

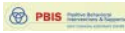
Tier II Overview: Readiness, Data-Decisions, and Practices

Tim Lewis, Ph.D. & Barbara Mitchell, Ph.D.

University of Missouri

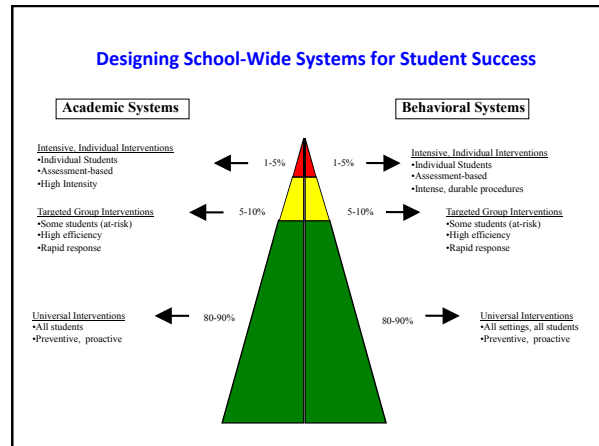
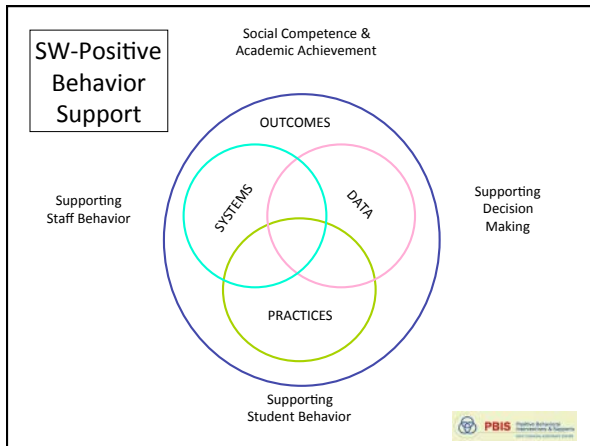
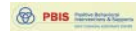
OSEP Center on Positive Behavioral Intervention & Supports
pbis.org

Missouri SW-PBS
pbismissouri.org



Starting Point....

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



Universal School-Wide Features

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



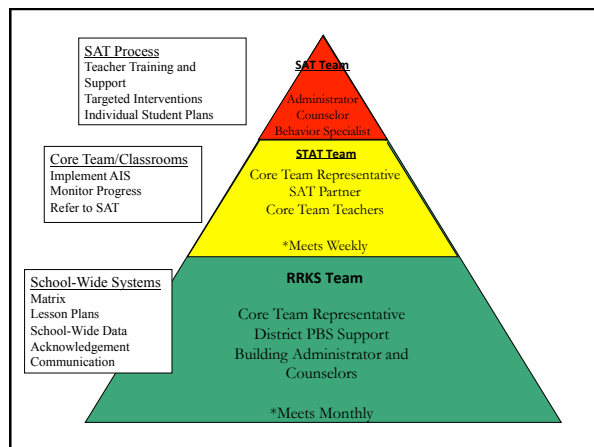
Tier II

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




Tier III

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




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




Readiness for Tier 2

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



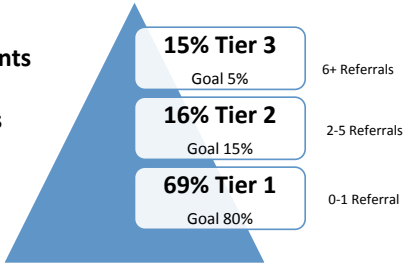
Readiness for Tier 2

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




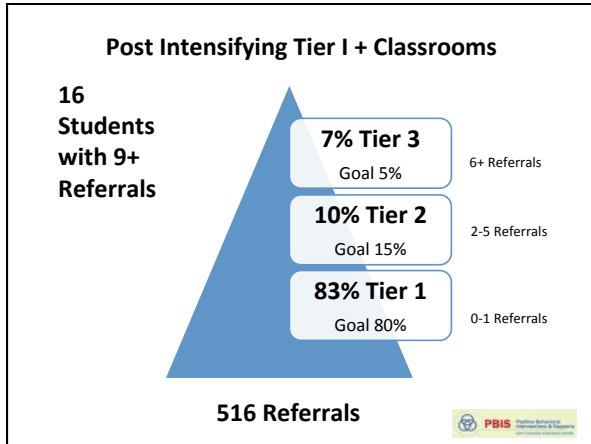
Baseline Behavior Data Spring

57 students with 9+ Referrals



1712 referrals





Readiness for Tier 2

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

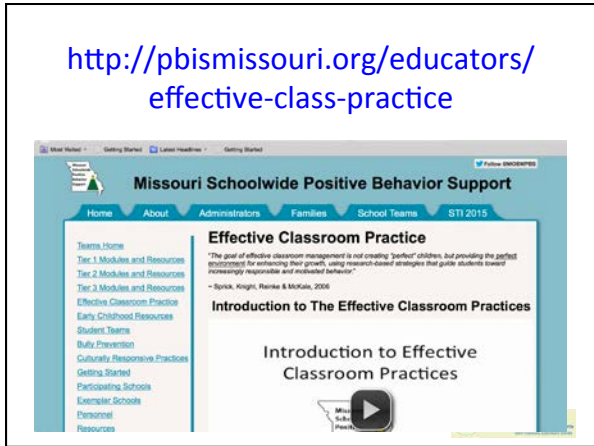
PBIS Positive Behavioral Interventions and Supports

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

Challenge: How to Insure All Staff Are Using Effective Practices

PBIS Positive Behavioral Interventions and Supports

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



Typical School Day

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



Cotton, 1995; Walberg, 1988

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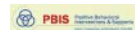
Discussion: Importance of expectations & behaviors?

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



Activity: Classroom Rule Writing Activity
Option 1

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



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

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

When developing procedures, keep "Why, what, when, where, who, and how" in mind:
WHY is this procedure needed?
WHAT is the procedure?
WHAT are the steps for successful completion of the procedure?
WHEN will the procedure be taught?
WHEN will the procedure be practiced?
WHERE is this procedure needed?
WHO needs to be taught this procedure?
WHO will teach this procedure?
HOW will you recognize procedure compliance?

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

PBIS Positive Behavioral Interventions and Supports

Classroom Procedures & Routines Self-Assessment

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

PBIS Positive Behavioral Interventions and Supports

Effective Professional Development

Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
<i>Plus</i> Demonstration in Training	30%	20%	0%
<i>Plus</i> Practice and Feedback	60%	60%	5%
<i>Plus</i> Coaching in the Classroom	95%	95%	95%

Joyce and Showers, 2002


PBIS Positive Behavioral Interventions and Supports

Classroom Systems

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


PBIS Positive Behavioral Interventions and Supports

Universal/Pre Tier II Classroom Example



The Beginning – Background Info.


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



Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices
 - Expectations & Rules
 - Procedures & Routines
 - Encouraging Expected Behavior
 - Discouraging Inappropriate Behavior
 - Active Supervision
 - Opportunities to Respond
- Based on data, team identified 1 practice to improve upon.

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



Professional Development Process & Data



October 2013 – Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

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

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

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



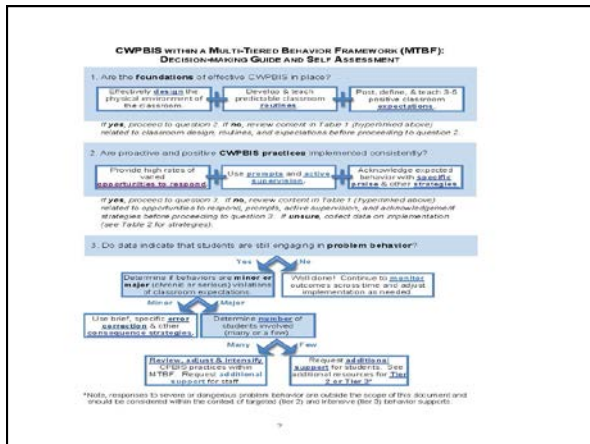
End of Year Outcomes

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



PBIS TECHNICAL BRIEF ON CLASSROOM PBIS STRATEGIES

Simonsen, Freeman, Goodman, Mitchell, Swain-Bradway, Flannery, Sugai, George, & Putnam (2015)



Tier 2 Readiness Checklist

*Place a check in the box that best reflects your school's status

Data Indicators	In Place	Not In Place	Notes
1. SET score of 80/80 OR BoQ score of 80% or higher			
2. SAS Schoolwide 80% or higher			
3. SAS Non-Classroom 80% or higher			
4. SAS Classroom 80% or higher			
5. 80% or more students in the 0-1 ODR range or within national range for school's grade levels			
6. Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports			
7. System in place to collect classroom minor referrals			
8. Tier 2 team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise			
9. Eight Classroom Essential Practices taught to all staff and evident in all classrooms			
10. Access to district level support			

Tier 2 Readiness Analysis


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Identifying Students



Data Decision Rules

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



RRKS TOC (front side)

RRKS – Time Out of Class **Code:** _____

Student: _____ Date: _____


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

Teacher: _____ Subject: _____

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

Circle the RRKS expectation that was not followed:
 Respect Responsible Kind Safe

What will you do differently next time?



RRKS TOC (back side)


Processing Checklist:
 Processing data & time:

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

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

Minor List: Circle the appropriate code

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



Other Strategies to Identify Students

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



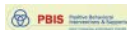
Emotional & Behavioral Screening Instruments

School Age Children & Youth

Instrument	Description	Method(s)	Administration	Cost
Strengths & Difficulties Questionnaire (SDQ)	Grades K-12	Teacher or Parent Report (ages 4-10)	45 min-1hr/class 25 items	No cost if administered and scored online.
	Assesses conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior	Teacher or Parent Report (ages 11-17)	On-line administration and scoring available	1 page per student if administered and scored by hand.
	Total Difficulties Score reported as Low, Medium or High Risk	Student Self-Report (ages 11-17)	Manual scoring = 10 min/student	



Tier II Practices and Supports



Tier II Supports

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



Tier II Supports

- Check in / Check Out
- Social Skill Groups
- Academic Supports



Monitor Student Progress and Evaluate Process

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



Designing Tier II Systems

*School-wide PBIS
Tiered Fidelity Inventory*



Tier II Supports

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



Implementation Stages and Phases of Learning

Systems

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

Individual Learning

- Acquisition
- Fluency
- Maintenance & Generalization



Subscale: Teams

2.1 Team Composition

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</p>	<ul style="list-style-type: none"> • School organizational chart • Tier II team meeting minutes 	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise</p> <p>1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%</p> <p>2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>



Subscale: Teams

2.2 Team Operating Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan 	<p>0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1= Tier II team has at least 2 but not all 4 features</p> <p>2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>



Subscale: Teams

2.3 Screening


Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</p>	<ul style="list-style-type: none"> • Multiple data sources used (ODRs/ Time out of instruction, Attendance, Academic performance) • Team Decision Rubric • Team meeting minutes • School Policy 	<p>0 = No specific rules for identifying students who qualify for Tier II supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports</p>



Subscale: Teams

2.4 Request for Assistance

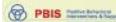
Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.</p>	<ul style="list-style-type: none"> School Handbook Request for Assistance Form Family Handbook 	<p>0 = No formal process</p> <p>1 = Informal process in place for staff and families to request behavioral assistance</p> <p>2 = Written request for assistance process is in place and team responds to request within 3 days</p>



Subscale: Interventions

2.5 Sufficient Array of Tier II Interventions


Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.5 Sufficient Array of Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>	<ul style="list-style-type: none"> School Tier II Handbook Targeted Interventions Reference Guide 	<p>0 = No Tier II interventions with documented evidence of effectiveness are in use</p> <p>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</p> <p>2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need</p>



Subscale: Interventions

2.6 Tier II Critical Features

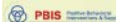
Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> Universal lesson plans Tier II lesson plans Daily/weekly progress report School schedule School Tier II handbook 	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback</p> <p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>



Subscale: Interventions

2.7 Practices Matched to Student Need


Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p>	<ul style="list-style-type: none"> Data sources used to identify interventions School Policy Tier II Handbook Needs assessment Targeted Interventions Reference Guide 	<p>0 = No process in place</p> <p>1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>



Subscale: Evaluation

2.10 Level of Use

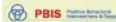
Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.10 Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>	<ul style="list-style-type: none"> Tier II enrollment data Tier II team meeting minutes Progress monitoring tool 	<p>0 = Team does not track number of students responding to Tier II interventions</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</p>



Subscale: Evaluation

2.11 Student Performance Data


Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.11 Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>	<ul style="list-style-type: none"> Student progress data (e.g., % of students meeting goals) Intervention Tracking Tool Daily/Weekly Progress Report sheets Family communication 	<p>0 = Student data not monitored</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders</p>



Subscale: Evaluation

2.12 Fidelity Data

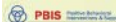
Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.12 Fidelity Data: Tier II team has a protocol for on-going review of fidelity for each Tier II practice.</p>	<ul style="list-style-type: none"> Tier II coordinator training District technical assistance Fidelity probes taken monthly by a Tier II team member 	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</p>



Subscale: Evaluation

2.13 Evaluation

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers, and evaluations are shared with staff and district leadership.</p>	<ul style="list-style-type: none"> Staff and student surveys Tier II handbook Fidelity tools School Policy Student outcomes District Reports 	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, outcomes not used to shape the Tier II process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation</p>



Big Ideas

- Readiness
- Continued focus on Universals and Tier II
- Phases of implementation
- Behavioral Expertise v. job title
- Continue “instructional focus”
- Map “external supports” to school-wide PBS system
- Strategic training and technical assistance
- Formative and Summative evaluation of the process

