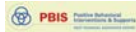


Tier II/III Overview: Readiness, Data-Decisions, and Practices

Tim Lewis, Ph.D.
University of Missouri

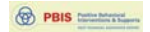
OSEP Center on Positive Behavioral Intervention & Supports
pbis.org

Missouri SW-PBS
pbissmissouri.org



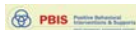
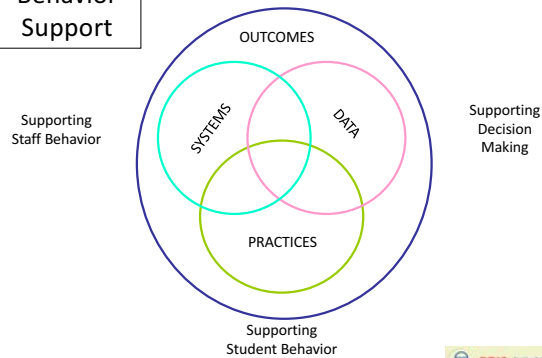
Starting Point...

- 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**



SW-Positive Behavior Support

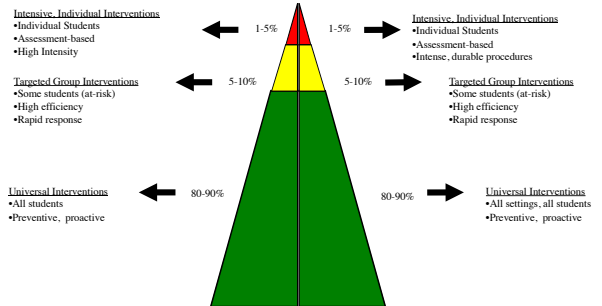
Social Competence & Academic Achievement



Designing School-Wide Systems for Student Success

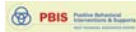
Academic Systems

Behavioral Systems



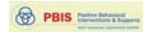
Universal School-Wide Features

- 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**



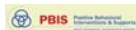
Tier II

- 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**

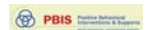


Tier III

- 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**

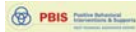


Data Determine When Your SWPBS
Team is **Ready** to Build Supports
Beyond Universals



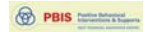
Readiness for Tier 2

- 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



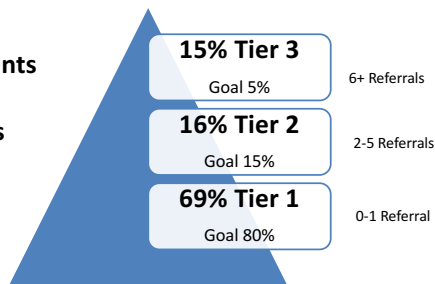
Readiness for Tier 2

- 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

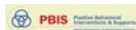


Baseline Behavior Data Spring

57 students with 9+ Referrals

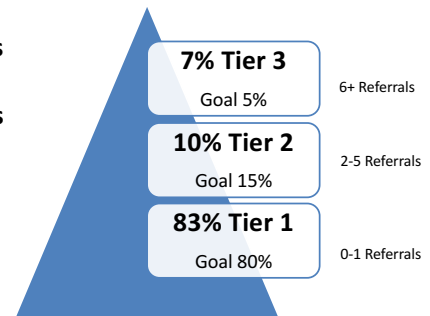


1712 referrals

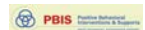


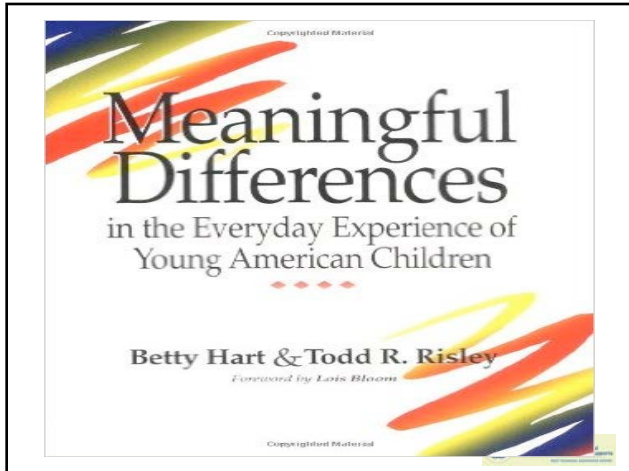
Post Intensifying Tier I + Classrooms

16 Students with 9+ Referrals



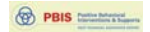
516 Referrals





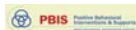
Readiness for Tier 2

- 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-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



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

The screenshot shows the Missouri Schoolwide Positive Behavior Support website. The main heading is "Effective Classroom Practice". Below it, there is a quote: "The goal of effective classroom management is not creating 'perfect' children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior." - Sprick, Knight, Henke & Mofane, 2006. The page also features a video player titled "Introduction to Effective Classroom Practices".

Typical School Day

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



Cotton, 1995; Walberg, 1988

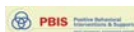
MO SW-PBS

324



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, Weisman, & Hammond, 1997).
- As students become more familiar with classroom procedures and routines, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Wooten, 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 (Neaseomer, 2007).

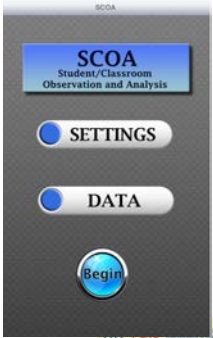
When developing procedures, keep "Why, what, when, where, who, and how" in mind:
 WHY is this procedure needed?
 WHAT is the procedure?
 WHEN are the steps for successful completion of the procedure?
 WHEN will the procedure be taught?
 WHEN will the procedure be practiced?
 WHERE is this procedure needed?
 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"> -During 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




Classroom Systems

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






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.



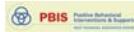
Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices

- Expectations & Rules
- Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond

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

- Based on data, team identified 1 practice to improve upon.



Professional Development Process & Data

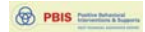
October 2012– Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

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

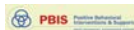
March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1



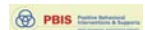
End of Year Outcomes

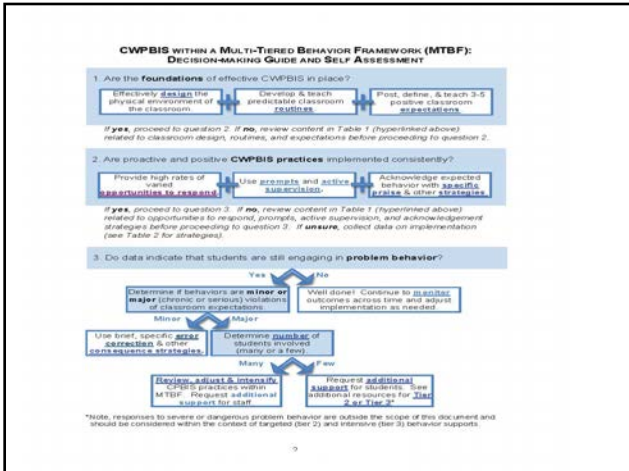
- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.
- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.
- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.



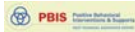
PBIS TECHNICAL BRIEF ON CLASSROOM PBIS STRATEGIES


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





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: _____

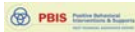
Incident Time: _____ # of min. out of rm.: _____

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:

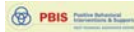
Processing data & time:

- 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	

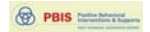
Minor List: Circle the appropriate code

(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://pbissmissouri.org/archives/2866>)
 - Schedule



Emotional & Behavioral Screening Instruments

School Age Children & Youth

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

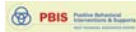


Tier II Practices and Supports



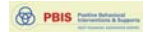
Tier II Supports

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

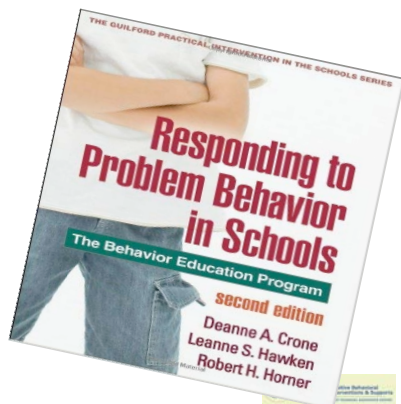


Tier II Supports

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



Self-management

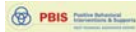


<http://checkandconnect.umn.edu>



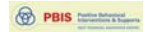
Social Skill Instruction

Definitions
Functional Perspective
Best Practices



Definition- Social Competence

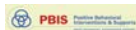
“Social competence represents an evaluative term based on judgments (given certain criteria) that a person has performed a task adequately. These judgments may be based on opinions of significant others (e.g., parents, teachers), comparisons to explicit criteria (e.g., number of social tasks correctly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



Definition -Social Skills

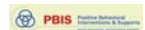
Social skills are defined as "those behaviors which, within a given situation, predict important social outcomes" (Gresham, 1986, p. 5).

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



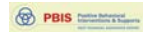
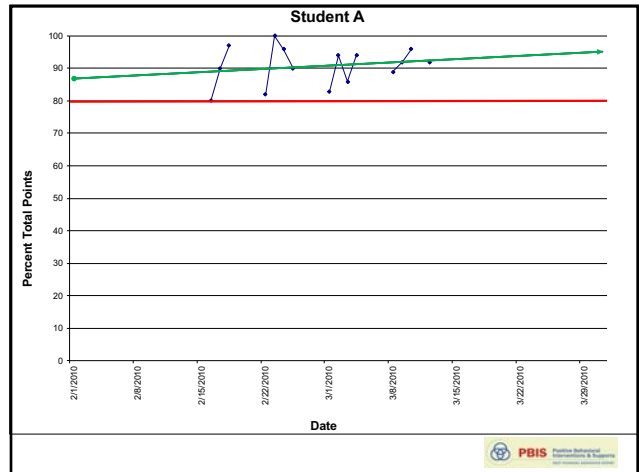
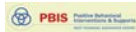
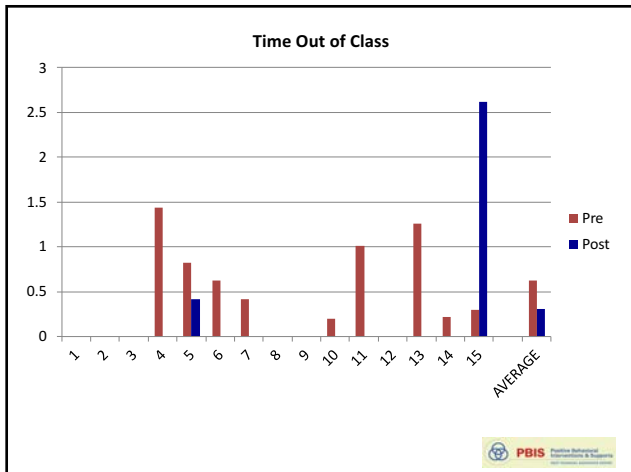
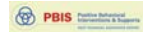
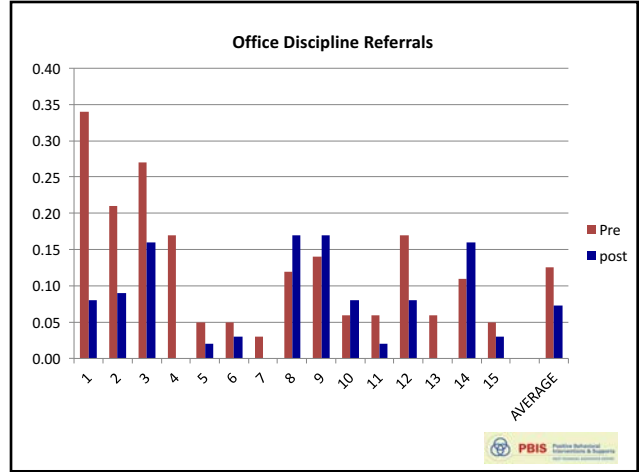
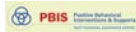
Academic Tier II Supports

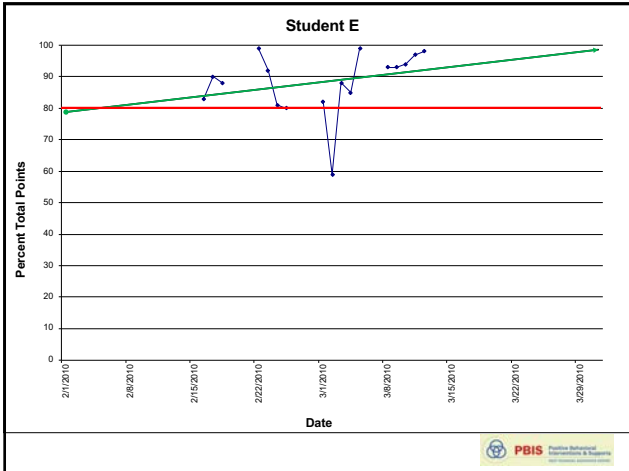
- Peer Tutoring (Class-wide Peer Tutoring – Charles Greenwood)
- Homework club
- Differentiated instruction
- Accommodations



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





**Remember, Data Guide Decisions
about Practices & Supports**

Designing Tier II/III 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

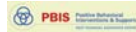
Implementation Stages and Phases of Learning

Systems

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

Individual Learning

- Acquisition
- Fluency
- Maintenance & Generalization



SWPBIS Tiered Fidelity Inventory
version 2.1

September 2014

Available from OSEP TA-Center www.pbis.org
www.pbisapps.org

No Cost

Assessors Training PowerPoint and Assessors Training Video at www.pbisapps.org

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

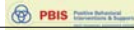
2.3 Screening

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: 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>



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**



Connections to Mental Health and Community Agencies

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

