D1: Identifying Students for Advanced Tiers
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Skill-Building Workshop: August 15, 2012
State-wide PBIS Leadership Conference: Wisconsin Dells, WI

**Agenda**

- MTSS and Problem-Solving Process
- Advanced Tiers/Supports
  - Benefits
  - Teaming
  - Process and Procedures:
    - Identifying and prioritizing students
    - Interventions and implementation
    - Progress monitoring
    - Data-based problem-solving
- Resources

**Tier 1 Foundation**

**Tier 1 PBS**

- ≥70% on the Benchmarks of Quality (BoQ).
- Add first 27 items on PBS Implementation Checklist (PIC). Total score should be ≥ 41.

**Multi-Tiered System of Supports (MTSS)**

**What happens if we continue despite these issues?**

- Lack of solid Tier 1 foundation
- Too many students identified
- Strain on resources
- Reluctance to identify students in Tier 2
- Skill frustration
- Limited support options for students in need
- Unmet student needs
**Advanced Tiers**

**Benefits**
- Improved structure to prevent problems from getting worse
- Students "set up" for success
- Increases contingent feedback
- Applied across school settings
- Provides a continuum of supports
- Provides sufficient and appropriate interventions

**Tier 2 Process**
- Builds on the Tier 1 expectations
- Collaborative teaming and data-based problem-solving
- Matches the needs of each school
- Pre-determined decision rules
  - Selecting and prioritizing students
  - Making intervention changes
  - Increasing/decreasing levels of support
- Monitors implementation fidelity
- System for communicating progress
  - Students, staff, and families

**Team Responsibilities**
- Identify and prioritize students
- Match student needs to interventions
- Monitor/coordinate interventions
- Data-based problem-solving
- Communicate with all stakeholders
- Identify staff professional development needs
- Monitor Tier 2 system
  - Number of students receiving support
  - Implementation fidelity
  - Student progress across interventions

**Problem-Solving**

**Step 1: Problem Identification**
- What problem behaviors are occurring?
- When and Where are the problem behaviors occurring?
- Who is involved?

**Step 2: Problem Analysis**
- Why are problem behaviors occurring? What is the function?

**Step 3: Intervention Development and Implementation**
- Match interventions to function

**Step 4: Progress Monitoring and Evaluation**
- Response to Intervention
System or Students

Step 1: Problem Identification

- If students spend a lot of time in environments that generate a high rate of problem behavior…
- If students spend time with adults who do not teach and/or reward appropriate behavior…

*the environment may be contributing to the students’ problem behavior*

System Review

Tier 1 System:

- Is Tier 1 effective for ~80% of the students?
- 0-1 ODRs for most students
- Is implementation consistent and ongoing across staff?
  - Teaching, rewarding and proactive discipline are occurring throughout the year
- Were students taught the Tier 1 expectations and rules?
- Have the students earned reinforcers for engaging in the Tier 1 expectations?

System or Students

Step 1: Problem Identification

- If students spend a lot of time in environments that generate a high rate of problem behavior…
  - OR
- If students spend time with adults who do not teach and/or reward appropriate behavior…

*the environment may be contributing to the students’ problem behavior*

Classroom System

Module 3: Tier 2 Online Training

- Review Classroom Data:
  - Classroom tracking forms
  - Classroom Assistance (Assessment) Tool (CAT)
  - Positive Environment Checklist
- Implement the Problem-Solving Process
  - Resources:
    - Classroom Consultation Guide
    - Online Tier 2 training Module 3
    - Classroom PBS plan

Classroom Consultation Guide

Who Should Use the Guide?

- Individuals and/or teams supporting classroom teachers
  - Tier 1 team, RTI team, School Psychologist, Guidance Counselor
  - Classroom teachers

Purpose of the Guide:

- Provide a variety of tools to assess classroom systems
  - Environment, Behavior System, Curriculum & Instruction
- Identify, assess, & evaluate classroom systems using data
- Utilizes a 4-step problem-solving process to determine appropriate interventions and evaluate effectiveness

http://pbis.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf

Classroom Review

Classroom Tier 1:

- Are fewer than 40% of referrals coming from the classroom?
- Are effective instruction and behavior management occurring within the classroom?
- Is the student’s problem behavior significantly different from peers? (i.e., more intense, more frequent, lasts longer)

*If the answer is “No” to any of these questions, address the environment before considering Tier 2 supports.*
Identifying Students for Tier 2 Supports

Student Identification:
- Tier 1 interventions impact ~80% of the students
- ODRs alone may not be enough to identify students in need

Screening Tools:
- Office discipline referrals
- Classroom tracking form
- Nomination process
- Commercial screening tools

Office and Classroom Referrals

Office Discipline Referral (Major) Decision Points:
- Students with 2 ODRs by October
- ODRs alone may not identify students needing Tier 2 supports
- Settings with persistent or more disruptive behaviors may not generate office referrals
- Alternative placements, ESE, self-contained classrooms
- Low or non-referring teachers
- Students with ‘internalizing’ behaviors

Multiple Classroom Incidents (Minor):
- Students ‘at risk’ for more severe problem behavior
- Truancy, tardies, low levels of defiance/disrespect
- Decision points need to be determined by the Tier 2 team

Nomination Process

Nominations:
- Identifies students who may never receive an ODR, but demonstrate problem behavior
- Teachers or grade-level teams nominate and rank-order students based on behaviors of concern
- Standard nomination form
- Completed 2 to 3 times/year
- Identify top 3 students
- Externalizers
- Internalizers
- Students prioritized based on data

Nomination Considerations

Nomination Process:
- Staff training
- Decision rules
- Number of teachers requesting support exceed resources
- Staff notification of students receiving support
- Timeline for nomination decision (~10 days)
- Timeline for providing supports to students (~30 days)
- Family notification if child is nominated (What is needed?)
Prioritizing Students

Next Steps:
- We have 1500 students on campus and just identified 300 students (20%) in need of Tier 2 supports using the nomination process. We can’t possibly provide supports for that many students. What do we do now?
- Prioritize!

Analyzing Data

- Where do the data come from?
  - Nomination form
  - District database
  - Early warning system

- Who
  - Teachers
  - Team
    - Grade level
    - PBS/RtI Team
  - Data clerk

Scenario: Prioritizing Students

Scenario:
- Your grade-level teams have completed the team nomination form. Your school’s current resources can only provide Tier 2 supports for 5 additional students.

Problem-Solving

Step 2: Problem Analysis

Step 1: Problem Identification
- What, when, where and who?

Step 2: Problem Analysis
- Why are problem behaviors occurring?
- What is the function of the behavior
- Hypothesis development

Step 3: Intervention Development and Implementation
- Match interventions to function

Step 4: Progress Monitoring and Evaluation
- Response to Intervention
Problem Analysis

• After identification and prioritization, the data reflect 10 students are receiving referrals for disruption from a variety of class periods and teachers.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bell rings indicating the beginning of class</td>
<td>10 students are tardy to their respective class</td>
<td>Students receive referral from respective teacher</td>
</tr>
</tbody>
</table>

• Based on ODR data:
  • Six students are late to class to avoid academic tasks
  • Four students are late to class to gain attention

Tier 2 Interventions

• Check-In/Check-Out (CICO)
  • Behavior Education Program (BEP) K-6
  • Behavior Education Program + organizational skills (6-12)

• Anger management groups
  • Second Step (K-8)

• Problem Solving; Anti-Bullying
  • I Can Problem Solve, PREPARE (6-12), Steps to Respect (9-12)

• Social Skills
  • Skillstreaming (K-12), LEAPS

• Classroom-level interventions
  • CHAMPS
  • Brief mentoring
  • Support groups

Problem-Solving

Step 3: Intervention Design

Step 1: Problem Identification
• What, when, where and who?

Step 2: Problem Analysis
• Function of behavior and hypothesis development

Step 3: Intervention Plan and Implementation
• Determine skills to teach and reward
  • Align skills with the school-wide expectations
  • Match interventions to behavioral function

Step 4: Progress monitoring and Evaluation
• Response to Intervention

Advanced Interventions

Features:
• Evidence-based
• Matched to function of behavior
• Consistent with Tier 1 expectations
• Continuously available and easily accessible
• Begin within 30 days of referral
• Minimal time commitment for classroom teachers
• Teachers easily trained on implementation
• Provide data for progress monitoring
• Consistent across most students, but has some flexibility
• Process for informing students and families, and obtaining consent

Data Collection

Progress Monitoring
Frequency
Once a day
Several times a week
1-2x/month
1-2x/month
Monthly
People Collecting Data
Teacher
Paraprofessionals
Guidance
School Psychologists
School-Wide Measures
ODR, ISS, CSS, Attendance, Grades, ESE Referrals, etc.

Behavioral Expertise
Teachers
Anyone

Direct Observation Behavior Rating Scale
Behavioral Report
Checklist
Structured Interview
Permanent Products
Monitoring Student Progress

Tier 2 Monitoring Tool Features:
- Assess specific skills
- Sensitive to small increments of change over time
- Administered efficiently and repeatedly (quick/easy)
- Easily summarized in teacher/family-friendly format for communication purposes (graphs)
- Able to compare progress across students

Daily/Weekly Monitoring Tools:
- Daily point sheets
- Behavior Rating/Report Cards
- Frequency counts of behavior (teacher and/or student)

Tracking and Graphing Student Progress

Tools:
- School-Wide Information System
  - www.swis.org
- Florida’s PBS Excel file
  - http://flpbs.fmhi.usf.edu – Resources; Tier 2; Supplemental
- Files created by your district IT department

FLBPS Tier 2 Progress Monitoring Tool

FLPBS homepage; Resources; Tier 2; Progress Monitoring; Spreadsheet

FLPBS Tier 2 Tracking Tool

FLPBS homepage; Resources; Tier 2; Progress Monitoring; Spreadsheet
Lack of student progress:
• Is the intervention being implemented with fidelity?
• Does the intervention match the function of behavior?
• Has the correct function been identified?
• Has the appropriate intervention been implemented?
• Does the student need additional supplemental supports?

How do we decide?
Who, What, When…
• Student is responding positively: What next?
  • Continue intervention
  • Fade intervention
  • Look at generalization
• Student has a questionable or poor response: What next?
  • Modify intervention
  • Check fidelity of intervention implementation
  • Discontinue intervention and/or consider alternatives
  • Consider Tier 3 supports (FBA)

Making Data-Based Decisions

Response to Intervention

Practice: Next steps?
Jon Smith

Percent Total Points

Date
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

Performance
Expected Trajectory
Position
Questionable
Poor

Observed Trajectory
Time

Jon

Performance
Expected Trajectory
Position
Questionable
Poor

Observed Trajectory
Time

Performance
Expected Trajectory
Position
Questionable
Poor

Observed Trajectory
Time

Performance
Expected Trajectory
Position
Questionable
Poor

Observed Trajectory
Time

Performance
Expected Trajectory
Position
Questionable
Poor

Observed Trajectory
Time
**Guiding Questions:**

- How does your school measure a student’s behavioral progress?
  - Positive response
  - Questionable response
  - Poor response
- How does your school allow for cultural differences when comparing a student to his/her peers?
- How does your school monitor fidelity of intervention implementation?
- How does your school/district collect and analyze Tier 2 data?

**Example:**

- Bob just moved to your school. His teacher refers him to the Tier 2 team due to concerns about his behavior.

**Guiding Questions:**

- Has Bob been taught the Tier 1 expectations?
- Has Bob had access to Tier 1 rewards?
- Does Bob’s behavior occur only in the classroom or across other settings?
- Are classroom expectations and rules posted?
- Are additional supports needed in the classroom?

**Example:**

- Sara is referred to the Tier 2 team by her teachers because she engages in disruptive behavior in several classes. (i.e. calling out, talking with peers and getting out of her seat)

**Guiding Questions:**

- Teachers indicate Sara has been taught the Tier 1 expectations.
- Sara has earned school ‘bucks’ and attended some reward events.
- Sara’s teachers are not experiencing problems with other students.
- Classroom rules are posted.

**Decision Point:**

- Additional supports are needed

**Example:**

- Brian has participated in CICO for the past month. He has met his goal of earning 80% of his points for the past 2 weeks.

**Discussion:**

- Has Brian continually made progress throughout the month having participated in CICO?
  - Yes. Over the past 2 weeks, Brian has continually met his goal, by earning 80% of his points.
  - Some days, Brian has earned 100% of his points
- How does Brian feel about the progress he has made?
  - He reports feeling good about the progress.

**Decision Point:**

- Consider fading CICO from daily to once per week
**Decision Points**

**Example:**
- Josie attended a social skills group for 6 weeks. Some days she earned her points, but other days her behavior has declined, especially in math.

**Discussion:**
- Does the intervention match the function of behavior?
  - Yes, the correct function is addressed by the intervention.
- Is the intervention being implemented with fidelity in all classes?
  - The intervention is being implemented with fidelity in all classes.
- Is Josie making progress?
  - She understands the goals and we are progress monitoring. She is demonstrating a poor response.

**Decision Point?**

**See Session E1:**

**Benchmarks for Advanced Tiers (BAT)**

**Enroll now for Summer!**

Courses taught by:
- Don Kincaid
- Heather George
- Lise Fox
- Kwang Sun Blair

Completely on-line

Program web site at:
[http://pbs.cbcs.usf.edu/](http://pbs.cbcs.usf.edu/)

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