Advanced PBIS Across the Continuum

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University of South Florida
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6th Annual Summit on Substance Abuse, Mental Health and School Safety/Discipline: Atlanta, GA
Agenda

• Review Tier 1 Critical Elements & Teaming
• PBIS and RtI
• Understanding Implementation Fidelity
• Data-based Decision Making
  – Tier 1
  – Classroom
  – Tier 2 Supplemental
  – Tiers 3 & 4 Intensive Individual
• Next Steps and Questions
14,325 Schools Adopting School-wide PBIS
Critical Elements of Tier 1 PBIS
As measured by the Benchmarks of Quality (BoQ)

- PBS Team, Administrative Support
- Faculty Commitment, Participation
- Effective Discipline
- Data Entry & Analysis
- Expectations & Rules
- Reward/Recognition Program
- Lesson Plans for Teaching Behavior
- Implementation Planning
- Classroom PBS Systems
- Evaluation

Kincaid, Childs & George (2005, 2010)

How well did you do?
What worked?
What needs improvement?
Fidelity of Implementation
HOW DO YOU KNOW?

• Are you addressing ALL of the critical elements of PBIS or just some? Are you implementing them with fidelity?

• Are you implementing with as much “gusto” as you did at the beginning of the year? Or as you did your first year of implementation?

• Are all teachers participating?

• Do you have a lot of new team members and/or teachers? Are there some misunderstandings about what PBIS is?
Team Membership

Professionals with knowledge of:

• Tier 1 and 3 supports available on campus
• Academic interventions
• Behavioral principles/behavioral expertise
• Tier 2 evidence-based interventions
• Legal guidelines
• Resource allocation
• Data systems for screening, progress monitoring, and evaluation
Campus Teaming Models

RtI Leadership Team
- Coordinates all tiers for academic and behavior
- Subcommittees handle time-consuming tasks

Academic vs. Behavior
- Two separate teams coordinate tiers

Multiple Teams
- Tier 1 Behavior Team & Tier 1 Academic Team
- Advanced Tiers team
  - One combined team for both Tiers 2 and 3
  - Two separate teams - one for Tier 2, one for Tier 3
  - Two separate teams - one team coordinates interventions for Tiers 2 and 3, one team monitors data
RtI Leadership Team

Academic & Behavior Issues
- Tier 1
- Tier 2
- Tier 3

Tier 1
- Academic Tasks

Tier 2
- Academic Tasks
- Behavior Tasks

Tier 3
- Academic Tasks
- Behavior Tasks
Tier 1 Academic

Tier 1 Behavior

Tiers 2 & 3 Behavior and Academics
School PBS Team Tasks

• Develop, implement and evaluate the School-Wide PBS Action Plan
• Monitor behavior data, develop interventions
• Evaluate progress
• Maintain communication with staff and coach
• Report outcomes to Coach/Facilitator & District Coordinator
• Hold regular team meetings (at least monthly)
  – May need to meet more frequently in the beginning
Meeting Checklist

- Agenda is distributed in advance
- **Items have specific time limits**
- Meeting starts & ends on time – no exceptions
- Team leader moves team through the agenda
- Team leader keeps team on-topic
- **EVERY** team member contributes to discussion
- **EVERY** team member volunteers for action plan items
- Team addresses conflict constructively
- Team rules by obtaining consensus
- New Action Plan items generated & added to existing plan

http://flpbs.fmhi.usf.edu/pdfs/Team%20Meeting%20Checklist%209.7.10.pdf
Positive Behavior Support…

• Aims to **build effective environments** in which positive behavior is more effective than problem behavior

• Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior

• Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes
Response to Instruction/Intervention (RtI): The Foundation

RtI is the practice of:

1. Providing high-quality instruction/intervention matched to student needs and
2. Using learning rate over time and level of performance to
3. Make important educational decisions to guide instruction
Avoiding Myths…

RtI IS:
• A process designed to maximize student achievement
• A method to deliver effective interventions earlier and efficiently
• Focused on outcomes
• About student progress

RtI IS NOT:
• A way to delay services to students
• A way to avoid special education placement
• A hoop to jump through to ensure special education placement
TIER I: Core, Universal

**GOAL:** 100% of students achieve at high levels

**Tier I:** Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

**Tier I:** Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

**Tier I:** Begins with clear goals:

1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How you we respond when some students don’t learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum.
TIER II: Supplemental, Targeted

For approx. 20% of students

Core

+ Supplemental

...to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?
Tier III: Intensive, Individualized

For Approx 5% of Students

Core + Supplemental

+ Intensive Individual Instruction

...to achieve benchmarks

1. Where is the students performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
An Essential *Shift* in Thinking

The central question is not:

“What about the students is causing the performance discrepancy?”

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else.

Ken Howell
“Response to Intervention” (RTI) ... a way of screening children, early in their schooling, that can help schools and educators identify those who may not be responding to instruction – and thus may be at risk for school failure. The technique allows schools, on a school-wide basis, to provide any student more intensive support – and monitor their progress – than may be typically available in every classroom.

Alexa Posny, Assistant Secretary, OSERS
What is RtI?

1) Multi-tiered
2) Problem solving approach
3) Evidence-based instruction/intervention
4) Increasing levels of intensity
5) Decisions based on data
6) Progress monitoring
ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

For academics or behavior, RtI principles & characteristics are the same across tiers.
Goals for PBS Team

• Identify initiatives in place that address: the entire campus, groups of students, at-risk or individual students

• Determine data used to identify students in need of targeted/Tier 2 group interventions

• Determine curricula that will address needs

• Develop a plan for implementing on campus
  • Include evaluation of system and progress monitoring of student outcomes

• Embed within existing SWPBS Plan on campus
Monitoring the progress and outcomes of all students

Universal PBS
Classroom-Level PBS
Universal PBS
Classroom Consultation
Check-In/Check-Out (CICO)
Brief Mentoring
Small Groups
Simple FBA/BIP
Wraparound

Monitoring the progress and outcomes of the system
Problem-Solving Guide for Targeted PBS
Working Smarter, Not Harder.

Directions: Identify initiatives (programs, work groups, committees) currently in place that address the following:

Across Entire Campus: School-wide PBS

At-risk or Groups of Students:
Social Worker Anger Management Group

Supplemental

Intensive

Individual Students:
Child Study Team
Counseling

Universal
Data Issues

• Sources and complexity of data increase
• Teams must get comfortable with school-wide, group, individual student data
• Teams must get comfortable with multiple types of data (graphs, assessment scores, ratings, reports, etc.)
• Different teams may be making different data-based decisions at different levels
• YouTube - Broken Escalator
Positive Behavioral Interventions & Supports

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

SYSTEMS

DATA

PRACTICES
Evaluating Your Data

Evaluation Process Includes:

• System to efficiently and effectively collect, record and graph data
• Resources and expertise to review and analyze data
• Monthly review and analysis of discipline and outcome data
• SWPBS Action Plan updates based on data review and analysis

Discussion:

• Are these steps included in your school’s data evaluation process?
### Tier 1/Universal PBS: Specific Action Plan

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Step 1: What is the problem/issue/task to be addressed?</th>
<th>Step 2: Why is it occurring?</th>
<th>Step 3: What are we going to do about it?</th>
<th>To-Do List</th>
<th>Persons Responsible</th>
<th>Follow-Up or Completion Date</th>
<th>Step 4: How will we know when we've been successful?</th>
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Data-Based Decision Making

TIER 1
Tier 1: School-Wide, Core/Universal Supports

- If the Benchmarks of Quality (BoQ) score is less than 70, then revisit SWPBS and/or Classroom supports.
- If the discipline date indicate an increase in ODRs, ISS, and/or OSS, then revisit SWPBS.
- If the BoQ score is greater than 70, but the discipline data indicate an increasing trend in ODRs, ISS, and/or OSS, then revisit SWPBS and/or Classroom supports.
- If the BoQ score is greater than 70, and the discipline data indicate a decreasing trend in ODRs, ISS, and/or OSS, then assess the need for supplemental (Tier 2) and/or tertiary (Tier 3) supports.
Discipline Data Sources

• **Five major data sources:**
  - Average referrals/day/month
  - Referrals by: problem behavior, location, time of day, and individual student

• **Additional data sources**
  - Referrals by motivation or function (get/obtain, escape/avoid)
  - Office-managed vs. classroom-managed referrals
  - ISS/OSS data

• **Discussion:**
  - *Does your PBS team review and analyze your school’s discipline data at each meeting?*
  - *Does your team use the data to evaluate the PBS development and implementation process and develop next steps?*
Other Data Sources

• Staff, student and/or parent surveys
• Staff and student attendance
• Teacher requests for assistance or school-wide behavioral screening
• ESE/SPED referrals
• Grades and/or standardized test scores
• Fidelity measures
  • Benchmarks of Quality/SET, PIC/TIC Checklists, Walkthrough Evaluations
  • SWPBS Action Plan
• Direct observations

Discussion:

• What are other sources of outcome data?
• Does your PBS team review other data sources at each meeting and use the data to evaluate progress?
Data Evaluation

Questions to address at each monthly PBS meeting:

- Are problem behaviors improving?
- Are problem behaviors ‘holding steady’?
- Are problem behaviors ‘getting worse’?
Problem Behaviors Improving

• Discipline data show a decrease in problem behavior
  • At least 80% of students receive 0-1 ODRs
  • Significant decrease in ODRs from previous month/quarter
  • Decrease in OSS/ISS days

• Review other data sources to confirm progress
  • At least 80% of students contact reward events
  • PIC/TIC, BoQ/SET
  • Consistency exists across teachers, grade-levels/hallways, etc.
  • School-climate/faculty surveys more positive or supportive

• ODRs are decreasing equally - disaggregate the data
  • ESE/SPED, ethnicity/race, free/reduced lunch, male/female
  • Classroom, grade-level, individual teachers
Problem Behaviors ‘Holding Steady’

- Look for areas of improvement
  - BoQ/SET, PIC/TIC, Action Plan implementation
    - Increasing the level of support at Tier 1 may increase intervention effectiveness

- Are your interventions targeted appropriately?
  - Review referrals by location, time of day, teacher, grad-level, etc.
  - Review expectations and rules
    - Are the expectations well-defined and have they been taught?
  - Review discipline procedures and definitions
    - Are problem behaviors well-defined?
    - Are office-managed vs. teacher-managed behaviors well-defined?

- Do your interventions target the appropriate function/motivation of the problem behaviors?
The Problem-Solving Process

- Identify the Problem
- Analyze the Problem
- Select/Design Intervention
- Implement Intervention
- Monitor Progress
- Evaluate Intervention Effectiveness

Timeline
Problem Behaviors ‘Getting Worse’
Problem-Solving Process

Step 1: Problem Identification
What’s the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?
Problem Behaviors ‘Getting Worse’

Use the 4-step problem solving process:

1. Identify the Problem
   Be specific, problem behavior(s) should be well-defined

2. Analyze the Problem – Hypothesis development
   Teaching – Are the expectations being taught as planned?
   Fidelity – Are the interventions being implemented as designed?
   Admin decisions & function of behavior: Is problem behavior being reinforced?

3. Design Interventions
   Do the interventions target the problem behavior(s)?
   Have the strategies been taught to all staff?

4. Evaluation (RtI) – Is it working?
   Are the problem behaviors decreasing?
1. Problem Identification

<table>
<thead>
<tr>
<th>End Year Data</th>
<th>ODR Data</th>
<th>Data</th>
<th>Summary</th>
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<tbody>
<tr>
<td>ODRs per 100</td>
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<td>ISS &amp; OSS per 100</td>
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<td>Average Daily Attendance</td>
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<td>Benchmarks of Quality</td>
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<td>Average Referrals/ Day/ Month</td>
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<td>Referrals by Problem Behavior</td>
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<td>Referrals by Location</td>
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<td>Referrals by Time of Day</td>
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<td>Referrals by Student</td>
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<td>Referrals by Staff</td>
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<td>Other:</td>
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Adapted: Advanced SWIS Facilitator Workshop, APBS Conference on Positive Behavior Support Project, RtI for Behavior, University of South Florida, Tampa, Fl.

http://flpbs.fmhi.usf.edu/coachescorner.asp
Intervention Planning and RtI

http://flpbs.fmhi.usf.edu/Intervention%20Planning%20and%20RtI/Module%20CC%20DBDM%20form-%204%20Step%20Process%202011.10.doc
### RtI:B Problem-Solving Process: Making Data-Based Decisions

#### Step 1: Problem Identification

**What’s the problem?**

<table>
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<tr>
<th>Data</th>
<th>Summary</th>
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<tr>
<td>ODRs per 100</td>
<td>Slight decrease from baseline (62) to first year (58)</td>
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<tr>
<td>ISS &amp; OSS per 100</td>
<td>ISS-increase from 33 to 38/100 OSS-decrease from 23 to 19/100</td>
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<tr>
<td>Average Daily Attendance</td>
<td>Increase from baseline (89%) to first year (92%)</td>
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<tr>
<td>Benchmarks of Quality</td>
<td>BoQ Total = 63 Area of need for improvement: data entry, teaching, and implementation</td>
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<tr>
<td>Average Referrals/Day/Month</td>
<td>Slight increase during first 3 months of school August = 9.25, October = 11.63</td>
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<tr>
<td>Referrals by Problem Behavior</td>
<td>Disruption, inappropriate language, disrespect</td>
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<tr>
<td>Referrals by Location</td>
<td>#1 = Cafetena #2 = Hall and classroom tied</td>
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<tr>
<td>Referrals by Time of Day</td>
<td>During all lunch periods from 10:50 -12:25</td>
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<tr>
<td>Referrals by Student</td>
<td>17 students have 5 or more referrals</td>
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<tr>
<td>Referrals by Staff</td>
<td>N/A</td>
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<tr>
<td>Other: ESE vs. Gen Ed students</td>
<td>3 of the 17 students are ESE</td>
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</table>
2. Problem Analysis

Adapted: Advanced SWIS Facilitator Workshop, APBS Conference, March 2008
by Florida’s Positive Behavior Support Project, RtI for Behavior, University of South Florida, Tampa, Fl.

Step 2: Problem Analysis

**Why is it occurring?**

**Hypothesis:**

- What is the problem?
- When, where and how often is the problem behavior occurring?
- Who is engaging in the problem behavior?
- Why is the problem behavior occurring?

The most significant concern of the PBS team is ____________________________

That is taking place most often in _____________________________. This behavior

occurs ____________________________, and is most likely to happen

_______________

Frequency / quantify behavior

_______________.

Students from _____________________________.

Time (lunch, recess, P.E., etc.)

Grade levels/groups of students

are most likely to engage in this behavior. We think students may engage in this

behavior in order to _____________________________.

Function of behavior (get/obtain or avoid/escape)

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http://flpbs.fmhi.usf.edu/Intervention%20Planning%20and%20RtI/Module%20CC%20DBDM%20form-%204%20Step%20Process%202011.10.doc
Step 2: Problem Analysis
Why is it occurring?

Hypothesis:
• What is the problem?
• When, where and how often is the problem behavior occurring?
• Who is engaging in the problem behavior?
• Why is the problem behavior occurring?

The most significant concern on campus is the *disruption, disrespect & inappropriate language towards staff* that is occurring most often in the *cafeteria*.

These behaviors have shown an *increasing trend across the first 3 months of school*.

17 students have 5 or more ODR’s during all lunch periods (10:50 a.m. – 12:25 p.m.)

We think the students are engaging in these behaviors to *gain adult attention*. It appears the students are being *rewarded/reinforced when staff argue back and forth with the students*.

*The cafeteria is overcrowded* and this may also contribute to the problem behaviors.
2. Hypothesis Development

Variables to Consider:

- **School-Wide**
  - Supervision, staff commitment and buy-in
- **Classroom**
  - Organization, cleanliness, location
- **Curriculum**
  - Expectations defined, adequate lesson plans, plan for teaching
- **Instruction**
  - Frequency, fidelity to lesson plan, opportunities to practice
- **Family/Community**
  - Commitment and support
- **Students**
  - Characteristics shared by the majority of the students in the school
3. Intervention Design

Step 3: Intervention Design
What are we going to do about it?

- Define Replacement Behavior: Determine appropriate replacement behavior to replace the problem behavior.
- Prevention: Remove or alter the ‘trigger’ or antecedent of the problem behavior.
- Teach Replacement Behavior: Re-teach behavioral expectations. Provide direct instruction and/or demonstrate expected behavior.
- Reinforce: Reward replacement behavior when it occurs. Prompt and/or remind, as necessary.
- Minimize Reinforcement of Problem Behavior: Alter how others respond to problem behavior so it will be decreased and/or extinguished. (i.e. minimize reinforcement of problem behavior).
- Collect Other Data: If necessary, collect more data to gain additional information if the team has difficulty developing the hypothesis.

**Define Replacement Behavior:** What do we want the students to do instead?

Students will show respectful and responsible behavior by listening to adults, waiting their turn to talk, and refraining from using profanity in the cafeteria in order to get adult attention.

Adapted: Advanced SWIS Facilitator Workshop, APBS Conference, March 2008 by Florida’s Positive Behavior Support Project, RtI for Behavior, University of South Florida, Tampa, Fl.
3. Intervention Design - Example

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<tr>
<th>Prevention Strategies (Triggers/Antecedents)</th>
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<td>1. Change the cafeteria schedule so fewer students are present during each lunch period.</td>
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<td>2. Increase the level of active, preventative supervision (proximity control)</td>
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<td>3. When a student is becoming disruptive and/or disrespectful towards an adult, the adult will provide prompts by referring the student to the expectations and rules posted in the cafeteria.</td>
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<td>4. Increase reinforcement to students engaging in appropriate behaviors</td>
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<th>Teach Replacement Behavior</th>
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<td>1. When and where will the replacement behavior be taught?</td>
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<td>2. How will the replacement behavior be taught?</td>
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<td>3. Who will be responsible for teaching the behavior?</td>
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<td>4. The replacement behavior will be taught in the cafeteria every day the first week of November and will be reviewed every Monday until winter break. It will be taught immediately upon return in January.</td>
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<td>3. The school-wide expectations and rules will be reviewed and re-taught, as needed. The replacement behavior will be taught using mini-lessons developed by the PBS team and cafeteria staff. Students will demonstrate understanding through role-play.</td>
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<td>4. AP and cafeteria staff</td>
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<th>Reinforce Replacement Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What will students earn for engaging in the replacement behavior?</td>
</tr>
<tr>
<td>2. When/how often will the reinforcer be distributed?</td>
</tr>
<tr>
<td>3. Who will provide the reinforcer?</td>
</tr>
<tr>
<td>4. ‘Friday 5’ — All students demonstrating the expectations with no cafeteria ODRs, will earn an extra 5 mins of lunch time on Friday.</td>
</tr>
<tr>
<td>3. Every Friday</td>
</tr>
<tr>
<td>4. AP and cafeteria staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimize Reinforcement of Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach staff how to prompt students to the SW expectations and cafeteria rules in a non-confrontational manner when students are becoming disruptive and/or disrespectful. (i.e. flat affect, minimal eye contact, no arguing with students, etc.)</td>
</tr>
</tbody>
</table>
Using Data to Guide Interventions

• Match interventions to the function of behavior
  • http://flpbs/coachescorner.asp - ‘Intervention Planning & RtI’…
    ‘Intervention Ideas Based on Function of Behavior’

• Use your hypothesis statement to inform your interventions

• Determine the smallest change your team can make that will have greatest impact. **DO IT!**
4. Response to Intervention

Step 4: Response to Intervention
Is it working?

- **Monitor Progress:** Collect and review implementation and outcome data to monitor success of intervention strategies.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data:</strong></td>
<td></td>
</tr>
<tr>
<td>- What data will be</td>
<td></td>
</tr>
<tr>
<td>gathered?</td>
<td></td>
</tr>
<tr>
<td>- Who will collect the</td>
<td></td>
</tr>
<tr>
<td>data?</td>
<td></td>
</tr>
<tr>
<td>- Was the intervention</td>
<td></td>
</tr>
<tr>
<td>implemented with</td>
<td></td>
</tr>
<tr>
<td>fidelity?</td>
<td></td>
</tr>
<tr>
<td><strong>Time Frame:</strong></td>
<td></td>
</tr>
<tr>
<td>- When will the data</td>
<td></td>
</tr>
<tr>
<td>be collected?</td>
<td></td>
</tr>
<tr>
<td>- How often will the data</td>
<td></td>
</tr>
<tr>
<td>be reviewed?</td>
<td></td>
</tr>
<tr>
<td><strong>Target/Goal:</strong></td>
<td></td>
</tr>
<tr>
<td>- Decrease in problem</td>
<td></td>
</tr>
<tr>
<td>behavior</td>
<td></td>
</tr>
<tr>
<td>- Increase in replacement</td>
<td></td>
</tr>
<tr>
<td>behavior</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes:</strong></td>
<td></td>
</tr>
<tr>
<td>- What worked?</td>
<td></td>
</tr>
<tr>
<td>- What did not work?</td>
<td></td>
</tr>
<tr>
<td>- What needs to be</td>
<td></td>
</tr>
<tr>
<td>modified or changed?</td>
<td></td>
</tr>
</tbody>
</table>

http://flpbs.fmhi.usf.edu/coachescorner.asp
Intervention Planning and RtI
### Step 4: Response to Intervention

**Is it working?**

- **Monitor Progress:** Collect and review implementation and outcome data to monitor success of intervention strategies.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. What data will be gathered? | 1. SWIS custom reports  
2. ODRs in cafeteria 
3. Fidelity of implementation checklist completed by AP |
| 2. Who will collect the data? | 2. Jimmy Dean, Data Specialist and AP |
| 3. Was the intervention implemented with fidelity? | 3. Review fidelity checklist data |
| **Time Frame:**      |         |
| 1. When will the data be collected? | 1. Bi-weekly |
| 2. How often will the data be reviewed? | 2. Monthly during the regular PBS meeting |
| **Target/Goal:**     |         |
| 1. Decrease in problem behavior | 1. <2 ODRs in cafeteria weekly |
| 2. Increase in replacement behavior | 2. Majority of students in each lunch period earned 5 minutes extra lunch weekly |
| **Outcomes:**        |         |
| 1. What worked?      | 1. *(Review data and answer questions during monthly meeting)* |
| 2. What did not work?|
| 3. What needs to be modified or changed? |
4. Evaluation: Guiding Questions

- Is PBS/RtI:B being implemented across campus?
- Is it being implemented with fidelity?
- Is there sustainability of implementation?
- Are there benefits to students over time with PBS/RtI:B implementation?
- Are there benefits for staff?
- Do students with greater needs benefit from implementation?
Data Review

- **TeacherTube Videos - Walkthroughs and Learning Objectives**

- **Discussion:**
  - Are problem behaviors improving at your school?
  - Are the problem behaviors holding steady?
  - Are the problem behaviors getting worse?

- **As a group:**
  - Review, analyze and discuss your data
  - Note significant problem areas and areas of greatest improvement
  - Develop possible action plan steps to address the problem areas
Data-Based Decision Making

CLASSROOMS
Tier 1/2: Classroom Support

- If over 50% of ODRs are from numerous classrooms, then revisit SWPBS for all classrooms.
- If a few classrooms are responsible for the majority of ODRs, then address Classroom PBS using the Classroom Consultation Guide.
- If the BoQ score is less than 70, then revisit SWPBS and/or address Classroom PBS using the Classroom Consultation Guide.
- If the discipline data indicate an increase in ODRs, ISS, OSS and most of the referrals are coming from multiple classrooms, then revisit SWPBS for all classrooms.
- If a teacher has received additional support, interventions were implemented with fidelity, but the student’s behavior is not improving, then consider supplemental supports (Tier 2) for that student.
Need for Classroom Training?

- Tier 1: ~80% of Students
- Tier 2: ~15%
- Tier 3: ~5%
Setting up your System

• Establish a classroom PBIS system that is congruent with your existing SWPBS (Tier 1) system

• Faculty need to understand how the two are aligned and interrelated
  – Work to tie the two systems together!

• Students need to understand that this is an extension of the SWPBS system
Ineffective Instruction
Sets the Occasion for Student Failure

Miss Bence liked to go over a few of her rules on the first day of school.
What Can ODRs Tell Us?

- Students who have large # of referrals
- Reasons for referral (problem behavior)
- Whether the issue is across environments or one setting
- Possible motivations for behaviors
RtI:B 4-Step Problem-Solving Process

• **Step 1: Problem Identification**

  • If a student spends a lot of time in an environment that generates a high rate of problem behavior…
  
  **OR**

  • If a student spends time with adults who do not teach and/or reward appropriate behavior…

  *the environment likely contributes to the student’s problem*
Determining if Your School Needs Classroom Support

• Gather sources of data necessary to identify classrooms in need
  ✓ School Level
  ✓ Classroom Level

• Examine the data to assess whether or not there is a need for Classroom PBS
  – Support classroom teachers in embedding PBS into their classroom practices?
  – Support groups of students in need of behavioral support in addition to existing school-wide supports?
Identifying Classroom PBS

- ODRs (major and minor)
- Teacher requests for support
- Teacher ratings and rankings of students
- Teacher referrals to Special Education
- Informal “walk-throughs”
- Classroom observations

Do the data indicate a systems issue or an issue for a few teachers?
Assessing Classroom Support

- ODRs
- Classroom Management: Self Assessment Revised (7r) ([www.pbis.org](http://www.pbis.org))
- Classroom Assessment Tool [http://flpbs.fmhi.usf.edu](http://flpbs.fmhi.usf.edu)
- Formal observations of classroom
  - Frequency
  - Severity
  - Duration measures
Individual Classroom Support

RtI:B Team:

• Student problems persist in spite of the teacher’s classroom management strategies
• Behavior has been tracked repeatedly without successful change
• Team should:
  • Review the tracking forms
  • Offer alternate solutions for modifying the behavior in the classroom
  • Use the ‘Classroom Consultation Guide’ (FLPBS website, Resources, Classroom, General)
Tier 1: Classroom School Decisions

- What if a majority of ODRs are coming from the classroom setting and many classrooms are referring students with ODRs?
Where do most of our ODRs come from?

Over 80% of ODRs are from classroom.
Tier 2: Classroom School Decisions

• What if a number of referrals are coming from just a few classrooms?
Referrals by Grade from 7-8:30

Classroom

Refer to the Classroom Consultation Guide for strategies to support change in those classes.

Are the referrals from a few or a group of teachers?
All teachers are in the 6th and 7th grade.
Tier 2: Classroom
School Decisions

• What if teacher requests for assistance, referrals to ESE, and ratings and rankings of students with behavior problems identify individual classrooms that would benefit from technical assistance from the SWPBS team?
Is there a group of teachers who make most referrals?

Five teachers have 4 or more referrals!
Tier 2: Classroom School Decisions

• What if informal “walk-throughs” by school staff identify behavioral, curricular, instructional and environmental issues impacting ALL students in environment:
  – school administrators or members of the SWPBS team can provide support on rectifying those issues using the Classroom Consultation Guide
### III. Curriculum and Instruction: Materials and instructional presentation are altered or adapted to prevent or to address behavior problems.

**INSTRUCTIONAL PLANNING AND DELIVERY**—Teaching activities are planned and implemented in ways that optimize student learning.

<table>
<thead>
<tr>
<th>Question</th>
<th>In place</th>
<th>Somewhat In Place</th>
<th>Not In Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. Are lesson objectives and materials used appropriate for students’ functioning levels?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2. Are assignments relevant and meaningful to students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3. Are a variety of teaching methods and materials used?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Positive Behavior Support: Classroom Systems

Classroom PBS

Ecological Factors

Behavior Systems

Teaching Behaviors

Reward System

Consequence System

Curriculum and Instruction

This product was developed by Florida’s Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
Classroom Consultation Guide

Used by School PBS Team to provide consultation support to identified classrooms in the following:

• Topic 1: **Assessment**
  – includes Classroom Assessment Tool*
• Topic 2: Ecological Adaptations
• Topic 3: Teaching Behavior
• Topic 4: Reward System
• Topic 5: Consequence System
• Topic 6: Curriculum & Instruction
• Topic 7: **Intervention Planning**
  – includes Intervention Plan Tool*
Tier 2: Classroom School Decisions

- Assess the student’s lack of responsiveness to classroom interventions:
  - Did a consultation process occur with the classroom teacher?
  - Did the process identify behavioral, instructional, curricular, and environmental modifications that should be made to impact the student as well as the entire class?
  - Were those modifications made and implemented with high fidelity?
Tier 2: Classroom School Decisions

Evaluation

• If the answer to any of the previous is “No”, it is essential to direct additional technical assistance to the classroom setting before directing a student to more intensive targeted group intervention

• Targeted group interventions are not a substitute for inadequate teaching and learning environments in the classroom.
Step 1: Identify and Analyze the Problem
What’s the problem and why is it happening?

Step 2: Develop the Plan
What do we do about it?

Step 3: Implement the Plan
How do we do it?

Step 4: Evaluate the Plan
(Is it working?)
(Response to Intervention)

Classroom Problem-Solving Process
Step 1: Identify & Analyze the Problem

Looking at School-wide (Tier 1) Data:

- Office Discipline Referral data ✓
  - by classroom ✓
  - by behavior ✓
  - by location ✓
  - by staff ✓
- Minor Incident Reports/Classroom data forms
- Teacher Nominations
- Administrator Observation ✓
Referrals by Location

Referrals By Location

Number of Referrals

0 100 200 300 400 500

Common  Bus zh  Park lot  Special ev  Office  Plyed  Library  Unknown loc  Locker rm  Bathrm  Gym  Café  Other loc  Hall  Bus  Class
Referrals by Staff
Teacher 1 - Referrals by Behavior
Teacher 2 - Referrals by Behavior

Custom Graph - Referrals By Problem Behavior

Number of Referrals

M-Other, M-Tardy, M-Tech, M-Dress, M-Prty Misuse, M-Discipline, M-Contact, M-Inapp Int, Minor, Unknown behav, Weapons, Arson, Bomb, Vandal, Combust, Drugs, Alcohol, Tobacco, Out bounds, Inapp affection, Tech, Dress, Theft, Tardy, Harass, Agg/Fight, Lying, Skip, Inapp Int, Other behav, Disrespt, Disruption
Who is the focus?

• Data may be collected on:
  • entire classroom of students
  • select individuals within classroom

• Target those select individuals that are responsible for the bulk of incidences

OR

• Target the entire class to obtain more specific information if many students are engaged in problem behavior or to help clarify problem areas
Looking at Class-Wide Data

- Office Discipline Referral data
  - by time
  - by motivation
  - by administrative decision
- Admin Walkthrough/Formal Observation
- Classroom Assessment Tool (CAT)
- Positive Environment Checklist (PEC)
- Classroom Management: Self Assessment Revised (7r)
- Direct Observation
Teacher 2 - Classroom Ref. by Time
Teacher 2 - Referrals by Motivation

Custom Graph - Referrals By Motivation

- Unknown mot
- Other mot
- DK
- Avoid a
- Avoid p
- Avoid wrk
- Ob itn
- Ob a atth
- Ob p atth
- Avoid task

Number of Referrals
Ref. by Admin. Decision
Baseline Data Collection Guidelines

- Define the behavior that you wish to observe. Be specific.
- Decide which type of behavioral recording is best suited to monitor the behavior.
- Determine if observation data should focus on select individuals or the entire classroom.
- Decide who will observe the behavior.
- Decide how long your observations will last.
- Observe and record classroom behavior.
- Collect observation data until patterns emerge.
Through interviews and direct observation, the administrators collect information about specific teaching behaviors using:

- qualitative data
- frequency data
- duration data
- Scatterplot data on occurrences and non-occurrences

Can be used to develop specific goals for teachers.
Analyzing Patterns of Behavior

• Once data are collected next step is to analyze the data so as to:
  – Clearly define the problem & goal
  – Extrapolate possible triggers and maintaining variables surrounding target behavior
    • Determine conditions when behavior is less likely to occur, most likely to occur
• Identify the motivation or function of the target behavior
• Develop hypothesis as to why the target behavior is occurring
Problem Identification Statement

• Specifically defines the problem at hand

Approximately 50% of the students in Teacher #2’s classroom engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction) for several minutes at a time during large-group reading instruction.
Goal Statement

- Describes what the classroom teacher and team would like to have happen instead of the problem behavior

At least 80% of the students in Teacher #2’s classroom will engage in on-task behavior (listening quietly to instruction, taking relevant notes, keeping their eyes on the teacher) for at least 15 consecutive minutes during large-group reading instruction.
Antecedents & Consequences

• Highlight conditions when the target behavior is most likely to occur
  – What triggers the target behavior?
  – What sets the occasion for the target behavior?

• Highlight conditions when the target behavior is least likely to occur
  – What does the environment look like?
  – What seems to be working for students during this time?

• Highlight responses to target behavior that occur repeatedly
  – What does the teacher do after the inappropriate behavior?
  – What do peers do once the target behavior is exhibited?
Function of the Behavior

• Once clear conditions (before and after the target behavior) have been identified determine the function of the behavior

• Function = Reason **WHY** the behavior is occurring
Once you’ve defined the problem and isolated conditions that tend to trigger and maintain the target behavior, develop your hypothesis for why it is occurring.

Your hypothesis should be based upon what the data show.

You will then develop interventions linked to the hypothesis. Specifically, your interventions should include preventative, educative, and responding strategies matched to the antecedents, target behavior, and consequences on those hypotheses you have the most support.
Hypothesis Statement

Example:

When the teacher doesn’t review recently learned material, and changes topics before checking for comprehension, close to half of the students in the classroom engage in disruptive behavior to avoid the new task (based on Instructional Organization, Curriculum & Instruction sections).
Example:

When the teacher explains directions to the entire class, close to half of the students in the classroom engage in disruptive behavior in order to escape the task, as it appears they aren’t fluent in using proper listening skills (based on Ecological Factors, Behavior System sections).
Summarize Patterns Analyzed

• Data Gathered
• Problem Behavior is Most Likely…
• Problem Behavior is Least Likely…
• Problem Identification Statement
• Goal Statement
• Suspected Function of the Behavior
• Hypothesis Statement
Classroom Problem-Solving Process

Step 1: Identify and Analyze the Problem
What’s the problem and why is it happening?

Step 2: Develop the Plan
What do we do about it?

Step 3: Implement the Plan
How do we do it?

Step 4: Evaluate the Plan
(Response to Intervention)
Is it working?
Step 2: Develop the Plan

• Use the information gathered on Summarizing Patterns Analyzed to develop a plan for intervention within the classroom.

• The Classroom Intervention Plan should link various strategies to the hypothesis and include:
  • Classroom Expectations & Rules
  • Teaching Behavior
  • Classroom Procedures
  • Reward System
  • Responses to Problem Behavior
  • Modifications to the Environment and Curriculum & Instruction
# Classroom Expectations & Rules

**3-5 Positively Stated. Rules must be observable**

<table>
<thead>
<tr>
<th>1. Be Safe</th>
<th>2. Be Respectful</th>
<th>3. Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk in the Hallway, Use equipment appropriately</td>
<td>Be to Class on time, Use an indoor voice, Say Please &amp; Thanks</td>
<td>Bring your Organizer to class, Stay on task, and Do your Homework</td>
</tr>
</tbody>
</table>

## Teaching Behavior

*(how you will teach, when you re-teach, how you will remind students, etc.)*

- **Review daily in a.m.**
- **Language Arts and Reading** do a character analysis w/examples and non-examples of behaviors that characterize classroom expectations
- **Daily review in p.m.** ask students for examples of students meeting expectations/following rules
- **Get Character Education lessons** that correspond with expectations that they struggle with

## Classroom Procedures

*(daily routine, when to sharpen pencils, turn in homework, get a hall pass, etc.)*

- **A.M.** student responsibility to put homework in box, sharpen pencil, work on bell-work
- **Restroom** students may use the restroom before a.m. bell, 5 min before/after lunch transition, and 5 min before p.m. bell. In addition, students have 5 passes per grading period to use at other times.

## Reward System

*(in addition to school-wide tokens, how will you recognize appropriate behavior)*

- **Verbal feedback** throughout the day (4:1 target)
- **Parent contacts** for work completion and following expectations (2 week time period)
- **Lottery tickets** for following expectations during various periods across the day
- **Weekly Drawings** for free time, candy, first to be dismissed, HW pass, etc…
Step 3: Implement the Plan

• Decide on a start date
• Be sure those implementing the plan have been trained on it prior to starting
• Record data during implementation & use it to monitor effectiveness of the plan
• Provide regular feedback to teacher
Step 3: Implement the Plan

• Implementation monitoring
  (Is it really happening?)

• Establish plan for tracking individual and group performance
  • Daily tally of incidents and rating of task engagement
  • ODRs for classroom

• Determine schedule for monitoring
  • Implementation
  • Outcomes
What are we going to do?

• Match intervention type & intensity to student(s), setting, problem
• Interventions must focus on teaching replacement behavior or skill
• Select evidence-based interventions that match context of school/classroom culture
• Provide support for implementation
  – Training/coaching as needed
  – Evaluation of implementation integrity
Check for Intervention Effectiveness

- Daily tally of behavior incidents
- Daily rating of task engagement
- Office discipline referrals for that classroom
- Work products of students (accuracy, work completion)
- Number of students participating in discussions
- Time students spend on-task
- Student interviews
- Observation systems (BOSS)
Step 4: Evaluate the Plan

• Monitor and evaluate outcomes of the interventions to determine whether or not strategies are working

• Did we meet the intervention goal? (Review the **Goal Statement** on the Analyzing Patterns Worksheet)

• Are there
  – decreases in problem behavior?
  – increases in appropriate behavior?
  – achievement of broader goals?
  – durability of behavior change over time?
  – increases in academic achievement?
Step 4: Evaluate the Plan

• Is the plan working?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan to maintain the intervention (include generalization &amp; fading procedures)</td>
<td>• Modify existing plan or develop a new plan</td>
</tr>
<tr>
<td></td>
<td>• Consider referring back to problem-solving team if intervention isn’t working</td>
</tr>
</tbody>
</table>
Step 4: Evaluate the Plan

Outcomes of Successful Classroom PBS:
- Significant reduction in problem behavior
- Students are engaged more
- Students complete assignments/tasks
- Students follow classroom expectations & routines
- Teacher comments are positive
- Small number of students need individualized behavior support
Data-Based Decision Making

TIER 2
SUPPLEMENTAL SUPPORTS
Before You Consider Tier 2 Interventions

Tier 2/Targeted interventions are intended to impact the behavior of large numbers of students with similar behavior problems or causes for their behavior.
Tier 2: Targeted/Supplemental Interventions and Supports

- If a student is identified as needing Tier 2 supports, but has not had access to SWPBS (i.e. teaching, rewarding), then revisit SWPBS and/or review Classroom PBS using the Classroom Consultation Guide.

- If a student is identified as needing Tier 2 supports and has had access to SWPBS (i.e. teaching, rewarding), then identify and implement appropriate Tier 2 supports.

- If a student receiving Tier 2 supports is consistently reaching his/her goals, then determine whether to maintain or begin fading Tier 2 supports, but continue access to SWPBS.

- If a student receiving Tier 2 supports is consistently not reaching his/her goals, then determine if the supports were implemented with fidelity and/or adapt the supports to increase their effectiveness.

- If a student receiving Tier 2 supports is consistently not reaching his/her goals and the supports were implemented with fidelity, then determine the need to change the intervention, consult with the teacher, and/or implement Tier 3 supports by initiating the FBA/BIP process.
Is My School Ready to Implement Tier 2 Supports?

Tier 2 Essentials:

- Administrative support
  - Allocation of resources (planning and meeting time, money, materials, etc)
- Tier 1 implemented with fidelity (≥70% BoQ)
- Staff buy-in
- No significant changes in school climate
  - Administrative
  - Funding
  - Staff moral
- Tier 2 implementation is a top priority
Tier 2 Supports

Goals:

• Provide **remediation**
• **Prevent** problems from getting worse
• Provide a **continuum** of supports
• Identify and support students ‘at risk’ for not reaching behavioral expectations
• Provide **sufficient and appropriate interventions**
  – Teach new skills to assist students in reaching or exceeding behavioral expectations
Tier 2 Features

• Builds on school-wide expectations
• Matches the needs of the school (individualized)
• Supports/Interventions:
  • Similar across students
  • Function-based
  • Readily available on campus (materials/resources)
  • Begin within 30 days of referral
  • Provide data for progress monitoring
• Staff are easily trained on implementing interventions
• System for communicating progress
  • students, staff, and caregivers
Tier 2 Process

Includes:

• Collaborative problem solving
• Pre-determined decision rules
  • Selecting and prioritizing students
  • Making changes to interventions
  • Changing levels of support
• Appropriate, evidence-based interventions
• Checks for fidelity of implementation
Establishing a Tier 2 Team

Foundational System for Success

• ensures supports are provided to students for whom school-wide practices have not facilitated success

Structured Problem-Solving

• ensures effective intervention practices are implemented and monitoring for each student brought to the team
Tier 2 - Teaming

Tier 2 Team Responsibilities:

• Identify and prioritize students in need of Tier 2 supports
• Match student needs to interventions
• Monitor/coordinate implementation of interventions
• Monitor student progress
• Evaluate data and make decisions
• Communicate with all stakeholders (staff, caregivers)
• Identify staff professional development needs
• Monitor Tier 2 system
  • Number of students receiving support
  • Implementation fidelity
  • Student progress across interventions
Student Identification: A System or a Student Problem?

Tier 1 SWPBS:
- Was the student taught the school-wide expectations and rules?
- Did the student earn reinforcers for engaging in the school-wide expectations?

Gap Analysis (Classroom):
- Is the student’s problem behavior significantly different from his/her peers?
- Are effective instruction and behavior management occurring within the classroom?
  - If the answer is “No” to any of these questions, address the environment (SWPBS/Classroom) before considering Tier 2 supports.
Student Identification and Prioritizing for Tier 2 Supports

- Office Discipline Referrals
- Minor/Classroom Referral Forms
  - May identify students who never receive office referrals
- Nomination Process
  - 2-3 times/year
  - Top 3 externalizing & internalizing students
- Packaged/Normed Screening Tools
  - Check with your district
  - Cost-Benefit and Norm/Sample analysis
Tier 2: Targeted Group School Decisions

- Do we have groups of students that might benefit from a targeted intervention?
- Are any of the identified students **NOT** contacting our SWPBS system?
Is there a group of students with >5 ODRs?

There are 10-15 students identified.
Tier 2: Targeted Group School Decisions

• Based on the types of problem behaviors, what targeted group interventions are needed?
• Based on the functions of problem behaviors, what targeted group interventions are needed?
What are the behaviors that are getting referred the most?
Disrespect and Aggression may signal need for targeted group.
Why is the behavior occurring?

Are there functions that might point to targeted group?

50% of ODRs are for escape. Perhaps academic interventions?
Office Discipline Referrals May Not Be Enough

• ODRs may not identify all students in need of Tier 2 supports:
  • Settings with persistent or more disruptive behaviors may not generate office referrals
    • Alternative placements
    • ESE, self-contained classrooms
  • Internalizing behaviors
  • Multiple ‘minor’, but few ‘major’ referrals
  • Low or non-referring teachers

Kincaid, Childs, & Putnam, October 2007
Teacher Nomination Form

School: __________________________

Teacher: __________________________

Grade(s): __________________________

Type of Class (e.g., regular ed., reading): __________________________

Date: __________________________

**Step 1:** Identify all students in your class, or across your day, who are of concern to you on two categories of inappropriate behavior: **externalizing** and **internalizing** behaviors. Middle school, high school, specials, or any other teachers, identify the top students of concern across your day rather than by class or period.

**Externalizing Behaviors:** Behaviors that are displayed outwardly by the child towards an external social event in the environment. These behaviors typically occur too often or too much.

**Internalizing Behaviors:** Behaviors that are displayed inwardly towards self. These behaviors typically are self-imposed, do not occur frequently, and appear to allow the student to avoid social events.

<table>
<thead>
<tr>
<th>Examples of Externalizing Behaviors</th>
<th>Examples of Internalizing Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression toward others or things</td>
<td>Exhibits sadness or depression</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>Diminished social interactions (sleeps a lot)</td>
</tr>
<tr>
<td>Non-compliance</td>
<td>Teased or bullied by peers</td>
</tr>
<tr>
<td>Disruptive (out of seat, calling out)</td>
<td>Does not participate in games</td>
</tr>
<tr>
<td>Arguing</td>
<td>Overly shy or timid</td>
</tr>
<tr>
<td>Defiance</td>
<td>Acts fearful</td>
</tr>
<tr>
<td>Stealing</td>
<td>Does not stand up for self</td>
</tr>
<tr>
<td>Not following directions</td>
<td>Self-injury (cutting self, head banging)</td>
</tr>
<tr>
<td>Tantrums</td>
<td>Withdrawn, avoids social situations/interactions</td>
</tr>
</tbody>
</table>
Approved Commercial Screeners: Office of Special Education Programs (OSEP)

- **SSBD**: Systematic Screening for Behavior Disorders
  - Walker & Severson (K-6 only)
- **SSBS**: School Social Behavior Scale
  - Merrell, (K-12)
- **Revised Problem Behavior Checklist**
  - Quay & Peterson (Ages 5-18)
- **ECBI**: Eyberg Child Behavior Inventory
  - Eyberg & Ross (Ages 2-17)
- **SESBI**: Sutter-Eyberg Student Behavior Inventory
  - Sutter & Eyberg (Ages 2-17)
- **SRSS**: Student Risk Screening Scale - Drummond
- **CRS-R**: Conner’s Rating Scales, Revised (Ages 3-17)
<table>
<thead>
<tr>
<th>#</th>
<th>Student Name</th>
<th>Date of Referral</th>
<th>Grade</th>
<th>Gender</th>
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<th>ESE Status</th>
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<th>Secondary Referral Source</th>
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</table>
Tier 2 Interventions
Matching Students

RtI:B 4-Step Problem-Solving Process

• Step 2: Analyze the problem
  • Determine probable function of behavior
    • get/obtain; avoid/escape

• Step 3: Intervention design
  • Identify a Tier 2 intervention or customize an intervention that is linked to the function
Tier 2: Targeted Group
Selecting Interventions

• Selection based on function
  – Adult attention
    • Behavior Education Program
    • Adult attention direct social skills instruction
  – Peer attention
    • Behavior Education Program
    • Peer attention direct social skills instruction
    • Mentoring
  – Gain tangible/activity
    • Direct social skills instruction
Tier 2: Targeted Group
Selecting Interventions

• Selection based on function
  – Task escape maintained
    • Escape maintained direct social skills instruction
    • Academic instruction
    • Homework club
  – Attention escape maintained
    • Escape maintained direct social skills instruction
Guiding Questions:

1. Has the strategy been reviewed and evaluated for ‘standards of evidence’ by an organization such as ‘What Works Clearinghouse’?
2. If not, is there any evidence that the strategy has been researched? (e.g., journal articles, book chapter, report from developer, etc.)
3. Does the strategy have a manual or a guide that describes each of the steps and procedures so that anyone would be able to use the strategy with the student?
4. Does the strategy include a method of evaluating whether it is being implemented as intended? (i.e., with fidelity)
5. Can the strategy be implemented without regular and/or intensive involvement from the developer?
Examples of Tier 2 Interventions

• Check-in/Check-out
  – Behavior Education Program (BEP)
• Brief mentoring
• Social Skills groups
  – Skillstreaming, LEAPS
• Conflict resolution, problem solving groups, bullying
  – I Can Problem Solve, PREPARE, Steps to Respect
• Anger management groups
  – Second Step
• Support groups
• Classroom-level interventions
  – CHAMPS
RtI:B 4-Step Problem-Solving Process

• **Step 4: Response to Intervention**
  - Assists Tier 2 team in determining how students are responding to the intervention
  - Provides data for decision-making on next steps
  - Addresses fidelity of implementation
  - Monitor both student progress and system process
Monitoring Student Progress

Tier 2 student progress monitoring system:

- Assess specific skills
- Sensitive to small increments of growth over time
- Administered efficiently and repeatedly (quickly and easily)
- Easily summarized in teacher/parent-friendly formats for communication purposes (graphs)
- Structured so that comparisons can be made across students
- Have direct relevance to intervention development for specific skills
# Behavior Report Card

Adapted from Crone, Horner & Hawken (2003)

**Name:** Sally Mae  
**Date:** 2/1/08

**Rating Scale:**
- 3 = Good day
- 2 = Mixed day
- 1 = Will try harder tomorrow

## GOALS

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<th>3rd</th>
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<td>3</td>
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<td>3</td>
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<td>3</td>
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<tr>
<td><strong>BE PREPARED</strong></td>
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<td>1</td>
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<td>3</td>
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<td>3</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>

**Teacher Comments:** I really like how...

---

**Parent Signature(s) and Comments:**

---

[FLBPS homepage...Resources...Tier 2... Progress Monitoring...Behavior Report Card]
FLPBS Tier 2 Progress Monitoring Tool

### Percentage Calculator

<table>
<thead>
<tr>
<th>Enter total # of points POSSIBLE</th>
<th>Enter total # of points EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>here: 100</td>
<td>here: 50</td>
</tr>
</tbody>
</table>

Percent Total Points = 50%

Remember to SAVE your work!

<table>
<thead>
<tr>
<th>DATE</th>
<th>Percent Total Points</th>
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</tbody>
</table>
Lack of student progress:

- Is the intervention being implemented with fidelity?
- Do we have the right intervention?
- Does it match the function?
- Do we have the right function?
- Does the student need additional supplemental supports?
- **YouTube - Cleaning Snow Off The Wrong Car**
Data Collection

Progress Monitoring Frequency

Several times a day
Daily

Once a day
Several times a week
1-2x/week

1-2x/Month
Monthly

ODRs
School-Wide Measures

People Collecting Data

Direct Observation
Behavior Rating Scale

Behavioral Expertise

Teachers
Paraprofessionals
Guidance
School Psychologist

Teachers
Anyone

Daily Progress Reports
Checklists
Structured Interviews
Permanent Products
CICO Average Daily Points By Student Report
August 26 - September 20, 2009

Max Number of Days where Score Possible: 18

Days with Score | Student

- Bob Bo: 18
- Snoopy Brown: 18
- John Candy: 18
- Darren Kincaid: 18
- Janice Zimmerman: 18
Student: Snoopy Brown

CICO Individual Student Period Report
August 26 - September 20, 2009

Max Number of Days where Score Possible: 18

Avg Daily % of Total CICO Points

Period | Number of Periods with Score
1 | 18
2 | 18
3 | 18
4 | 18
Fidelity of Implementation

• Interventions are implemented as intended
• Necessary to evaluate student response to intervention
• Considerations
  – What are the essential components of an intervention?
    • Dosage: amount of time intervention is to be implemented (e.g., frequency, duration of intervention, etc.)
  – How will you determine the accuracy of each component?
Specific Intervention Fidelity

- **Permanent products**
  - Worksheets, posters, etc…
  - CICO: Sample check-in records, Behavior Report Cards (Hawken & Horner, 2003)

- **Curriculum-Specific Checklists (BEP, Steps to Respect)**

- **School-Generated Checklists** (Iovannone, 2009)

- **Self-Assessments vs. Outside Observer Assessments**
  - Student outcomes guide use
Suggestions for Making Fidelity Checks More Positive

- Clear supportive purpose
  - Fidelity check is a coaching tool
  - Assistance vs. assessment
  - Clarity on who has access
  - Review with teacher prior to implementation
- No surprises
- NOT connected to evaluation
- Clear expectations and procedures
- Teacher rates self first
# Daily Behavior Plan Checklist - CICO Teacher

<table>
<thead>
<tr>
<th>Teacher/Observer:</th>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
</table>

## Steps of Intervention  

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Implemented?</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeted/prompted student(s) at beginning of each class/activity</td>
<td>Yes/No/NA</td>
<td>Y = 1, N = 0, NA = NA</td>
</tr>
<tr>
<td>2.</td>
<td>Reinforced/prompted student during class</td>
<td>Yes/No/NA</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Rated DPR at end of each class/activity</td>
<td>Yes/No/NA</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Reviewed DPR ratings with student at end of each class/activity</td>
<td>Yes/No/NA</td>
<td></td>
</tr>
</tbody>
</table>

## Implementation Scores

(Total Y’s/Total Y’s + N’s in column)
Tier 2 Systems-Level Fidelity

- **System data analysis:**
  - Is the intervention implemented with fidelity across students?
  - Is the intervention effective overall? (i.e. Is it working for anyone?)

- **Examples of system data tools:**
  - Benchmarks for Advanced Tiers (BAT)
  - PBS Implementation Checklist (PIC)
## Tier 2 Intervention Summary 2009/2010 Academic Year

### School Name: Snow White

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social Skills Groups</th>
<th>Simple Tier 2 Interventions with Individualized Features</th>
<th>A.R.T.</th>
<th>Lunch Buddies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
</tr>
<tr>
<td>August</td>
<td>3</td>
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<td>7</td>
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<tr>
<td>September</td>
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**Definition of response** (Please list below how your school defines 'response' at each of the six levels of intervention):

Responding to **Check-in Check-out (CICO)**
80% of points per week

Responding to **Social/Academic Instructional Groups:**
**Skillstreaming**—80% (being rated at least a "4" in the skills identified as deficits)

Responding to **Simple Tier 2 Interventions with individualized features** (e.g., extra checks in CICO):

Responding to **ART**

Responding to **Lunch Buddies:**
75% reduction in ODRs within 4 weeks

Adapted From Illinois PBIS Network 8/2008
Decisions

- **Student is making adequate progress**
  - Continue intervention?
  - Fade intervention?
  - Look at generalization?

- **Student is not making adequate progress**
  - Modify intervention?
  - Is the intervention being implemented with fidelity?
  - Discontinue intervention and/or consider alternatives?
  - Consider Tier 3 supports (FBA)?
What Decision?

Jon Smith

Date
Percent Total Points

8/20/08
8/27/08
9/3/08
9/10/08
9/17/08
9/24/08
10/1/08
10/8/08
10/15/08
10/22/08
10/29/08

0
10
20
30
40
50
60
70
80
90
100

0
10
20
30
40
50
60
70
80
90
100

8/20/08
8/27/08
9/3/08
9/10/08
9/17/08
9/24/08
10/1/08
10/8/08
10/15/08
10/22/08
10/29/08

Date
Percent Total Points
What Decision?

Sally Jones

Date
Percrent Total Points

8/20/2008
8/27/2008
9/3/2008
9/10/2008
9/17/2008
9/24/2008
10/1/2008
10/8/2008
10/15/2008
10/22/2008
10/29/2008

0
10
20
30
40
50
60
70
80
90
100

Percent Total Points

Date
Team Data-Based Decisions

Targeted Interventions Summary Sheet

CICO

- Number of Students on CICO: _____________
- Of students on CICO, number who met their goal each of the last two weeks (% points earned): ________
- Students who did not meet goal each of the last two weeks:

<table>
<thead>
<tr>
<th>Student</th>
<th>Hypothesized Reason for Lack of Progress</th>
<th>Ideas for Next Steps</th>
</tr>
</thead>
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</table>

Other Targeted Interventions

- Number of Students on other targeted interventions: ________________
- Of students on other targeted interventions, number met their goal each of the last two weeks: ______
- Students not making progress to be discussed at IPBS meeting:

<table>
<thead>
<tr>
<th>Student</th>
<th>Hypothesized Reason for Lack of Progress</th>
<th>Ideas for Next Steps</th>
</tr>
</thead>
<tbody>
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</table>

Other Concerns for the Team
Data-Based Decision Making

TIERS 3 & 4

INTENSIVE INDIVIDUAL SUPPORTS
Tier 3: Intensive/Individuated Interventions and Supports

• If a student is identified as needing Tier 3 supports, but has not had access to targeted/supplemental supports, then revisit Tier 2 supports.

• If a student is identified as needing Tier 3 supports and has had access to targeted/supplemental supports, then identify and implement appropriate Tier 3 supports and determine need to maintain Tier 2 supports.

• If a student receiving Tier 3 supports is consistently reaching his/her goals, then determine whether to maintain or begin fading Tier 3 supports, and/or access Tier 2 supports.

• If a student receiving Tier 3 supports is consistently not reaching his/her goals, then determine if the supports were implemented with fidelity, and/or adapt the supports to increase their effectiveness.

• If a student receiving Tier 3 supports is consistently not reaching his/her goals, and the supports were implemented with fidelity, then review the functional assessment and the behavior plan to determine if the correct function was selected, the interventions match the function, and/or the plan was implemented with fidelity.
Tier 3: School Data

- ODRs
- Teacher rankings and ratings of students (SSBD, TRF, etc.)
- Behavior Rating Scale
- Behavior Observation Forms
- Intervention Fidelity Measures
  - BAT
  - I-SSET
  - PTR Fidelity Measure
Tier 3: School Decisions

- Are there students with a large number of ODRs (top 5% of students with ODRs)?
Office Discipline Referrals

Why did the universal, classroom, and targeted interventions not result in a sufficient response to intervention?

Consider individual interventions

Are there students with >10 ODRs?

Six students meet that criteria!
Student Identification

• Teacher nomination or referral
• All teachers may complete rating scale on nominated students
  – CBCL-TRF
  – SSBD
  – SISS
  – BASC-2
• Students non-responsive to group/targeted interventions are considered for individual PBS
Tier 3: School Decisions

• If students do not attain 70-80% of possible scores on BPR, they are not responding to the targeted intervention:
  – should be considered for more intensive, individual PBS
  – data collection forms such as the *Daily Progress Report* can effectively track and evaluate student progress

• Tier 3 supports are consistent with the principles of Tiers 1 and 2

• Students may receive all three Tiers of support
<table>
<thead>
<tr>
<th>Problem ID</th>
<th>Expectation</th>
<th>Weeks</th>
<th>Student</th>
<th>Peers</th>
</tr>
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<td>12</td>
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</table>
Problem ID

Weeks

WPM

Expectation

Peers

Student

This product was developed by Florida’s Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
Problem ID

- Expectation
- Peers
- Student

Weeks

WPM
Evaluating the effectiveness of the intervention

- Is intervention evidence-based?
- How effective is this intervention with students from similar backgrounds?
- How intense is the intervention? – the dosage (time and focus of intervention)
- Was the intervention implemented as planned?
What is a “Sufficient” Response to Intervention

• **Positive Response**
  – Gap is closing
  – Can extrapolate point at which target student will “come in range” of peers – even if this long range

• **Questionable Response**
  – Rate at which gap is widening slows considerably, but gap is still widening
  – Gap stops widening but closure does not occur

• **Poor Response**
  – Gap continues to widen with no change in rate
Positive Response to Intervention

![Graph showing expected and observed trajectories over time. The expected trajectory is a solid line, while the observed trajectory is a dashed line.](image)
Responses and Intervention Decisions

Positive

• Continue intervention with current goal
• Continue intervention with goal increased
• Fade intervention to determine if student(s) have acquired functional independence.
Questionable Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Responses and Intervention Decisions

Questionable

– Was intervention implemented as intended?

• If no - employ strategies to increase implementation integrity

• If yes - increase intensity of current intervention for a short period of time and assess impact.
  – If rate improves, continue.
  – If rate does not improve, return to problem solving.
Poor Response to Intervention

Performance vs. Time

Expected Trajectory

Observed Trajectory
Responses and Intervention Decisions

**Poor**

– Was intervention implemented as intended?

  • If no - employ strategies in increase implementation integrity

  • If yes -

    – Is intervention aligned with the verified hypothesis? (Intervention Design)

    – Are there other hypotheses to consider? (Problem Analysis)

– Was the problem identified correctly? (Problem ID)
Tier 3:
School Evaluation

- Data collection forms such as the *Daily Progress Report* and the *Behavior Rating Scale* can effectively track and evaluate progress of groups of students.

- A wide variety of other individual data collections forms/systems can also be utilized.
The Behavior Rating Scale

• A rating of the recorder’s perception of the occurrence of behavior
  – Extremely effective in getting data
  – Time efficient
  – Measure of change in behavior
• Completed as a whole day measure or during specific times of the day
• Recorder scores on a scale of 1 to 5 that is defined for each behavior
BRS Advantages/Disadvantages

• ADVANTAGES:
  – Still quick and easy to fill out.
  – Sensitive to smaller changes in student behavior.
  – Anchors allow for better reliability on day-to-day ratings.

• DISADVANTAGES:
  – Training is necessary for staff to use anchors properly;
  – Additional training will be needed to avoid drift.
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hitting</strong></td>
<td><strong>Behavior</strong></td>
</tr>
<tr>
<td>8 or more times</td>
<td>5 5 5 5 5 5 5 5 5 5 5</td>
</tr>
<tr>
<td>6-7 times</td>
<td>4 4 4 4 4 4 4 4 4 4 4</td>
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<td>4-5 times</td>
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<tr>
<td>0-1 times</td>
<td>1 1 1 1 1 1 1 1 1 1 1</td>
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<tr>
<td><strong>Profanity</strong></td>
<td><strong>Behavior</strong></td>
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<td>12-15 times</td>
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<td>8-11 times</td>
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<tr>
<td>4-7 times</td>
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<td><strong>Requesting</strong></td>
<td><strong>Attention/Assistance</strong></td>
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<tr>
<td>0-10%</td>
<td>1 1 1 1 1 1 1 1 1 1 1</td>
</tr>
</tbody>
</table>

Does the teacher perceive the problem as decreasing?
80% or greater decrease in rating of “hitting”
Tier 3: School Evaluation

- **Individual Student Systems Evaluation Tool (I-SSET)** - The I-SSET is a research tool used to annually evaluate the implementation status of individual student systems within a school. The results of the I-SSET provide an overall mean score for individual student system implementation and three sub-scale scores (systems foundations, targeted interventions and intensive individualized interventions.)
Benchmarks for Advanced Tiers (BAT)

- 50-60 items for Tiers 2 and 3
- Subsections
  - Implementation of Tier 1
  - Tier 2-3 Foundations
    - Commitment
    - Student Identification
    - Monitoring and Evaluation
  - Tier 2: Targeted Interventions
    - Tier 2: Support Systems
    - Main Tier 2 Strategy Implementation
    - Tier 2: Monitoring and Evaluation
  - Tier 3: Intensive Interventions
    - Tier 3: Support Systems
    - Tier 3: Assessment
    - Tier 3: Implementation of Interventions
    - Tier 3: Monitoring and Evaluation
Tier 3: School Evaluation

• The **PTR Implementation Checklists** allows an outside observer to measure:

  – Whether the intervention was implemented (adherence)?

  – If the intervention was done accurately (quality)?
## PTR Implementation Checklist

**Recorder:**

**Student:**

**Teacher:**

**Date:** ____________

**Time:** _______________

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Was the intervention implemented? <em>(Adherence)</em></th>
<th>Was the intervention done accurately? <em>(Quality)</em></th>
<th>Fidelity Score</th>
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</thead>
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<tr>
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<td>Y/N = 1</td>
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<td>NA/NA = NA</td>
</tr>
</tbody>
</table>

### Implementation Scores

*(Total Y's/Total Y's + N's in column)*

### Total Implementation/Fidelity Score

*(Total Y's/Total Y's + N's across 2 domains)*
Questions
Directors: Rob Horner & George Sugai
USF: Don Kincaid, Heather George, & Glen Dunlap
http://flpbs.fmhi.usf.edu

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What’s new?

Live TA Chat: Alternatives to Suspension
5/5/2010 8:30:00 AM

Pinewood Elementary Discipline Flow Chart
4/14/2010 2:08:00 PM

Next Live TA Chat: 4/12/2010

Calendar

03/10/2011 - 03/12/2011 8th International APBS Conference

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http://pbs.cbcbs.usf.edu/
Resources

Heather Peshak George, Ph.D.
– FL PBS: RtI:B Project at USF
– Co-PI, Co-Director & PBIS Research Partner

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