B17 — Essential Features of Tier 2 Systems

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Keywords: Tier II, PBIS Foundations, training
Starting Point....

• We cannot “make” students learn or behave

• We can create environments to increase the likelihood students learn and behave

• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
SW-Positive Behavior Support

Outcomes

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Social Competence & Academic Achievement

Systems

Data

Practices
Designing School-Wide Systems for Student Success

**Academic Systems**

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

**Behavioral Systems**

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive
Universal School-Wide Features

• Clearly define expected behaviors (Rules)
  – All Settings
  – Classrooms
• Procedures for teaching & practicing expected behaviors
• Procedures for encouraging expected behaviors
• Procedures for discouraging problem behaviors
• Procedures for data-based decision making
• Family Awareness and Involvement
Tier II

• Efficient and effective way to identify at-risk students
  – Screen
  – Data decision rules
  – Teacher referral
• Informal assessment process to match intervention to student need
  – Small group Social Skill Instruction
  – Self-management
  – Academic Support
• Progress Monitoring
• Part of a continuum – must link to universal school-wide PBS system
Tier III

- Non response to Tier II
- When problem intense and chronic
- Driven by Functional Behavioral Assessment & other individualized assessments
- Connections to Mental Health and Community Agencies (*Integrated Framework Monograph*)
- Part of a continuum – **must link to universal school-wide PBS system**
SAT Team
- Administrator
- Counselor
- Behavior Specialist

STAT Team
- Core Team Representative
- SAT Partner
- Core Team Teachers

RRKS Team
- Core Team Representative
- District PBS Support
- Building Administrator and Counselors

Core Team/Classrooms
- Implement AIS
- Monitor Progress
- Refer to SAT

School-Wide Systems
- Matrix
- Lesson Plans
- School-Wide Data
- Acknowledgement
- Communication

SAT Process
- Teacher Training and Support
- Targeted Interventions
- Individual Student Plans

*Meets Weekly

*Meets Monthly
Data Determine When Your SWPBS Team is Ready to Build Supports Beyond Universals
Readiness for Tier 2

• SWPBS universal systems are consistently implemented with fidelity
  – School-wide
  – Non-Classroom
  – Classroom

• SWPBS Universal System Outcomes
  – SET or BoQ score of 80% or higher within past 18 months
  – SAS: 80% of staff report that School-wide, Non-Classroom & Classroom Systems are in place
Readiness for Tier 2

• SWPBS Universal System Outcomes
  – Data indicating 80% of students with 0-1 ODR or within national average for the school’s grade levels
  – Consistent use of school-wide data for making decisions as evidenced by monthly Big 5 Data Reports
  – System in place to collect classroom minor referrals
Baseline Behavior Data Spring

57 students with 9+ Referrals

- **15% Tier 3**
  - Goal 5%
  - 6+ Referrals
- **16% Tier 2**
  - Goal 15%
  - 2-5 Referrals
- **69% Tier 1**
  - Goal 80%
  - 0-1 Referral

1712 referrals
Classroom Universals

• Self-assessment / Review of behavioral infractions
• Literacy block
  • Teacher led small group
    – Independent work
    – Student work group
• Clear procedures & routines
  – Taught & practiced
Post Intensifying Tier I + Classrooms

16 Students with 9+ Referrals

- 7% Tier 3, Goal 5% (6+ Referrals)
- 10% Tier 2, Goal 15% (2-5 Referrals)
- 83% Tier 1, Goal 80% (0-1 Referrals)

516 Referrals
Readiness for Tier 2

• Evidence of implementation of *Classroom Essential Practices* & a process developed for ongoing training faculty/staff.
Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need
Challenge: How to Insure All Staff Are Using Effective Practices
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers
HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION
Effective Professional Development

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Practice and Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Plus</strong> Coaching in the Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002
Classroom Systems

- Teach
  - Brief in-service, single topic focus
- Practice (performance feedback)
  - Peer coaching
  - Principal “walk through”
  - Direct observation / data collection
Universal/Pre Tier II Classroom Example
Staring Point

• School used a universal screening instrument in October.
• Results indicated that 32.3% of students were in the at-risk or high-risk range.
• Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.
Baseline Data Collection

• Classroom-Level Observations of Effective Classroom Practices
  ▪ Expectations & Rules
  ▪ Procedures & Routines
  ▪ Encouraging Expected Behavior
  ▪ Discouraging Inappropriate Behavior
  ▪ Active Supervision
  ▪ Opportunities to Respond

• Based on data, team identified 1 practice to improve upon.

Initial ratio of positive specific feedback to correctives: 1.85:1
Professional Development Process & Data

October 2012 – Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1

March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1
End of Year Outcomes

- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.
- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.
- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.
Identifying Students
Data Decision Rules

- Office Discipline Referral (ODR)
  - Major
  - Minor

- Time out of Instruction
  - Buddy Room
  - Safe Seats
  - “Discipline” Room
RRKS TOC (front side)

RRKS – Time Out of Class

Student: ___________________ Date: ___________________

Incident Time: ___________________ # of min. out of rm.: _________

Teacher: ___________________ Subject: ___________________

What did you do/not do that got you sent out of class?
____________________________________________________________
____________________________________________________________

Circle the RRKS expectation that was not followed:
Respect  Responsible  Kind  Safe

What will you do differently next time?
____________________________________________________________
**Processing Checklist:**
Processing data & time:

- Review with the student reason he/she was sent out.
- Teach & practice replacement behavior.
- Provide positive reinforcement for replacement behavior.
- Check the setting in which the behavior occurred.

<table>
<thead>
<tr>
<th>Whole group instruction</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Small group instruction</td>
<td></td>
</tr>
<tr>
<td>Individual work</td>
<td></td>
</tr>
<tr>
<td>Working with peers</td>
<td></td>
</tr>
<tr>
<td>Alone</td>
<td></td>
</tr>
<tr>
<td>1-on-1 instruction</td>
<td></td>
</tr>
<tr>
<td>Interacting with peers</td>
<td></td>
</tr>
<tr>
<td>Other: Please identify below</td>
<td></td>
</tr>
</tbody>
</table>
Other Strategies to Identify Students

• Teacher Referral
  – Questions to discuss:
    • Who completes
    • When
    • What data must be used/cited
    • Focus on externalizing and internalizing

• Screening
  – What instrument
    (http://pbismissouri.org/archives/2866)
  – Schedule
Tier II Practices and Supports
Tier II Supports

• Students who do not respond to classroom / informal supports (2-3 weeks)
• Student brought to Tier II Team
• Based on function of problem behavior and response to classroom supports, match student to Tier II intervention
Tier II Supports

• Self Management
  – Check in / Check Out (BEP)
  – Check, Connect, & Expect
  – Check & Connect

• Social Skill Groups

• Academic Supports
Monitor Student Progress and Evaluate Process

• Original data sources that lead to student identification
  – ODR
  – Attendance
  – Academics
  – “time out of class”
  – Teacher perception

• Key = frequent and regular
  – Celebrate success
  – Adjust if student doesn’t respond (or problems start reappearing)

• Cost – Benefit Analysis of overall process
Office Discipline Referrals

- Pre
- Post
Time Out of Class

- Pre
- Post

AVERAGE
Challenges to implementing Tier 2

- Who owns tier 2?
- Within school capacity to build tier 2 systems and supports?
- Tier 2 requires school personnel to receive on-going professional development and technical assistance
- Typical district behavioral supports delivered on a case-by-case basis
District-Wide Basic Logic

• All schools will receive training & support to implement essential Universal behavior support practices and systems
• District develops (and revises based on outcomes) a standard Tier II and III system
• A percentage of current behavioral expertise will move from traditional case by case, to supporting school team Tier II & III systems
District-wide II/III System

• Data-based student identification
  – # of behavior infractions
  – Teacher referral
  – Screening

• Limit range of practices
  – Self-management (CICO, Check & connect)
  – Social Skill Instruction (2-3 curriculum)
  – Academic Supports (RtI, accommodations)

• Use the Tiered Fidelity Inventory to design Systems
Steps

• Review district data
  – Self-Assessment
  – Fidelity
  – Student outcomes

• Designate a “build team”
  – Identify readiness criteria
  – Outline steps in the tier II process
    • Data Decision rules
    • Systems / Fidelity Checks
  – Identify practices
    • Limited number (elem/sec)

• PD for school teams
• PD for “coaches”
Chapter 6 - Facilitating Tier II-2 Small Group Interventions

Purpose

More intensive instruction in social skills through small group intervention. Designed for students whose problem behaviors are unresponsive to Tier I or Tier II-1 practices and systems, do not require more immediate individualized interventions, and are observed across multiple settings or contexts.

Table 1. Intervention Matched with Function

<table>
<thead>
<tr>
<th>Function</th>
<th>Check in/Check out</th>
<th>Social Skill Instructional Groups</th>
<th>Check &amp; Connect</th>
<th>Academic Accommodations</th>
<th>Academic Instructional Groups</th>
<th>Self-Monitoring</th>
<th>First Step</th>
<th>Next</th>
<th>Breaks Are Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Adult Attention</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Peer Attention</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Escape/Avoid Social interaction</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escape/Avoid Task or Activity</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
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<tr>
<td>Sensory</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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</tbody>
</table>
Chapter 5 - Tier II-2 Small Group Interventions

**Purpose:** This chapter outlines small group interventions that are available and can be provided for students who need additional behavioral support, beyond Tier I instruction. Interventions referred to in this chapter are “group-based” which means they can be delivered in the same fashion, without an individualized plan, to groups of students with similar needs.

<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Definition</th>
<th>Expected Implementation</th>
<th>Developmental Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II-2 Small Group Interventions</td>
<td>Provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans. <strong>Characteristics:</strong> Continuously available, quickly and easily accessible, minimal time commitment required from classroom teachers, required skill sets can be easily learned by typical school personnel, aligned with school-wide behavior expectations, school personnel are aware of interventions available and their role in supporting implementation, consistently implemented across groups of students, and program selected is matched with function of student behavior.</td>
<td>Identify students who are in need. Collect and review existing school data. Clarify problem (when, where, under what conditions and possible motivation). Identify function. Select and provide intervention. Monitor fidelity of implementation. Evaluate student outcomes and make decisions.</td>
<td>Range of intervention options is established by the district leadership team. a) Social Skills b) Self-Management (Check-in/Check-out or Check &amp; Connect) c) Academic Supports Some flexibility in delivery may occur according to context of individual schools (e.g., school-wide expectations vary across buildings)</td>
</tr>
</tbody>
</table>
Table 2. Curriculum Matched with Skill Deficit/Targeted Group Curriculum

Main skills deficit areas:
- Conflict Resolution & Empathy
- Emotional regulation & Anger Management
- Internalizers (Anxiety)
- Social skills (Friendship)

*This is a list of commonly used interventions. It is not an all-inclusive list.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Age level</th>
<th>Skills focus on</th>
<th>Categories within intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superflex</td>
<td>K-5</td>
<td>1. Emotional regulation 2. Conflict resolution</td>
<td></td>
</tr>
<tr>
<td>Zones of Regulation</td>
<td>K-8</td>
<td>1. Emotional regulation</td>
<td></td>
</tr>
<tr>
<td>The Prepare</td>
<td>6-12</td>
<td>1. Anger Management</td>
<td>1. Aggression Reduction</td>
</tr>
</tbody>
</table>
Tier 2 Strand

• D18 - Identifying Students for Tier II Supports Through Data Decision Rules
• D15- Using a Data-Informed Decision Making Process to Guide the Use of Self Management Practices Across Tier II Supports
• C15- Small Group Social Skills
• A15- Homework Lunch: An Intervention to Support Students Academically & Behaviorally
• A17 -District-wide Tier II Systems
• E17- Addressing Internalizing Concerns through Tier II Supports
• A16- Building Tier II Coaching Capacity
• B18 -Supporting At-risk Students Through Accommodations in High School Classrooms
• D16- The Power of Progress Monitoring for Students Receiving Tier II Supports
• E16- Intensifying Behavioral Supports within the Classroom Using the CW-FIT Intervention
• D17- Family-Centered Support in Tier II Intervention
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