Identifying Advanced Tiers in PBIS

Identifying Students for Advanced Tiers
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Agenda
• Brief Overview of PBIS & National Updates
• Implementation Fidelity at Tier 1
• Advanced Tiers/Supports
  • Benefits of Supplemental Supports
  • Identifying and prioritizing students
  • Interventions
  • Progress monitoring
  • Data-based problem-solving
• Considerations for Model/Exemplar Schools
• Resources

Positive Behavior Support
Guiding Principles:
• Multi-Tiered System of Supports (MTSS)
• Evidence-based instruction and intervention
• Teach and reinforce appropriate behaviors
• Data-based problem-solving
• Progress monitoring
• Enhance social and learning outcomes for all students

Multi-Tiered System of Supports (MTSS)

ACADEMIC and BEHAVIOR SYSTEMS

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

Tier 2: Supplemental Interventions & Supports
More targeted instructional interventions and supplemental support in addition to and aligned with the core academic and behavior curricula.

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.

Continuum of Services

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

Monitor the progress and outcomes of all Students
Monitor the progress and outcomes of the System

Number of Schools Implementing SWPBIS since 2000

18,276
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Count of School Implementing SWPBIS by State September, 2012

Proportion of Schools Implementing SWPBIS by State September, 2012

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 \( \geq 41 \).
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**Tier 2**

**Benefits of Supplemental Interventions:**
- 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

**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

**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 Advanced Tiers
  - Number of students receiving support
  - Implementation fidelity
  - Student progress across interventions

**Identifying and Prioritizing Students**

1. Where is the student 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?
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Problem-Solving Process

Step 1: Problem Identification
• What is the problem behavior?

Step 2: Problem Analysis
• Why is the problem occurring?

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

Step 4: Response to Intervention
• Are the interventions working?

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

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?

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.

Classroom System

• Review Classroom Data:
  • Classroom tracking forms
  • Classroom Assistance (Assessment) Tool (CAT)

• Implement the Problem-Solving Process
  • Resources:
    • Classroom Consultation Guide
    • Classroom PBS plan
    http://usf.adobeconnect.com/classroompbsplan

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
### 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

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**Referrals By Student**

- Students with ≥ 2 ODRs 8/26/10 – 10/29/10
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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?)

Analyzing Data

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

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

Problem-Solving Process

Step 1: Problem Identification
- What is the problem behavior?

Step 2: Problem Analysis
- Why is the problem occurring?

Step 3: Intervention Design
- What are we going to do about it?
- Why the interventions working?
Understanding Behavior

**ABCs of Behavior:**

- **Antecedents:**
  - Events that occur before the behavior
  - Increase the likelihood the problem behavior will occur

- **Behavior:**
  - Determines new skills to teach

- **Consequences:**
  - Event(s) that immediately follow and reinforce the problem behavior
  - Determine function (purpose) of behavior
  - Inform alternative, appropriate reinforcers

Functions of Behavior

- **GET/OBTAIN**
- **ATTENTION** (adult, peer)
- **TANGIBLE** (object, task, activity)
- **SENSORY**
- **AVOID/ESCAPE**

Problem-Solving Process

1. **Step 1: Problem Identification**
   - What is the problem behavior?

2. **Step 2: Problem Analysis**
   - Why is the problem occurring?

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

4. **Step 4: Response to Intervention**
   - Are the interventions working?

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

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

- **NOT Stand-alone Tier 2 Interventions**
  - Time out in another teacher’s room
  - Self-reflection sheets
  - Providing choices
  - Behavior contracts
  - Specific positive praise
  - Referral to guidance counselor with a one time session
  - Point sheet
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

Progress Monitoring: Student Outcomes

Data Collection

- Progress Monitoring Frequency
  - Daily
  - Several times a day
  - Once a day
  - Several times a week
  - 1-2x/week
  - 1-2x/month
  - Monthly
- People Collecting Data
  - Teachers
  - Paraprofessionals
  - Guidance Counselors
  - School Psychologists
  - Anyone

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)

Tools:

- Swift at SWIS
  - www.swis.org
- Florida’s PBS Excel file
  - http://flpbs.fmhi.usf.edu
    - Resources; Tier 2; Supplemental
- Files created by the district IT department
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Monitoring Interventions

Monitoring All Tier 2 Students

Tier 2: Individual Student Progress

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?

Making Data-Based Decisions

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)

Guiding Questions:

- How does the school measure a student’s behavioral progress?
  - Positive, Questionable, 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 the school/district collect & analyze Advanced Tier data?
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**Questionable Response to Intervention**

![Graph showing expected and observed trajectories with a questionable response](image)

**Performance**

**Time**

**Observed Trajectory**

**Expected Trajectory**

**Poor Response to Intervention**

![Graph showing expected and observed trajectories with a poor response](image)

**Performance**

**Expected Trajectory**

**Time**

**Observed Trajectory**

**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

**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

**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?**
How do we decide?

Who, What, When...

• Student is responding positively: What next?
  • Continue intervention
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  • 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
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Next Steps?

Identifying Advanced Tiers in PBIS

Identifying schools
Evaluation activities
District & State Recommendations
Assisting the PBIS Project - data collection
Informing applicants
Publicizing results

When will schools be able to apply?

Considerations for PBIS Model or Exemplar Schools
• Available on-line
• Use to prepare for direct entry
• Linked to evaluation activities throughout school year
• Contingent upon meeting pre-requisites
• Immediate feedback provided
• Meet criteria
• Do not meet criteria and why
• Questions correspond to levels awarded

Model School Award Process

Ideal Model School Applications

Description

A PBIS Model School is one that has met specific criteria
Has demonstrated innovative, creative, and functional ways of supporting PBIS in their respective school
PBIS Model Schools have made a commitment to both PBS and to their schools and it shows!
THEY ARE IDEAL!

Specific School Characteristics

Consistent methods used include:
1) utilizing their data to better serve the students and staff
2) teaching PBIS to new students throughout the school year
3) creative and engaging reward systems
4) extending PBIS throughout the campus and partnering with the community
5) including PBIS into daily activities across all available teaching opportunities
**Identifying Advanced Tiers in PBIS**

**Possible Model School Levels**

- **Bronze**
- **Silver**
- **Gold**

**Criteria**

- A high Tier 1 Implementation Fidelity score
- Outcome data indicating progress
- Verbal recommendation from a District Coordinator
- Confirmed recommendation from PBIS Project staff
- Completed PBIS Model School Application
- Submitted artifacts to accompany application
- Completed (optional):
  - On-Site PBS Walkthrough by a peer PBIS Coach or District Coordinator supporting the implementation fidelity score

**Sample Artifacts (Silver & Gold)**

- Implementation fidelity
- Community & Parent involvement
- Clear funding supports
- Policies/procedures ensuring support of PBIS implementation above & beyond foundational supports
- Visibility
- "Drilling down" into data
- Steps taken to build systems of support for behavior at advanced Tiers
- District/Poliical support
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**Tier 1 PBS Walkthrough**

- Tool is used as a quick glance during school site visit to determine SWPBS evidence
- Adapted from the SET ("mini-SET")
- Created as a reliability measure against BOQ score and outcome data submitted
- Allows the observer to provide feedback to the PBS team and administration
- Completed by a peer PBS Coach or District Coordinator
  - Someone who has not been working directly with the team – outside observer
- Part of the PBS Model School application process
- Scoring rubric with possible 33 points

**State Systems Planning**

- Identify person(s) responsible for coordinating PBIS activities
- Determine application process
  - What method will be used to apply?
- Determine selection process
  - What are your criteria?
- Each MS cycle begins and ends with review of previous cycle so as to update and revise
- Learn and revise from year to year

**District Systems Planning**

- Identify person(s) responsible for collecting data, completing application, and submitting within timelines
- Determine who provides verbal recommendation
- Determine who conducts reliability check (e.g., Tier 1 PBS Walkthrough)
- If PBIS Model/Exemplar status received within district schools:
  - Celebrate!
  - Get the word out!
  - Opportunity to build visibility, political support, increase PTA, increase faculty commitment, increase interest across new schools, motivate struggling participants, opportunity to secure funding and build infrastructure
  - Letters provided to Superintendents

**School Systems Planning**

- Identify what is needed to apply
- Identify person(s) responsible for collecting data, completing application, and submitting within timelines
- Obtain DC verbal recommendation
- If PBIS Model/Exemplar School status received, celebrate and get the word out!
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State Systems Planning
• If PBIS Model/Exemplar Schools are identified, determine:
  – How to recognize
  – How to get the word out!
    • Visibility, political support, funding, etc.
      – Implementers’ Forum
      – Hand deliver at a special district event
      – Ship & allow PBS District Coordinators to present at district Board Meeting
  – How to provide feedback to Districts, Project Staff
  – How to complete MS cycle with annual revisions, trainings, updates to process

State Systems Planning
• Establish process to receive feedback from applicants
• Address schools/districts that lost Model School status
• Annual review of process and data with project staff
• Annual review of statewide data to determine:
  • Revisions to process
  • Application, scoring, & criteria
  • Training and technical assistance needs

School-wide PBIS: A Framework for Effective Teaching & Learning

Save the Date
October 18-19, 2012
2012 National PBIS Leadership Forum
Hyatt Regency O’Hare
Room only, Illinois
The Call for Papers for the 10th International Conference on Positive Behavior Support is now open. To submit your presentation, please cut and paste the following link into your internet browser and follow the instructions:


Submissions will be accepted until September 7, 2012.

For more information, contact:
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The Association for Positive Behavior Support