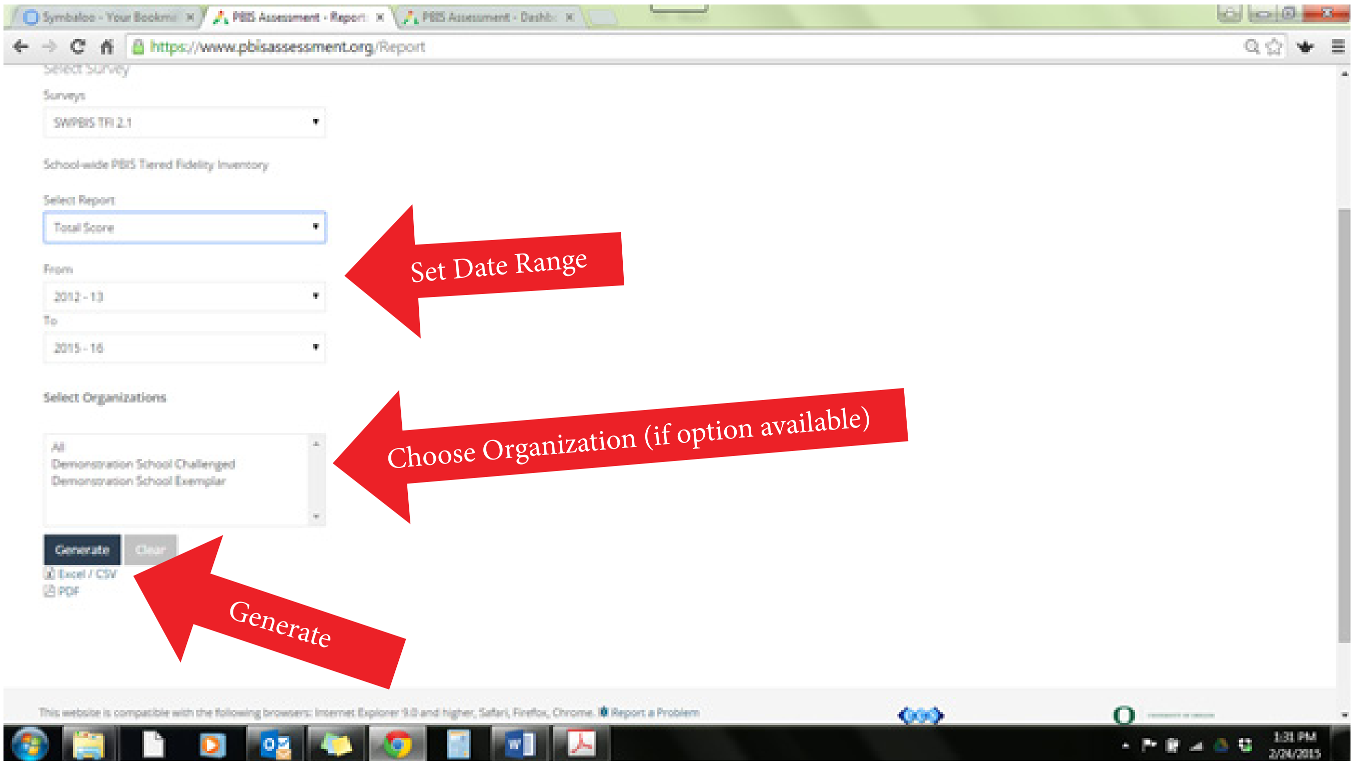


Figure 11.13

If you have more than one organization, select organization. Otherwise, click "Generate."

Total Score

The total score report gives a big picture snapshot of the school. In this example, the team has taken the TFI twice, once on May 5, 2014, and a second time on May 22, 2015. As can be seen, the total score dropped significantly between the first administration of the TFI and the second. It should be noted teams do not have to complete each of the three TFI scales in order to submit. Scales not completed are still included in the total score. As such, total scores are not necessarily comparable from one administration of the TFI to the next, and teams should use caution when interpreting these scores.

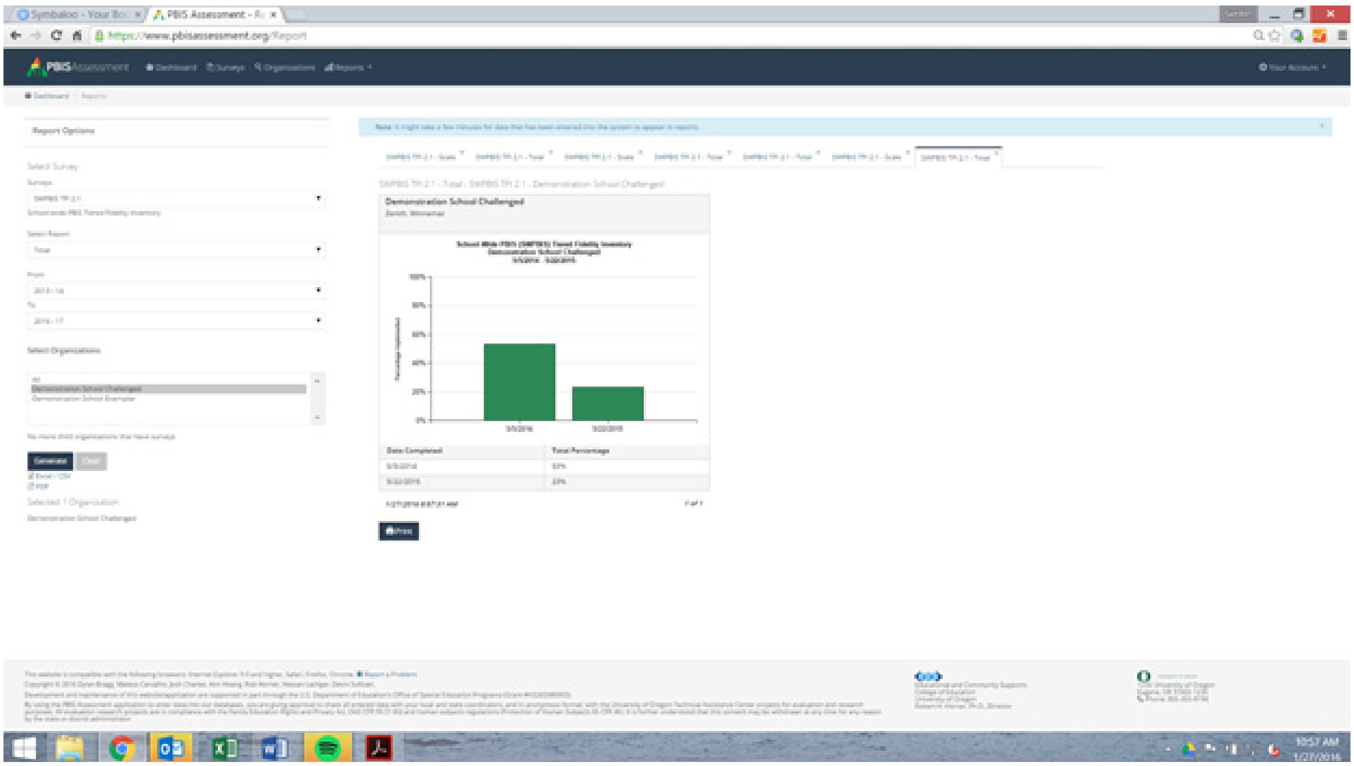


Figure 11.14

Scale

The scale report provides a quick, visual summary of the level of implementation at each of the three tiers. Notice that the team reports a fairly significant improvement in the implementation of Tier 1. Also notice that this team took all three scales of the TFI during the first administration on May 4, 2014, but only completed the Tier 1 scale on May 22, 2015. This may explain the significant decrease in the total score on the second administration of the TFI.

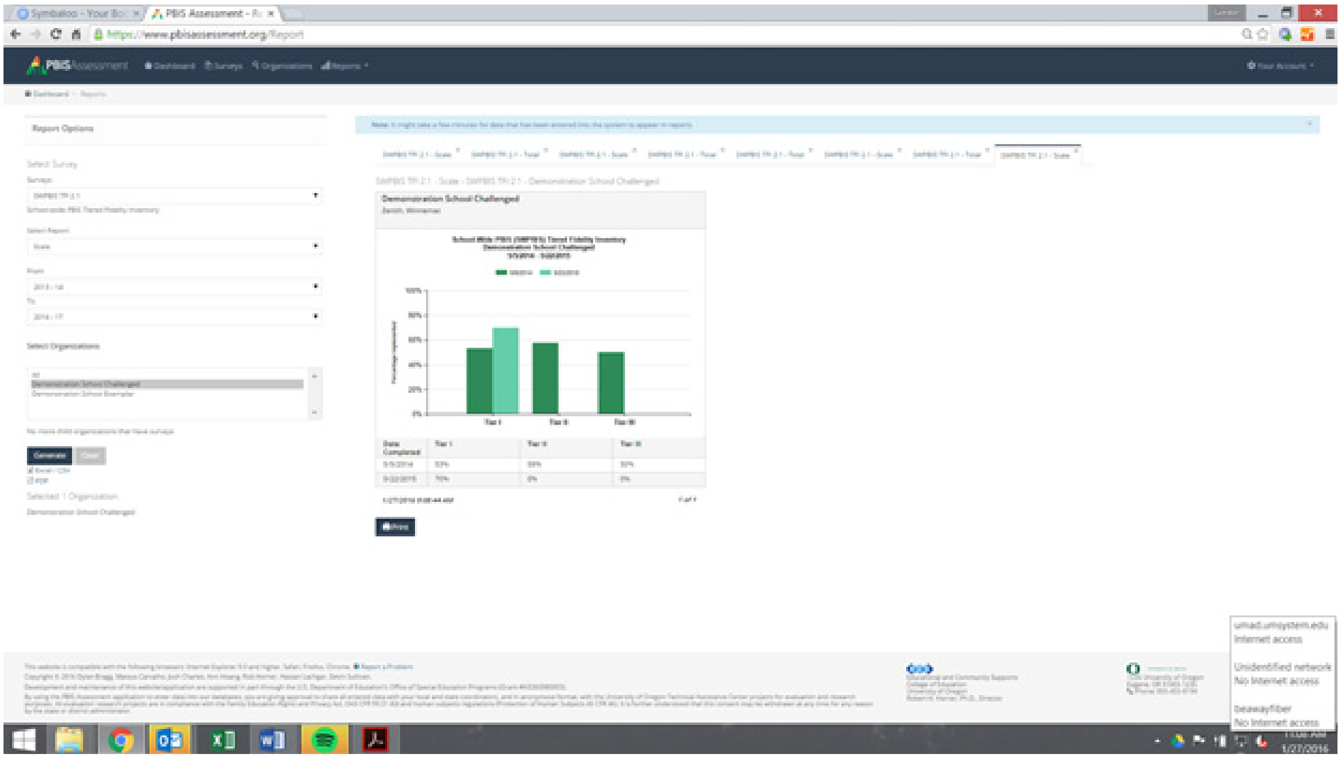


Figure 11.15

Subscale

The subscale report gives the team information regarding implementation fidelity in the scales of each of the three tiers. The chart below indicates the school showed improvements in all Tier 1 scales of the TFI between the first and second administration. However, the chart also suggests that the team has opportunities for growth in the scale of “Tier 1 Teams.” This team may want to take a closer look at how they rated themselves on each of the items in the “Tier 1 Teams” scale to identify specific areas around which to plan action steps.

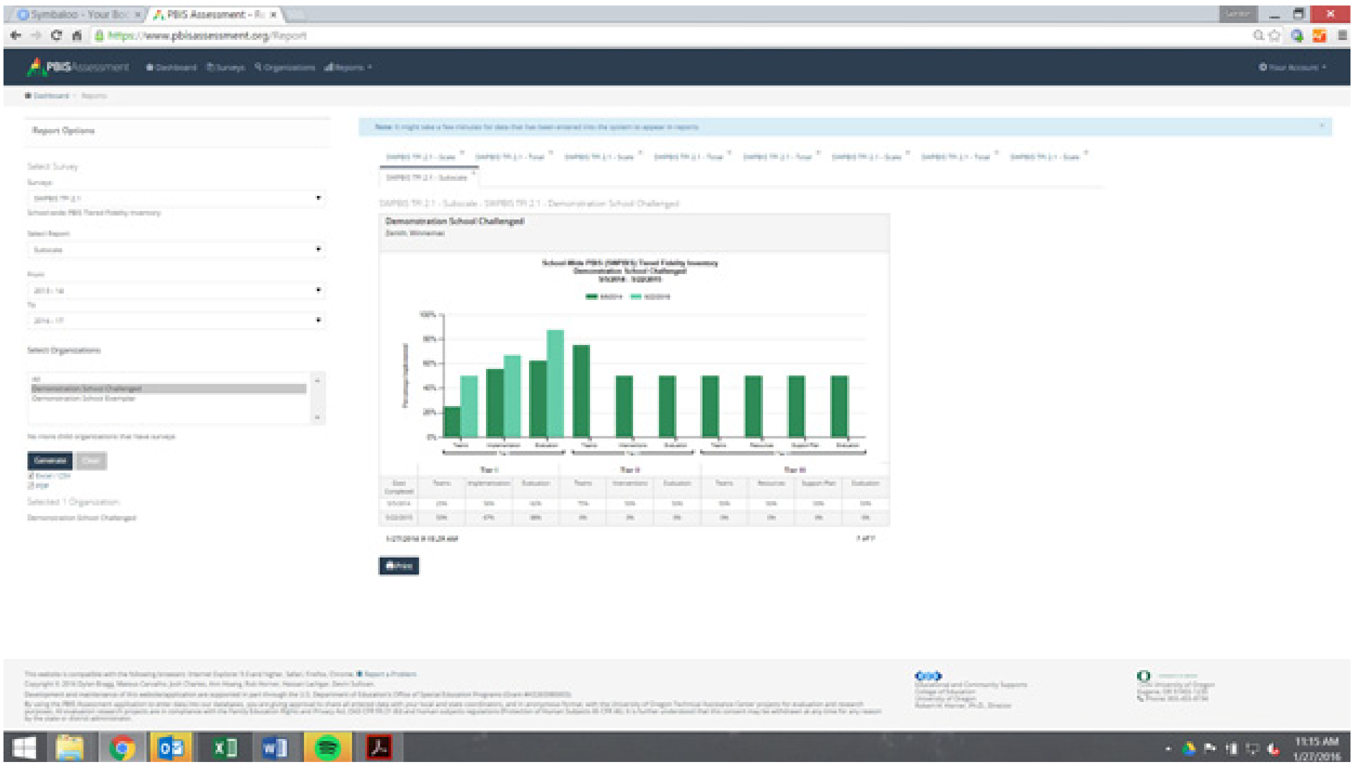


Figure 11.16

Items

The final TFI report is the items report. This is a report of how the team rated themselves on each of the items on the TFI. It is divided into scales and subscales so that the team can quickly analyze their scores on any given scale, and identify appropriate action steps based on this analysis. Depending on the complexity of the items, the team should focus on a small number of goals and action steps at a time.

In our example, the team noted an opportunity for growth on the scale report in the subscale "Tier 1 Teams." The item report indicates that they rated themselves a 1 partially in place in both "Team Composition" and "Team Operating Procedures." Referring to the artifacts that they used as they rated these items as well as their knowledge of their team function, the team decides that they can improve their team composition by adding a member with behavioral expertise. They also realize that they can improve their team's operating procedures by utilizing an agenda and identifying team roles and responsibilities. The team discusses these items, and decide that both are realistic action steps to have in place by their next meeting.

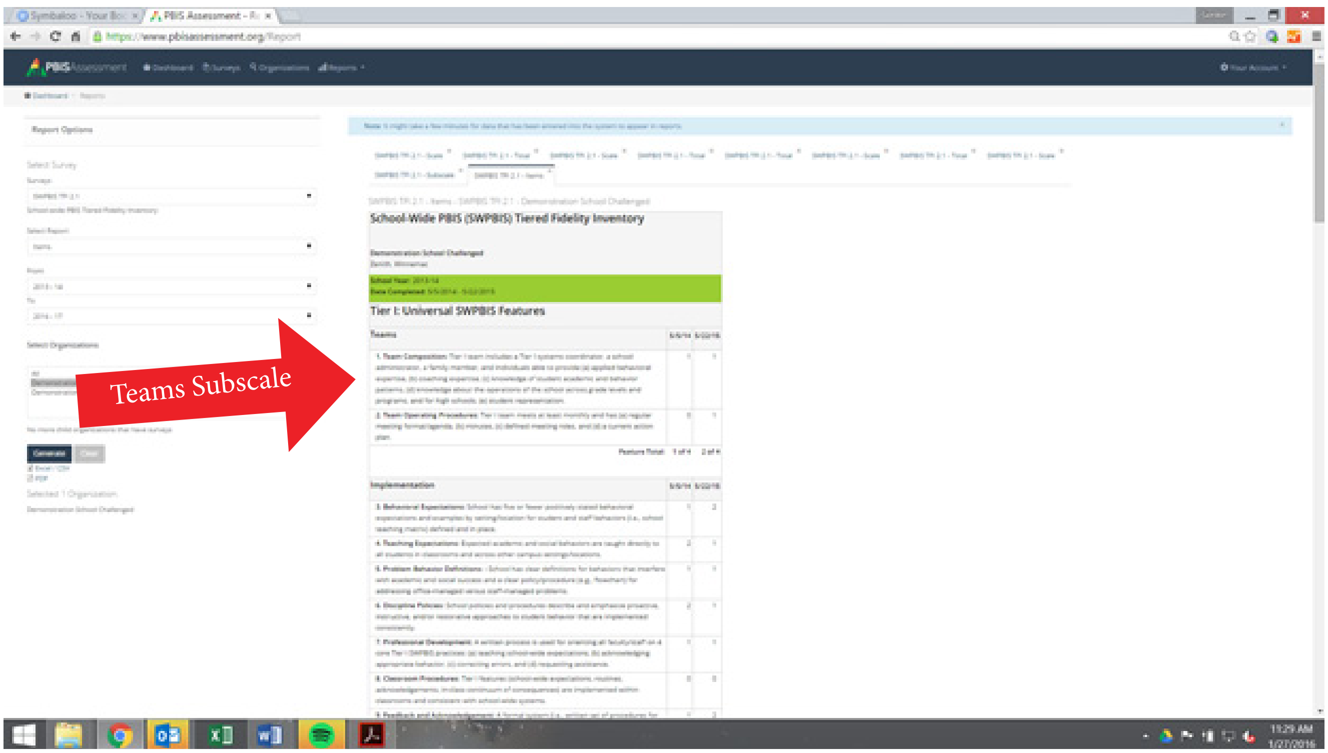


Figure 11.17

ACTIVITY

- If possible, contact an external coach or regional consultant to conduct the TFI walkthrough.
- As a team, in collaboration with the external coach or regional consultant, complete the TFI. Vote on how to rate each item. Assign one team member to enter the scores into the PBIS APPS Assessments Site.
- Review the Total Score report, the Scale report, and the Subscale report.
- If a score is low for a Scale, review the responses to the items for that particular Scale section of the items report. These become goals for your action plan.
- Develop action steps to address the areas of concern identified in your analysis of the data.

SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Overview

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier I scale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool?

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the ______________________________? (Define what the acronym means)
   (school rules, high 5's, 3 bee's)
2. Have you taught the school rules/behavioral expectations this year?
3. Have you given out any ______________________________ since _____________?
   (rewards for appropriate behavior) *(2 months ago)*

Student Interview Questions

Interview a minimum of 10 students

1. What are the ______________________________? (Define what the acronym means)
   (school rules, high 5's, 3 bee's)
2. Have you received a ______________________________ since _____________?
   (reward for appropriate behavior) *(2 months ago)*

SWPBIS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School ______________________________ Date ______________

District ______________________________ State ______________

Data collector ______________________________

Name of School-wide Expectations:

____

Name of Acknowledgment System:

____

School-wide Expectations:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

	Staff Questions *(Interview 10% or at least 5 staff members)*				
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?		Have you given out any _____ since _____? (2 mos.)	
1		Y	N	Y	N
2		Y	N	Y	N
3		Y	N	Y	N
4		Y	N	Y	N
5		Y	N	Y	N
6		Y	N	Y	N
7		Y	N	Y	N
8		Y	N	Y	N
9		Y	N	Y	N
10		Y	N	Y	N
11		Y	N	Y	N
12		Y	N	Y	N
13		Y	N	Y	N
14		Y	N	Y	N
15		Y	N	Y	N
TOTAL					

	Student Questions *(at least 10 students)*		
	What are the (school rules)? Record the # of rules known.	Have you received a _____ since _____?	
1		Y	N
2		Y	N
3		Y	N
4		Y	N
5		Y	N
6		Y	N
7		Y	N
8		Y	N
9		Y	N
10		Y	N
11		Y	N
12		Y	N
13		Y	N
14		Y	N
15		Y	N
TOTAL			

Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.1 Team Composition: Tier I team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
Subscale: Implementation		
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.4 Teaching Expectations: Expected ***academic**** and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families
MO SW-PBS Response Continuum can serve as a possible source of data.		
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/ or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
1.10 Faculty Involvement: Faculty are shown school- wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey (SAS) • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/ family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Evaluation		
1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and ***academic**** outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic* or behavior problem, an action plan is developed to enhance or modify Tier I supports
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on ***academic**** outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/ or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics*) shared with stakeholders, with clear alterations in process based on evaluation
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier II: Targeted SWPBIS Features*

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

** MO SW-PBS Intervention Essential Features is a Possible Data Source for several of Tier II Features related to interventions.*

<table>
<tr><th>FEATURES</th><th>POSSIBLE DATA SOURCES</th><th>SCORING CRITERIA</th></tr>
<tr><td colspan="3">Subscale: Teams</td></tr>
<tr><td>2.1 Team Composition:
Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</td><td>• School organizational chart
• Tier II team meeting minutes</td><td>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise

1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%

2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</td></tr>
<tr><td>2.2 Team Operating Procedures:
Tier II team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</td><td>• Tier II team meeting agendas and minutes
• Tier II meeting roles descriptions
• Tier II action plan</td><td>0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan

1= Tier II team has at least 2 but not all 4 features

2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</td></tr>
<tr><td>2.3 Screening:
Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier II supports.</td><td>• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)
• Team decision rubric*
• Team meeting minutes
• School policy</td><td>0 = No specific rules for identifying students who qualify for Tier II supports

1 = Data decision rules established but not consistently followed or used with only one data source

2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports</td></tr>
<tr><td colspan="3">*MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, and Data Decision Rules = The Team Decision Rubric</td></tr>
</table>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	• School handbook • Request for assistance form* • Family handbook	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team
* Nomination Form = request for assistance form		
Subscale: Interventions		
2.5 Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	• School Tier II handbook • Targeted Interventions Reference Guide	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need
2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/ time for student skill development, (b) additional structure/ predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	• Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook	0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback 1 = All Tier II interventions provide some but not all 3 core Tier II features 2 = All Tier II interventions include all 3 core Tier II features
2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	• Data sources used to identify interventions • School policy • Tier II handbook • Needs assessment • Targeted Interventions Reference Guide	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.8 Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.	• Universal lesson plans and teaching schedule • Tier II lesson plans • Acknowledgement system • Student of the month documentation • Family communication	0 = No evidence that students receiving Tier II interventions have access to Tier I supports 1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports 2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports
2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress
Subscale: Evaluation		
2.10 Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	• Tier II enrollment data • Tier II team meeting minutes • Progress monitoring tool	0 = Team does not track number of students responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled 2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.11 Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	• Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool* • Daily/Weekly Progress Report sheets • Family communication	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders
* MO SW-PBS Advanced Tiers Spreadsheet or CICO/SWIS = Intervention Tracking Tool		
2.12 Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	• Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self- report) collected for some but not all Tier II interventions 2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions
2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on- going support to implementers; and evaluations are shared with staff and district leadership.	• Staff and student surveys • Tier II handbook • Fidelity tools • School policy • Student outcomes* • District reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation
* MO SW-PBS Intervention Outcome Data = Student outcomes		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier III: Intensive SWPBIS Features *

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

** Review of FBA/BIP and MO SW-PBS Intervention Outcome Data form will provide possible data sources for analysis.*

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
3.1 Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	• School organizational chart • Tier III team meeting minutes*	0 = Tier III team does not include a trained systems coordinator for all 5 identified functions 1 = Tier III team members have some but not all 5 functions, and/ or some but not all members have relevant training or attend at least 80% of meetings 2 = Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%
3.2 Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier III team meeting agendas and minutes • Tier III meeting roles descriptions • Tier III action plan	0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier III team has at least 2 but not all 4 features 2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
*Tier III Core Team Meeting Minutes = team meeting minutes		
3.3 Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/ family/ student nominations) to identify students who require Tier III supports.	• School policy • Team decision rubric * • Team meeting minutes**	0 = No decision rules for identifying students who should receive Tier III supports 1 = Informal process or one data source for identifying students who qualify for Tier III supports 2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations
*MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, Intensity Behavior Rating Rubric and Data Decision Rules = The Team Decision Rubric **Team Action Meeting = team meeting minutes		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Individual student support teams do not exist for all students who need them 1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/ or team membership has partial connection to strengths and needs 2 = Individual student support teams exist, are uniquely designed with active input/ approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data
* Behavior Intervention Plan = behavior support plans		
Subscale: Resources		
3.5 Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	• Administrative plan • Tier III team meeting minutes* • FTE (i.e., paid time) allocated to Tier III supports	0 = Personnel are not assigned to facilitate individual student support teams 1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment 2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports
3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)**	0 = District contact person not established 1 = District contact person established with external agencies, OR resources are available and documented in support plans 2 = District contact person established with external agencies, AND resources are available and documented in support plans
3.7 Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention
*Team Action Meeting = team meeting minutes **Behavior Intervention Plan = behavior support plans		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Support Plans		
3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Quality of life needs/goals and strengths not defined, or there are no Tier III support plans 1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan 2 = All plans document strengths and quality of life needs and related goals defined by student/family
3.9 Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans 1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic) 2 = All plans include medical, mental health information, and complete academic data where appropriate
3.10 Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans 1 = 1 or 2 plans include a hypothesis statement with all 3 components 2 = All plans include a hypothesis statement with all 3 components
3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = No plans include all 7 core support plan features, or there are no Tier III support plans 1 = 1 or 2 plans include all 7 core support plan features 2 = All plans include all 7 core support plan features
*Behavior Intervention Plan = behavior support plans		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, **wraparound, RENEW**) documents **quality of life** strengths and needs to be completed by formal (e.g., school/ district personnel) and natural (e.g., family, friends) supporters.	• At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet)*	0 = Plan does not include specific actions, or there are no plans with extensive support 1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports 2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports
3.13 Access to Tier I and Tier II Supports: Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Individual student support plans do not mention Tier I and/ or Tier II supports, or there are no Tier III support plans 1 = Individual supports include some access to Tier I and/or Tier II supports 2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur
* Behavior Intervention Plan = behavior support plans		
Subscale: Evaluation		
3.14 Data System: Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	• Reports to staff • Staff meeting minutes • Staff report	0 = No quantifiable data 1 = Data are collected on outcomes and/or fidelity but not reported monthly 2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans
3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Student individual support teams do not review plans or use data 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans 2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
3.16 Level of Use: Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	• Student progress data • Tier III team meeting minutes**	0 = School does not track proportion or no students have Tier III plans 1 = Fewer than 1% of students have Tier III plans 2 = All students requiring Tier III supports (and at least 1% of students) have plans
*Behavior Intervention Plan = behavior support plans **Tier III Action Team Meeting = Tier III team meeting		
3.17 Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	• Tier III team meeting minutes* • Tier III team action plan • Team member verbal reports	0 = No annual review 1 = Review is conducted but less than annually, or done without impact on action planning 2 = Written documentation of an annual review of Tier III supports, with specific decisions related to action planning
*Tier III Core Team Meeting = team meeting minutes		

In addition, there are three optional questions. While some states require teams to answer these questions, in Missouri, these will remain optional.

TFI Optional Questions

1. Of all students in the school, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   - Behavior: discipline data, educational placement (indicator 5) data
   - Academic: AYP, CBM/academic screening scores, %of students passing all classes

2. Of the students receiving Tier 2 supports, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   Behavior: Discipline data, educational placement (indicator 5) data, attendance (for students receiving Tier 2 supports)
   Academic: AYP, CBM/academic screening scores, % of students passing all classes, grades, credits (for students receiving Tier 2 supports)

3. Of the students receiving Tier 3 supports, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   Behavior: Discipline data, educational placement (indicator 5) data, school satisfaction surveys (for students receiving Tier 3 supports)
   Academic: AYP, CBM/academic screening scores, % of students passing all classes, grades, credits (for students receiving Tier 3 supports)

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

CHAPTER 12: TIER 2 ACTION PLAN

Learner Outcomes

At the conclusion of this chapter, you will be able to complete the Tier 2 Action Plan which includes the following goals:

- Assess readiness for developing a Tier 2 system.
- Gain staff commitment to develop Tier 2.
- Develop a Tier 2 team action plan.
- Establish a team to oversee development and implementation of Tier 2.
- Develop a systematic process to identify students at-risk for social, emotional, and/or behavioral challenges.
- Develop a system for collecting information that identifies function of behavior and matches student need with readily available intervention.
- Identify a system for monitoring student progress.
- Select one small group intervention that will be developed in your setting.
- Pilot the selected intervention with a small number of staff, students, and families.
- Identify additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.
- Document interventions that are regularly available in your setting.
- Regularly monitor Tier 2 implementation status.
- Develop a system for providing ongoing professional development.

Action Plans are useful because they give teams a framework for thinking about how they will **efficiently complete a task or project**. Action Plans help teams finish activities in a **sensible order**, and they ensure that key steps are not overlooked. **It is recommended that reviewing the Tier 2 Action Plan is a standard, ongoing agenda item for the Tier 2 Team.**

The Tier 2 Action Plan aligns with MO SW-PBS Tier 2 training and includes essential goals and steps/activities to create a Tier 2 system of support and to implement that system with fidelity. Tier 2 teams may supplement the action plan with additional goals and steps/activities based upon individual needs.

For each goal, **"Steps and Documents"** outline end products that indicate successful completion of the goal. Suggested steps/activities/supports/ressources are included in this area that assist in identifying what needs to be done to accomplish the goal.

Teams document in the **"Timeline"** when steps/activities are projected to be completed. Initial **"Who is Responsible"** is a place to document delegation of tasks to specific team members, who are responsible for task completion and communication to stockholders., and **"Evaluation Measure/Evidence"** is asking how will you measure the fidelity of your step. In the **"Review Status"** the team will assess if each step has been achieved and maintained, or is in progress or has not been achieved.

Missouri School-wide Positive Behavior Support Tier 2 Team Action Plan

School: ______________________ Year: __________

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
						Sem 1	Sem 2
1. Foundational Knowledge	1. Assess readiness for developing a Tier 2 system	A. Complete ***Tier 2 Readiness Checklist*** and use results to identify and record necessary action plan steps.		Completion: Communication:			
	2. Gain staff commitment to develop Tier 2	A. Conduct staff professional development session to establish awareness and gain commitment for development of a Tier 2 system and supports. B. Complete *Tier 2 Commitment Survey* with full staff. C. Review results from the Commitment Survey and make decisions about moving forward with development of a Tier 2 system interventions. • e.g., 80% or more of staff indicate "Yes" for 80% or more survey items.		Completion: Communication:			
	3. Develop a Tier 2 team action plan	A. Complete the ***Tiered Fidelity Inventory*** (TFI) at: https://www.pbisapps.org • Teams new to Tier 2 complete the TFI by October and April during their first year. • In subsequent years teams will only complete the TFI once, annually, before April 15. • Use results to identify and record necessary action plan steps.		Completion: Communication:			

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
						Sem 1	Sem 2
2. Leadership	1. Establish a Tier 2 Team to oversee development and implementation of Tier 2 system & practices	A. Identify and document team meeting dates and times. • Use the ***Blank Schedule of Meeting Dates & Times*** B. Identify personnel who will oversee development and Implementation of Tier 2 data, system, and practices. C. Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources to develop an effective Tier 2 system. • Use ***Working Smarter Not Harder Template*** D. Identify and document team member role and responsibilities. • Use the ***Blank Team Membership & Roles*** E. Adopt a standard meeting agenda and format. • Use ***Blank Team Meeting Agenda*** F. Identify and document a communication plan for dissemination of information. • Use the ***Blank Communication Plan***		Completion: Communication:			

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
						Sem 1	Sem 2
3. Student Identification Process	1. Develop a systematic process to identify students at-risk for social, emotional, and/or behavioral challenges	A. Develop a Teacher Nomination form that is simple and brief to complete. • Review ***Example Teacher Nomination for Assistance*** B. List academic and behavioral data that is currently collected in your school or district. Determine proficient, at-risk, and high-risk criteria for each measure. Indicate specific criteria that “trigger” referral to the Specialized Behavior Support Team. • Use ***Blank Existing School Data Inventory*** C. Develop and implement a system to administer regular, periodic screening for social, emotional and/or behavioral risk • Use the ***Blank Student Identification Plan*** D. Create a calendar of ongoing professional development regarding Tier 2 E. Use existing communication strategies to inform full staff about procedures for identifying students who need additional supports.		Completion: Communication:			

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
						Sem 1	Sem 2
4. Selecting & Monitoring Function-Based Interventions	1. Develop a system for collecting information that clarifies the problem, identifies function of behavior and matches student need with readily available intervention.	A. Determine standard information to be collected about each student identified at-risk • Use ***Tier 2 Adapted FACTS Part A*** or • ***Advanced Tiers Spreadsheet*** *Example information:* • Date identified, grade, gender, method of identification, problem behavior, ODRs, absences, minors, tardies, academic performance level & function of behavior B. Develop an information collection process • Who will collect relevant information? • When will information be collected and reviewed (e.g., prior to or during team meeting)? • How will student information be recorded (e.g., Advanced Tiers Spreadsheet)? C. Document interventions selected for each student. • e.g., Use Advanced Tiers Spreadsheet		Completion: Communication:			
	2. Identify a system for monitoring student progress.	A. Select a graphing tool • e.g., ***Use Advanced Tiers Spreadsheet*** B. Establish and document criteria for interpreting student data and making decisions about interventions. • Use ***Guidelines for Interpreting Student Data and Making Decisions Template***		Completion: Communication:			

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
						Sem 1	Sem 2
5. Plan and Implement Small Group Interventions	1. Select one small group intervention that will be developed in your setting. • Check-In, Check-Out • Social Skills Intervention Group • Check & Connect • FIRST STEP *Next* • Self-Monitoring	A. Plan and implement the selected intervention • Use the ***Intervention Development Checklist***		Completion: Communication:			
	2. Pilot the intervention with a small number of staff, students, and families.			Completion: Communication:			
	3. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.			Completion: Communication:			
	4. Document interventions that are regularly available in your setting.	A. Provide a written description of each intervention. • Use ***Intervention Essential Features Template***					

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
						Sem 1	Sem 2
6. Monitoring Tier 2 Implementation Status	1. Regularly monitor Tier 2 implementation status.	A. Revise Action Plan based on analysis of TFI results B. Report results to Regional and Tier 2 Consultants		Completion: Communication:			

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
						Sem 1	Sem 2
7. Professional Learning	1. Develop a system for providing ongoing Professional Learning.	A. Develop a Tier 2 Staff Handbook. B. Develop a system for regularly updating staff. C. Identify plans for providing training to new team members and to staff who are new to the building each year. D. Identify plans for providing coaching to team members and to staff.		Completion: Communication:			

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MO SW-PBS Terms/Abbreviation/Acronym Glossary

School-wide Positive Behavior Support (SW-PBS) includes specialized vocabulary following implementation of an intervention. Ensuring all stakeholders in your school community are communicating clearly is an important component of maintaining a common philosophy and purpose. Frequently used terms, abbreviations and acronyms are included here for your reference. Your team may consider including this list in your staff handbook, or otherwise communicating the information to the members of your school community.

MO SW-PBS Glossary of Terms—Tier 2-3

A

Acquisition: First phase of learning. When a student can perform a newly learned behavior.

Action Plan: a framework for thinking about how to complete a task or project efficiently.

Action Team: formed for each student in order to conduct the FBA, develop the BIP, and monitor progress for data-based decision making.

Adapted FACTS: Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A). Used in referring students to tier 2 or tier 3 teams for consideration.

Advanced Tier Spreadsheet: A MO SW-PBS developed tool for collecting and graphing student outcome data for students participating in Tier 2 and Tier 3 Interventions.

Aggregate: To collect and summarize all data together, undifferentiated by subgroups.

Applied Behavior Analysis (ABA): The design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior.

Active Supervision: Strategy for monitoring a large area (i.e., classroom, hallway, playground) that involves scanning, moving, and interacting.

Alterable Indicators of Risk: Actions, conditions, or behaviors that can be changed to improve the student outcomes (tardiness, task difficulty, disengagement, etc)

Alternate Replacement Behavior: A short term replacement behavior which serves the same function as a student's problem behavior, but is more consistent with expectations until the student can perform the desired behavior consistently.

Always Applicable: Defining schoolwide and classroom rules that can be used every day.

Antecedent: Events that happen immediately before and trigger a behavior.

At Risk: Students whose behaviors have been documented as unresponsive to Tier 1 practices and systems. Usually exhibit low intensity, frequent difficulty performing expectations, but not to the point of chronic problem behavior.

Aversive Stimulus: A (negative) stimulus or event that can increase (when it is an antecedent) or decrease (when a consequence) a behavior.

Avoid: A function of behavior in which the student exhibits problem behavior in order to disengage from people or tasks/situations.

B

Baseline Data: The current level of functioning that is compared to the phase immediately following an intervention.

Behavior: Any observable and measurable act of an individual.

Behaviors/Rules: Specific tasks students are to do to achieve the schoolwide expectations.

Behavior Education Program (BEP): A Check-In, Check-Out Intervention for Students at Risk (Tier 2 Practice)

Behavior Intervention Plan (BIP): A written description that defines how an educational setting will be changed to improve the behavioral success of the student.

Behavior Pathway: A component of the Behavior Intervention Plan (BIP) in which the student behavior is described in observable, measurable terms, and setting events, antecedent events, consequences, and function are identified.

Behavior Support Plan (BSP): Also referred to as the Behavior Intervention Plan (BIP)

Big 5 Data Report: An office discipline report that charts frequencies of office discipline referrals by incident, behavior, location, time of day, and students.

Big 5 Generator: A MO SW-PBS developed electronic data management system that collects and charts office discipline referral frequencies by incident, behavior, location and time of day.

C

Check & Connect: A tier 2 intervention developed by University of Minnesota used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

Check-In, Check-Out: A tier 2 intervention, sometimes referred to as the Behavior Education Program (BEP). Students are presented with daily/weekly goals and then receive frequent feedback on meeting the goals throughout the day.

Chronic Behaviors: Persistent behaviors that are repeated or reoccurring over a period of time; the behavior has persisted for a while.

Class-Wide Function-Related Intervention Teams (CW-FIT): Group contingency classroom management program consisting of teaching and reinforcing appropriate behaviors (i.e., getting the teacher's attention, following directions, and ignoring inappropriate behaviors of peers) improving students' on-task behavior and increasing teacher recognition of appropriate behavior,

Coaching: Job embedded professional development provided to support implementation of new skills and practices. Frequently involves modeling, observing, providing feedback.

Common Formative Assessments: Assessments developed collaboratively by teams of teachers that are given to students across the grade or content level, and are used to monitor student progress and inform midcourse correction.

Communication Plan: A document describing how the PBIS team will share information with members of the team, staff, school community, and general public.

Competing Behavior Pathway: A component of the Behavior Intervention Plan (BIP) in which the student behavior is described in observable, measurable terms, and setting events, antecedent events, consequences, and function are identified and which also lists an appropriate alternate replacement behavior, as well as the desired replacement behavior.

Composition Metrics: This metric shows the percentage of total outcomes experienced by subgroup relative to the percentage of the total enrollment made up by that subgroup.

$$\frac{\text{Total Number of Outcomes by the Subgroup}}{\text{Total Number of Outcomes by } \textit{all} \text{ Students}} \quad \text{Compared to} \quad \frac{\text{Number of students enrolled in subgroup}}{\text{Number of Students Enrolled}}$$

Comprehensive System of Identification: Student identification system which uses at least two of the following systems – existing school data, teacher/parent nomination, and Universal Screening.

Consequence: The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior.

Consistently Implemented: Practice or intervention is in place across all settings and by all persons who are involved, and used with fidelity.

Context Analysis: Data gathered to give information about the environment and/or conditions that exist which are associated with when a behavior is more or less likely to occur.

Continuously Available: As related to tier 2 interventions, flexible grouping with multiple, fluid entry points throughout the school year.

Coordinator: Person who coordinates school-wide implementation of the overall Tier II practices and systems.

Core Team: A stable group consisting of administrator, person with behavioral expertise, and a person with academic expertise that is responsible for developing the Tier 3 system as well as being the intake team for student referrals.

Culturally Responsive: Behaviors, attitudes and policies that come together in a system to work effectively in cross-cultural situations.

D

Daily Progress Report (DPR): A tool used to record data related to student performance of targeted expected behaviors identified as part of a tier 2 intervention. The student receives ratings and feedback from teachers throughout the day about their level of performance of each of the expected behaviors, usually on a point rating scale.

Data: Information used to make decisions, including records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions and others.

Data Based Decision Making: A systematic process for analysis of information that leads to action steps.

Data Collection Tool: A MO SW-PBS developed electronic data management system that collects and summarizes office discipline referral frequencies by incident, behavior, location, time of day, student, possible motivation, others involved, staff, race and ethnicity, and others.

Data Decision Rules: The school-determined data points describing student performance as proficient, at-risk, or high risk. Data decision rules are typically developed for quantitative school data like number of office discipline referrals, minor behavior referrals, attendance, grades, assessment scores, etc.

Desired Behavior: In tier 3, the desired behavior is the long-term behavior the team has identified as a replacement for the current problem behavior.

Didactic Training: Also known as direct training, is training which includes content, rationale, demonstration, practice, and feedback components.

Discipline: Teacher actions that support acceptable behavior and reduce the need for further intervention.

Disaggregate: To separate and present data by subgroups.

Disproportionality: To treat categories inequitably, as when categories of students experience different disciplinary consequences for similar offenses.

Duration: A measurement of how long a behavior occurs, or how long an individual engages in a behavior

E

End of Year Reports (EOY): Reports available from MO SW-PBS that aggregates data from a variety of sources, to provide a complete assessment of the state of the school.

Engaged Time: The amount of instructional time where students are actively engaged in learning.

Environment: The physical, social, academic, and emotional conditions that exist for the student. This can refer to the classroom environment, the school environment, the home environment, etc.

Environmentally Mediated: Manipulation of the full set of stimulus conditions in an environment which controls a target behavior.

Equity: The quality of being fair and impartial.

Existing School Data Inventory: Template used by teams when developing their data decision rules.

Expectations: 3-5 words that define the kind of people you want your students to be.

Externalizing Behaviors: Behavior problems that are observable and overt, often directed toward people and/or objects in the social environment.

Extinction: Withholding reinforcement for a previously reinforced behavior to reduce the occurrence of the behavior.

Evidence-based Practice: A process intended to link evidence with ethical and practical/application issues when making decisions about practices and interventions.

F

Facilitator: The intervention facilitators deliver the tier 2 interventions to the students. The CICO facilitators would do the morning check in and afternoon check out. SSIG facilitators would lead the social skills groups. Facilitators deliver the intervention and collect the student data from the DPRs on a regular basis to be reported to the intervention coordinator.

Fading: The process by which a student who has shown positive response for an adequate time will transition from participation in an intervention to self-monitoring independence.

Feedback: The information provided to students by adults and other students about how well they are performing the expected behaviors. Feedback can be categorized as positive (reinforcing the expected behavior), corrective (telling the student what the expected behavior is for the situation), and negative (giving the student a message to stop their current behavior with no information about a replacement behavior).

Fidelity: Delivery of the intervention in the way in which it was designed to be delivered.

FIRST STEP *Next*: Evidence-based early intervention program designed for young children, preschool through second grade, who exhibit challenging behaviors such as defiance, conflicts with peers, and disruptive behaviors.

Fluency: Second phase of learning. When a task/skill is performed without error or interruption in a change of behaviors.

Formative Data: Data used to monitor progress; used to make mid-course corrections during a cycle, lesson, unit, program, or intervention.

Frequency or rate (of behavior): The number of times a behavior occurs during a set period of time.

Function of Behavior: The need fulfilled through the performance of a specific behavior. The function of behavior can be categorized as behavior to obtain (attention, tangible item) or avoid (attention, task, stimulus).

Function-based: Refers to a consequence that increases the likelihood that a behavior will be performed.

Function Based Intervention: A specific practice intended to reduce the performance of problem behavior by addressing the student need (function of behavior) through performance of expected or desired behaviors.

Functional Analysis (FA): A strategy of manipulating a student's environment to test the hypothesis statement.

Functional Behavior Assessment (FBA): A process for identifying the events that predict the occurrence and maintenance of a behavior.

G

General case (programming): The design of instruction for students to perform of a task with any member of a class of _stimuli.

Generalization: Fourth phase of learning where behavior occurs under different conditions other than those taught (people, settings, etc.)

Graduating: Successfully completing an intervention, and maintaining the expected or desired behavior through independent self-monitoring.

H

High Risk: Typically describes students who have excessive rates of problem behavior, or especially intense problem behaviors, and will likely require intensive, rather than targeted, intervention.

I

Identification Process: The plan created by the school's Tier 2 and Tier 3 teams communicating how students can be considered for additional support. The identification process should include at least two of the following methods of identification: meeting school data decision rules, teacher/parent nomination, and universal screening.

Individualized Education Plan (IEP): A document that details the goals and objectives for a student's yearly educational plan.

Input Data: Data to monitor or evaluate adult actions; fidelity of implementation data; cause data.

Instructional Time: The amount of the allocated time that actually results in teaching.

Intervention: In SW-PBS, an intervention is a research-based universal (primary), targeted small group (secondary) or intensive individual (tertiary) support implemented for students who are experiencing difficulties meeting the universal expectations.

Intense Behavior: The force or magnitude of the behaviors impact on the classroom environment

Intensive (Tertiary) Interventions: Interventions that provide support to students with the most severe risk factors and who display chronic/repetitive patterns of behavior.

Internalizing Behaviors: Behavior problems that the students directs inwardly toward him or herself.

In-vivo support: In-vivo or in a real life situation support can include the coach providing modeling, coaching and/or feedback while instruction is occurring during a teacher's classroom instruction.

J

Job Embedded Professional Development (JEPD): Professional development opportunities that occur in an authentic context (i.e., with students).

L

Lawful Behavior: Relationships between events that occur naturally that predict behavior and identify associated environmental antecedents and consequences.

Learning: A durable change in behavior associated with environmental conditions.

Levels of Learning: Hierarchies of learning in cognitive, affective, and psychomotor areas that classify possible learning outcomes in terms of increasingly abstract levels and include acquisition, fluency, maintenance, generalization, and adaptation.

M

Maintenance: The third phase of learning. The ability to perform a behavior over time.

Measureable: Defining schoolwide or classroom behaviors that could be counted.

Menu of Function Based Interventions: A MO SW-PBS document containing setting strategies, antecedent strategies, teaching strategies, and consequence strategies to help teams plan for behavior intervention planning.

Modeling: The demonstration of behavior. May be used to prompt or teach a behavior.

MO Student Support Model: A graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered. See reference in Chapter 1 of the Tier 2 Workbook.

MO SW-PBS Data Based Decision Making (DBDM) Process: A decision making process that can guide teams in making data based decisions.

MO SW-PBS Universal Tier 1 Checklist: A Checklist developed by MO SW-PBS, to assist teams in determining fidelity of implementation of tier 1 universal systems and practices, and to identify needs for action planning.

MO SW-PBS School Outcomes Data: Provides information on outcomes for students, especially for students with disabilities, or who are referred for additional academic or behavioral supports. Supplements data collected throughout the year, and is a critical source of information for the MO SW-PBS End of Year Reports that are provided to school. Submitted to moswpbs@missouri.edu in June of each school year.

Multi-User Survey: A survey which includes many respondents. Such surveys include the SAS and SSS.

N

Natural Reinforcement: Reinforcement that is the direct result of that behavior.

Negative Punishment: Removal of a stimulus immediately following a behavior that decreases the likelihood of behavior occurring in the future.

Negative Reinforcement: Removal of a stimulus preceding a behavior that increases the likelihood of behavior occurring in the future.

Nomination: A process that allows teachers, parents, and/or students themselves to submit candidate names to be considered for Tier 2 supports.

Norms: Protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

O

Observable: Defining schoolwide and classroom rules that are behaviors that can be seen.

Observation: Formative or summative assessment of a teacher or student, can be formal or informal. Typically longer in duration than a walkthrough.

ODR (Office Discipline Referral): Usually the result of a "major" discipline violation, the ODR refers to the paperwork associated with sending a student to the office to receive a consequence as the result of problem behavior.

Operational Definition: A descriptive statement that specifically identifies commonly agreed upon behavior that is directly observable and measureable.

Opportunity Costs: Resources spent on one activity is not available for other activities.

Outcome Data: Data gathered to monitor or evaluate progress toward desired outcomes or goals; effect data.

P

Permanent Products: Items to be reviewed as evidence of meeting a goal. Permanent products can include writing samples, completed assignments, drawings, etc. When using permanent products as consideration for goal achievement, quality of the item should be considered.

Person Centered Planning: A team-based planning process for an individual's future goals that focuses on strengths and abilities of the individual and his or her inclusion within community life.

PBIS APPS: A web based survey and data collection site operated by the University of Oregon's Educational and Community Supports (ECS). Applications include The SWIS Suite, PBIS Assessments, PBIS Evaluation. https://www.pbisapps.org/Pages/Default.aspx

PBIS Assessments: An application within PBIS Apps that allows users to take a number of SW-PBS surveys.

Phases of Learning: Sequential stages in gaining skill mastery that include: a) acquisition, b) fluency, c) maintenance, and d) generalization.

Poor Response to Intervention: A review of data shows there is a gap between the trend line and the student's goal line that continues to widen.

Positive Behavior Support (PBS): A broad range of systematic and individualized strategies to achieve important social and learning outcomes while preventing problem behavior among all students.

Positive Peer Reporting (PPR): Simple procedure that is used to promote positive peer interactions, improves peer perceptions of students who tend to be socially rejected or neglected and encourages all children to focus on and report prosocial behaviors of their peers.

Positive Reinforcement: Presentation of a stimulus immediately following a behavior that increases the likelihood of behavior occurring in the future.

Positive Response to Interventions: Data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time.

Positively Stated: Creating rules that tell students what to do to be successful.

Practices: Strategies and interventions schools put in place to support students.

Pre-correction: Reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors.

Primary (Universal) Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

Problem Behavior: Behavior which is inconsistent with the expectations for the environment. For example, yelling is a problem behavior in a library, but not necessarily on a playground. Some problem behavior can be undesirable across settings, such as hitting or hurting others.

Problem Solving Process: The process that groups can use in order to engage in meaningful dialogue in order to reach a resolution to a problem.

Procedures: Methods or process for how things are done in non-classroom settings and in each classroom.

Progress Monitoring: The ongoing collection and review of data to determine the performance of a student participating in an intervention.

Prompt: A stimulus (reminder, hint, or cue) that increases the probability the correct response will be emitted.

Punishment: A stimulus that decreases the future rate or probability of the response.

Q

Quality of Life: (QoL) is a construct that attempts to conceptualize what "living the good life" means (Wehmeyer & Schlack, 2001).

Questionable Response to Interventions: A review of data shows there is a gap between the trend line and the student's goal line that may not be widening but closure may not occur in an acceptable amount of time.

R

Read Only (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with read only access can log into PBIS Assessments, and pull reports for surveys associated with their organization.

Readiness: The degree to which a team is meeting the established criteria for adding to their SW-PBS system. There are specific readiness checklists for moving to Tier 2 and to Tier 3.

Reinforcement: A stimulus that increases or maintains the future rate of probability of occurrence of a behavior.

Reliability: The degree of accuracy or consistency in measurement procedures.

ReNew: A structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.

Response to Intervention: "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).

Risk Index: The probability that membership in a certain group will result in experiencing certain outcomes.

$$\frac{\text{Number of students in subgroup with 1 or more target outcomes}}{\text{Number of subgroup enrolled}} = \text{Risk Index}$$

Risk Ratio: A measure of the likelihood of an outcome occurring for a target group relative to a comparison group. Calculated by dividing the risk index of the target group by the risk index of the comparison group. The risk ratio is considered to be a more stable metric for monitoring disproportionality than is the risk index.

$$\frac{\text{Risk Index of Target Group}}{\text{Risk Interest of Comparison Group}} = \text{Risk Ratio}$$

S

Screening Instrument: A short questionnaire, rating scale, or other brief instrument for gathering information about emotional and behavioral characteristics of students.

Self Determination: "Acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference" (Wehmeyer, 1996).

Self Monitoring: Having an individual monitor, record and/or report his or her own behavior.

Setting Event: Conditions or events that influence behavior by temporarily changing the value or effectiveness of reinforcers.

Short Term Replacement Behavior: In a competing behavior pathway, the short term replacement behavior is an alternate behavior to the problem behavior which serves the same function, but is an agreeable step toward the desired behavior which is consistent with the universal expectations. For example, if a student argues and uses bad language to try to avoid tasks he or she finds aversive, a short term replacement might be to ask for a break from the tasks instead of arguing. This still allows for a degree of task avoidance, but is less problematic than the former behavior. Eventually, the desired behavior will be for the student to complete tasks independently, even if the task is aversive, but this is too far removed from the current reality without the temporary replacement behavior.

Single User Survey: A survey for which only one response is entered into the survey site, such as the TFI and SET.

Social Competence: The ability to use the appropriate social skills for a situation or environment.

Social Reinforcement: Social behaviors (i.e., smiles, praise) that increase the frequency or rate of behavior occurrence.

Social Skills: Learned behaviors which can be verbal and non-verbal, requiring both initiations and responses (interactive), and are highly contextual. The five broad dimensions of social skills include: Peer Relations Skills, Self-Management Skills, Cooperation or Compliance Skills, Assertion Skills, and Academic Skills.

Social Skills Intervention Groups (SSIG): Specific secondary (targeted Tier 2) intervention for teaching social skills to students who demonstrate deficits in acquisition, performance and fluency, or who have competing problem behaviors which interfere with the performance of a learned skill.

Social Validity: the acceptability or relevance of a program or procedures to its consumers.

Stability: The consistency of performance measured, sometimes referred to as overlap when performance is compared between research study phases.

Standardized: Following a specifically prescribed protocol, frequently a process or instrument that has been 'normed' on a specific population to be reliable to a specific degree when used as instructed.

Stimulus: An object or event that may occasion a response.

Student Identification: The process by which students are brought to the attention of the Tier 2 or Tier 3 team for consideration for further support or intervention.

Summary Statement: The summary statement narrows down all the assessment information gathered into one or two succinct statements that allow the team to develop strategies based on the summary. A summary statement usually includes a) problem behavior, b) triggering antecedent, c) maintaining consequences, and d) setting events.

Summative Data: Data that is collected and reviewed in order to evaluate the effects of the steps that were taken to determine whether the desired outcomes were achieved.

Sustainability: The process of maintaining fidelity, through inevitable changes, so a practice continues to be effective in the long term.

Systems: Strategies and interventions schools put in place to support adults in the school setting.

T

Target Behavior: The focus behavior to change.

Targeted (Secondary) Interventions: Targeted, group-based interventions for students who present risk factors and who require repeated practice and environmental modifications to increase their likelihood of academic and social success.

Task Analysis: Breaking complex behavior into its component parts to teach individuals to perform complex behavior and sequences/chains of behaviors.

Teaching: Systematic manipulations of instructional and social variables that create a change in behavior.

Teacher Mediated: Teacher manipulation of stimuli to control a target behavior.

Teacher Nomination: One way students are identified for consideration for tier 2 or tier 3 support. The team develops a form and a process for teachers that is clear, quick, and simple.

Team Member (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with Team Member access can log in, copy multi-user survey links to send to stakeholders, enter responses for single user surveys, and pull survey reports for their organization.

Tertiary (Intensive) Interventions: Interventions that require support to students with the most severe risk factors and who display chronic/repetitive patterns of violent, disruptive, or destructive behavior.

Three-tiered Model: A mental health approach to identify and address the needs of all student populations at three levels of interventions (primary, secondary and tertiary).

Tier 2 (Targeted): More specialized and intensive practices and systems for supporting students whose behaviors have been documented as unresponsive to Tier 1 practices and systems. Sometimes called secondary supports or system, or small-group targeted intervention.

Tier 3 (Intensive): Highly specialized and individualized practices and systems for supporting students whose behaviors have been documented as unresponsive to Tiers 1 & 2 practices and systems. Sometimes called tertiary supports or system, or intensive individual intervention.

Time-out from Positive Reinforcement: A procedures that serves as a punishment by denying a student, for a fixed period of time, the opportunity to receive reinforcement.

Tootling: A positive intervention that can be added to existing classroom systems to enhance students' awareness of positive behavior of other students and provides incentive to engage in positive behaviors themselves particularly effective in classrooms that experience high rates of student turnover and classrooms with students who are at risk for isolation or peer rejection due to persistent negative behaviors.

Trend (in data): An indication of a distinctive direction in the performance of a behavior.

Triangulation: In social sciences, the process of checking results or conclusions from one data set against the results or conclusions from two or more other data sets.

U

Understandable: Defining schoolwide and classroom rules using student-friendly language.

Universal Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

Universal Screening: A method for systematically identifying students who may require additional support. Typically screening instruments require a response to short statements about emotional or behavioral characteristics of a student. These instruments can be used to generate risk scores for all students in a grade level, building or district.

V

Validity: The extent to which an instrument or procedures demonstrates soundness. Internal validity is the extent to which the instrument or procedures assesses behavior in the domain of interest. External validity is the extent to which the outcomes of the FBA/FA predict future occurrences of behavior and result in support plans that work.

Variability: Visual description of data. The range of highest to lowest performance measured.

W

Walkthrough: Brief classroom observations that, when combined, provide a snapshot of the practices that are occurring in the classroom or school; may yield summative or formative data.

Wrap-around: A process for planning the delivery of services that is provided by agencies and professionals in collaboration with families for students with intensive/tertiary support needs.

MO SW-PBS Abbreviation / Acronym Glossary

Abbreviation / Acronym	Meaning	Tier
ABA	Applied Behavior Analysis	all
ABC	Antecedent -> Behavior -> Consequence	all
APBS	Association for Positive Behavior Support	n/a
ASQ-3	Ages and Stages Questionnaire: Third Ed. (Universal Screener)	all
BASC-2 BESS	Behavioral and Emotional Screening System (Universal Screener)	all
BAT	Benchmarks of Advanced Tiers (PBIS Assessments)	2,3
BEP	Behavior Education Program (a book/dvd resource for Check In/Check Out Intervention)	2
BIP	Behavior Intervention Plan	3
BoQ	Benchmarks of Quality (advanced teams use in place of SET - Schoolwide Evaluation Tool)	1
CICO	Check In/Check Out Intervention	2
CW-FIT	Class-Wide Function-Related Intervention Teams	2,3
DECA	Devereux Early Childhood Assessment Program (Universal Screener)	all
DESE	Department of Elementary and Secondary Education	n/a
DPR	Daily Progress Report	2,3
EBS	Effective Behavioral Supports	all
EBS	Effective Behavior Support Survey	1
ESP	Early Screening Project (Universal Screener)	all
FACTS	The Adapted Functional Assessment Checklist for Teachers and Staff	2,3
FBA	Functional Behavioral Assessment	3
IEP	Individualized Education Program	n/a
ISS	In-School Suspension	n/a
MAP	Missouri Assessment Program	n/a
MO SW-PBS	Missouri Schoolwide Positive Behavior Support	all

Abbreviation / Acronym	Meaning	Tier
MU	University of Missouri	n/a
ODR	Office Discipline Referral	all
OMPUA	Observable, Measureable, Positively Stated, Understandable, Always Applicable	1
OSS	Out-of-School Suspension	n/a
OTR	Opportunities to Respond	1
PBIS	Positive Behavior Interventions and Supports	all
PD	Professional Development	all
PKBS-2	Preschool and Kindergarten Behavior Scales, Secon Ed. (Universal Screener)	all
PM	Progress Monitoring	all
PPR	Positive Peer Reporting	all
RtI	Response to Intervention	n/a
SAEBERS	Social, Academic, Emothional Behavior Risk Screener (Universal Screener)	all
SAS	Self-Assessment Survey (PBIS Assessments)	all
SDP	School Data Profile	all
SDQ	Strengths & Difficulties Questionnaire (Universal Screener)	all
SET	Schoolwide Evaluation Tool (external observation tool PBIS Assessments)	1
SGSS	Small Group Social Skills Intervention	2
SPED	Special Education	n/a
SPP	State Performance Plan	n/a
Ss	Represents the word Students on Twitter chat	n/a
SSBD	Systematic Screening for Behavior Disorders (Universal Screener)	all
SSIG	Social Skills Intervention Group	
SSIS	Social Skills Improvement System (Universal Screener and Small Group Intervention Resource)	all
SSS	School Safety Survey (PBIS Assessments)	all
SWIS	School Wide Information Systems (PBIS Apps)	all
T1	Tier 1 (Universal Support)	1
T2	Tier 2 (Targeted Group Support)	2
T3	Tier 3 (Intensive Individual Support)	3
TABS	Temperament and Atypical Behavior Scale	all
TIC	Team Implementation Checklist	1
TFI	Tiered Fidelity Inventory	
Ts	Represents the word Teachers on Twitter chat	n/a
WPR	Weekly Progress Report	2,3