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

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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**

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**Designing School-Wide Systems for Student Success**

**Academic Systems**

- Intensive, Individual Interventions
  - More students 
  - Assessment-based 
  - High intensity

- Targeted Group Interventions
  - Some students (at-risk) 
  - High efficiency 
  - Rapid response

- Universal Interventions
  - All students 
  - Preventive, proactive

**Behavioral Systems**

- Intensive, Individual Interventions
  - More students 
  - Assessment-based 
  - High intensity

- Targeted Group Interventions
  - Some students (at-risk) 
  - High efficiency 
  - Rapid response

- Universal Interventions
  - All settings, all students 
  - Preventive, proactive
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
  - SET core of 80% or higher; TFI 70% or higher
  - 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

- 1712 referrals
- 57 students with 9+ Referrals
- 69% Tier 1
  - Goal 80%
- 16% Tier 2
  - Goal 15%
- 15% Tier 3
  - Goal 5%

Post Intensifying Tier 1 + Classrooms

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

• Evidence of implementation of Classroom Essential Practices & a process developed for ongoing training faculty/staff.

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

Typical School Day

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

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
Universal/Pre Tier II Classroom Example

Classroom Systems

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

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.

Professional Development Process & Data

- October 2012 – 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 2013 – 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

Data Decision Rules

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

Identifying Students

RRKS TOC (front side)

RRKS – Time Out of Class

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
Minor List: Circle the appropriate code
MDD: Defiance/Disrespect/Non-compliance
DSD: Disruption
MIL: Inappropriate Verbal Language
MO: Other
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

<table>
<thead>
<tr>
<th>Instrument Description</th>
<th>Method(s)</th>
<th>Administration Cost</th>
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<tbody>
<tr>
<td>Strengths &amp; Difficulties Questionnaire (SDQ)</td>
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<tr>
<td>Teacher or Parent Report (ages 6-15)</td>
<td>45 min/hr/class</td>
<td>No cost if administered and scored online</td>
</tr>
<tr>
<td>Teacher or Parent Report (ages 6-15)</td>
<td>25 min</td>
<td></td>
</tr>
<tr>
<td>Online administration and scoring available</td>
<td>1 page per student, if administered and scored by hand</td>
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<tr>
<td>Manual scoring = 10 min/student</td>
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Tier II Practices and 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

Self-management

http://checkandconnect.umn.edu
Social Skill Instruction

Definitions
Functional Perspective
Best Practices

Definition - Social Competence

“Social competence represents an evaluative term based on judgments (given certain criteria) that a person has performed a task adequately. These judgments may be based on opinions of significant others (e.g., parents, teachers), comparisons to explicit criteria (e.g., number of social tasks correctly performed in relation to some criterion), or comparisons to some normative sample.” (Gresham, 1986, p. 146)

Definition - Social Skills

Social skills are defined as “those behaviors which, within a given situation, predict important social outcomes” (Gresham, 1986, p. 5).

- a) social skills are simply one facet of an overall construct of social competence – if taught in isolation you will never reach the larger objective of improved social functioning, b) they are linked to the environment in which they occur, and c) targeted skills should reflect the larger school set of behavioral expectations

Academic Tier II Supports

- Peer Tutoring (Class-wide Peer Tutoring – Charles Greenwood)
- Homework club
- Differentiated instruction
- Accommodations
Monitor Student Progress and Evaluate Process

- Original data sources that lead to student identification
  - Behavior infractions
  - 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/III Systems

School-wide PBIS
Tiered Fidelity Inventory

Remember, Data Guide Decisions about Practices & Supports

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

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#### 2.1 Team Composition

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<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
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<tbody>
<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, Tier II team meeting minutes</td>
<td>0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented</td>
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#### 2.3 Screening

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<td>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.</td>
<td>Multiple data sources used (ODRs/TIme out of instruction, Attendance, Academic performance, Team Decision Rubric, Team meeting minutes, School Policy)</td>
<td>0 = No specific rules for identifying students who qualify for Tier II supports, 1 = Data decision rules established but not consistently followed or used with only one data source, 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.</td>
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### 2.6 Tier II Critical Features

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<td>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).</td>
<td>Universal lesson plans, Tier II lesson plans, Daily/weekly progress report, School schedule, School Tier II handbook</td>
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<td>Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback</td>
<td>All Tier II interventions provide some but not all 3 core Tier II features</td>
<td>All Tier II interventions include all 3 core Tier II features</td>
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### Tier III

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- 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