

Determining Tier II/III Students



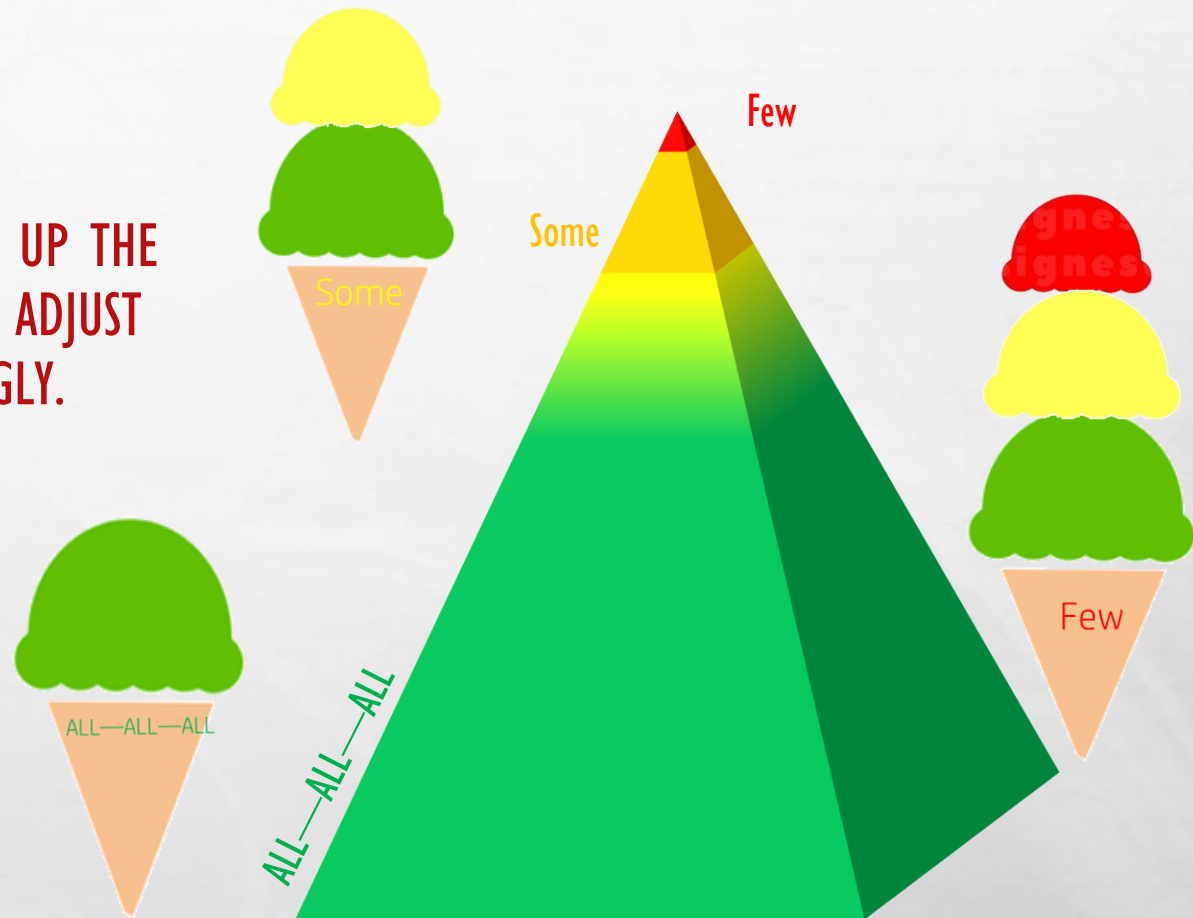
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LAYERS AND FLAVORS OF INTERVENTIONS

LAYERING UP:

AS STUDENT NEEDS MOVE UP THE TRIANGLE, WE LAYER AND ADJUST THE SUPPORTS ACCORDINGLY.



CHOOSE YOUR FLAVOR

- WITHIN THE SAME LAYER OF SUPPORT THERE ARE DIFFERENT FLAVORS TO FIT THE STUDENT'S NEEDS
 - SOCIAL BEHAVIOR
 - ACADEMIC BEHAVIOR



START SIMPLE AND BUILD

- IT IS CRITICAL TO START WITH A BASIC FOUNDATION AND THOUGHTFULLY BUILD IN FLAVORS AND LAYERS THAT FIT WITHIN THE LARGER SYSTEM OF TIERED SUPPORTS TO ENSURE FIDELITY, EFFICIENCY, AND EFFECTIVENESS.



Tier I/Universal

School-Wide Assessment
School-Wide Prevention Systems

ODRs, Credits,
Attendance,
Tardies, Grades,
etc.

Daily Progress
Report (DPR)

(Behavior and Academic Goals)

Competing Behavior
Pathway, Functional
Assessment Interview,
Scatter Plots, etc.

Individual Student
Information System (ISIS)

SIMEO Tools:
HSC-T, SD-T, EI-T

Tier II/ Secondary

Assessment

Intervention

Check-in
Check-out (CICO)

Social/Academic
Instructional Groups (SAIG)

Group Intervention with
Individualized Feature
(e.g., CICO with ind. features
and Mentoring)

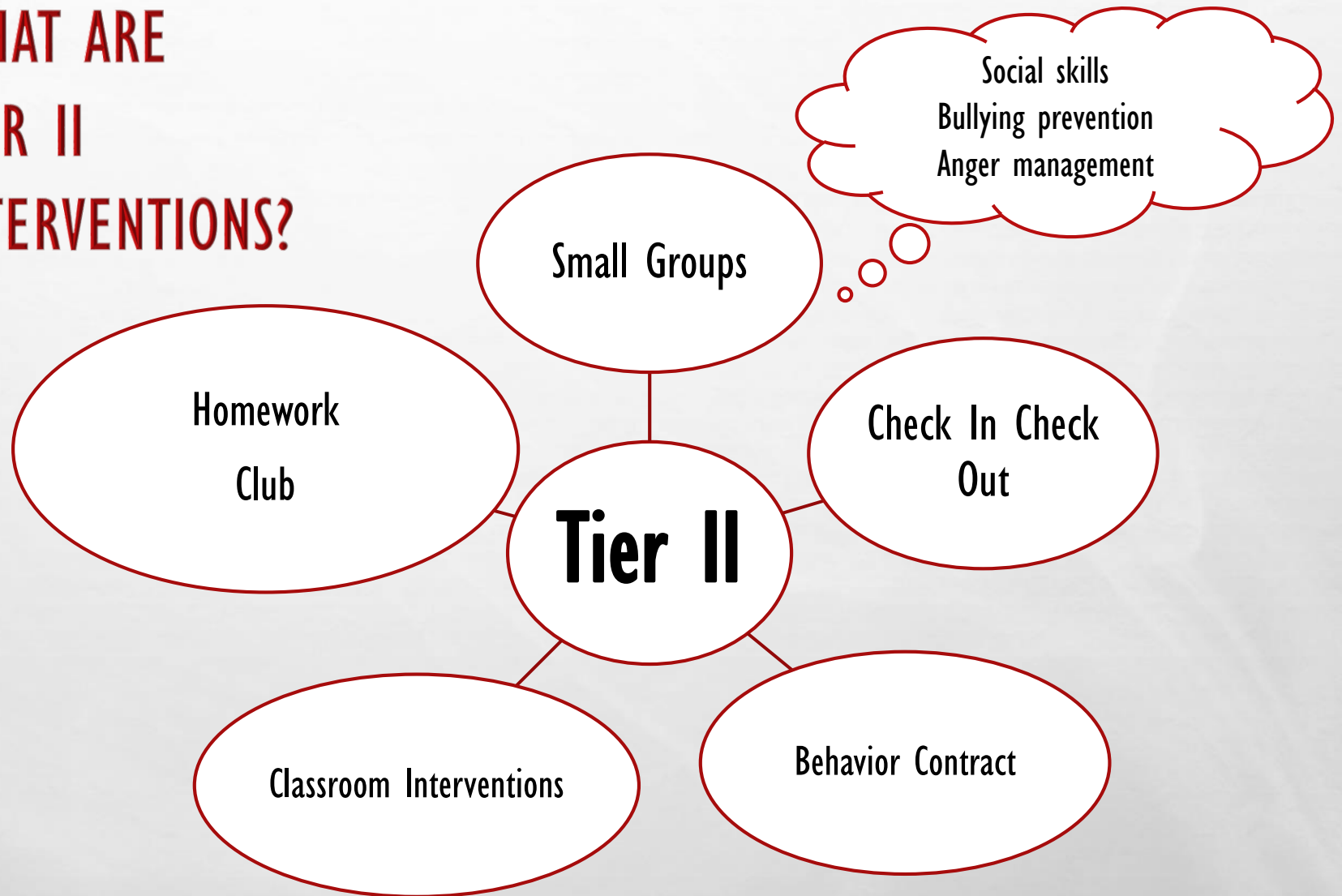
Brief Functional Behavior Assessment/
Behavior Intervention Planning (FBA/BIP)

Complex or Multiple-domain FBA/BIP

Person Centered Planning:
Wraparound/RENEW
Family Focus

Tier III/ Tertiary

WHAT ARE TIER II INTERVENTIONS?



WHY TIER II SUPPORTS

- UNDERSTAND INTERACTION BETWEEN BEHAVIOR AND THE TEACHING ENVIRONMENT
 - BEHAVIOR IS FUNCTIONALLY RELATED TO THE TEACHING ENVIRONMENT
- BUILD POSITIVE BEHAVIOR SUPPORT PLANS THAT TEACH PRO-SOCIAL “REPLACEMENT” BEHAVIORS
- CREATE ENVIRONMENTS TO SUPPORT THE USE OF PRO-SOCIAL BEHAVIORS (PRACTICE, PRACTICE, PRACTICE)
 - SCHOOL-WIDE
 - CLASSROOM
 - SMALL GROUP / INDIVIDUAL

BASIC STEPS PRIOR TO TIER II SUPPORTS

1. ARE CLASSROOM *UNIVERSALS* IN PLACE?
2. HAS THE STUDENT BEEN IDENTIFIED FOR CLASSROOM SUPPORT?
3. ARE CLASSROOM PROBLEM SOLVING STRATEGIES IN PLACE (EG. CHILD STUDY TEAMS)?
 - ❖ HAS THE STUDENT NOT RESPONDED TO CLASSROOM/INFORMAL SUPPORTS?
 - ❖ HAS THE PROBLEM IMPLEMENTED A SOLVING PLAN?
 - ❖ HAS THE CLASSROOM MAINTAINED PROGRESS MONITORING DATA?
4. CONSIDER STUDENT FOR TIER II SUPPORTS.
5. BASED ON FUNCTION OF PROBLEM BEHAVIOR AND RESPONSE TO CLASSROOM SUPPORTS, MATCH STUDENT TO TIER II INTERVENTION

CHALLENGES TO CONSIDER

Teacher

TRAIN TEACHERS TO ASSIST STUDENTS TO EVALUATE AND RECORD.

TRAINING/REMINDERS TO STUDENTS.

DATA COLLECTION SYSTEM.

Parents

NOTIFICATION AND SUPPORT FROM PARENTS FOR STUDENT PARTICIPATION.

PARENT ROLE IN TRAINING STUDENT TO TAKE RESPONSIBILITY FOR PROGRAM.

PARENT INVOLVEMENT (DAILY POINT SHEETS, ETC).

HOW ELSE CAN PARENTS BE INVOLVED?

Student

PROVIDE TRAINING TO STUDENTS TO UNDERSTAND AND IMPLEMENT PLAN CONSISTENTLY.

TEACH RESPONSIBILITY FOR IMPLEMENTATION & PARENT COMMUNICATION.

5 STEPS IN IMPLEMENTING TIER II SUPPORTS

- Step 1: Classroom Problem Solving
- Step 2: Identify Students in Need of Tier II Supports
- Step 3: Teacher Referrals for Tier II Supports
- Step 4: Tier II Supports
- Step 5: Review Plan/Data-Based Decisions

STEP 1:

CLASSROOM PROBLEM SOLVING

- Schedule weekly or bi-weekly meetings
- Follow the following process
 - Provide data for data-based decision making
 - Provide a template for guiding questions
 - Function-based intervention
 - Determine the function of the behavior
 - Teach replacement skills for the undesired behavior
 - Assess environment and make modifications
- Monitor progress with data
- Review student progress
 - Continue plan or modify as needed

STEP 2: IDENTIFY STUDENTS IN NEED OF TIER II SUPPORTS

POSSIBLE METHODS TO IDENTIFY STUDENTS:

- Universal screening
- Academic and behavior data collection
- Teacher referral/nomination

STEP 3: TEACHER REFERRALS FOR TIER 2 SUPPORTS

WHAT STUDENTS TO REFER?

- Teacher Nomination
- Data review
- Other?

HOW DO YOU REFER?

- Students who do not respond to classroom / informal supports
- Student brought to Tier II Team
 - Classroom problem solving plan
 - Progress data
- Based on function of problem behavior and response to classroom supports, match student to Tier II intervention

OTHER STRATEGIES TO IDENTIFY STUDENTS

- **TEACHER REFERRAL**

- Questions to discuss:
 - Who completes
 - When
 - What data must be used/cited
 - Focus on externalizing and internalizing

- **SCREENING**

- What instrument
- Schedule

WHAT ARE TIER 2 INTERVENTIONS?

- Check Small group targeted supports
- in Check Out
 - Social skills
 - Bully prevention/intervention
 - Anger management
 - Others?
- Behavior contracts
- Academic supports
- Behavioral Health collaboration
- Others?

PBIS in the Classroom, 2019

The following chart represents the levels of interventions/supports available to a student based on the level on need. The process for identification, data based decision making, and review have been included to ensure student receive the levels of support for success.

Is the student being successful with Tier 1 supports?

NO

YES

The student benefits from the universal Tier 1 behavior expectations.

Initial identification:

1. General education teacher identifies concerns.
2. Notifies parent/ guardian of concerns.
3. Updates counselor

Is the student making behavioral progress?

NO

YES

Determine referral to Tier 2 team:

1. General education teacher initiates PBIS Tier 2 intervention process by taking it to the Tier 2 team and developing an Action Plan.
 - a. Review of student academic and behavioral data.
 - b. Determine function of behavior.
2. Determines small group intervention options and data collection techniques.
3. Implement the student's action plan.
4. Evaluate the plan every 4-6 weeks.

Does the Tier 2 Action plan being implemented with fidelity and meeting the students' needs?

NO

YES

If student is demonstrating success with the school-based plan, continue the plan and /or gradually fade the intervention and return to Tier 1 with data based decision making.

Consider for Tier 3 individual supports:

1. Tier 2/3 team develops individual supports
 - a. Contact parent/guardian
 - b. Trained staff complete a Functional Behavior Assessment (FBA)
 - c. Team develops Behavior Support Plan (BSP) based on FBA
 - d. Implement BSP
 - e. Evaluate the plan every 4-6 weeks.
- And/or**
2. Referral to Behavioral Health Agency
 - a. Contact parent/guardian
 - b. Parent and/or school staff contacts Behavioral Health Agency.
 - c. Agency begins intake/gain Release of Information
 - d. Intervention coordinated between home, school, and
 - e. Community

Is the Behavior Support Plan being implemented with fidelity and is it being successful?

NO

YES

If student is demonstrating progress with the Behavior Support Plan, continue the plan and /or gradually fade the intervention and consider for Tier 2 interventions with data based decision making.

REVIEW

THE FUNCTION OF BEHAVIOR:



Problem behavior *serves a PURPOSE*, such as...



Gaining attention



Gaining access to activities or
tangible items



Avoiding or escaping from
something student finds
unpleasant

EXAMPLES: TEAM DISCUSSION & DECISIONS

Jonathan has been consistently receiving $< 60\%$ of his points for the last week.

- He likes peer attention more than attention from the teachers.

Hilda has been unsuccessful in CICO for the last 2 weeks.

- She is consistently losing points for not completing work & being off-task.

Andrew hasn't been successful since starting CICO.

- He has difficulty staying in his seat and is impulsive.
- He has difficulty with his academic work and asks to leave class.



USING DATA FOR DECISION MAKING

HELPING STUDENTS SUCCEED

DATA - SO MANY USES

- USE DATA TO:
 - PRESENT THE EXTENT OF “PROBLEMS”
 - EX: 55% OF OUR REFERRALS ARE FOR LATENESS
 - PINPOINT AREA OF FOCUS
 - EX: MOST LATENESS HAPPENS ON MONDAYS AND FRIDAYS
 - SHOW IMPROVEMENTS
 - EX: SINCE FOCUSING “RESPONSIBLE” ON ON-TIME BEHAVIORS WE’VE SEEN A 13% DECREASE IN LATENESS.
 - VALIDATE TEACHER CONCERNS
 - SHAPE EXPECTATIONS, ACKNOWLEDGEMENTS, ROLL-OUR AND BOOSTER ACTIVITIES

DATA

FIDELITY DATA :

Are we doing what we said we would do?

- Tier II Action Plan
- PBIS Tiered Fidelity Inventory

OUTCOME DATA :

Are the interventions helping students be successful?

- Number of students referred
- Number of student responding
- Data based decisions for fading/increasing interventions

Turn and Talk: *Why is it important to collect and use fidelity and outcome data?*

STEP 5:

REVIEW PLAN/ DATA BASED DECISIONS

- Review data by-weekly
- Determine need to :
 - No progress over time: modify plan
 - Lack or minimal progress over time: Modify or maintain plan
 - Reach goal: maintain plan
 - Reach and maintain goal over time: consider fading out Tier 2 support and returning to Tier I level of supports with informal check-in.

TEAM DISCUSSION TIME

- HOW DO YOU KNOW IF STAFF MEMBERS ARE IMPLEMENTING CICO OR OTHER TIER II INTERVENTIONS CORRECTLY?
- BRAINSTORM EASY AND EFFICIENT WAYS TO ASSESS.



DATA FROM OTHER INTERVENTIONS:

What is the **goal** of the Tier II intervention?

What are the **behavioral outcomes** desired?

What are the **academic outcomes** desired?

How can you evaluate progress toward these goals in an **observable/measurable** way?



WAYS TO ASSESS INTERVENTIONS:



Behavioral Data

Academic Data

Attendance Data

**Pre/Post Checklists for
Students/Staff**

Other Ideas

TEAM DISCUSSION:

Guiding Questions

- HOW ARE YOU MONITORING YOUR TIER II INTERVENTIONS?
- DO YOU NEED TO MAKE ANY CHANGES?



PICK YOUR CANDIDATE...

Cassie

- 10 Referrals
- Aggressive Behaviors
- Multiple Fights
- Concerns with Possible Bipolar Disorder
- Engages in Self Injury

Sammy

- 0 Referrals
- Few Friends
- Acts Worried While at School
- Is Nervous When Talking to Other Students



Jim

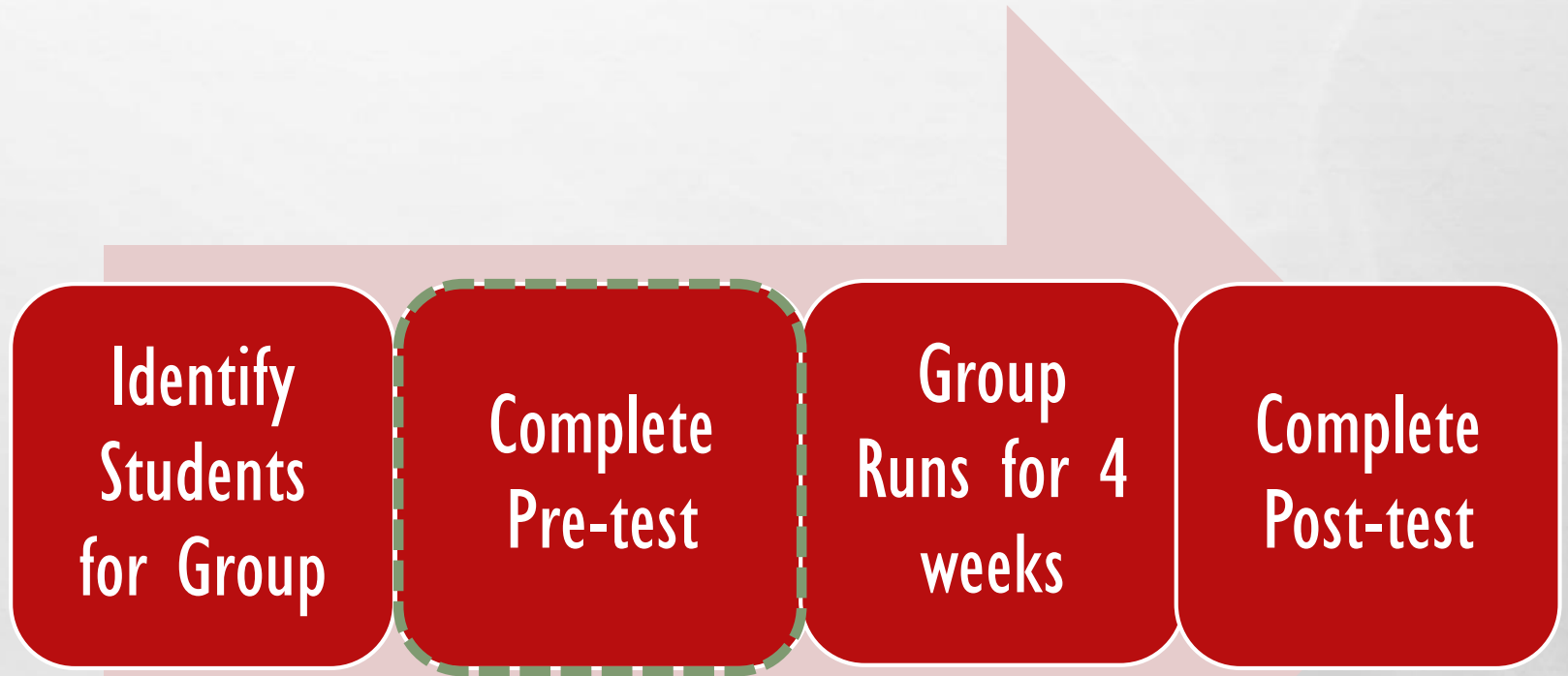
- 5 Referrals
- 2 From Classroom, 2 From Hall, 1 From Bus
- Disruption, Defiance, Tardy, Harassment

MAKE UP OF THE GROUP

- CAN BE DELIVERED CLASS WIDE OR STUDENTS PULLED OUT OF CLASS
- BEST TO KEEP THE GROUP TOGETHER AND ADD NEW STUDENTS TO THE NEXT GROUP IF POSSIBLE (CLOSED GROUP)
 - AT TIMES, AN OPEN GROUP MAY BE BENEFICIAL
- GROUPS CAN BE OF DIFFERENT SIZES
 - 8 STUDENTS WOULD BE A GOOD SIZE TO START WITH
- LESSONS TAKE 30-60 MINUTES

Turn and Talk: How will you notify parents and get permission for students to participate?

STRUCTURE OF STUDENTS IN TIER II



TIER II INVENTORY TEAM TASK:

Tier II Intervention	Capacity (# of students at 1 time?)	Who coordinates intervention?	Describe students who would be good fit for intervention.	What data is used to evaluate student outcomes?	How many students have been:		<u>Maintain, Revise, or Discontinue</u>
					Referred?	Successful?	
Check in Check out	20	Mr. Luke	<ul style="list-style-type: none"> Students with low level externalizing behaviors Students who appear to like adult attention 	CICO Points # of Office Referrals Grades (# below C) Arrival Time	TBD	TBD	TBD
Social Skill Group	8	Mrs. Bryan	<ul style="list-style-type: none"> Score at Risk on SAEBRS Withdrawn Moderate Externalizing Behaviors 	# of Office Referrals Grades (# below C) # of Trips to Guidance	TBD	TBD	TBD
Study Buddies	15	Mr. Corbel	<ul style="list-style-type: none"> Students failing 2 or more subjects Identified learning disability/IEP recommended 	Grades Teacher Report	TBD	TBD	TBD
Self-Assessment Group	10	Ms. Smith	<ul style="list-style-type: none"> Students who improved in CICO Independent students Attention deficit students 	# of Office Referrals Grades (# below C) Arrival Time	TBD	TBD	TBD

Example

PBIS: Multi-tiered Supports for Students

School Site _____

Tier Intervention	Define What the Problem is? Data Source/Evidence	Analyze Why it is Occurring?	Implement What are we going to do about it? G=Gap C= Community F= Family S= School	Evaluate Is the solution working?
Tier I				
Tier Intervention	Define What the Problem is? Data Source/Evidence	Analyze Why it is Occurring?	Implement What are we going to do about it?	Evaluate Is the solution working?
Tier II				
Tier Intervention	Define What the Problem is?	Analyze Why it is Occurring?	Implement What are we going to do about it?	Evaluate Is the solution working?
Tier III				

ASSESSING NEEDS EXAMPLE

Tier II Intervention	Define What is the problem?	Analyze Why is it occurring?	Implement What are we going to do?	Evaluate Is the solution working?
	Group of Students with Grief Issues	Traumatic Community Event	Grief Counseling Group (G)	Pre/Post Student Survey

TEAM WORK TIME: ASSESSING NEEDS FOR TIER II ONLY

Guiding Question

What interventions do we currently have in place? What needs do these interventions meet?

What does our school's behavioral, attendance and academic data tell us about the needs of our students?

- Do you have an intervention at school (S) to meet the needs?
- Is there one in the community (C)?
- Can the family (F) provide the intervention?

Team Task

Complete Tier II Intervention Inventory

List Identified Issues of Need

Focus on Tier II Only

Use

Tier 2 Intervention Inventory

Tier 2 Intervention	Capacity for intervention	Coordinator	Description of student intervention is appropriate for	Evaluation Data to be Used	If of students		Monitor, Review, or Adjust?
					Referral	Successful	
Check-in, Check-out	20	S. Smith	Students who engage in problem behavior in order to obtain adult attention or who find adult attention reinforcing	SWIS Data Charts, Student/Family/Teacher interview			
Social Skills Groups	6-8 (up to 3 groups)	Counselor/Community Agency	Students who need to gain skills in friendship, anger management and conflict resolution.	Pre/Post survey of teachers/students, SWIS data			
Homework Club	10	Teachers or Staff	Students who struggle academically or lack the organizational skills or self-management to complete homework independently	Homework/classwork completion, academic scores			
Lunch Bunch	15	Teachers or Staff	Students who are relationship driven and may benefit from behavior coaching or relational skills	Student survey, referral data			
Recess Review	30	Counselor/High School Monitors	Students who need to learn appropriate playground behavior.	SWIS Data, Observation			

PBIS: Multi-Tiered Supports for Students

School Year _____					
Tier Intervention	Define What the Problem is? Data Source/Evidence	Analyze Why it is Occurring?	Implement What are we going to do about it? S-Gap-C-Community-F- Family- S- School	Evaluate Is the solution working?	
Tier I					
Tier II					
Tier III					

TEAM DISCUSSION

Guiding question

- How are your intervention team meetings working?
- How are you monitoring your Tier II interventions?
 - If you develop any ideas or additions, remember to add them to your Tier II action plan.



THINGS ARE GOING WELL... NOW WHAT?

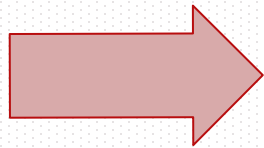
Increase Student Responsibility



Gradually Remove/Fade Components of the Intervention

- Less frequent check-ins
- Less frequent rewards

Transition to Self-Management/Self-Monitoring Program



GOAL: Fade and then Graduate Students from Supports

Do so gradually, and support the transition.



Questions / Comments

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