

Development of Tier II/III Systems Using a District- wide Approach

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Behavioral Intervention & Supports*
pbis.org

Missouri SW-PBS
pbissmissouri.org

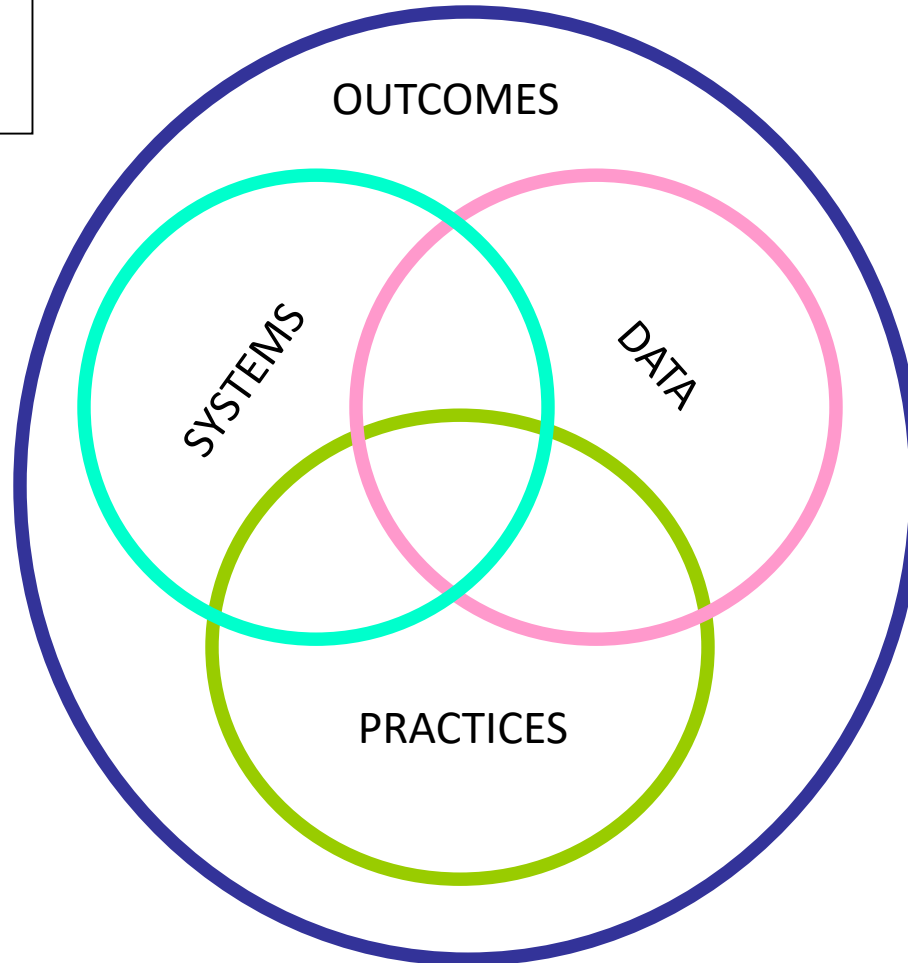
Starting Point....

- We cannot “make” students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- ***Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity***

SW-Positive Behavior Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

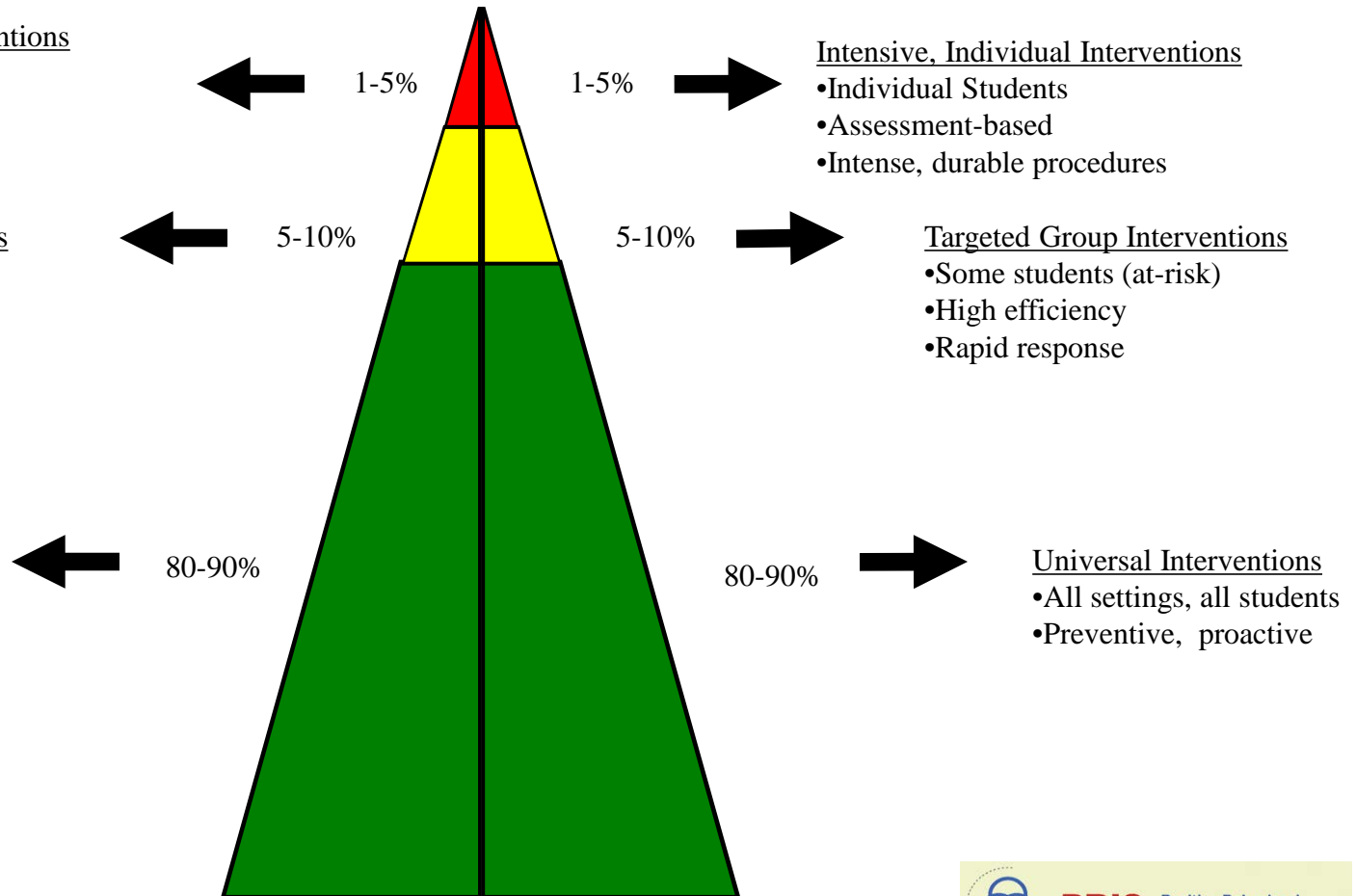
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

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

Universal Interventions

- All students
- Preventive, proactive



Intensive, Individual Interventions

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

Targeted Group Interventions

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

Universal Interventions

- All settings, all students
- Preventive, proactive

Universal School-Wide Features

- Clearly define expected behaviors (Rules)
 - All Settings
 - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- **Family Awareness and Involvement**

Tier II

- Efficient and effective way to identify at-risk students
 - Screen
 - Data decision rules
 - Teacher referral
- Informal assessment process to match intervention to student need
 - Small group Social Skill Instruction
 - Self-management
 - Academic Support
- Progress Monitoring
- Part of a continuum – **must link to universal school-wide PBS system**

Tier III

- Non response to Tier II
- When problem intense and chronic
- Driven by Functional Behavioral Assessment & other individualized assessments
- Connections to Mental Health and Community Agencies (*Integrated Framework Monograph*)
- Part of a continuum – **must link to universal school-wide PBS system**

SAT Process

Teacher Training and Support
Targeted Interventions
Individual Student Plans

SAT Team

Administrator
Counselor
Behavior Specialist

Core Team/Classrooms

Implement AIS
Monitor Progress
Refer to SAT

STAT Team

Core Team Representative
SAT Partner
Core Team Teachers

*Meets Weekly

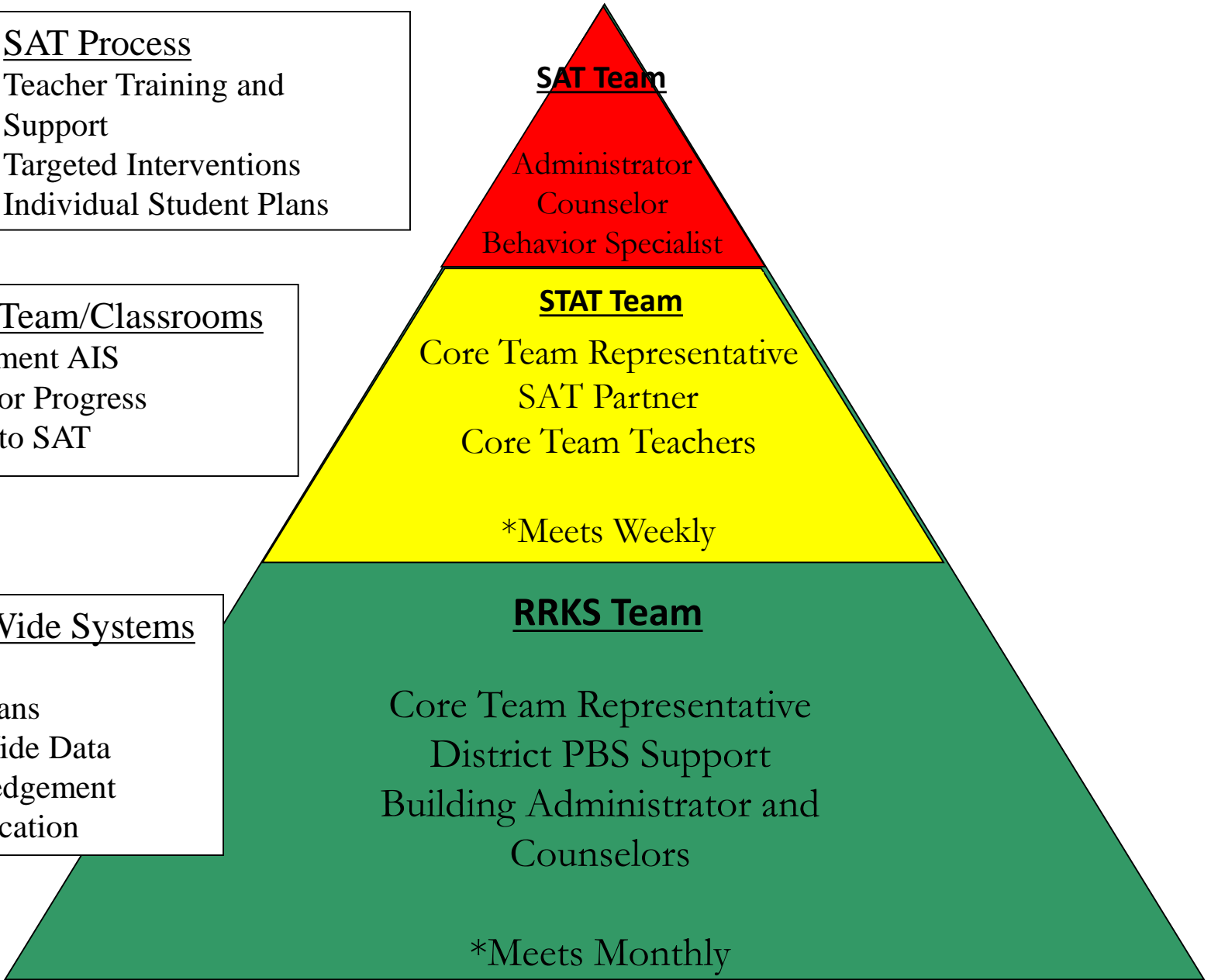
School-Wide Systems

Matrix
Lesson Plans
School-Wide Data
Acknowledgement
Communication

RRKS Team

Core Team Representative
District PBS Support
Building Administrator and Counselors

*Meets Monthly



Data Determine When Your
SWPBS Team is Ready to
Build Supports Beyond
Universals

Readiness for Tier 2

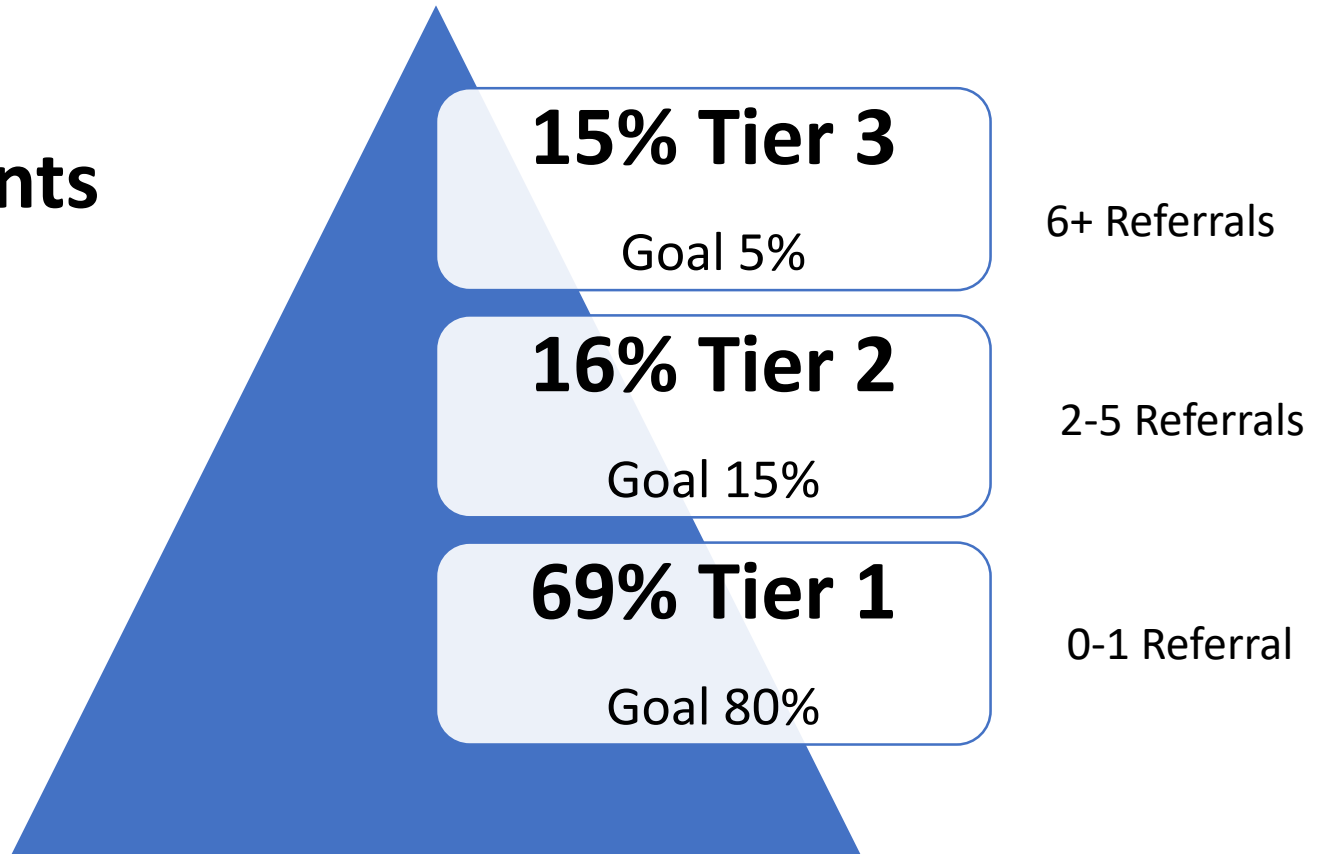
- SWPBS universal systems are consistently implemented with fidelity
 - School-wide
 - Non-Classroom
 - **Classroom**
- SWPBS Universal System Outcomes
 - SET or BoQ score of 80% or higher within past 18 months
 - SAS: 80% of staff report that School-wide, Non-Classroom & Classroom Systems are in place

Readiness for Tier 2

- **SWPBS Universal System Outcomes**
 - Data indicating 80% of students with 0-1 ODR or within national average for the school's grade levels
 - Consistent use of school-wide data for making decisions as evidenced by monthly Big 5 Data Reports
 - System in place to collect classroom minor referrals

Baseline Behavior Data Spring

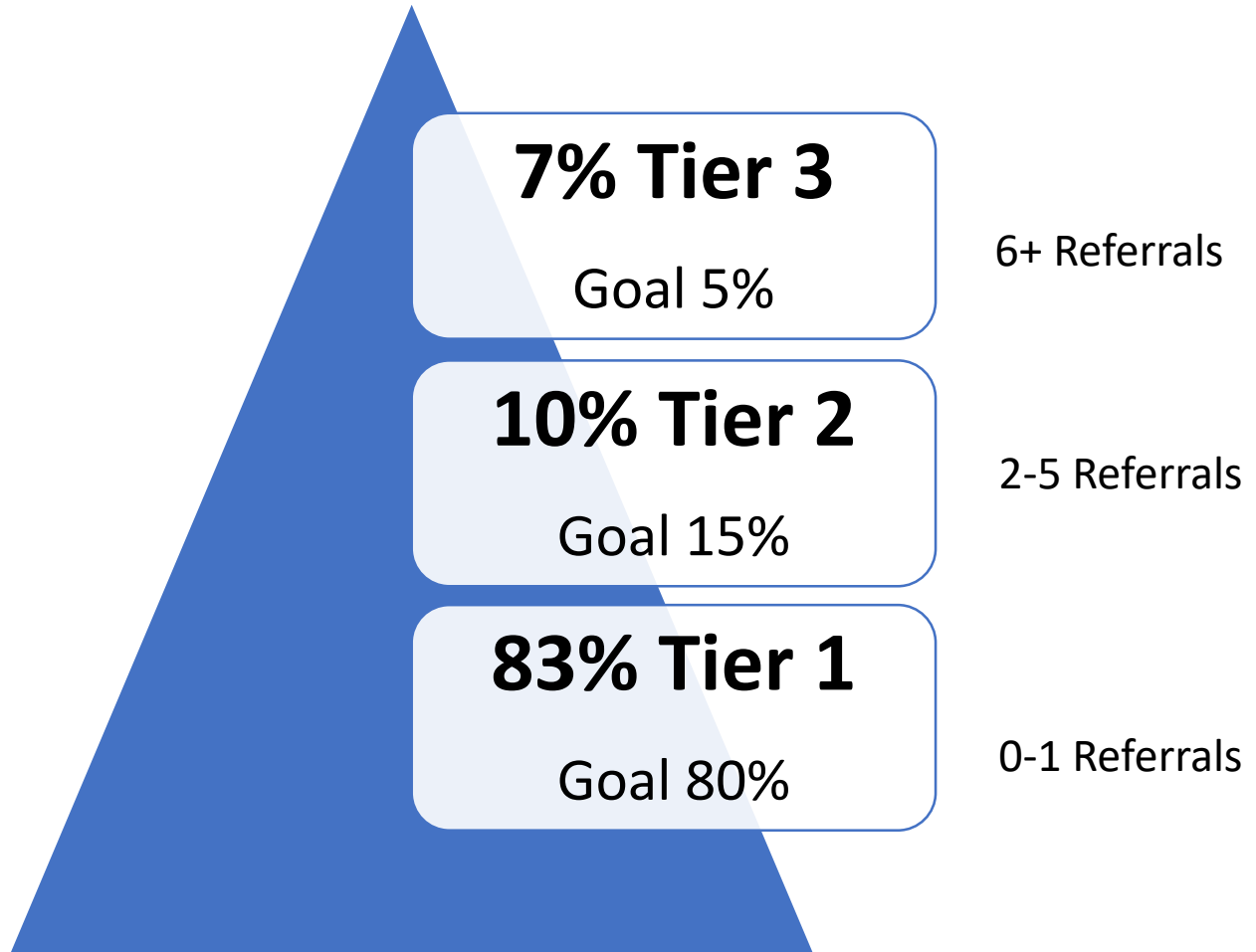
**57 students
with 9+
Referrals**



1712 referrals

Post Intensifying Tier I + Classrooms

**16
Students
with 9+
Referrals**



516 Referrals

Readiness for Tier 2

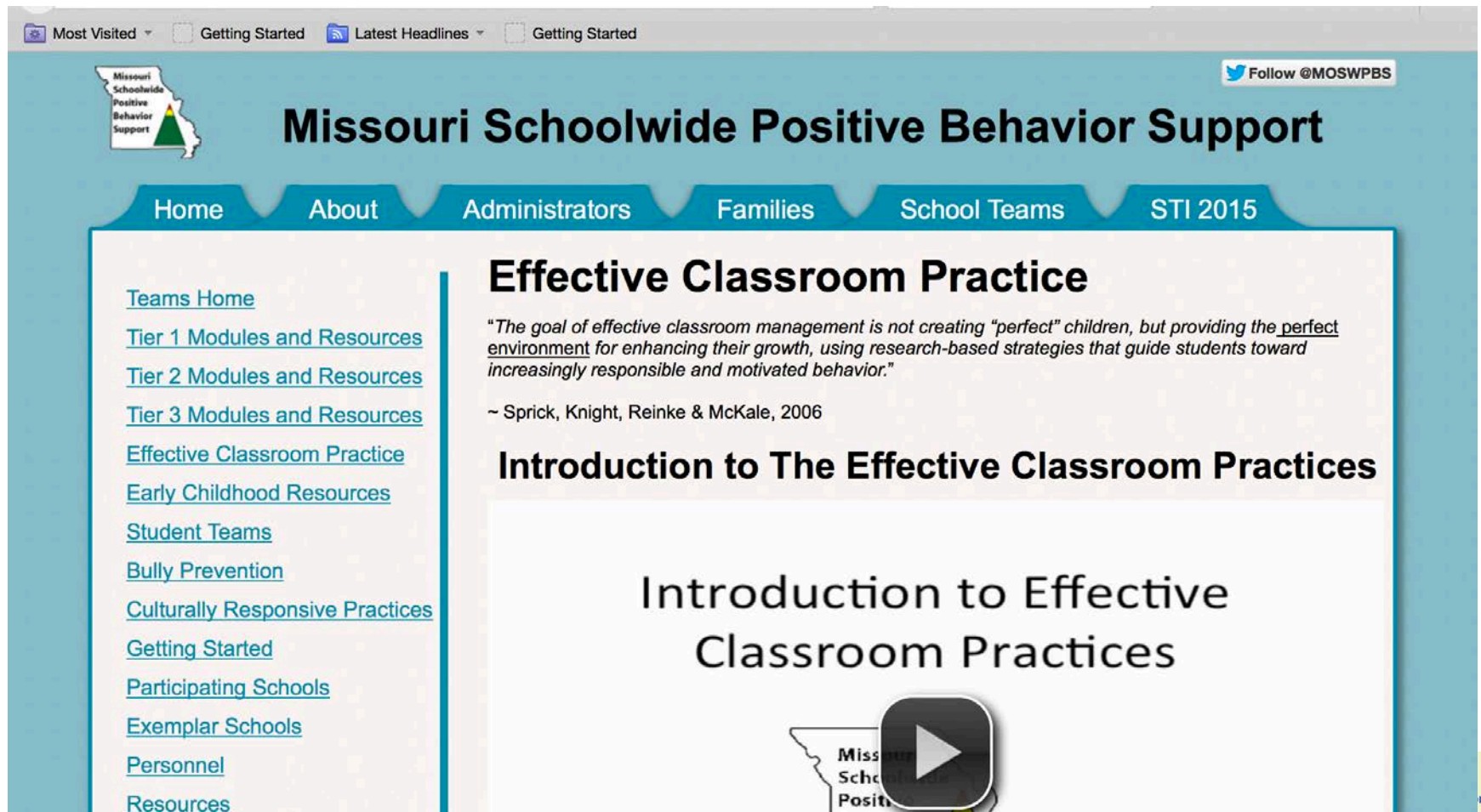
- Evidence of implementation of *Classroom Essential Practices* & a process developed for ongoing training faculty/staff.

Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

Challenge: How to Insure All Staff Are Using Effective Practices

<http://pbissmissouri.org/educators/effective-class-practice>



The screenshot shows the website for Missouri Schoolwide Positive Behavior Support. The browser's address bar displays the URL. The page features a navigation menu with links for Home, About, Administrators, Families, School Teams, and STI 2015. A sidebar on the left contains a list of resource links. The main content area is titled 'Effective Classroom Practice' and includes a quote, a citation, and a video player for 'Introduction to Effective Classroom Practices'.

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Effective Classroom Practice

"The goal of effective classroom management is not creating "perfect" children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior."

~ Sprick, Knight, Reinke & McKale, 2006

Introduction to The Effective Classroom Practices

Introduction to Effective Classroom Practices

Missouri Schoolwide Positive Behavior Support

OSEP TECHNICAL ASSISTANCE CENTER



Typical School Day

- 17% Direct Instruction
- 33% Seatwork
- 20% Transitions
- 30% Discipline & Other Non-Instructional Activities



Cotton, 1995; Walberg, 1988



Discussion: Importance of expectations & behaviors?

- Pair Up
- 2-Minute Frenzy – Discuss:
 - How has clarifying schoolwide/non-classroom setting behaviors/rules impacted student behavior in our school?
 - Why do you think it is important to clarify **classroom** behaviors/rules?



Activity: Classroom Rule Writing Activity

Option 1

- List problem behaviors in your classroom
- List replacement behavior (what we want kids to do instead)
- List schoolwide expectations
- Categorize rules within schoolwide expectations

**Effective Classroom Practice
Classroom Procedures & Routines
Mini-Module Fact Sheet**

- Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).
- As students become more familiar with classroom procedures and routines, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003).
- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment (Good & Brophy).
- Classroom procedures are patterns for accomplishing classroom tasks. Procedures form routines that help the students meet the expectations stated in the rules. Both rules and routines must be taught, practiced and consistently enforced to be effective in the classroom. It is important that procedures be written in succinct terminology, positively stated, in age-appropriate terms (Newcomer, 2007).

When developing procedures, keep "Why, what, when, where, who, and how" in mind:

WHY is this procedure needed?

WHAT is the procedure?

WHAT are the steps for successful completion of the procedure?

WHEN will the procedure be taught?

WHEN will the procedure be practiced?

WHERE is this procedure needed?

WHO needs to be taught this procedure?

WHO will teach this procedure?

HOW will you recognize procedure compliance?

Procedure & Routine Examples	
Elementary	Secondary
<ul style="list-style-type: none"> •During Lessons –Sit in a learning position –Raise your hand for a turn to talk, if you have a question or if you need help –Wait for the teacher to come to you –Finish all of your work –Read your book if you finish your work early –Take restroom or water breaks during independent time 	<ul style="list-style-type: none"> •Class Discussion –Prepare for discussion by reading the required assignment in advance –Wait until the other person is finished speaking before you talk –Stay on topic –Respect other’s opinions and contributions –Use appropriate expressions of disagreement

Classroom Procedures & Routines Self-Assessment

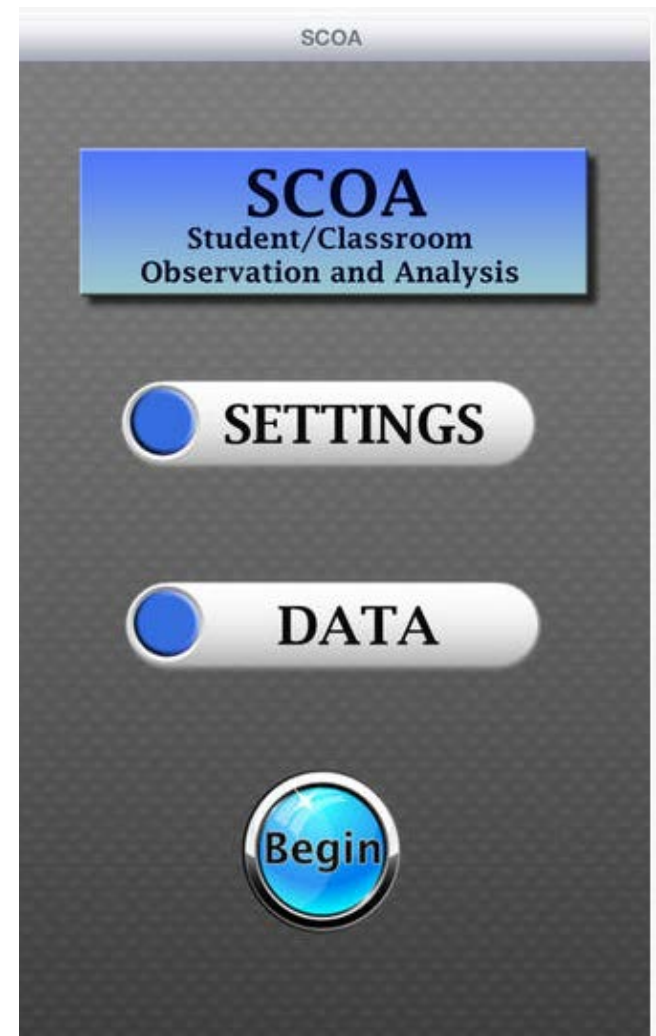
1. What is your attention signal? When do you use it?
2. What is the procedure/routine for entering/exiting the classroom?
3. What is the procedure/routine for personal belongings (e.g. hats, coats)?
4. What is the procedure/routine for obtaining materials/supplies?
5. What is the procedure/routine for the start of class?
6. What is the procedure/routine to gain assistance?
7. What is the procedure/routine for working in groups?
8. What is the procedure/routine for working independently?
9. What is the procedure/routine for meeting personal needs (e.g. restroom)?
10. What is the procedure/routine for turning in homework?
11. What is the procedure/routine for making up missed work?

Effective Professional Development

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 & Discussion	10%	5%	0%
<i>Plus</i> Demonstration in Training	30%	20%	0%
<i>Plus</i> Practice and Feedback	60%	60%	5%
<i>Plus</i> Coaching in the Classroom	95%	95%	95%

Classroom **Systems**

- Teach
 - Brief in-service, single topic focus
- Practice (performance feedback)
 - Peer coaching
 - Principal “walk through”
 - Direct observation / data collection



Universal/Pre Tier II Classroom Example

The Beginning – Background Info.

- School used a universal screening instrument in October of 2012.
- Results indicated that 32.3% of students were in the at-risk or high-risk range.
- Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.

Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices

- Expectations & Rules
- Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond

*Initial ratio
of positive
specific
feedback to
correctives:
1.85:1*

- Based on data, team identified 1 practice to improve upon.

Professional Development Process & Data

October 2013 – Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1

March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2007 – Final Classroom Observations of the School Year, Ratio at 6.55:1

End of Year Outcomes

- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.
- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.
- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.

Supporting and Responding to Behavior



Evidence-Based Classroom Strategies
for Teachers



HIGH-LEVERAGE PRACTICES



IN SPECIAL EDUCATION

Identifying Students

Data Decision Rules

- Office Discipline Referral (ODR)
 - Major
 - Minor
- Time out of Instruction
 - Buddy Room
 - Safe Seats
 - “Discipline” Room

RRKS TOC (front side)

RRKS – Time Out of Class

Code: _____

Student: _____ Date: _____

Incident Time: _____ # of min. out of rm.: _____

Teacher: _____ Subject: _____

What did you do/not do that got you sent out of class?

Circle the RRKS expectation that was not followed:

Respect Responsible Kind Safe

What will you do differently next

time? _____

RRKS TOC (back side)

Processing Checklist:

Processing data & time:

- Review with the student reason he/she was sent out.
- Teach & practice replacement behavior.
- Provide positive reinforcement for replacement behavior.
- Check the setting in which the behavior occurred.

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

Minor List: Circle the appropriate code

(MDD) Defiance/Disrespect/Non-compliance	(MDS) Disruption	(MI) Inappropriate Verbal Language
(MO) Other	(MPC) Phys. Contact	(MP) Property Misuse

Other Strategies to Identify Students

- Teacher Referral
 - Questions to discuss:
 - Who completes
 - When
 - What data must be used/cited
 - Focus on externalizing and internalizing
- Screening
 - What instrument
(<http://pbissmissouri.org/archives/2866>)
 - Schedule

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 On-line 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.

Tier II Practices and Supports

Tier II Supports

- Students who do not respond to classroom / informal supports (2-3 weeks)
- Student brought to Tier II Team
- Based on function of problem behavior and response to classroom supports, match student to Tier II intervention

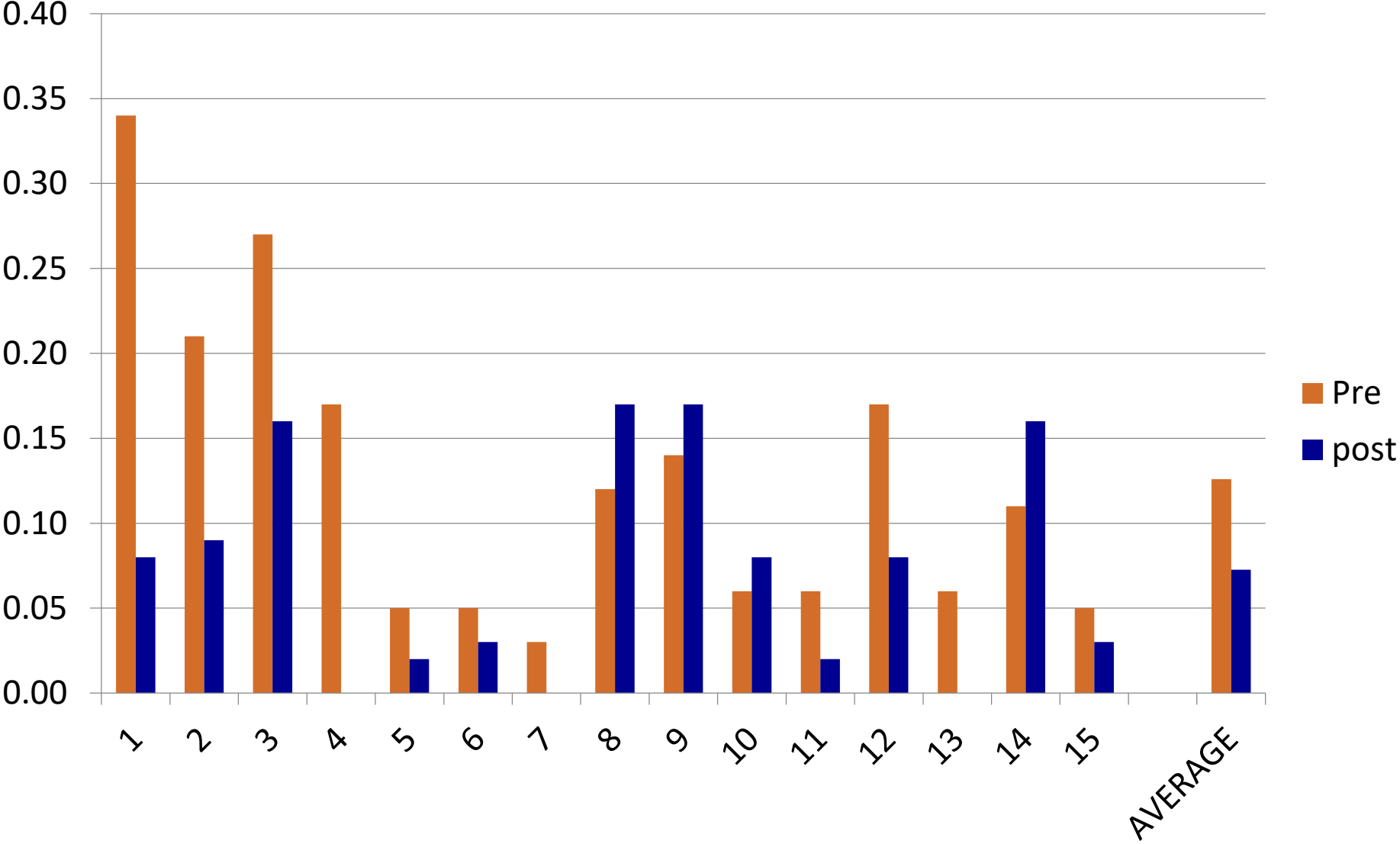
Tier II Supports

- Self Management
 - Check in / Check Out (BEP)
 - Check, Connect, & Expect
 - Check & Connect
- Social Skill Groups
- Academic Supports

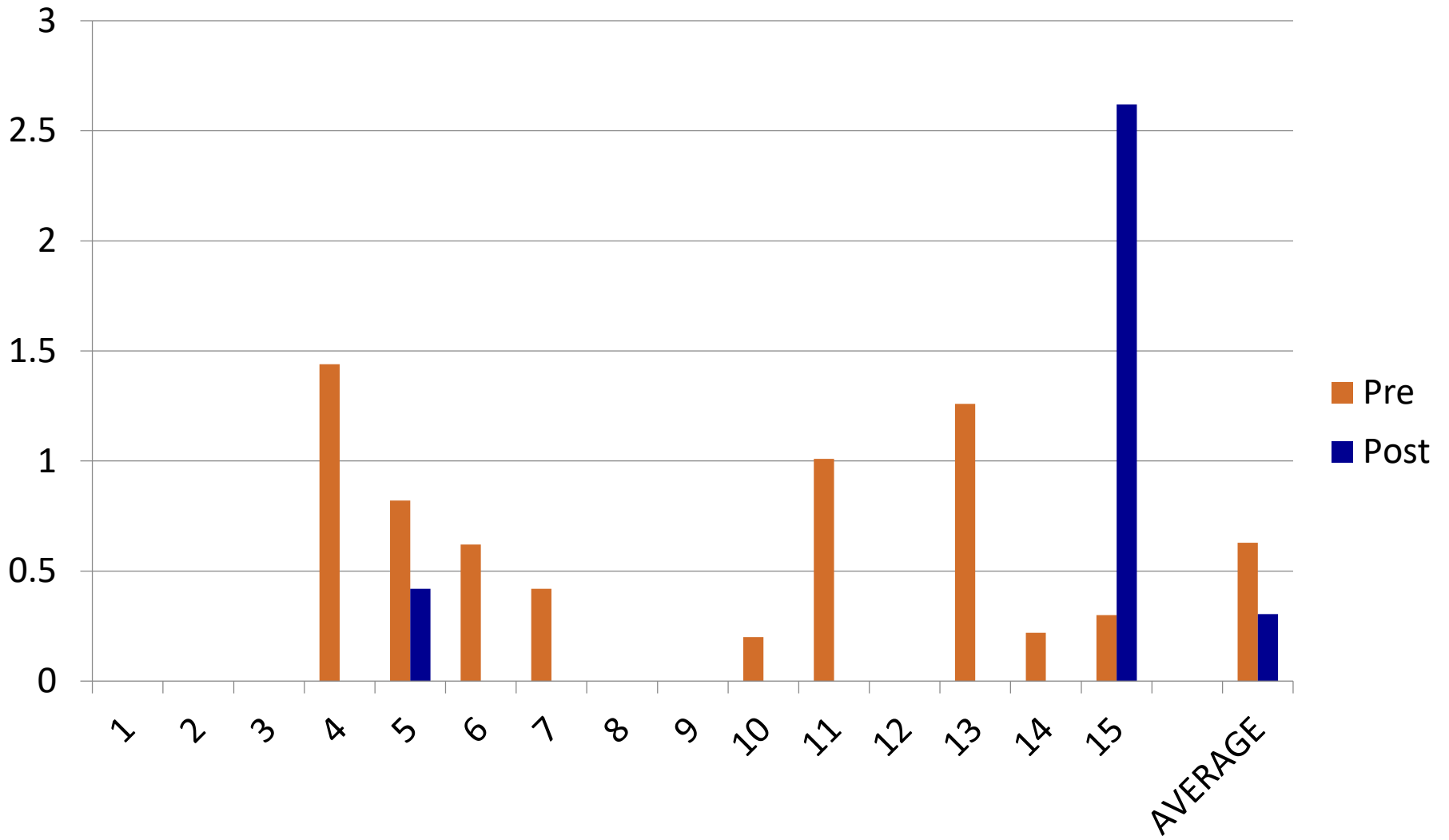
Monitor Student Progress and Evaluate Process

- Original data sources that lead to student identification
 - ODR
 - Attendance
 - Academics
 - “time out of class”
 - Teacher perception
- Key = frequent and regular
 - Celebrate success
 - Adjust if student doesn’t respond (or problems start reappearing)
- Cost –Benefit Analysis of overall process

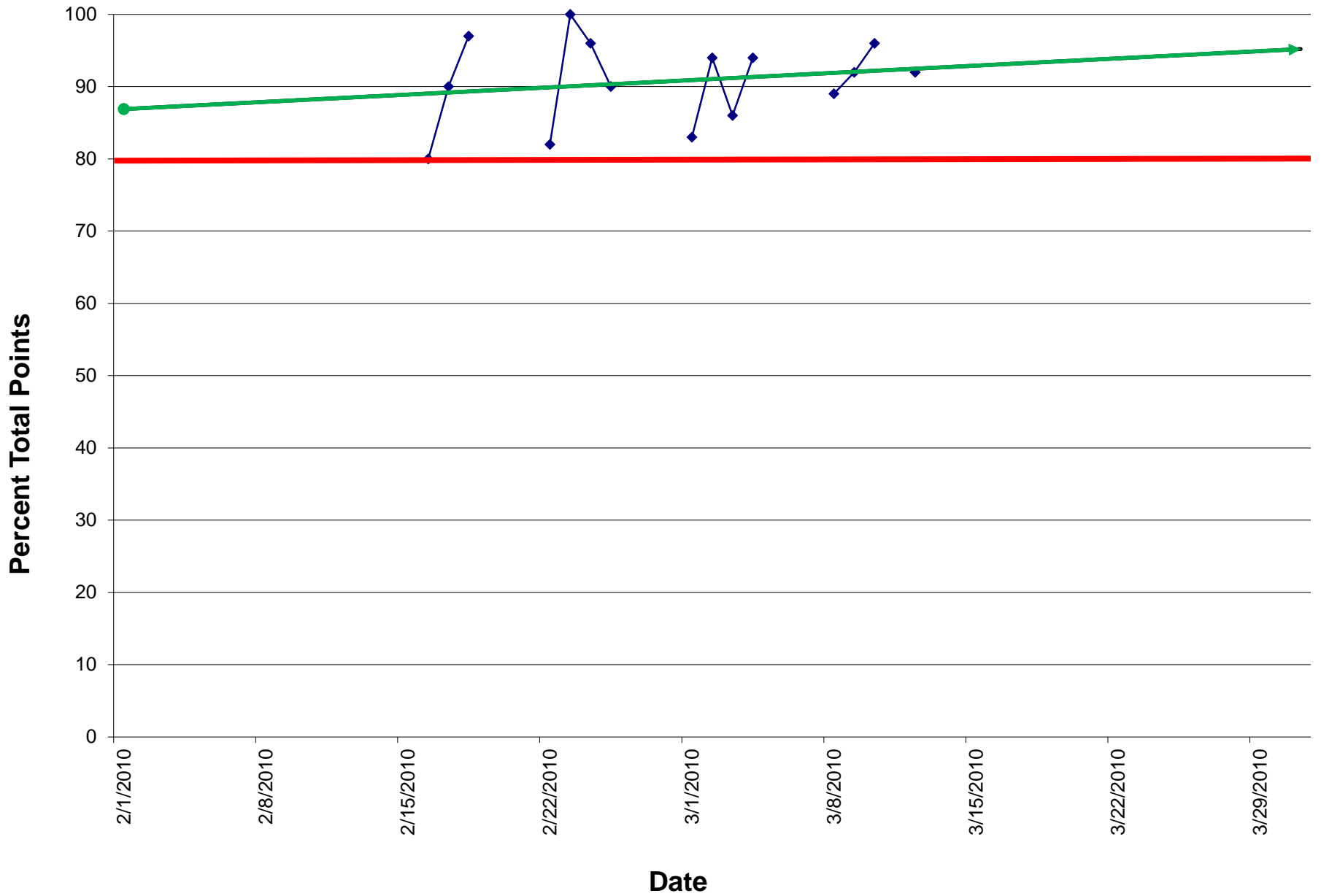
Office Discipline Referrals



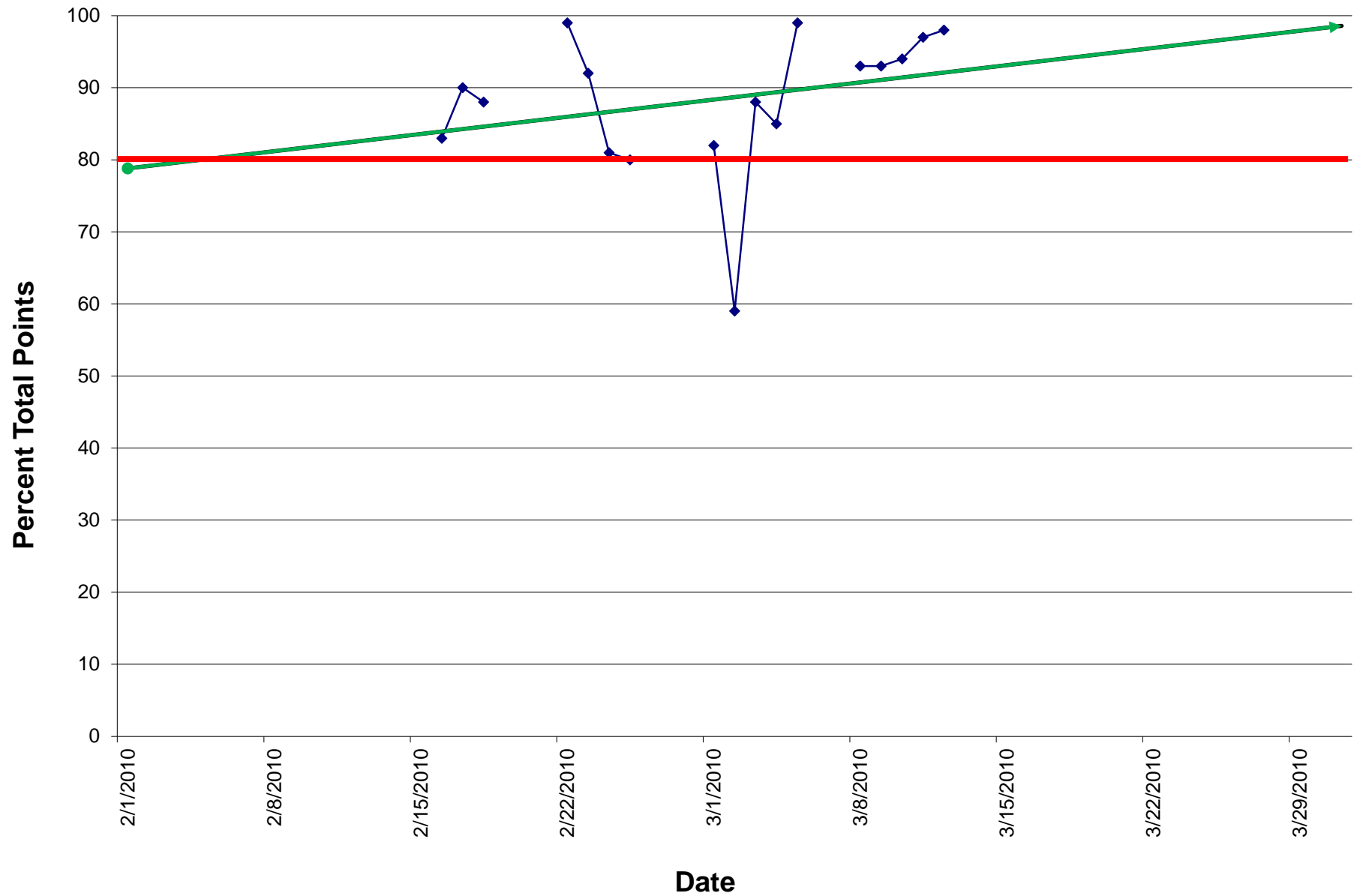
Time Out of Class



Student A



Student E



Designing Tier II Systems

*School-wide PBIS
Tiered Fidelity Inventory*

Tier II Supports

- Centralized
- Each has a coordinator
- Placed in support by Tier II Team
- Classroom supports continued / modified
- ALL in building aware of their role in supporting students in Tier II Supports

Implementation Stages and Phases of Learning

Systems

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Individual Learning

- Acquisition
- Fluency
- Maintenance & Generalization

2.1 Team Composition

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>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.</p>	<ul style="list-style-type: none"> School organizational chart Tier II team meeting minutes 	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise</p> <p>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%</p> <p>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%</p>

2.3 Screening

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>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.</p>	<ul style="list-style-type: none"> Multiple data sources used (<i>ODRs/Time out of instruction, Attendance, Academic performance</i>) Team Decision Rubric Team meeting minutes School Policy 	<p>0 = No specific rules for identifying students who qualify for Tier II supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports</p>

2.6 Tier II Critical Features

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>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).</p>	<ul style="list-style-type: none"> • Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook 	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback</p> <p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>

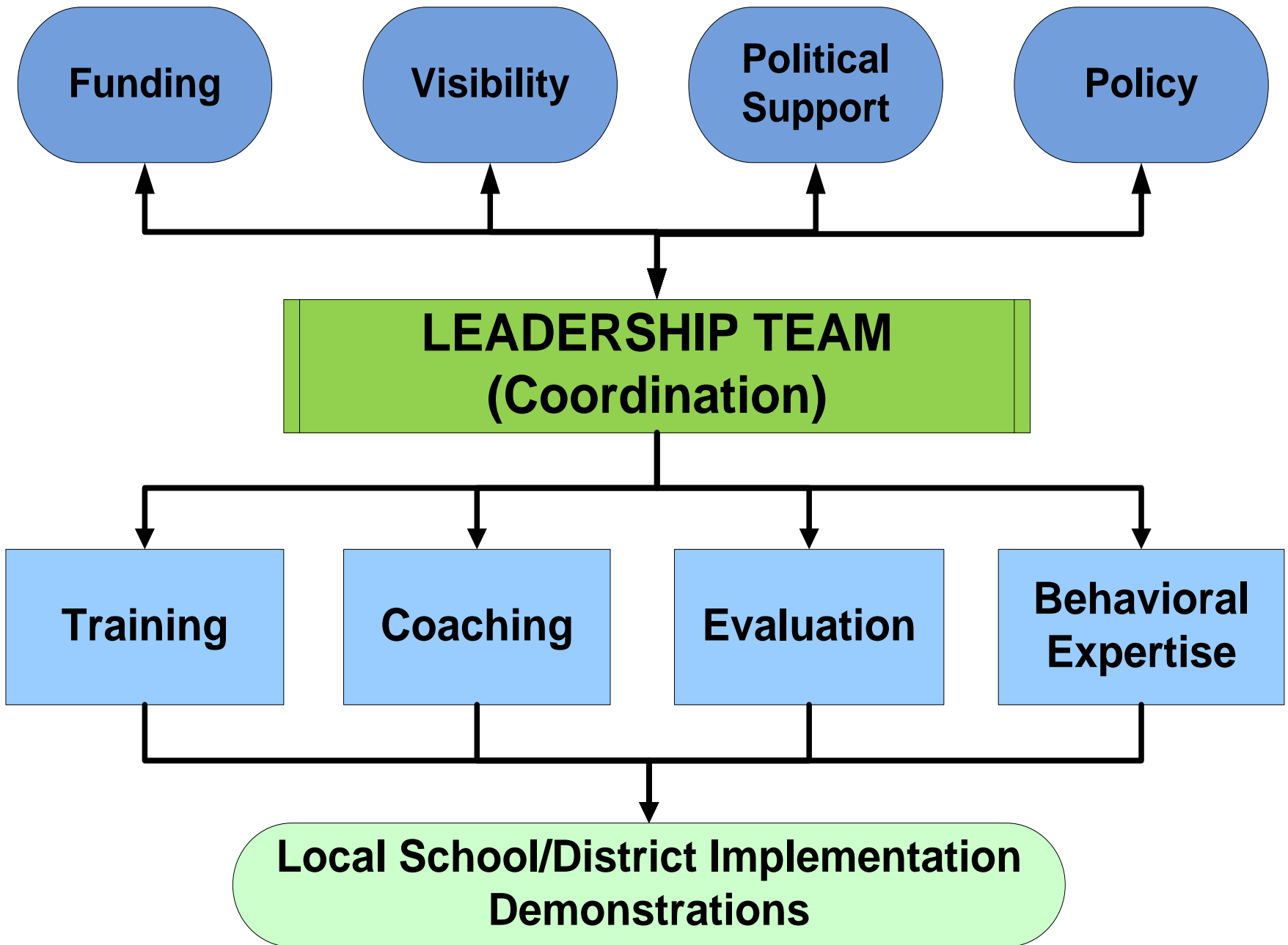
Challenges to implementing Tier II/III

- Who owns tier II?
- Within school capacity to build tier II/III systems and supports?
- Tier II/III requires school personnel to receive on-going professional development and technical assistance
- Typical district behavioral supports delivered on a case-by-case basis

Rethinking District-wide Behavioral Supports

Standard Systems & Practices

On-site Professional Development & Technical
Assistance



District-Wide Basic Logic

- All schools receive training & support to implement essential Universal behavior support practices and systems
- District develops (and revises based on outcomes) a standard Tier II and III system
- A percentage of current behavioral expertise will move from traditional case by case, to supporting school team Tier II & III systems

District-wide II/III System

- Data-based student identification
 - # of behavior infractions
 - Teacher referral
 - Screening
- Limit range of practices
 - Self-management (CICO, Check & connect)
 - Social Skill Instruction (2-3 curriculum)
 - Academic Supports (Rtl, accommodations)
- Use the Tiered Fidelity Inventory to design Systems

Rethinking Technical Assistance

- Moving from a case by case expert model to building “expertise” in the school
- Primary focus of TA is on teaching the school team to solve problems or address challenges for themselves
- However, need for specialist will remain to assist students and teachers

Rethinking Technical Assistance

- Shift from providing answers to asking questions
- Shift from developing plans to prompting plan development
- Shift from being viewed as the expert to being viewed as a facilitator

Tier II Coach Role

- Participate in the development of the intervention plan
- Coach with implementation to ensure fidelity according to the specifications identified by the intervention plan
- Assist with ensuring progress monitoring data is collected according to the plan designed
- Assist as needed with gathering parent input and home communication
- Participate in professional development related to data collection, intervention planning, and progress monitoring
- Bring in additional problem solving supports such as other psychologist District social workers, District special education team members, (program facilitators, coordinators, etc.) to assist with the development of the intervention plan as needed.

Steps

- Review district data
 - Self-Assessment
 - Fidelity
 - Student outcomes
- Designate a “build team”
 - Identify readiness criteria
 - Outline steps in the tier II process
 - Data Decision rules
 - Systems / Fidelity Checks
 - Identify practices
 - Limited number (elem/sec)
- PD for school teams
- PD for “coaches”

PBIS: Celebrating Positive & Safe Learning Environments

Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd.

For more information, visit the Upcoming
Events page at www.pbis.org in March.

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.



SAVE THE DATE

October 4-5, 2018