CHAPTER 4: DATA-BASED DECISION MAKING

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.

Understanding the Role of Human Motivation in Learning

When considering the ABCs of behavior, teachers may assert they do not believe in giving prompts, positive feedback, or tangible rewards for behaviors students should already know and display. Additionally, some teachers fear providing external regulation, in the form of antecedent or consequential supports, will undermine students' intrinsic motivation. Such statements indicate a lack of understanding regarding the fundamental principles of motivation and the differentiation between motivation and regulation. Beyond infancy and early childhood, the motivation for the majority of human behavior is externally motivated (Ryan & Deci, 2000).

Initially, educators provide external regulation for students by establishing common definitions of desired behaviors, providing antecedent supports, and delivering reinforcing or discouraging consequences. Educators use these externally regulated strategies to teach all students the expected behavior and facilitate consistent use of appropriate behavior. Over time, educators assist students in developing self or internal regulation. Students must engage in self-regulation (e.g., demonstrating desired behaviors consistently, without prompting, affirmations or recognition) in order to become successful contributing members of society. Deci and Ryan's (1985) research in the field of self-determination theory (SDT) illustrates the transition from external regulation to internal regulation.

In Figure 4.1, Ryan and Deci (2000) articulate the continuum of human motivation including: amotivation, extrinsic motivation, and intrinsic motivation. *Amotivation* denotes a complete lack of motivation for or value of the activity or knowledge in consideration, or perceived lack of competence with the activity. *Extrinsic motivation* means an individual engages in an activity to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later). *Intrinsic motivation* refers to participating in an activity simply for the enjoyment of the activity itself. Many factors influence where an individual falls on the continuum, with regard to a specific behavior. Additionally, an individual's location on the continuum may be fluid and individuals may move in either direction along the continuum.

A Taxonomy of Human Motivation

Regulatory Styles	**Amotivation** Lack of any motivation or value for the activity, or perceived lack of competence	**Extrinsic Motivation** Activity is done in order to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later)				**Intrinsic Motivation** Activity is done simply for enjoyment of the activity itself
Associated Processes	Lack of intentionality or relevance	Compliance	Approval from self or others	Self-endorsement of goals	Synthesis of goals or congruence	Interest, enjoyment, inherent satisfaction
Perceived Locus of Causality	Impersonal	External	Somewhat External (Introjection)	Somewhat Internal (Identification)	Internal (Integration)	Internal

Adapted from Ryan and Deci, 2000
Figure 4.1

Extrinsically motivated behaviors may range from externally to internally regulated (e.g., continuum of *perceived locus of causality* in Figure 4.1), or include multiple regulating factors. Consider, for example, possible regulating factors motivating an individual's choice to adopt healthier eating habits and where those factors fall along the *Taxonomy of Human Behavior* in Figure 4.2:

A Taxonomy of Human Motivation

Regulatory Styles	**Amotivation**	**Extrinsic Motivation** Activity is done in order to attain a separable outcome				**Intrinsic Motivation**
Associated Processes	Lack of intentionality or relevance	Compliance	Approval from self or others	Self-endorsement of goals	Synthesis of goals or congruence	Interest, enjoyment, inherent satisfaction
Perceived Locus of Causality	Impersonal	External	Somewhat External (Introjection)	Somewhat Internal (Identification)	Internal (Integration)	Internal
Healthy Eating habits		Desire to meet BMI, blood pressure or other goals for work place health insurance promotions	Desire to fit in at work where everyone eats healthy; wanting to "look good" by societal standards	Desire to be healthier	Choosing a vegan diet as part of a commitment to improving the environment	Inherent love of fresh fruits & vegetables

Figure 4.2

While the choice to adopt healthier eating habits may seem internally regulated, or even intrinsically motivated, extrinsic motivation plays a significant role. An inherent enjoyment of fresh fruits and vegetables makes the change easier to adopt. However, you cannot discount the extrinsically motivating factors, such as wanting to comply with recommendations of medical professionals, a desire to fit in with colleagues who make healthy eating choices, setting and reaching a weight loss goal, or recognizing the impact eating habits make on the larger environment.

Ryan and Deci (2000) note, "*In schools for example, it appears that intrinsic motivation becomes weaker with each advancing grade*," (p. 60). Because most human behavior relies on some form of external motivation, past early childhood, educators face the challenge of teaching students to identify, value, and engage in socially appropriate behaviors with minimal external pressure or regulation. Self-determination theory includes three needs individuals must fulfill to behave with intrinsic motivation:

1. **Competence:** succeeding in what is to be done, belief in one's ability to succeed, self-efficacy
2. **Relatedness:** connecting with others, belonging
3. **Autonomy:** being in control of ones' life, self-determination

Students may not, initially, find behaviors critical to school success inherently interesting or personally valuable; therefore, educators will need to provide some level of instruction and reinforcement to encourage students to engage in desired behaviors. Over time, students will begin to self-regulate engagement in appropriate behaviors because doing so increases feelings of connectedness and experiences of competency and autonomy. SW-PBS supports the development of self-regulation by: creating environments where all students feel welcome, connected, and valued; directly teaching, monitoring, and reinforcing expectations; and assisting students in the development of self-monitoring and self-regulation.

The amount of external regulation or motivation necessary to reach the end goal of students' consistent display of desired behavior will be dependent on chronological and developmental age of students, students' prior knowledge of and experience with desired behaviors, the context or setting events and the students' understanding that the schoolwide behavioral rules and procedural skills desired by adults are *universal* in nature, and will increase their overall success in the classroom, schoolwide and eventually in life outside of school. Understanding that the majority of human behavior relies on a certain degree of external motivation, and intrinsic motivation relies on the development of competence, relatedness and autonomy. School teams can leverage the science of behavior to plan for and establish systems that create environments which increase the likelihood that teachers and students will demonstrate desired behaviors. Students learning a new skill or behavior may need external regulation (e.g., reward) to gain enough exposure to the naturally occurring positive consequences of the behavior. For example, using more pro-social behaviors such as taking turns; saying "please" or "thank you"; and keeping hands to ones' self; allow a student struggling to find friends to experience social acceptance from peers. Initial teaching and reinforcement may be necessary to help the student learn and consistently use the skill. Over time the skill becomes self-initiated and self-regulated. Eventually the skill should generalize to multiple social contexts allowing the student increasing access to desired peer groups or activities.

However, excessive reliance on authoritarian external regulation leads to individuals losing their sense of autonomy and relinquishing the capacity for self-regulation. Under these conditions, a previously self-regulated behavior becomes a behavior demonstrated only under high external regulation (e.g., athletes who lose the love of the game under pressure to win at all costs). While in most cases people's general regulatory style becomes more "internal" over time (Chandler & Connell, 1987), in accordance with developmental tendencies towards autonomy (Ryan, 1995), regulation can move in either direction on the continuum.

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, and Risley, 1868; Sulzer-Azaroff, B. and 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 4.3

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

Figure 4.4

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, the Tier 2 Team 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: *Events that happen immediately before and trigger a behavior.* Example 1: 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 Example 2: Students are working or playing in groups.	Definition: *Observable behavior the child displays.* *Can be appropriate/desired or inappropriate/problem. Both are functional* Example 1: The child looks at the person talking and keeps mouth and body quiet. Example 2: Child pushes or hits students near her.	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.* Example 1: 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. Example 2: 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 Jill. The complete Tier 2 Adapted FACTS Part A for Jill 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 AND 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 and Problem Behavior
Describe student's strengths (academic, social/behavioral):
Jill 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 and 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 and 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 and 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 and Todd (1999)

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

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

Student Name Jill 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 AND PROBLEM BEHAVIOR

Describe student's strengths (academic, social/behavioral):
Jill 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 and 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 and 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 and Todd (1999)

Tier 2 Adapted Functional Assessment Checklist for Teachers and 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 AND 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 and 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 and 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 and 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 with directions for use is available at no cost at pbismissouri.org/tier-2/.

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.

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 pbismissouri.org/tier-2/. 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.

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 two of the three 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 Schoolwide and Classroom Expectations, Rules, and Procedures?" and "Did the student receive recognition recently for following Schoolwide 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 Tier 2 Adapted 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 Schoolwide and Classroom Expectations, Rules, and Procedures?
Did the student receive recognition recently for following Schoolwide 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 Intervention Groups**	**Self-Monitoring**	**Check & Connect**	**FIRST STEP *Next***
Get Adult Attention	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	
Access to Activities or Tangibles		X	X		

Adapted from Umbreit, Ferro, Liaupsin, and 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, Social Skills Intervention Groups) 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. Make sure that your baseline data is the same data that will be used to progress monitor during the intervention. This ensures that there is a clear, comparable set of data.

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.

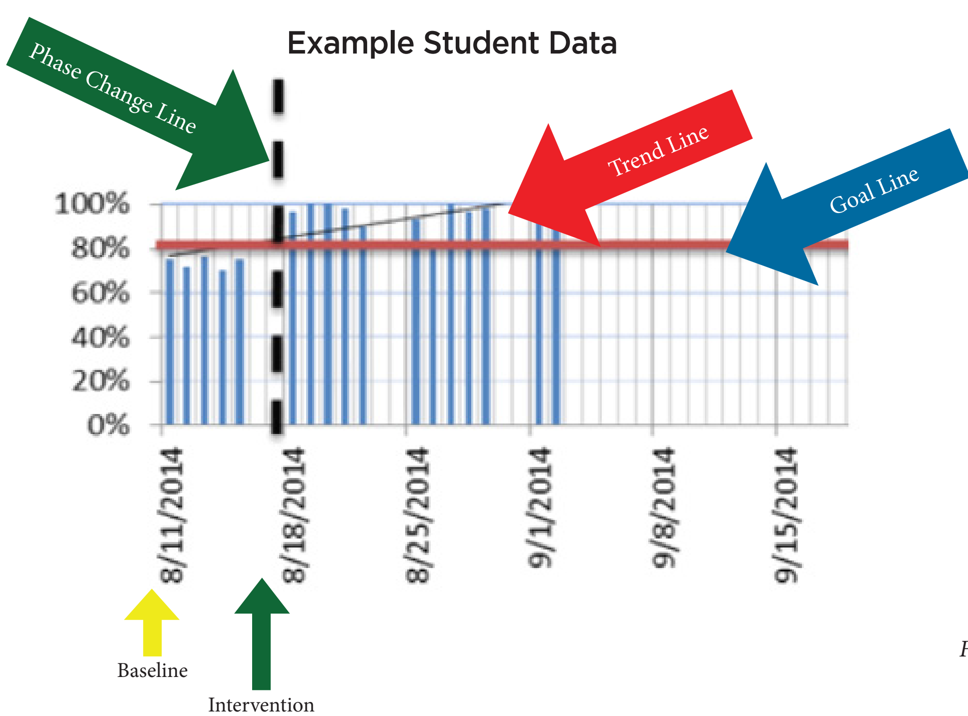


Figure 4.5

Interpreting Data to Make Decisions

It is suggested that the student participate in the intervention and that the Tier 2 team collect data for at least two to three weeks before making a decision about the student's response to the intervention (Crone, Hawken & Horner, 2010). A general recommendation is to generate at least eight data points within three 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. Before any decisions are made, the team must first examine and evaluate fidelity of implementation (i.e., were all components of the intervention delivered consistently and accurately?).
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. Tier 2 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.

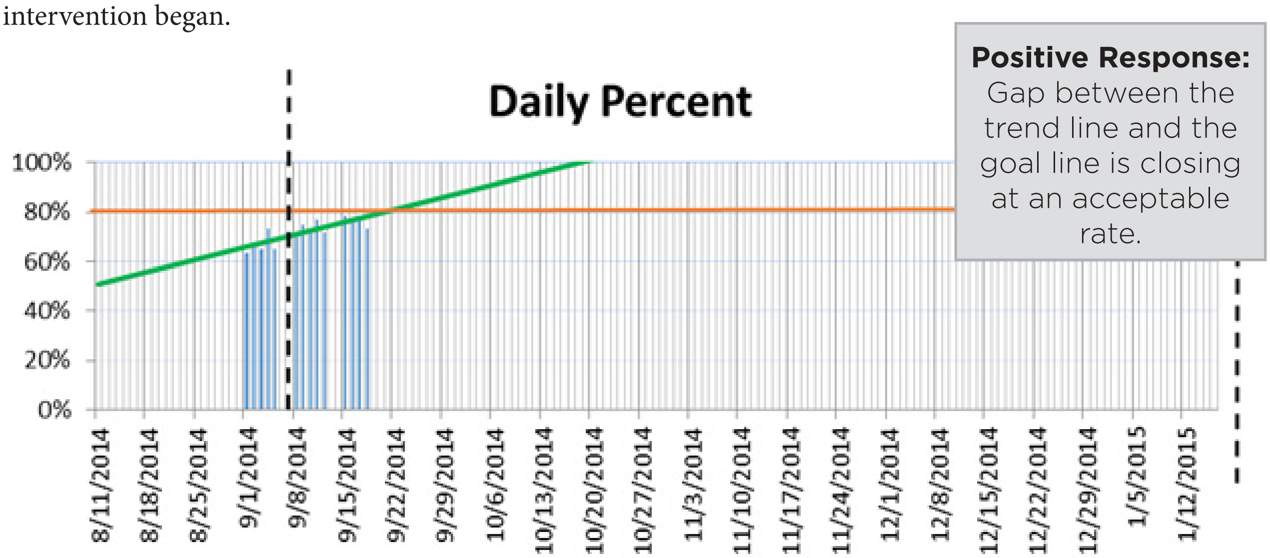


Figure 4.6

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:

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 six weeks for this student to reach the goal.

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

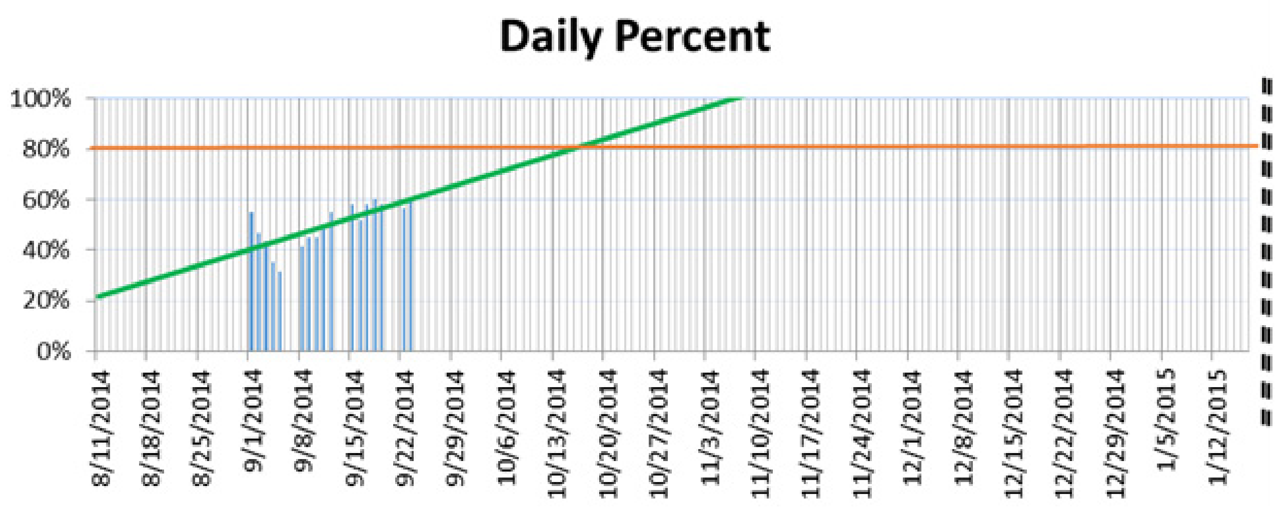


Figure 4.7

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.

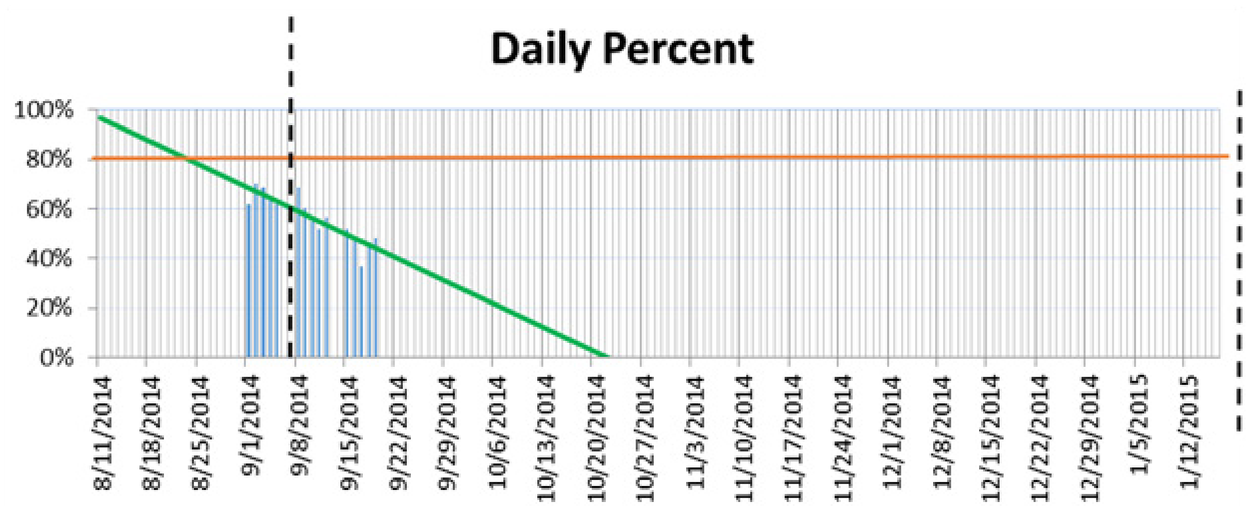


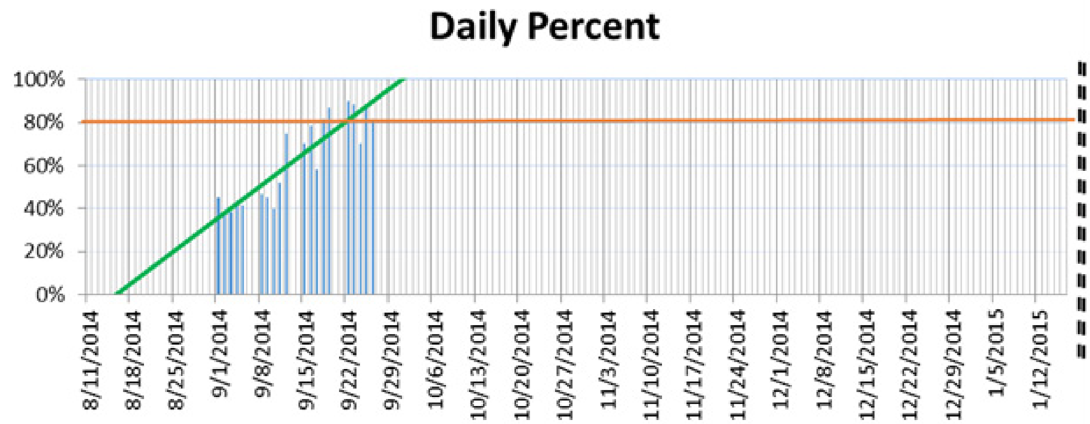
Figure 4.8

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

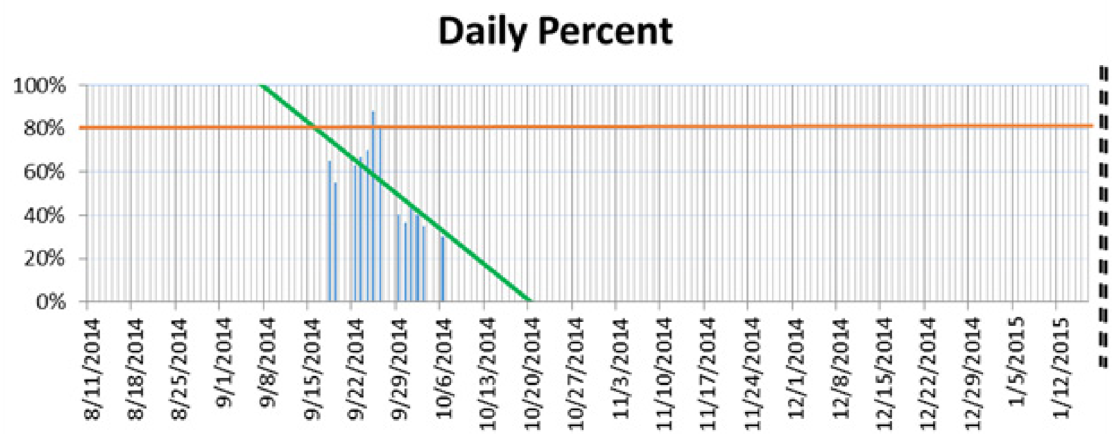
ACTIVITY

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.

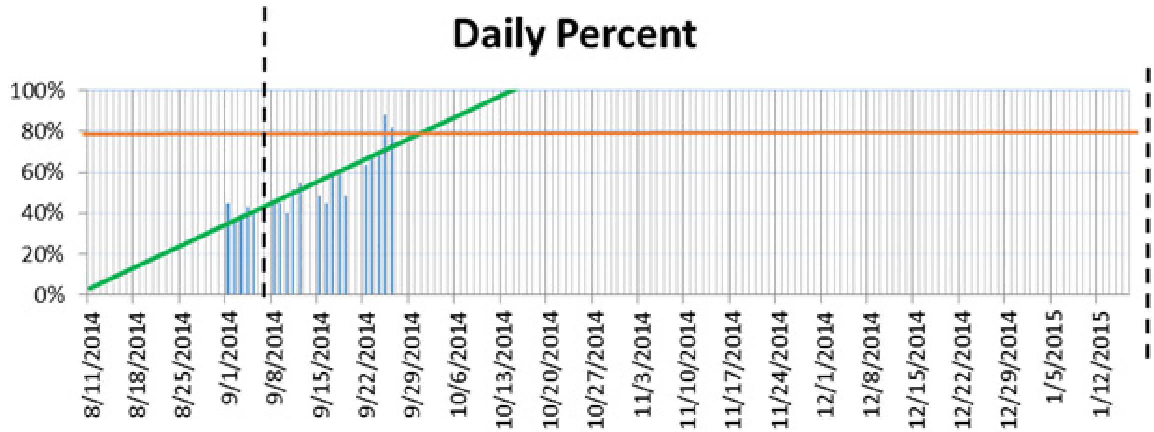
Student 1



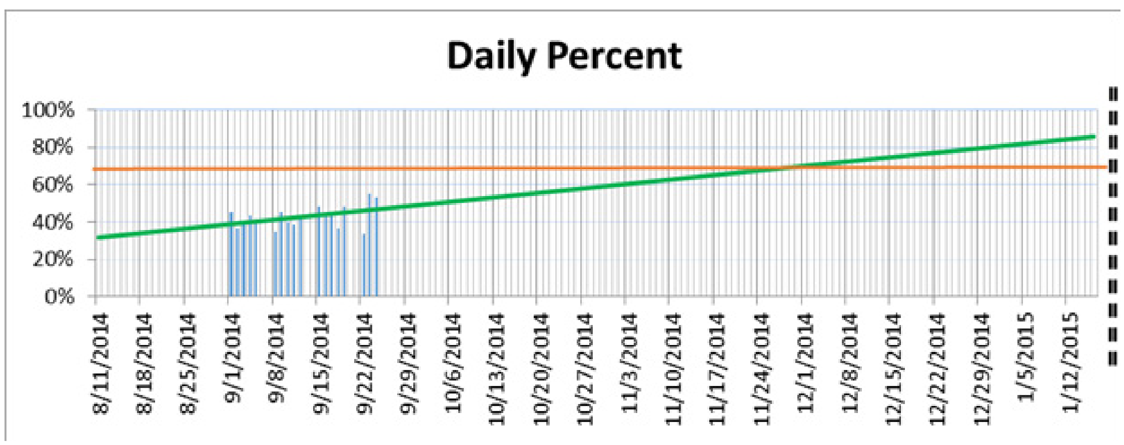
Student 2



Student 3



Student 4



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 <u>before</u> 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

UNSURE

NO

1. Go back to ***Intervention Essential Features (IEF) and 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

Response	Was intervention implemented as intended?
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.	• 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.	• 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 4.9

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.

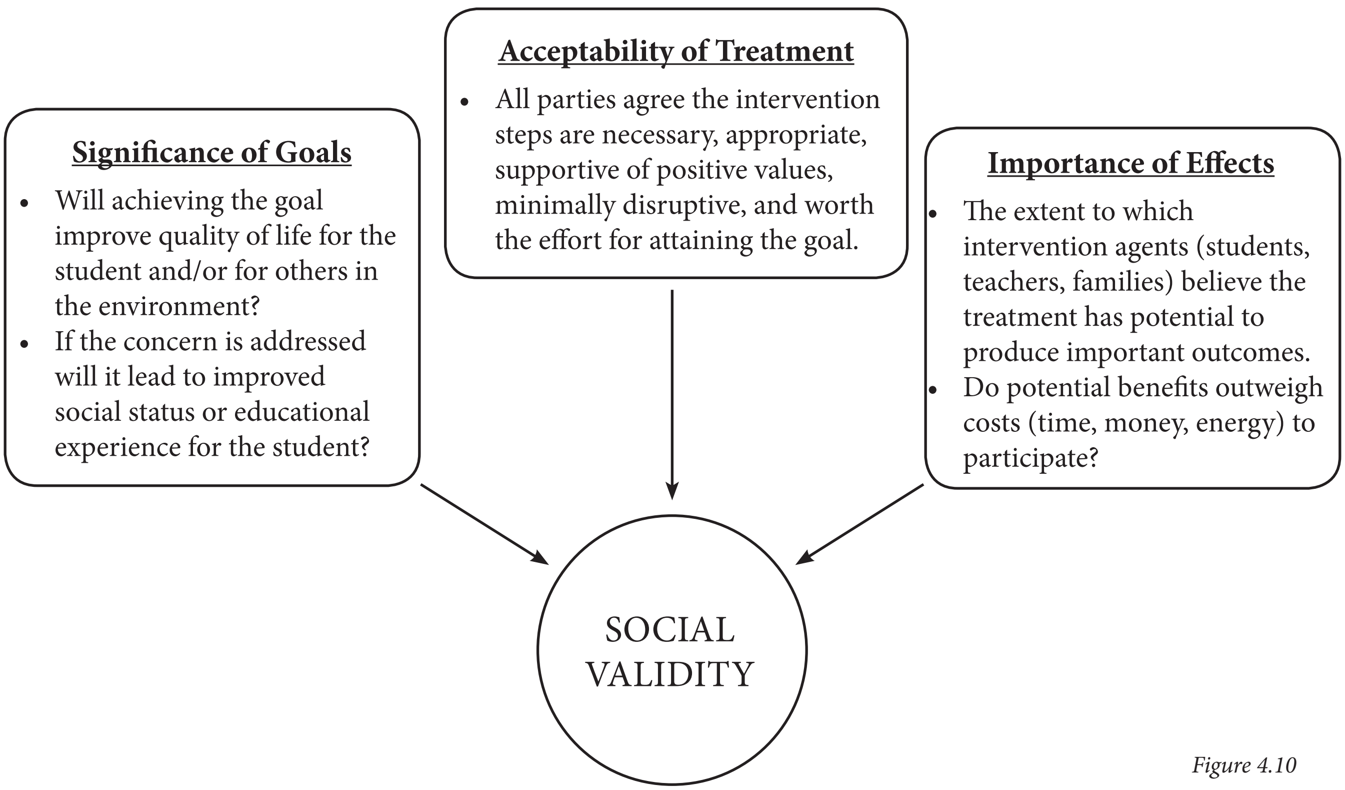


Figure 4.10

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 **<u>why</u>** 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, and 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 and 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. and 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. and 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. and 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 and 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 and 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 games or strategies that 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:

Three whole-class strategies are introduced here:

- Positive Peer Reporting (Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002)
- Tootling (Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002)
- Class-Wide Function-related Intervention Teams (CW-FIT) (Wills, Kamps, Hansen, Conklin, Bellinger, Neaderhiser & Nsubuga, 2010)

These research-based whole-class practices are appropriate for all grade levels, though teachers should modify delivery as needed to meet the needs of their students.

Positive Peer Reporting

Positive Peer Reporting (PPR) has been shown to increase positive interactions among peers in in kindergarten classes (Grieger, Kaufman, & Grieger, 1976) and in middle school and residential treatment settings (Bowers, McGinnis, Ervin, & Friman, 1999; Bowers, Woods, Carlyon, & Friman, 2000; Erving, Miller & Friman, 1996; Jones, Young, Friman, 2000; & Robinson, 1998). Positive Peer Reporting (Skinner et al., 2002) 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). Peers are encouraged to notice something positive the target student does during the day, and then report it out during a designated sharing time. Students earn points for the class by making sincere, positive comments to the target student at the designated sharing time. Points earned by the class can be used for rewards such as extra recess or an in-class game or activity.

The next page includes a basic outline of Positive Peer Reporting.

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, being honesty, trying hard in school, giving others praise, encouragement or compliments, or any behavior that is a specific skill the child needs to improve (e.g., asking for help instead of acting out).
    - 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.

Tootling

Tootling encourages students to notice pro-social behaviors displayed by their classmates throughout the day, and report them on a written note (Skinner, Cashwell, and Skinner, 2000). Unlike Positive Peer Reporting where one student is the focus, in Tootling any student may write a positive comment for any classmate. In Tootling, the teacher teaches students to write observations of peers actively helping another peer on index cards. Specifically, they write a) who, b) helped who, c) by (here they write the positive behavior). For example: Nathan helped Sarah by opening her locker when it was stuck. Tootling cards are collected at the end of the day and the teacher sorts positive statements from non-examples. Teachers then report the number of tootles written and reports progress toward the class goal. The Tootling cards may be shared with the peer receiving the compliments; not with the entire class. All Tootling cards count toward the class earning a group reward. 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.

Class-Wide Function-Related Intervention Team (CW-FIT)

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. CW-FIT is designed to teach appropriate skills and reinforce their use through a game format. CW-FIT is designed to:

- Help students who need more than universal supports
- Be implemented at the class-wide level
- Incorporate individualized components
- Address attention – a common function of problem behavior
- Be implemented during “problem” times during the day

University of Kansas Center for Research, Inc., 2017

It 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 (Wills, et al., 2010). CW-FIT has been shown to improve class-wide student behavior at a variety of ages (Iwaszuk,W. M., Lupo, J., & Wills, H., under review; Kamps et al., 2011; Wills, et al., 2010). It also provides structure to increase teacher praise and decrease reprimands for misbehavior.

The components of the CW-FIT game described below are:

- teaching
- self/peer monitoring,
- extinction
- 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, play a game, time to talk with friends, use of personal electronics for 5 minutes, etc.).

Additional information about CW-FIT are available at cwfit.ku.edu. Research, resources, testimonials, examples in middle school and more is available if you become a member on the website.

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 schoolwide.

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 learning.

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 SW-PBS recognition at the Silver or Gold Levels will submit data in this format.

EXAMPLE

MO SW-PBS 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.**
Check-In, Check-Out			
Social Skills Intervention Group			
Self-Monitoring			
Check & Connect			
FIRST STEP *Next*			

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 and maintenance of skills across settings and 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 regularly 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	Proficient (2points)	Developing (1 point)	Not in Place/ No Evidence (0 points)	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, with criteria for entry to intervention clearly described.	Two or more of the following sources were used to identify students who would participate in this intervention and the criteria for entry is described (i.e. Student Identification Plan): ☐ *Existing School Data* ☐ *Staff or parent nomination* ☐ *Universal Screening process*	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*	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 record 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	Proficient (2points)	Developing (1 point)	Not in Place/ No Evidence (0 points)	Score
5. Description of documented procedures for introducing/ orienting new participants to intervention for students, teachers and 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 data decisions applied at least monthly.	A data-based system is in place to graph daily/weekly behavior ratings; weekly monitoring of student progress in the intervention takes place with data decisions applied at least monthly.	A data-based system is in place but is monitored less than weekly and/or decisions based on data from student progress in the intervention do not take place at least 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	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.	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 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	Proficient (2points)	Developing (1 point)	Not in Place/ No Evidence (0 points)	Score
9. Description of documented strategies for weekly family communication / feedback regarding intervention.	There are strategies in place to communicate with families of students participating in the intervention that include all of the following: ☐ Clearly documented ☐ Contains Feedback Process ☐ Occurs at least weekly	There are strategies in place to communicate with families regarding the intervention, but one or more of the following are not present: ☐ Clearly documented ☐ Contains Feedback Process ☐ Occurs 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 and feedback with participating classroom teachers.	There are strategies in place to communicate with participating classroom teachers regarding their students in this intervention that include all of the following: ☐ Clearly documented ☐ Contains Feedback Process ☐ Occurs at least weekly	There are strategies in place to communicate with teachers regarding their students in this intervention, but one or more of the following are not present: ☐ Clearly documented ☐ Contains Feedback Process ☐ Occurs 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 nvolved 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	Proficient (2points)	Developing (1 point)	Not in Place/ No Evidence (0 points)	Score
12. Description of documented system for monitoring fidelity of implementation of interventionprocess.	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 ☐ Self-Assessment	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 ☐ Self-Assessment	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 regularly assessing social validity of intervention.	There is a documented system in place to assess the social validity of the intervention at least twice during the intervention and modify intervention as needed.	Social validity of the intervention is assessed, but the system is not documented, or it does not take place at least twice during the intervention.	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 (i.e. MO SW-PBS Outcomes Evaluation Tool) and includes the following: ☐ # Students Participating ☐ # Students Graduating ☐ # Students Needing More Intensive Support	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: ☐ # Students Participating ☐ # Students Graduating ☐ # Students Needing More Intensive Support	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 and secondary method of identification, Primary and secondary problem behavior, ODRs, Absences, Minors, Tardies, Academic performance level and 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 SW-PBS Intervention Outcomes*