Implementing Tier I & II Supports

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www.pbis.org www.cber.org www.swis.org

PURPOSE
Describe & review practices & systems of Tier II SWPBS
• Review of basics
• Features
• Examples

Agenda
1st Half
• T1 Review
• General T2 Features
2nd Half
• Tier 2 Practices & Systems
• Three Examples

SWPBS (aka PBIS/RtI-B/MTSS-B) is
Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

PBIS Continuum of Support for ALL
Intensive
Few

Targeted
Some

Universal
All

~80% of Students
Classroom SWPBS Practices
- Smallest #
- Evidence-based
- Biggest, durable effect

Non-classroom

Student

Supporting Social Competence & Academic Achievement
CULTURALLY EQUITABLE
CULTURALLY VALID
CULTURALLY RELEVANT

Supporting Staff Behavior
SYSTEMS DATA
PRACTICES

Supporting Student Behavior

Supporting Decision Making

SYSTEMS PRACTICES DATA

Staff Behavior
Supporting

Student Behavior
Supporting

Outcomes
Supporting Social Competence & Academic Achievement

CULTURALLY RELEVANT

SYSTEMS PRACTICES DATA

Implementation Fidelity
Maximum Student Outcomes

Basic “Logic”

Trainning + Coaching + Evaluation

“Making a turn”

Effective

Maximum Student Benefits

Not Effective

IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

Fidcen & Blase, 2009

Achieve desired outcome?  
Effective by real implementer?  
Efficient?  
Contextual & cultural?  
Relevant?  
Lasting?  
Durable?  
Transportable?  
Conceptually Sound?  


Responsiveness to Intervention

Academic Systems
- Intensive, individual interventions
- High intensity
- Assessment-based
- Rapid response
- All students
- Preventive, proactive

Behavioral Systems
- Intensive, individual interventions
- High intensity
- Assessment-based
- Durate, durable procedures
- Some students (at-risk)
- High efficiency
- Rapid response
- All settings, all students
- Prevention, proactive

Academic-Behavior Connection


Academic-Behavior Connection

"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools."

Algozzine, Wang, & Violette (2011, p. 16).

Universal Targeted Intensive Continuum of Support for ALL "Theora"

Label behavior...not people

SWPBS Systems
- School board/district/regional support
- SWPBS Leadership Team
- Administrator endorsement & active participation
- Continuous, data-based professional development (training and coaching)
- Recognition of staff behavior, contributions, & accomplishments
- School-wide data system
SWPBS Practices

- Three to five positively stated & defined school-wide expectations positively defined
- Expectations regularly taught in both classroom & non-classroom settings
- School-wide reinforcement plan to acknowledge expected behavior
- Plan and continuum of consequences for rule violations
- Evidence-based classroom management practices

www.pbis.org

T2 Readiness

- Obtain your most recent SET, TIC, &/or BoQ score.
  - If less than year old, use your most recent SET, TIC, and/or BoQ score.
  - If more than year old or if major changes have occurred with regard to SWPBS implementation in your school, administer the SET, TIC, and/or BoQ.
- Enter your TIC, SET, or BoQ score.
- Proceed if you meet one or more of the following criteria:
  - >80% on Team Implementation Checklist (TIC),
  - >70% on Benchmarks of Quality (BoQ), or
  - >80%/80% on School-wide Evaluation Tool (SET).

Tier II Readiness Self-Assessment

<table>
<thead>
<tr>
<th>Decision(s):</th>
<th>Date administered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obtain your most recent SET, TIC, and/or BoQ score.</td>
<td></td>
</tr>
<tr>
<td>a. If less than a year old, use your most recent SET, TIC, and/or BoQ score.</td>
<td></td>
</tr>
<tr>
<td>b. If more than a year old or if major changes have occurred with regard to SWPBS implementation in your school, administer the SET, TIC, and/or BoQ.</td>
<td></td>
</tr>
<tr>
<td>2. Enter your TIC, SET, or BoQ score.</td>
<td></td>
</tr>
<tr>
<td>a. Determine readiness to implement Tier II practices and systems. Proceed if you meet one or more of the following criteria:</td>
<td></td>
</tr>
<tr>
<td>b. &gt;80% on the Team Implementation Checklist (TIC),</td>
<td></td>
</tr>
<tr>
<td>c. &gt;70% on the Benchmarks of Quality (BoQ), or</td>
<td></td>
</tr>
<tr>
<td>d. &gt;80%/80% on the School-wide Evaluation Tool (SET).</td>
<td></td>
</tr>
<tr>
<td>3. Establish Government Rating:</td>
<td></td>
</tr>
<tr>
<td>a. School Principal has agreed to establish Tier II implementation.</td>
<td>100: N/A 2</td>
</tr>
<tr>
<td>b. School Principal has agreed to develop a written plan to implement Tier II implementation.</td>
<td>100: N/A 2</td>
</tr>
<tr>
<td>c. School has established a specialist behavior support team.</td>
<td>100: N/A 7</td>
</tr>
<tr>
<td>d. School faculty members (WHSE) have agreed to implement Tier II practices and procedures to support Tier II implementation.</td>
<td>100: N/A 7</td>
</tr>
<tr>
<td>e. School staff members (WHSE) have agreed to participate in a Tier II implementation and training.</td>
<td>100: N/A 7</td>
</tr>
</tbody>
</table>
**T2 Commitments**
- School Principal has agreed to establish Tier II practices & supports?
- School Principal has agreed to attend training meetings?
- School Principal has agreed to direct financial and personnel resources toward implementation?
- School has established a specialized behavior support team (see next section)?
- School faculty members (>80%) have agreed to implement Tier I practices & systems to support Tier II implementation?
- School faculty members (>80%) have agreed to participate in Tier II implementation as needed?

**Specialized Behavior Support Team**

**Check-In Check-Out Features**
- Increased positive adult contact
- Embedded social skills training
- Direct link to SW behavioral goals & expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement linked to meeting behavioral goals
Characteristics Behavior Support Coordinator
- Fluent w/ SW (TI) & CICO procedures
- Respected positively by students & adults
- Effective communication skills
- Consistent w/ task follow-through & completion
- Effective data decision making: student prog & interv fidelity
- Capacity to train others on CICO procedures

Examples...
- “Behavior Education Program”
  - Fern Ridge Middle School, OR
- “Check-in Check-out”
  - Bethel School District, OR
- “H.U.G.”
  - Tualatin Elementary School, OR
- “Social Skills Club”
  - Missouri
- “Think Time”
  - University of Nebraska

Example: FRMS Behavior Education Plan (BEP)
- SW system of behavior support in place
- Relatively small # (~10-20%) students not responding to SW
- Need for efficient specialized support system

Basic BEP Cycle
- Morning check-in
- Prior to each period, give BEP to teacher
- End of day check-out
  - Points tallied & reward
- Copy of BEP form taken home & signed
- Return signed copy next morning

FRMS Behavior Education Plan (BEP)  
(Hawkin, Horner, & March, 2002)
Identification & Referral

- Multiple office referrals
- Recommendations by
  - Teacher
  - Parent
- Time to action = 30 min to 7 days

Contract

- Agreement to succeed
  - Student
  - Parent
  - BEP coordinator
  - Teachers
- Written (pref.) or verbal contract

Organization & Structure

- BEP Coordinator
  - Chair BEP meetings, faculty contact, evaluation
- BEP Specialist
  - Check-in, check-out, meeting, data entry, graphs
  - Coordinator + Specialist = 10 hrs/wk

Data Collection for Decision-Making

- Monitor BEP points earned each day
- Office discipline referrals
- Regular data use by BEP team

Functional Assessment

- Pre-functional assessment interview
- Defines
  - Problem behaviors
  - Routines where problems most likely
  - Hypothesis statement
    - Triggers, behaviors, consequences
    - Function
Importance of Functional Assessment in BEP

<table>
<thead>
<tr>
<th></th>
<th>DECREASE</th>
<th>NO CHANGE</th>
<th>INCREASE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Attention</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Peer Attention</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Escape</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>TOTALS</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>

HUG: Hello, Update, Goodbye

Pam Hallvik, Nancy Ferguson, & Sally Helton
Tigard-Tualatin Schools
**H.U.G. Program**

**What and Why?**
- The H.U.G. Program is a means to respond positively to at-risk students by reinforcing good behavior with teacher feedback.
- On a daily basis, staff can teach them appropriate behaviors and provide them with opportunities to practice so they will continue to improve.
- Staff monitors who do not show improvement receive additional feedback and positive attention from adults. The H.U.G. Program also provides for daily communication between the student and teacher and between the school and parents.
- Additionally, data is collected to determine which students are successful or whether changes need to be made.

**How?**
- The H.U.G. Program was designed to facilitate positive interactions between all at-risk students and significant adults, teach good behavior skills, and provide a means for home-school communication.
- The program is run by the H.U.G. Coordinator and other adults who are consistent with the students.
- The program is run with encouragement, not punishment. Parents are asked to continue positive reinforcement at home.

**Goals**
- Participants must attend all check-ins.
- Participants will pick up an H.U.G. form daily and complete it.
- Participants will rate student behavior at all times indicated on form.
- Participants will offer brief, positive comment to student about their behavior.
- Participants will sign H.U.G. Contract Agreement.

**H.U.G. Participant Responsibilities**
- Students will return their H.U.G. forms to their room at 2:25 each day.
- Students will again receive positive, sincere greeting.
- Counselor or H.U.G. assistant will check to see whether student met his/her goal.
- If so, student will receive small reward.
- If not, student will receive encouragement to try again.
- Students will put their H.U.G. forms into their backpacks to take home to share with their parents.
- Parents are asked to give positive feedback to their children. Parents then sign form & put it in student’s backpack for return to school.

**“Hello” - Morning**

All H.U.G. students will check in at counselor’s office between 8:00 & 8:30 each morning. At that time they will receive:
- Positive, sincere greeting
- Check to see if they are prepared for day (lunch ticket, materials, etc.)
- Check to learn how they are feeling (any morning conflicts?)
- Collection of returned H.U.G. form signed by parents
- Verbal reinforcement for returning signed form possibly accompanied by sticker or small reward
- New H.U.G. form

**“Update” - During Day**

Student: give H.U.G. form to his or her teacher on arrival to class
Teacher will rate student’s behavior at times indicated on form & offer brief, positive comment to student about rating.
Adults in other setting, such as PE, Music, & recess, etc., will complete ratings for the time period they have students.

**“Goodbye” - End of Day**

- Students will return their H.U.G. forms to counselor’s room at 2:25 each day.
- Students will again receive positive, sincere greeting.
- Counselor or H.U.G. assistant will check to see whether student met his/her goal.
  - If so, student will receive small reward.
  - If not, student will receive encouragement to try again.
- Students will put their H.U.G. forms into their backpacks to take home to share with their parents.
- Parents are asked to also give positive feedback to their children. Parents then sign form & put it in student’s backpack for return to school.

**H.U.G. Daily Goal**
- HUG Daily Score _____/_____

**Teacher Comments**
- Please state briefly any specific behaviors or achievements that demonstrate the student’s progress.

**H.U.G. Daily Score**

<table>
<thead>
<tr>
<th>Goals</th>
<th>AM to Recess</th>
<th>AM to Lunch</th>
<th>Recess</th>
<th>Lunch Recess</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>Be Kind</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>Total Points</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
</tbody>
</table>

Parent’s Signature
Parent’s Comments
H.U.G Program Contract Agreement

I have read the H.U.G. Team Members’ Responsibilities Form. I understand that my signature indicates that I am willing to participate in the H.U.G. Program and fulfill all my responsibilities.

- Student signature: ___________________ Date ______
- Parent(s) signature(s): _________________ Date ______
- Teacher signature: ____________________ Date ______
- Administrator signature: ________________ Date ______
- H.U.G. Coordinator signature: _____________ Date ______

Copies will be given to all H.U.G. participants. Thank you for your participation and support!!

RTI & Secondary Intervention in classroom

Fairbanks, Sugai, Guardino, & Lathrop (2007, EC)

- RTI
  - Increasing intervention intensity based on responsiveness to effective interventions
  - “Check In/Out” at classroom level

Check In/Out Pt Card

Name____________________   Date ____________

GOALS: 8:30 9:30 10:30 11:30 12:30 1:30
1. RESPECT OTHERS 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0
2. MANAGE SELF 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0
3. SOLVE PROBLEMS RESPONSIBLY 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

Rating Scale

Goal
Pts Possible
Pts Received
% of Pts

Goal Met?  Y  N

Check In/Out Pt Card

Class B Results

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

Helena

School Days

Percent of Intervals Engaged in Problem Behavior

Farrell

Began meds.

Class B

Results
Summary Statement of Problem Behavior Contingencies across Students

<table>
<thead>
<tr>
<th>Student</th>
<th>Setting Events</th>
<th>Antecedents</th>
<th>Behavior(s) of Interest</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcellus</td>
<td>N/A</td>
<td>(a) Easy unstructured activities (b) Difficult math and writing tasks</td>
<td>(a) Out of seat &amp; making faces (b) Talk outs, out of seat, &amp; work not completed</td>
<td>(a) Peer attention (b) Escape work</td>
</tr>
<tr>
<td>Blair</td>
<td>N/A</td>
<td>Independent work time</td>
<td>Out of seat &amp; talking to peers</td>
<td>Peer &amp; adult attention</td>
</tr>
<tr>
<td>Ben</td>
<td>N/A</td>
<td>Teacher-led instruction</td>
<td>Non-compliance, talk outs, making jokes</td>
<td>Peer &amp; adult attention</td>
</tr>
<tr>
<td>Olivia</td>
<td>Thinking about the loss of her sibling</td>
<td>During teacher-led instruction</td>
<td>Playing with things, not looking at teacher, &amp; not following directions</td>
<td>Teacher attention</td>
</tr>
</tbody>
</table>