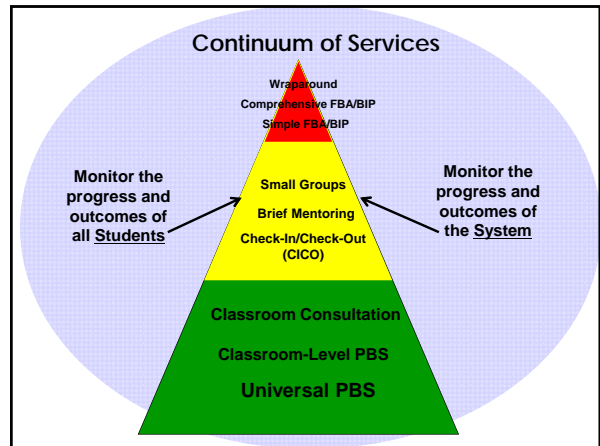

D1: Identifying Students for Advanced Tiers
 Heather Peshak George, Ph.D.
 University of South Florida
 Skill-Building Workshop: August 15, 2012
 State-wide PBS Leadership Conference: Wisconsin Dells, WI

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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

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

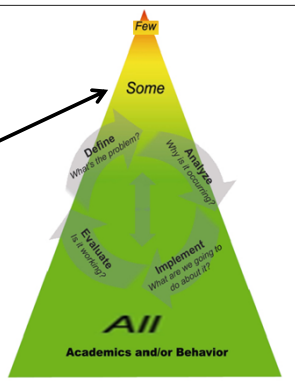
Multi-Tiered System of Supports (MTSS)

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.

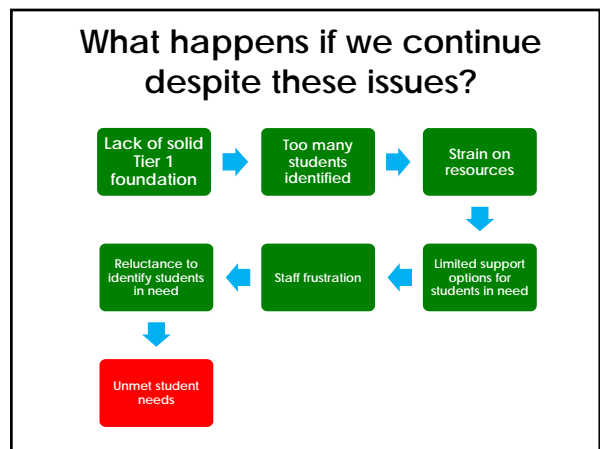
Tier 2: Supplemental Interventions & Supports
 More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

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



Define Why is the problem?
 Analyze Why are we here?
 Evaluate if necessary
 Implement What are we going to do about it?
All
 Academics and/or Behavior

(FL Rtl State Transformation Team, Dec. 2009)



Advanced Tiers




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Teaming

Essential Members:

- **Administrator:**
 - Resource allocation
- **Communication:**
 - Tiers 1 and 3 for behavior and academics
- **Content Knowledge:**
 - Behavior, Tier 2 evidence-based interventions, legal guidelines
- **Data 'Expert':**
 - Progress monitoring, implementation fidelity, evaluation




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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



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Team Responsibilities

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




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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



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Problem-Solving Step 1: Problem Identification

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



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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



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Miss Bence liked to go over a few of her rules on the first day of school.

Ineffective instruction and poorly structured environments may set the stage for poor student outcomes.

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?



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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
- <http://usf.adobeconnect.com/classroompbsplan>



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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.



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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://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf>



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Identifying Students for Tier 2 Supports

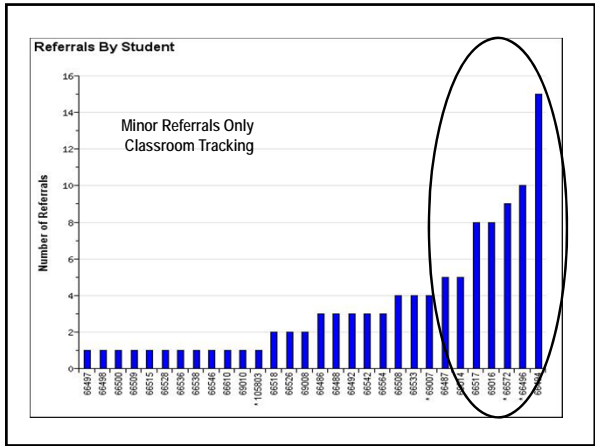
Student Identification:

- 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

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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):

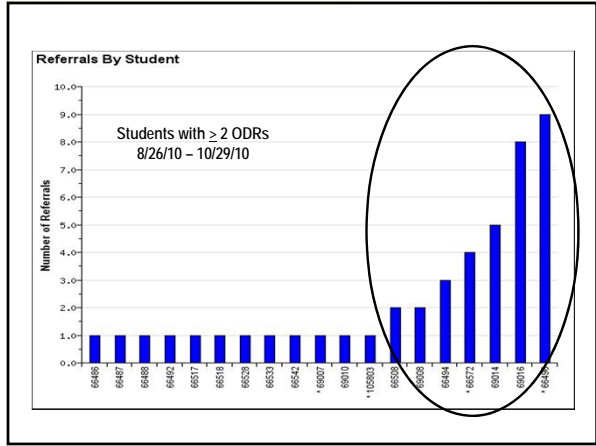
- Students 'at risk' for more severe problem behavior
- Truancy, tardies, low levels of defiance/disrespect
- Decision points need to be determined by the Tier 2 team

(Kincaid, Childs, & Putnam, October 2007)

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



<http://fpbs.fmhi.usf.edu/tier2/Teacher%20Nomination%20Form.pdf>

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.

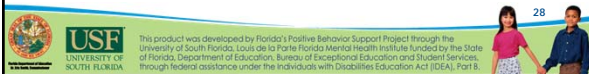
Externalizing Behaviors: Behaviors that are displayed outwardly by the child towards an external social event in the environment. These behaviors typically occur too often or too much.

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.

Examples of Externalizing Behaviors	Examples of Internalizing Behaviors
<ul style="list-style-type: none"> Aggression toward others or things Hyperactivity Non-compliance Disruptive (out of seat, calling out) Arguing Defiance Stealing Not following directions Tantrums 	<ul style="list-style-type: none"> Exhibits sadness or depression Diminished social interactions (sleeps a lot) T teased or bullied by peers Does not participate in games Overly shy or timid Acts fearful Does not stand up for self Self-injury (cutting self, head banging) Withdrawn, avoids social situations/interactions

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



<http://fpbs.fmhi.usf.edu/tier2/TEAM%20Nomination%20Form.pdf>

Grade Level Team Nomination Form

Complete this form after each teacher on the team has completed the Teacher Nomination Form individually.

School: _____
 Grade(s): _____
 Date: _____

Step 1: As a team, review each teacher's nominations (top 3 externalizers and top 3 internalizers). Gain consensus on a total of three (3) externalizing students and three (3) internalizing students. Rank-order the selected students and list their names under Step 3 on page 2.

If a teacher feels that a particular student has a significant need for extra support, but the student was not nominated by the team, determine decision points for including/excluding this student on the nomination form.

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. The behaviors typically are self-imposed, do not occur frequently, and appear to allow the student to avoid social events.

Examples of Externalizing Behaviors	Examples of Internalizing Behaviors
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Step 2: Target Behavior – As a team, identify one target behavior for each student nominated. Select a target behavior that will address the concerns your team has for that student.

Examples:

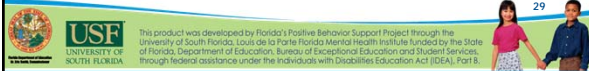
- Stays in assigned area
- Initiates conversation with peers

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.

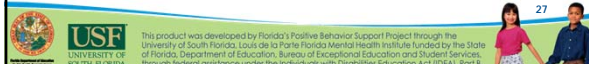
Student Name	Internalizer/Externalizer	# of Teachers Nominating	Total # ODRs	Teacher Taught Expectations (Y)	Teacher Reward (Y/N)	ESE (A/B)	Teacher Reported Academic Issues (Y/N)	GPA	FCIM (A/B/C) (R/W/M/S)	Absences (P)	Standardized Reading Assessment
Hook	E	6	45	6	Y	A	Y	0.8	R,W,M,S	6	15/33



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!**



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.

Antecedent	Behavior	Consequences
The bell rings indicating the beginning of class	10 students are tardy to their respective class	Students receive referral from respective teacher

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



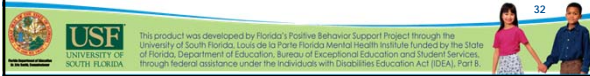
Tier 2 Interventions

- Check-In/Check-Out (CICO)
 - Behavior Education Program (BEP) K-5
 - 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



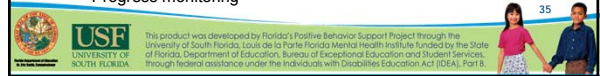
Problem-Solving Step 3: Intervention Design

- 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



Problem-Solving Step 4: Evaluation

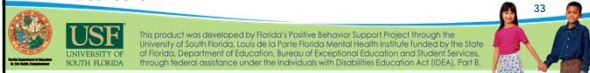
- Step 1: Problem Identification
 - What, when, where and who?
- Step 2: Problem Analysis
 - Function of behavior and hypothesis development
- Step 3: Intervention Development and Implementation
 - Skills aligned with school-wide expectations
 - Interventions matched to function
- Step 4: Progress Monitoring and Evaluation
 - Response to Intervention
 - Data for decision-making
 - Fidelity of implementation
 - Progress monitoring



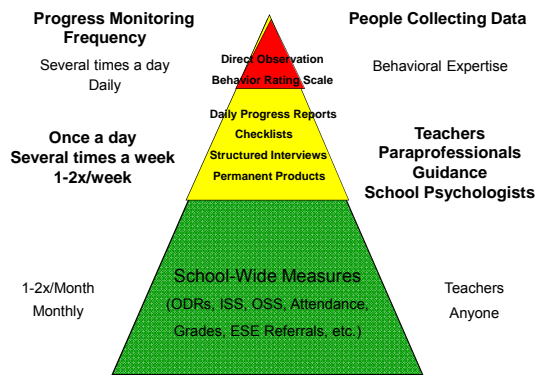
Advanced Interventions

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



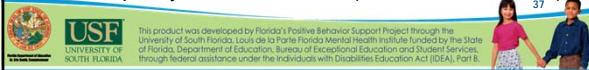
Monitoring Student Progress

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)



FLPBS Tier 2 Progress Monitoring Tool

Percentage Calculator

Enter total # of points POSSIBLE here: 100

Enter total # of points EARNED here: 50

Percent Total Points = 50%

Remember to **SAVE** your work!

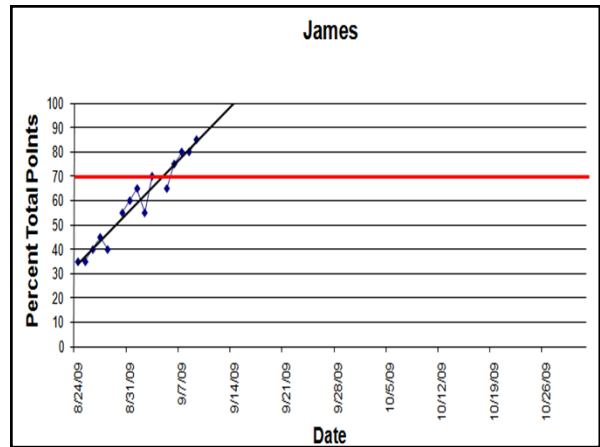
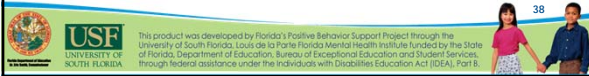
DATE	Percent Total Points	Percent Total Points	Percent Total Points	Percent Total Points	Percent Total Points
8/24/2009					
8/25/2009					
8/26/2009					
8/27/2009					
8/28/2009					
8/29/2009					
8/30/2009					
8/31/2009					
9/1/2009					
9/2/2009					
9/3/2009					
9/4/2009					
9/5/2009					
9/6/2009					
9/7/2009					
9/8/2009					
9/9/2009					
9/10/2009					

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

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

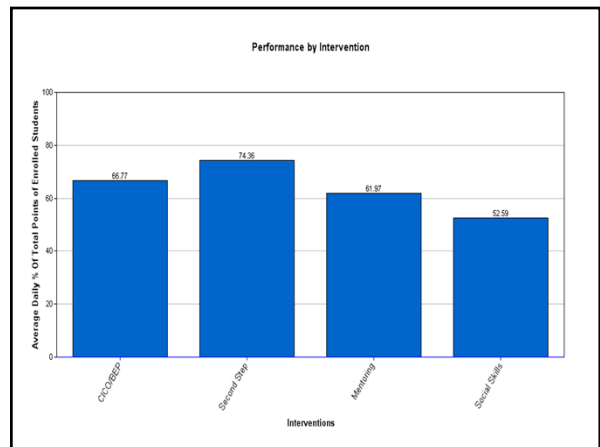


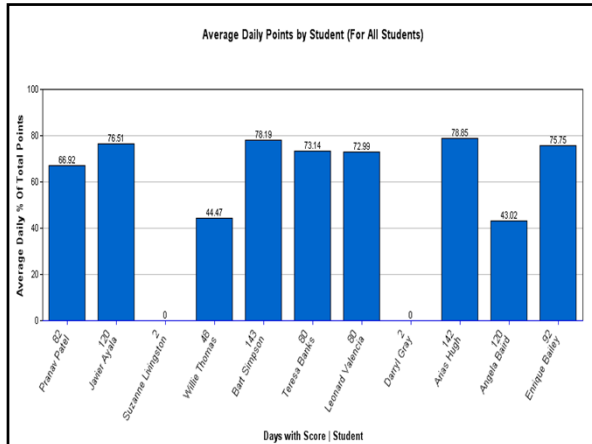
FLPBS Tier 2 Tracking Tool

Remember to **SAVE** your work!

#	Student Name	Date of Referral	Grade	Gender	Ethnicity	ESE Status	Primary Referral Source	Secondary Referral Source
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

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





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)

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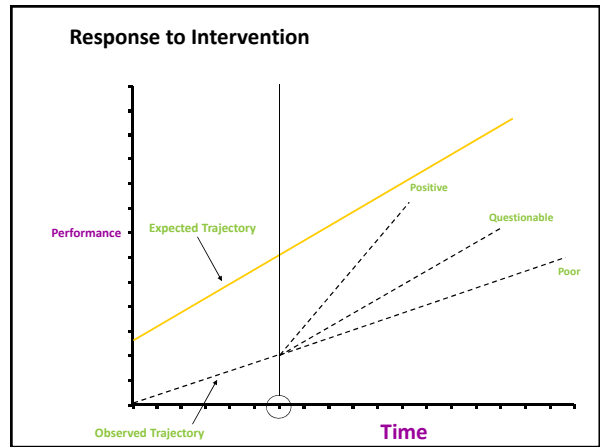
Student Data Analysis

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?

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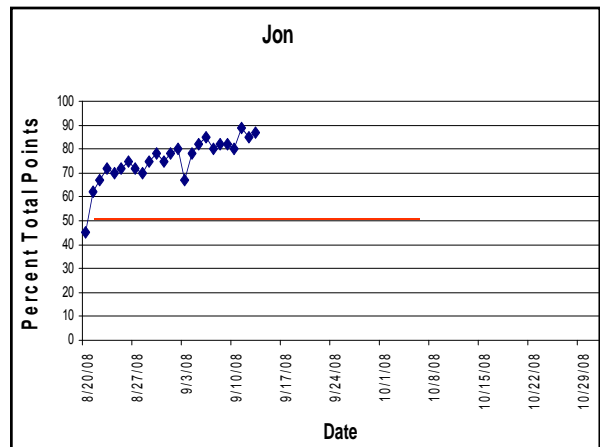


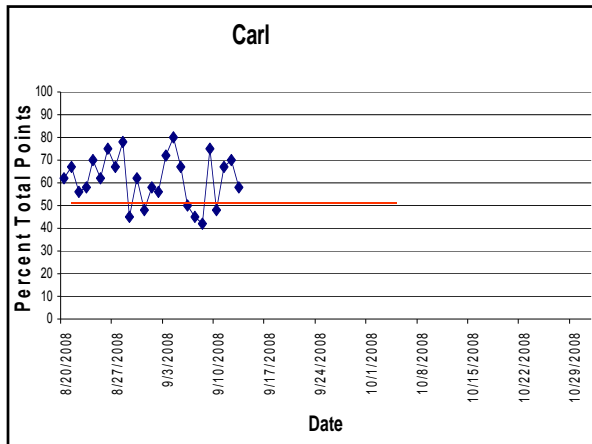
Making Data-Based Decisions

<http://fpbs.fmhi.usf.edu/tier2/RTI%20Behavior%20Decision%20Points.pdf>

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Decision Points

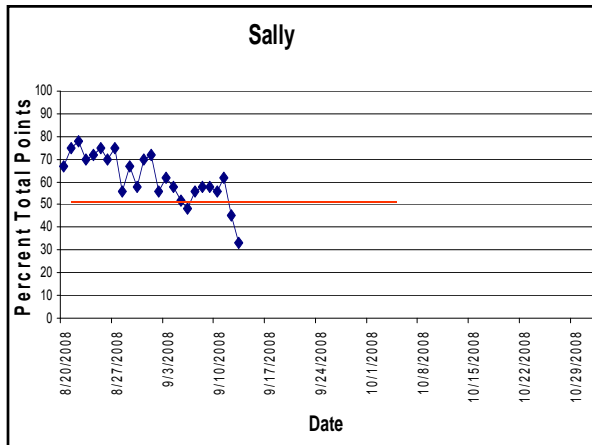
Example:

- 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?

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Decision Points

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

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Decision Points

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?

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Decision Points

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

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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?



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See Session E1:

Benchmarks for Advanced Tiers (BAT)



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UNIVERSITY OF SOUTH FLORIDA

GRADUATE CERTIFICATE

POSITIVE BEHAVIOR SUPPORT
FULLY ONLINE

The University of South Florida College of Behavioral and Community Sciences offers a fully online Graduate Certificate in Positive Behavior Support. The certificate program offers an evidence-based approach to teaching, modeling, and supporting positive behavior in schools and early education settings. The core coursework focuses on intensive individualized Positive Behavior Support (PBS), 32 Consultation and Collaboration, and other 32 Addressing Challenging Behaviors in Young Children or 6-12 Critical Area: Positive Behavior Support (3 hours of required courses).

Students choose an additional two out of an elective courses (8 hours of electives) which might include the South East Institute, behavioral health or education, or an educational leader course. The certificate will benefit students by equipping them with necessary skills to provide systemic applications of PBS. The applications vary from understanding considerations of the individual level in the home and community, or with young children in preschool settings, until within classrooms and schools. The mental and behavioral health electives listed on the certificate.



www.gradcerts.usf.edu

UNIVERSITY OF SOUTH FLORIDA
Graduate Certificate 2015

Support Project through the Health Institute funded by the State of Florida, Department of Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



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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/>