Key System Features of Tier II/III Supports Within a School-wide Positive Behavior Support Continuum

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Outcomes
Define readiness criteria for Tier II & III
Plan to address universal pre-requisites
Identify key systems and practices within Tier II & III

Poll 1: Who is here today?
A. SEA Grant Coordinator
B. LEA Grant Coordinator
C. Building Administrator
D. School/District Faculty
E. Coach

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

SW-Positive Behavior Support
Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior
Social Competence & Academic Achievement

• PRACTICES
• OUTCOMES
• DATA
**Designing School-Wide Systems for Student Success**

**Academic Systems**
- Intensive, Individual Interventions
  - Assessment-based
  - High intensity
- Targeted Group Interventions
  - Assess (i.e., social skills)
  - High intensity
  - Rapid response

**Behavioral Systems**
- Intensive, Individual Interventions
  - Assessment-based
  - High intensity
- Targeted Group Interventions
  - Assess (i.e., social skills)
  - High intensity
  - Rapid response

**Universal Interventions**
- All students
  - Preventive, proactive

**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

**Essential Features at the School Level**
- Teams of educators within the school (administrator)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
- Acknowledge student mastery of social skills
  - Positive Feedback
- Apply logic of SW-PBS to correct problem behavior
- Readiness across Tiers (*universals always a priority*)

**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; TFI score or 70% 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
  - 15% Tier 3 Goal 5%
  - 16% Tier 2 Goal 15%
  - 69% Tier 1 Goal 80%
  - 0-1 Referral

Post Intensifying Tier I + Classrooms

- 16 Students with 9+ Referrals
  - 7% Tier 3 Goal 5%
  - 10% Tier 2 Goal 15%
  - 83% Tier 1 Goal 80%

Classroom Universal Essential Practices

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

Challenge: How to Insure All Staff Are Using Effective Practices

Start with Self-Assessment

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale: 1 = inconsistent or unpredictable, 5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?
- Work centers are easily identified and correspond with instruction
- Traffic flow minimizes physical contact between peers and minimizes teacher’s mobility
  
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Attention: Does the teacher gain the attention of the students prior to instruction?
- A consistent and clear attention signal is used across instructional contexts
- Uses a variety of techniques to gain, maintain, and regain student attention
  
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Time: Does the teacher initiate instructional cues and materials to gain maximum and maintain student attention?
- Materials are prepared and ready to go
- Precorrects are given prior to transitions
- Unexpected interruptions are anticipated and handled with a consistent procedure
  
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Classroom Quiz

1. When the teacher most students stop and listen.
   - Yes
   - Sometimes
   - No

2. When class starts, the teacher has everything ready.
   - Yes
   - Sometimes
   - No

3. Before we start a new activity, the teacher reminds us what we are supposed to do.
   - Yes
   - Sometimes
   - No

4. When we are asked to work by ourselves, all students work quietly and do what they are supposed to do.
   - Yes
   - Sometimes
   - No

5. I often finish my work and do not know what I should be doing while others are still working.
   - Yes
   - Sometimes
   - No

6. Our classroom rules are:

http://pbismissouri.org/educators/effective-class-practice

Poll 2: How many readiness factors has your school met?

A. Universal Fidelity
B. Universal Fidelity + decrease in problem behaviors
C. Universal Fidelity + decrease in problem behaviors + targeted classroom supports

Classroom Systems

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

School-wide PBIS
Tiered Fidelity Inventory

Implementation Stages and Phases of Learning

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

Individual Learning
- Acquisition
- Fluency
- Maintenance & Generalization

2.1 Team Composition

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<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
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<tbody>
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<td>0 = Not implemented</td>
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<tr>
<td>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.</td>
<td>School organizational chart</td>
<td>Tier II team meeting minutes</td>
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2.2 Team Operating Procedures

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<td>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.</td>
<td>Tier II team meeting agendas and minutes</td>
<td>Tier II meeting roles descriptions</td>
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Data Decision Rules

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

RRKS TOC (Time Out of Class)

<table>
<thead>
<tr>
<th>RRKS – Time Out of Class</th>
<th>Code: ________</th>
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</thead>
<tbody>
<tr>
<td>Student: ________________</td>
<td>Date: ________</td>
</tr>
<tr>
<td>Incident Time: __________</td>
<td># of min. out of rm.: ________</td>
</tr>
<tr>
<td>Teacher: ________________</td>
<td>Subject: ________________</td>
</tr>
<tr>
<td>What did you do/not do that got you sent out of class?</td>
<td>____________________________________</td>
</tr>
<tr>
<td>Circle the RRKS expectation that was not followed:</td>
<td>Respect Responsible Kind Safe</td>
</tr>
<tr>
<td>What will you do differently next time?</td>
<td>____________________________________</td>
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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.

Minor List: Circle the appropriate code

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<th>MDD</th>
<th>MDS</th>
<th>MI</th>
<th>MO</th>
<th>MPC</th>
<th>MP</th>
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<tbody>
<tr>
<td>Defiance/Disrespect/Non-compliance</td>
<td>Disruption</td>
<td>Inappropriate Verbal Language</td>
<td>Other</td>
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Whole group instruction
Small group instruction
Individual work
Working with peers
Alone
1-on-1 instruction
Interacting with peers
Other: Please identify below

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

Poll 3: What data are you using to identify students for Tier II supports?

A. Major/minor ODR
B. Time out of instruction
C. Teacher referral
D. Screening
E. A, B & C
F. All the above

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

Tier II Supports

- Students who do not respond to classroom / informal supports (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

- Self-management
  - Check in / Check Out
  - Check & Connect
- Social Skill Groups
- Academic Supports
  - Differentiated instruction
  - Accommodations

Poll 4: What Tier II supports are you currently implementing?
A. Self-management
B. Small group social skill instruction
C. Academic supports
D. A & B
E. A & C
F. All three

Designing Tier III Systems

School-wide PBIS Tiered Fidelity Inventory

Tier 3 Readiness

✓ Documentation of:
  - Standard system for identifying students for Tier 2 supports
  - Process to identify “function” of behavior and match intervention to the function
  - At least one research-based small-group and/or targeted behavioral intervention that is fully implemented. If only one is fully implemented, the second intervention has been piloted and plans are in place for full implementation.

Tier 3 Readiness

✓ Administrator and core group of staff who will serve on Tier 3 team:
  - At least one member with behavioral expertise
  - At least one member with academic expertise
  - Crossover membership for Tier 2 team
  - Access to district level support

✓ Determine a core group of team members who will attend trainings (i.e., administrator, member with behavioral expertise, member with academic expertise)
Poll 5: Does your school meet all tier III readiness criteria?

A. Yes
B. No

3.1 Team Composition

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<td>3.1 Team Composition: Tier III planning team (or combined Tier I/II team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency support (e.g., person-centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</td>
<td>School organizational chart Tier III team meeting minutes</td>
<td>0 = Not implemented 1 = Partially implemented 2 = Fully implemented</td>
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- Tier III team does not include a trained systems coordinator or all 5 identified functions
- Tier III team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings
- Tier III team has a coordinator and all 5 functions and attendance of these members is at or above 80%

3.2 Team Operating Procedures

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<td>3.2 Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</td>
<td>Tier III meeting agendas and minutes Tier III meeting roles descriptions Tier III action plan</td>
<td>0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier III team has at least 2 but not all 4 features 2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</td>
</tr>
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- Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan
- Tier III team has at least 2 but not all 4 features
- Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

3.6 Student/Family/Community Involvement

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<td>3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.</td>
<td>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TII Tier III Support Plan Worksheet)</td>
<td>0 = District contact person not established 1 = District contact person established with external agencies, OR resources are available and documented in support plans 2 = District contact person established with external agencies, AND resources are available and documented in support plans</td>
</tr>
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- District contact person not established
- District contact person established with external agencies, OR resources are available and documented in support plans
- District contact person established with external agencies, AND resources are available and documented in support plans

FBA – PBS Plan Process

Success requires:
1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (Behavior is functionally related to the teaching environment) among all school staff

Essential Steps to Individual PBS Plans

1. Decision Rule Met
2. Operationally define problem/replacement behavior
3. Background/archival data & Environmental Assessment
4. Functional Behavioral Assessment
   - Indirect measures
   - Direct observation
5. Develop hypothesis regarding function of problem behavior
   - Get or Avoid
6. Develop a PBS plan
   - Social skill instruction – teach replacement
   - Self management
   - Environmental modifications – don’t “feed the function”
7. Implement, Monitor and Evaluate progress (swisisis)
3.12 Natural and Formal Supports

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| 3.12 Formal and Natural Supports: Behavior support plan(s): requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters. | - At least one Tier III behavior support plan requiring extensive support (see TII Tier III Support Plan Worksheet) | 0 = Not implemented  
1 = Partially implemented  
2 = Fully implemented |
| - Plan does not include specific actions, or there are no plans with extensive support  
- Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports  
- Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports. |                                                                             |                  |

Connections to Mental Health and Community Agencies

www.pbis.org/school/mental-health/interconnected-systems

Trauma-Informed Daily Progress Report (DPR) Sample

NAME ______________________  DATE ____________________

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following areas of expectation/behavior.

Expectations

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<tbody>
<tr>
<td>Be Safe</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2</td>
<td>1</td>
<td>0</td>
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Total Points

Teacher Initials

Adapted from Grant Middle School STAR Club

District-Wide Considerations

- Common forms & process
- Training & Technical assistance targets
- Evaluation  
  - FBA  
  - BIP  
  - School & District Process
Questions?

PBIS: Starting, Scaling, & Sustaining

Helping states and districts create safe and effective learning environments for all

Hilton Chicago
725 S. Michigan Avenue
Downtown Chicago

SAVE THE DATE
September 28-29th

NEW MONTH - NEW LOCATION!

This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in preschool-12 and alternative education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Mental Health, and Community/Family partners.

Registration will open April 19th. For more information, visit the Upcoming Events page at www.pbis.org in March.