

Creating Systems to Better Support Youth in Need of Secondary/Tertiary Interventions

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Presenters will:

- Discuss Secondary and Tertiary “systems features”
- Share examples of building-and district-level implementation of such systems
- Share two systems-focused tools to guide them in replication



Observations of Current Systems/Practices

- Schools did not have continuum of interventions
 - After Universal, just 1 or 2 types of Secondary, & SpEd was only Tertiary “intervention”
 - None used CICO, some had CnC (but thought was CICO)
- All schools had some opportunity for referral for assistance
 - But were NOT using data for automatic entrance into interventions
 - No/minimal Universal screening
 - Lack of data-based decision rules (ex. 2 ODRs = entrance to CICO)
- Tracking intervention effectiveness not on the radar
- Data weakest link
 - Data-based decision rules for entrance into secondary & tertiary interventions unclear
- Principals and clinicians were treating discipline problems/approaches, SpEd testing/placement and “PBIS” as separate entities



Challenges for Districts

- Making Universal supports available for **ALL**
- Referrals to Special Education seen as the “intervention”
- FBA viewed as required “paperwork” vs. a needed part of designing an intervention
- Relying on interventions the system is **familiar** with vs. ones likely to produce an effect
- Moving from one-student at a time (reactive approaches) to **capacity** (systems) within schools to support ALL who need Secondary/Tertiary.

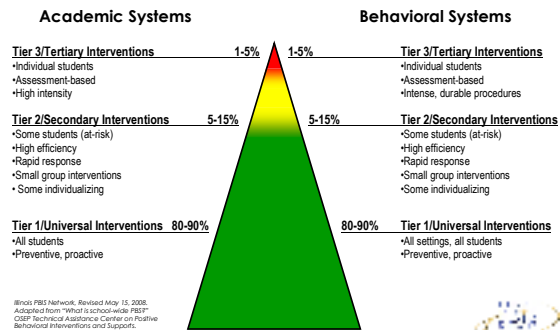


Core Features of a Response to Intervention (RtI) Approach

- Investment in prevention
- Universal Screening
- Early intervention for students not at “benchmark”
- Multi-tiered, prevention-based intervention approach
- Progress monitoring
- Use of problem-solving process at all 3-tiers
- Active use of data for decision-making at all 3-tiers
- Research-based practices expected at all 3-tiers
- Individualized interventions commensurate with assessed level of need



School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



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Response to Intervention (RtI)

“RTI essentially **layers** instruction over time, in response to **ongoing assessments** using scientifically reliable and valid measures, that is **directly proportional** to each student’s **identified need** in order to make demonstrable progress in the curriculum.”

– Wayne Sailor



Don't Keep Doing What Isn't Working...



Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model

Tier 1/Universal
School-Wide Assessment
School-Wide Prevention Systems

ODRs, Attendance, Tardies, Grades, DIBELS, etc.

Daily Progress Report (DPR) (Behavior and Academic Goals)

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

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

Tier 2/Secondary

Assessment

**Tier 3/
Tertiary**

Small Group Interventions (CICO, SAIG, etc)
Group Interventions with Individualized Focus (CnC, etc)

Simple Individual Interventions (Brief FBA/BIP, Scheduler/ Curriculum Changes, etc)

Multiple-Domain FBA/BIP

Wraparound

Intervention



IL-PBIS Tier 2/3 Project Model
“developmental” features

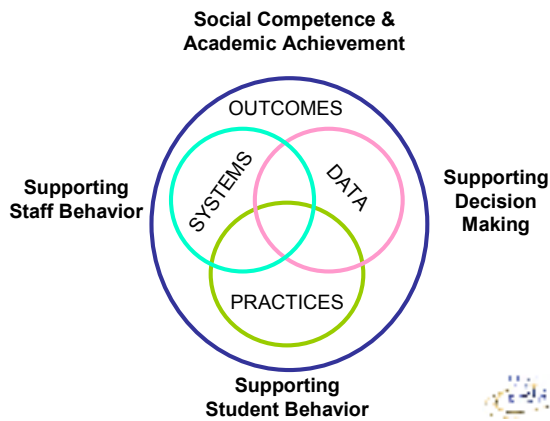
1. A Continuum: Levels/types' of Secondary/Tertiary
 - a. Detailed description of 6 levels of interventions
2. Differentiated use data
 - a. To identify for interventions
 - b. To progress monitor,
 - c. To exit interventions
3. Focus on building systems capacity
 - a. Progress monitoring system development
 - b. Use of process tools



A Focus on....

1. Implementing evidence-based interventions
 - a. Our data indicates that 72% of students involved in tier 2 interventions are responding at 80% or higher based on DPR averages
2. Recognizing that **systems** have to change
 - a. why are less than 80% of youth responding to our group interventions?





Data-Based Decision-Making

- Student outcome data is used:
 - To **identify** youth in need of support and to identify appropriate intervention
 - For on-going **progress-monitoring** of response to intervention
 - To **exit** or transition youth off of interventions
- Intervention integrity or process data is used:
 - To monitor the effectiveness of the **intervention itself**
 - To make decisions regarding the continuum/**menu** of interventions/supports



Data-based Decision-rules: School Sample

- Identification for entrance into CICO:
 - Youth is identified by Universal Screener or has 3 or more ODRs for disruption.
- Progress-monitoring:
 - DPR data is collected & used daily, & reviewed every other week for 4-6 weeks.
- Exiting/transitioning:
 - Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs. Youth will be transitioned into being a CICO student mentor.



Advanced Organizer

1. How would you introduce use of this/similar tool to teams/coaches?
2. What questions should a team ask themselves about the data?
3. What questions/feedback would you pose to the team as the coach?



Progress Monitoring Secondary/Tertiary Interventions

- **Teams need to track and monitor interventions by category:**
 - How many students are **receiving** each intervention?
 - What data is used to **monitor** each intervention type?
 - How many students are **responding** to each intervention?

Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool



Tier 2/3 Tracking Tool

- Structured to follow 6 levels/types of interventions from Secondary through Tertiary
- Increases accountability
 - Schools have to count # of kids in interventions
 - Data-based decision-rules are necessary (Identify, Progress-monitor, Exit)
 - Must define 'response' to each intervention type/level
 - Shows % of kids who responded to each intervention
-the tool assesses the success rate, or effectiveness of the interventions themselves
- Connects each level of intervention to the next level



Illinois PBIS Network Tertiary Demo Document, Draft 08/08

Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

School Name: _____

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with Individualized Features (e.g. CNC)		Brief Function-based Interventions		Complex/Multiple Intervention PB4BP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Please list below how your school defines "responding" at each of the six levels:

1. Responding to CICO:
2. Responding to Social/Academic instructional groups:
3. Responding to Simple Tier 2 with Individualized Features (i.e. CNC):
4. Responding to Brief Function-Based Interventions:
5. Responding to Complex Function-based Interventions:
6. Responding to Wraparound Plans:

Tier 2/3 Interventions Tracking Tool

School Examples



Tier 2/Tier 3 Interventions Tracking Tool: School A

(K-5, 807 total enrollment)

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with indiv. features (e.g. CNC)		Simple Function-based Interventions		Complex/Multi-domain FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July	0	0	0	0	0	0	0	0	0	0	1	1
August	0	0	0	0	0	0	0	0	0	0	1	1
September	36	30	75	75	9	8	0	0	0	0	1	1
October	36	30	35	35	8	7	0	0	0	0	2	1
November	25	11	35	35	9	9	1	1	0	0	3	1
December	26	15	117	117	10	8	0	0	0	0	3	1
January												
February												
March												
April												
May												
June												

Tier 2/Tier 3 Interventions Tracking Tool: School A

Please list below how your school defines “responding” at each of the six levels:

1. **Responding to CICO:** 75% of DPR points earned
2. **Responding to Social/Academic instructional groups:** Teacher feedback for right now.
3. **Responding to Simple Tier 2 with Individualized Features (i.e. CNC):** 75-80% of DPR points earned
4. **Responding to Brief Function-Based Interventions:** at 80% of DPR points—academic, behavior, ODR improvement
5. **Responding to Complex Function-based Interventions:** at 80% of DPR points—academic, behavior, ODR, attendance improvement
6. **Responding to Wraparound Plans:** at 80% of DPR points—ODR, academics, attendance, teacher feedback, behavior improvement



Problem

- Students cannot benefit from interventions they do not experience

Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008



Problem

Tends to be a continuum of consequences, track towards Special Education placement or complete removal from educational (home school) setting.



Advanced Organizer

1. How would you introduce use of this/similar tool to teams/coaches?
2. What questions should a team ask themselves about the data?
3. What questions/feedback would you pose to the team as the coach?



Systems-Response Tool

“Finding” Students in Need of Tertiary Supports

- Records the “system’s response” to youth behavior/circumstance
- Administrators and team members need to find the #s of youth that meet each criteria
 - Using the tool IS engaging in a ‘systems-reflection’
 - Prevents the hiding or mis-labeling of youth (ex. “We don’t have any kids that need Wraparound”)



Systems-Response Tool

System Response Options	Total # of Students in Category for Time Period: List date at top of column & total # of youth in each box					
	Date:	Date:	Date:	Date:	Date:	Date:
A. Students being monitored by Secondary Systems Team (ex. CICO, CMC, FBA/BIP)						
B. Students being monitored by Tertiary Systems Team (ex. Complex FBA/BIP, Wraparound)						
C. Students being considered for Special Education Testing						
D. Students with Special Education process in progress (being tested, placement being considered, etc.)						
E. Students that were tested and did not qualify for Special Education						
F. Students suspended on one occasion						
G. Students suspended on two or more separate occasions						
H. Students placed (or at risk of placed) in separate setting or “Safe School” (ex. Alternative to suspension program)						
I. Students in Special Education setting, out-of-home school						
J. Students in “short-term” restrictive placement in clinical setting (hospitalization)						
K. Students with expulsion hearing in progress						
L. Students expelled						

Systems-Response Tool

School Examples



Systems-Response Tool: School C

(Grades 6-8, 982 total enrollment)

System Response Options	Total # of Students in Category for Time Period: List date at top of column & total # of youth in each box					
	Date: 6/3/08	Date: 10/30/08	Date: 12/19/08	Date:	Date:	Date:
A. Students being monitored by Secondary Systems Team (ex. CICO, CnC, FBABIP)	16	7	17			
B. Students being monitored by Tertiary Systems Team (ex. Complex FBABIP, Wraparound)	5	1	1			
C. Students being considered for Special Education Testing	15	6	8			
D. Students with Special Education process in progress (being tested, placement being considered, etc.)	4	3	5			
E. Students that were tested and did not qualify for Special Education	4	0	0			
F. Students suspended on one occasion	135	65	80			
G. Students suspended on two or more separate occasions	177	12	47			
H. Students placed (or at risk of placed) in separate setting or "Safe School" (ex. Alternative to suspension program)	17	4	2			
I. Students in Special Education setting, out-of-home school	16	24	24			
J. Students in "short-term" restrictive placement in clinical setting (hospitalization)	0	0	2			
K. Students with expulsion hearing in progress	0	0	0			
L. Students expelled	2	0	0			

Systems-Response Tool: School D

(PreK-5, 327 total enrollment)

System Response Options	Total # of Students in Category for Time Period: List date at top of column & total # of youth in each box					
	Date: 7/23/08-9/26/08	Date: 10/20/08-12/19/08	Date:	Date:	Date:	Date:
A. Students being monitored by Secondary Systems Team (ex. CICO, CnC, FBABIP)	0	0				
B. Students being monitored by Tertiary Systems Team (ex. Complex FBABIP, Wraparound)	1	0				
C. Students being considered for Special Education Testing	1	5				
D. Students with Special Education process in progress (being tested, placement being considered, etc.)	4	10				
E. Students that were tested and did not qualify for Special Education	0	1				
F. Students suspended on one occasion	5	5				
G. Students suspended on two or more separate occasions	1	0				
H. Students placed (or at risk of placed) in separate setting or "Safe School" (ex. Alternative to suspension program)	1	0				
I. Students in Special Education setting, out-of-home school	44	33				
J. Students in "short-term" restrictive placement in clinical setting (hospitalization)	0	1				
K. Students with expulsion hearing in progress	0	0				
L. Students expelled	0	0				

Advanced Organizer

1. How would you introduce use of this/similar tool to teams/coaches?
2. What questions should a team ask themselves about the data?
3. What questions/feedback would you pose to the team as the coach?



System Focused Team Structure

District-level:

- District Tertiary Leadership Team

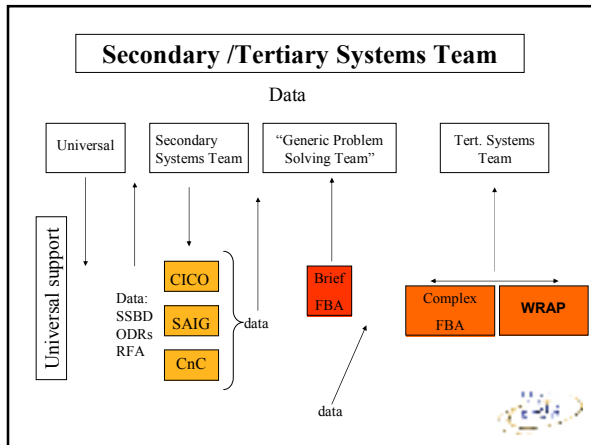
Building-level:

- “Systems Planning Team/s” (Tertiary & Secondary, separate or combined)
- Secondary (Generic) Problem Solving Team

Individualized Teams for youth at Tertiary level:

- FBA/BIP Team per student
- Wraparound Team per student





Systems-focused Model: School

- Starts with Universal screening and..
 - Universal data 'cut offs' (ex. 2 ODRs = Secondary)
 - Request for Assistance is used, but not depended on
- Automatically start CICO
- Use DPR to determine response and decide if youth needs more or not
 - Continue or exit from CICO
 - Move to another Secondary intervention
 - Move to more individualized support at Tertiary
- Each level of intervention is progress-monitored until youth has perfect 'fit' of interventions and/or no longer needs support



Systems-focused Model: District

- District Leadership Team
 - Meets at least quarterly,
 - May be sub-group of larger district team
 - Focus on secondary/tertiary system development
- Specialized/clinical roles are modified to support systems-focus at building levels
- Universal Screening is conducted district-wide
- Buildings are expected to use data (student & systems)
- District resources allocated to prevention and intervention
 - ex. "District Tertiary Coach" not alternative placements for youth
- Training provided in-district, with leaders present