

# Strategically Implementing Tier 2 Systems, Data, and Practices

Betty Ennis

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Tier 2/3 MO SW-PBS Consultants

# Today's Outcome

- Participants will learn the steps necessary to implement Tier 2 systems, data, and practices from the planning stages to complete implementation. A suggested timeline will be provided as a general guide for teams.

# Standard Format for Meetings

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

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

Team Members Present: Kim, Jeff, Mary, Tom, Sarah, Julie, Monica, Susanna

Today's Agenda Items

1. Planning for student ready to fade
2. Planning CICO graduation
3. Problem-solving for student with poor response
4. Review of student's Adapted FACTS Part A
5. New students meeting criteria

Additional Agenda Items

Reminder: March 20 – team will take the BAT

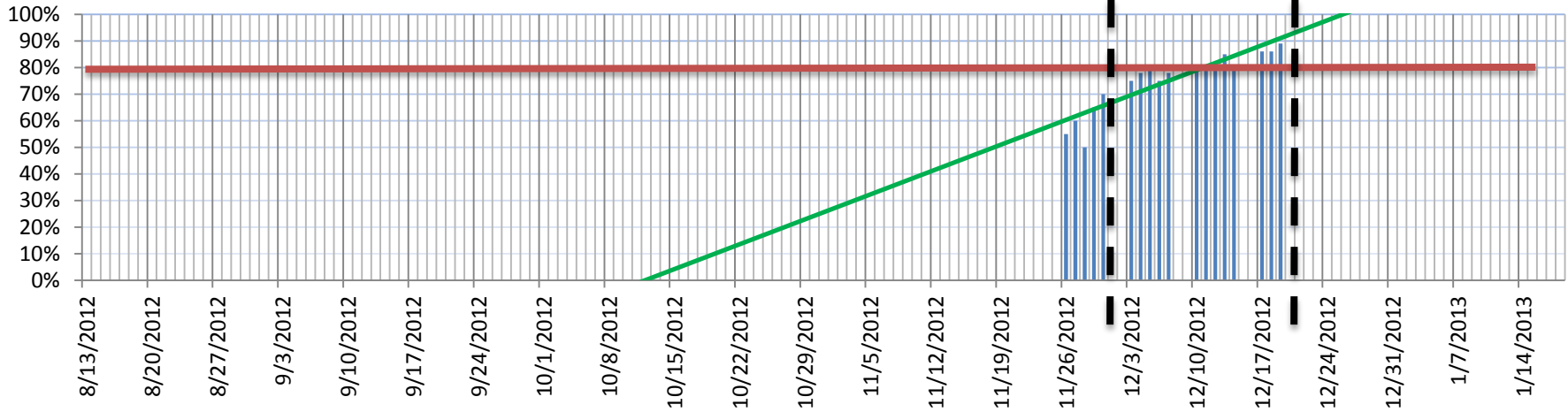
Potential Problems Raised

- 1.
- 2.
- 3.

1. Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
Planning for student ready to fade: Joe B.			
2. Planning CICO graduation: Shelley K. and Amy K.			
3. Problem-solving for student with poor response: Zach T.			
4. Review of Franco's completed Adapted FACTS Part A			
5. New students meeting criteria: Teacher Nomination – Katie K., Melissa F., Leigh G. Data Decision Rule – Cherri S., Carl H. Universal Screener – Mac G.			

# Agenda Item 1- Joe B

## Daily Percent



# Notes for Agenda Item 1

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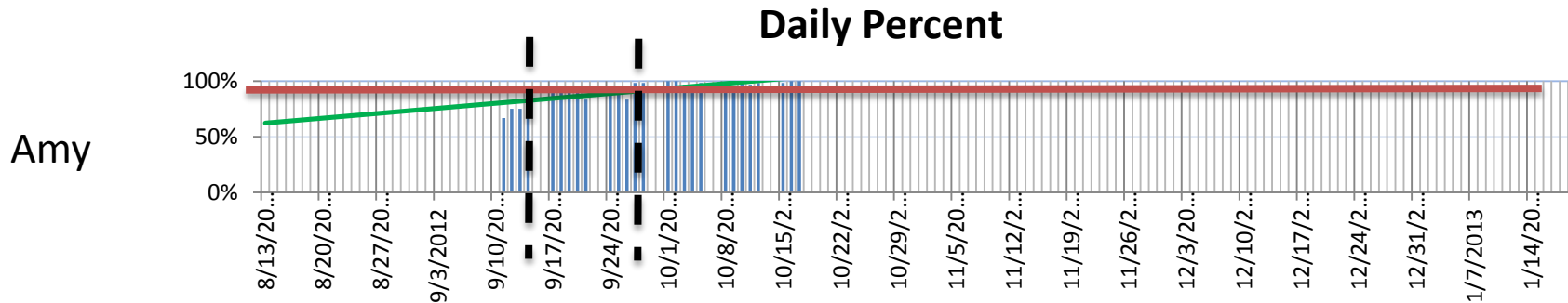
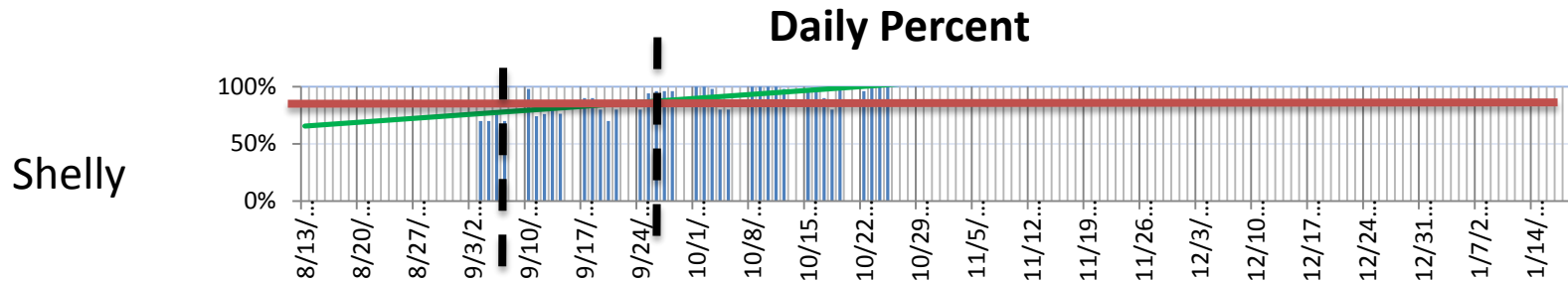
## Additional Agenda Items

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Potential Problems Raised
1.
2.
3.

1. Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
Planning for student ready to fade: Joe B.	Joe has met the data decision rule to begin fading. Joe and his teacher, Mr. Martin, will be taught the fading process and Joe's parents will be notified. Fading will begin on Monday, March 11.	Kim – teach Joe and Mr. Martin Jeff – Contact parents	March 8 March 8

# Agenda Item 2- Shelly & Amy



# Notes for Agenda Item 2

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2.
3.

2.	Discussion/Decision/Task (if applicable)	Who?	By When?
Planning CICO graduation: Shelley K. and Amy K.	Graduation Celebration will be held March 15 in library. Shelley and Amy can each invite a friend for a donut breakfast at 7:45. Parents will be invited as well as their teachers and facilitators. The principal will congratulate them and award certificates.	Mary – notify Shelley, Amy, parents, principal, teachers, and facilitators. Tom- order donuts, OJ, and coffee; make certificates	March 8  March 8

# Agenda Item 3- Zach T.

## Daily Percent





# Notes for Agenda Item 3

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2.
3.

3.	Discussion/Decision/Task (if applicable)	Who?	By When?
Problem-solving for student with poor response: Zach T.	Fidelity of implementation will be checked March 11 – 15 by George, Zach's facilitator. George will use the Fidelity of Implementation checklist. George will need to have a review of checking fidelity since he has not done it before.	Kim – review checking fidelity with George	March 8

## Fidelity of Implementation Checklist

Student: Zach

Implementer: Ms. Ringle

Intervention: CICO

Week of: 3/10/2012

**Directions:** For each day, mark “yes” or “no” as to whether the particular intervention component was implemented with integrity. At the end of the week, calculate the column and row totals to assess daily and component integrity

Intervention Components	DPR 1 Date:		DPR 2 Date:		DPR 3 Date:		DPR 4 Date:		DPR 5 Date:		Component Integrity
1. Check-In	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2. Consistent Teacher Positive Feedback and DPR ratings according to schedule	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3. Check-Out	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4. DPR Data Entry on Spreadsheet	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5. Parent signs sheet and provides positive comment	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Daily Integrity											

# Agenda Item 4 - Franco

At the previous team meeting, the team determined that Franco met the data decision rule for Tier 2 consideration:

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

# Agenda Item 4 - Franco

- At the previous meeting, it was decided that Franco's Adapted FACTS Part A would be completed and reviewed at today's meeting.
- The team has designated members who have roles in completing the Adapted FACTS Part A:
  - Julia does the Record Review
  - Monica meets with the teachers to complete the context analysis

# Agenda Item 4 - Franco

- The team reviewed the [Adapted FACTS Part A](#) and completed the behavior pathway together.
- The team decided to have Franco participate in CICO.

# Notes for Agenda Item 4

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**Additional Agenda Items**

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1.
2.
3.

4.	Discussion/Decision/Task (if applicable)	Who?	By When?
Review of Franco's completed Adapted FACTS Part A	<p>Team reviewed the Adapted FACTS Part A and completed the behavior pathway, which indicates the function of behavior is to seek adult and peer attention.</p> <p>Franco will participate in CICO to increase adult attention and will be able to select reinforcers that allow him to spend extra time with peers.</p> <p>Franco will start CICO on March 13. During his orientation, he will complete the reinforcer menu and will be asked to list three adults to select from for facilitators.</p>	<p>Monica: Provide CICO orientation to Franco</p> <p>Julie – contact parents and teacher</p> <p>Teacher – collect baseline data</p> <p>Mr. Burke – select facilitator</p>	<p>March 7</p> <p>March 7</p> <p>Starting March 8</p> <p>March 8</p>

# Katie – Teacher Nomination

- PE Teacher :

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

- Classroom Teacher:

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

- Art Teacher

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

# Melissa – Teacher Nomination

## Teacher:

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



# Leigh - Teacher Nomination

- Teacher and Parent Nomination

- Teacher:

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

- Parent:

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

# Cherri – Data Decision Rule

- Existing Student Data:

4 Office referrals in past 2 weeks

- Teachers:

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

# Carl – Data Decision Rule

- Existing Student Data: 3 ODRs in past month
- Teacher:

“During a discussion in science, Carl disagreed with the text and told me to go to \*\*\*\* in front of class.” Sent to office.
- P.E. Teacher:

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

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

# Mac – Universal Screener

- Universal Screener – “at-risk” score for peer problems

Specific concerns:

Tends to play alone

No “good friend” identified

Other students tend to avoid him

More comfortable with adults than peers

# Next Steps

- Prior to the next meeting, the Tier 2 team will complete the Adapted FACTS Part A for Cherri, Carl, Mac, and Katie.
- They have a standardized system for who will collect the data and who will meet with the teachers to complete the context analysis.
- Fidelity of CICO implementation will also be checked by Zach's facilitator.

# Other Decisions

## *What about Melissa?*

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

## *What about Leigh?*

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

# Notes for Agenda Item 5

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5.	Discussion/Decision/Task (if applicable)	Who?	By When?
<b>New students meeting criteria:</b> Teacher Nomination – Katie K., Melissa F., Leigh G. Data Decision Rule – Cherri S., Carl H. Universal Screener – Mac G.	<b>Adapted FACTS Part A needs to be completed for Cherri, Carl, Mac, and Katie. We will use our system of assigned members completing the record reviews and meeting with teachers for the context analysis.</b>	<b>Julie – record reviews</b>	<b>March 20</b>
		<b>Monica – meet with teachers for context analysis</b>	<b>March 20</b>
	<b>Melissa – join guidance group for divorce/separated families. Meliisa and her parents will be notified and she can join the group when it next meets March 14</b>	<b>Susanna – notify Melissa and parents</b>	<b>March 12</b>
	<b>Leigh will watch the school's SW-PBS videos and teacher will teach Leigh the expectations, procedures and routines.</b>	<b>Mr. Burke – view video with Leigh</b> <b>Sarah L. – teach expectations, procedures,</b>	<b>March 12</b>

# At the Next Team Meeting

After reviewing the Adapted FACTS Part A for each student, the following were selected for SGSS:

- Disagreeing  
Respectfully  
Cherri, Carl
- Asking for Help  
Mac
- Compromise  
Katie



# Baseline Data

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

# After Baseline Data

- Baseline data confirmed that the four students were good candidates for Small Group Social Skills Intervention.
- Based on the initial baseline data, an initial, reasonable goal was established for each student.

# Informing Students and Parents

- Cherri, Carl, Mac, and Katie and their parents were contacted by the classroom teacher and then the SGSS facilitator. The selection process, an overview of the intervention, and the benefits of participating in the intervention were shared. Parents were also informed about how to provide positive feedback to their child.
- Each student agreed to participate in the intervention, and since the school's policy is to obtain written consent from parents, that was received as well.
- Each student completed the reinforcer menu.

# What about Zach?

- At the team meeting, Zach's CICO facilitator reviewed the 5 days of DPR data that had been collected to check fidelity of implementation. It was found that Zach had not checked out 3 of the 5 days because he was afraid of missing the bus. Because of not checking out, the DPR did not make it home for his parents to sign. The team decided to check with Zach's teacher to see if he could check out 5 minutes earlier and dismiss straight to the bus.

# Fading – SGSS 7 Weeks Later

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

# What about Katie?

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

# What about Melissa?

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

# What about Leigh?

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



# How is Franco Doing?

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

# Contact Information

Questions? Comments? Contact:

Betty Ennis, [ennisb@missouri.edu](mailto:ennisb@missouri.edu)

Diane Feeley, [feeleyd@missouri.edu](mailto:feeleyd@missouri.edu)