C12 — Tier II Intervention: Social Skills Instructional Groups

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Key Words: Behavior, Social skills, Tier II
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning
Worksheets: Steps

Self-Assessment: Accomplishments & Priorities
Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities
Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements
Leadership Team Action Planning Worksheet
Please Provide Feedback

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- **Online** underneath the posted presentations at [www.pbis.org/presentations/chicago_forum_17](http://www.pbis.org/presentations/chicago_forum_17)
- Via **paper form** from your session facilitator
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San Diego, California
Manchester Grand Hyatt San Diego, One Market Place

Pre-Conference Workshops: MARCH 28
Skill-Building Workshops: MARCH 31
Breakout Sessions
Networking
Posters
Exhibits

For more information, go to: conference.apbs.org
Tier 2 Systems
Purpose and Key Features of Tier 2

• 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 the application of existing skills to a new situation.
Tier 2 Interventions Are For …

- Students at-risk for an academic and/or social-behavioral concern
  - Students who continue to engage in frequent low level problem behavior *despite effective* schoolwide, primary (Tier 1) prevention efforts.
  - Students who could benefit from extra attention or support at school before they are in crisis.

*(Crone, Hawken & Horner, 2010)*
Tier 2 Interventions Alone Are Not For…

Students with

• Serious or violent infractions
• Extreme chronic behavior (6+)
• Individualized support
• Problems that require FBA-BIP
Purpose and Key Features of Tier 2

- Typically incorporate practices such as:
  - Explicit skill instruction
  - Increased encouragement for appropriate behavior
  - High rates of performance feedback
  - Specific planning for generalization and maintenance
Purpose and Key Features of Tier 2

- Provide interventions to support approximately 15% of the student population who are at risk, *but not currently engaging in severe problem behavior.*

*Walker et al., 1996*

*Crone, Hawken & Horner, 2010, p. 7*
Critical Features

• Data decision rules for
  • Referring
  • Progress monitoring
  • Exiting
• Standardized interventions
• Function-based interventions
Incorporating Self-management Strategies

<table>
<thead>
<tr>
<th><strong>Tier 2 Critical Features</strong></th>
<th><strong>Self-management Strategies</strong></th>
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</thead>
<tbody>
<tr>
<td>Data-decision rules</td>
<td>Adhere to building or district rules</td>
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<tr>
<td>Standardized interventions</td>
<td>Align with universal expectations</td>
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<tr>
<td>Function-based interventions</td>
<td>Contingency management</td>
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</table>
Social Skills Instruction
Reasons for Social Skill Deficits

• Lack of knowledge
• Lack of practice
• Lack of cues
• Lack of reinforcement
• Presence of competing problem behaviors

( Elliot and Gresham, 2008)
Instructional Approach

Tell = Coaching
Show = Modeling
Do = Role Play
Practice = Rehearsal
Monitor Progress =
Generalize & Maintain
Warren Township PBIS

Ready for the Next Step?
MSD Warren Township

- Located in Indianapolis, Indiana
- 18 school buildings PreK-12
- Enrollment 12,297
- Ethnicity 51% African American, 26% White, 14% Hispanic, 7% Multi Racial, 7% Asian, .1% American Indian/Pacific Islander
- Free/Reduced 73.2%
- Special Education 15.2%
- English Language Learners 7%
Our PBIS Journey
Civility · Order · Respect · Excellence

- Planning year 2013-2014
- Adopted CORE district wide
- Roll out Tier 1 district wide 2014-2015
- Tier 2 training summer of 2015
- 2015-2016 school year continue Tier 1, slow roll out Tier 2
- Tier 2 training summer of 2016
- 2016-2017 school year continue Tier 1, Tier 2 up and running in 83% of buildings, school wide social emotional lessons begin
Why Our Journey Began…

- Culture shifts in buildings
- Supporting teachers with classroom management
- Using language across buildings and the district that was consistent
- Bring it back to evidenced based practices
District Leadership Team

- Assistant Superintendents
- Principals
- Assistant Principals
- Teachers

Goals
- Support new staff
- Community connections
- Support Tier 3 schools
- Universal Screening
- Rights & Responsibilities Handbook
- Use data to guide our decisions
Celebrations and Next Steps

• 17/18 buildings earned 90% or higher on 2016-2017 SET
• 18/18 buildings earned 80% or higher on the SET
• Starting with the TFI this school year
• Brief and Complex FBA/BIP
• Keep schools growing, move on to next layers of support
• Trauma Informed Care
TIER 1 Process

• Universal
• Training
• Consistency
• Data
• It’s more than incentives- it’s a philosophy and a mindset
• Reflect Reflect Reflect
Referral Data

![Referral Data Chart](chart.png)
Moving to Tier 2: Pitfalls

- Moving too fast
- Choices for leaders
- Vague protocols
- Light on data- heavy on professional opinions
Tier 2- Our Process

• Three Criteria to get it:
• 1) 2 Office Discipline Referrals – in one month
• 2) 3 Classroom Timeouts in one week –
• 3) 3 Unexcused Absences – in a month (Administration team will look into absence)
• After they meet the criteria, fill out the Google Form titled “Rocket Club Recommendation.
• Within 48 hours, designee will do a brief orientation with student and send letter home with student and by mail.
• Following the initial CICO orientation, the referred student will start CICO, “Rocket Club”.
Procedures

• CICO Adults will be in each Pod/Kinder will go to Amy
  • Check in and Check Out Times
    • Morning Check in – Adults will be in pods from 8:40-8:50 AM
      • Do not send students before adult arrives in pod
      • If a student arrives after 8:50, they will check in with their classroom teacher
    • Afternoon Check in – Adults will be in pods from 3:20-3:30 PM
      • If a student misses check out, please keep their sheet for data and we will upload the data at a later time
Procedures

• Student will report to classroom at the start of the day. Grab CICO form Check in at the correct location in the morning from 8:40-8:50am.

• Check in with teacher, or support staff member, as laid out by the CICO form. Make sure to use P.I.E.

• End of day 3:20-3:30 pm, students will report to their assigned location for final check out.

• Encourage student to take home CICO form to share with parents. Forms do not need to be returned.
Data Driven

- At 4 weeks on CICO, if student is meeting 80% of Daily Points, they will graduate and be weaned off of CICO.
- If at the 4 week point, the intervention is not being effective and improving their behavior, a layer of interventions will be requested from the classroom teacher. (Layers will be discussed at a future staff meeting.)
- Mentoring and social/academic instructional groups will be used before the RTI process.
- *data will be reviewed on a weekly basis to determine effectiveness*
The **What** it is **NOT:**

- Not a Tier 3 intervention
- Not an intervention to tell the naughty kids more about why they are naughty
- Not an opportunity for staff to point out why students are irresponsible, disrespectful, and unsafe
- Another thing that teachers HAVE to do
CICO DETAILS

Letter to families sent home so that parents know what is going and can be active participant in the process.

Point sheet can look many different ways and can be tailored for students and their needs and interests. Data collection should be consistent but formatting is just a technical detail. Consider things like 0 points, sad faces, x’s, sharpie markers and what is written on the form.
• Every Kid Needs A Champion
<table>
<thead>
<tr>
<th></th>
<th>Civility</th>
<th>Order</th>
<th>Respect</th>
<th>Excellence</th>
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<tr>
<td><strong>Key</strong></td>
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<td>3= All CORE</td>
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<td>2= Some CORE</td>
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<tr>
<td>1= No CORE</td>
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<td><strong>STEM (45min)</strong></td>
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<td><strong>Tier 2</strong></td>
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<td><strong>Lunch</strong></td>
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<td><strong>Recess</strong></td>
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<td><strong>Language Arts</strong></td>
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<tr>
<td><strong>Dismissal</strong></td>
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Data Collection

| Day | Points | Percent of Goal | Annual | STEM | STEM | ELA | ELA | Lunch | Reading | Writing | Tier 2 | Special | District | Other Options |
|-----|--------|-----------------|--------|------|------|-----|-----|-------|---------|---------|--------|---------|----------|------------|---------------|
| 1   | 131    | 90.00%          | 12     | 12   | 12   | 15  | 15  | 12    | 12      | 12      | 8      | 7       | 1        |             |
| 2   | 144    | 100.00%         | 12     | 12   | 12   | 12  | 15  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 3   | 0      | 0.00%           | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 4   | 116    | 70.17%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 5   | 120    | 60.00%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 6   | 144    | 100.00%         | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 7   | 55     | 36.11%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 8   | 155    | 95.87%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 9   | 144    | 100.00%         | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 10  | 140    | 91.66%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 11  | 77     | 48.72%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 12  | 120    | 60.00%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 13  | 120    | 60.00%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 14  | 142    | 68.61%          | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 15  | 0      | 0.00%           | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 16  | 0      | 0.00%           | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 17  | 0      | 0.00%           | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 18  | 0      | 0.00%           | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 19  | 0      | 0.00%           | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |
| 20  | 0      | 0.00%           | 12     | 12   | 12   | 12  | 12  | 12    | 12      | 12      | 12     | 12      | 1        |             |

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<tr>
<th>Each color represents the following</th>
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<tbody>
<tr>
<td>Green</td>
</tr>
<tr>
<td>Meets 80% or more of Goal</td>
</tr>
<tr>
<td>Yellow</td>
</tr>
<tr>
<td>Approaching 80% of Goal</td>
</tr>
<tr>
<td>Red</td>
</tr>
<tr>
<td>Struggling to reach 80% of Goal</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Student Name</th>
<th>Mentor</th>
<th>Starting Date</th>
<th>Graduation</th>
<th>Grade Level</th>
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</thead>
<tbody>
<tr>
<td>Abigail G.</td>
<td>Brian J.</td>
<td>9/17/17</td>
<td>10th Grade</td>
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<table>
<thead>
<tr>
<th>Color Codes for Specific Areas</th>
<th>Absences</th>
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<tbody>
<tr>
<td>10-12</td>
<td>Keep It Up</td>
</tr>
<tr>
<td>8-9</td>
<td>You can do</td>
</tr>
<tr>
<td>5-7</td>
<td>All Reminder</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Options for Documentation</th>
<th>Absences</th>
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<tbody>
<tr>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>In Office</td>
<td></td>
</tr>
<tr>
<td>Suspended</td>
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<tr>
<td>Absent</td>
<td></td>
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<tr>
<td>Tardy</td>
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Universal Social Lessons

- Universal lessons
- All students
- We must teach the behaviors we want students to exhibit
- Tier 2 team created lessons
- 5-7 minutes per day
- 1 topic per week
Day 1

Self-Control

Being in charge of your emotions, thoughts, words and actions.

Yesterday you watched a video over a seal named Simon. How did Simon show self control?

Now everyone think quietly to yourself about a time you had to use self control.

When your teacher says go...share your experience with a partner.
Day 3

I am in the lunchroom and someone cuts in front of me.

Someone tripped me on the playground.
Social Lesson Groups

- LAYER of support
- Things to consider
  - When
  - Who will deliver
  - How to choose topic
Contact Us

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