



Positive Behavioral Interventions and Supports: Building Systems and Using Data to Support Tier 2 Practices

Part 1

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Materials

- Google Drive With Materials
- <http://bit.ly/Tier2materials>



Learning Intentions

Part 1

- Ensure a shared understanding of MTSS/PBIS with a focus on Tier 2
- Explore and action plan to support implementation of Check-In, Check-Out (CICO)
 - Tier 2 Team
 - Screening and Decision Rules
 - Implementation Process

Part 2

- Review how we match interventions with student needs
- Plan for professional development and family support
- Plan for data monitoring

Learning Expectations

EXPECTATION	BEHAVIOR
Be Responsible	<ul style="list-style-type: none">▪ Make yourself comfortable▪ Take care of your needs (water, food, restroom, etc.)▪ Practice physical distancing while engaging with others during our time together▪ Consider, I am not here to be right, I am here to <i>Get It Right</i>
Be Respectful	<ul style="list-style-type: none">▪ Listen to understand▪ Assume best intentions▪ Practice perspective-taking
Be Safe	<ul style="list-style-type: none">▪ Ask what you need to know to understand and contribute▪ Create a safe space that invites open dialogue and vulnerability – Consider the 3 Gates of Speech: Is what you want to say Kind? True for you? Necessary?



Overview of MTSS (Focus on Tier 2)

Upstream Solutions



Downstream Solutions



(A Public Health parable, credited to Irving Zola, and illustrated in Upstream by Dan Heath)

What is MTSS/PBIS

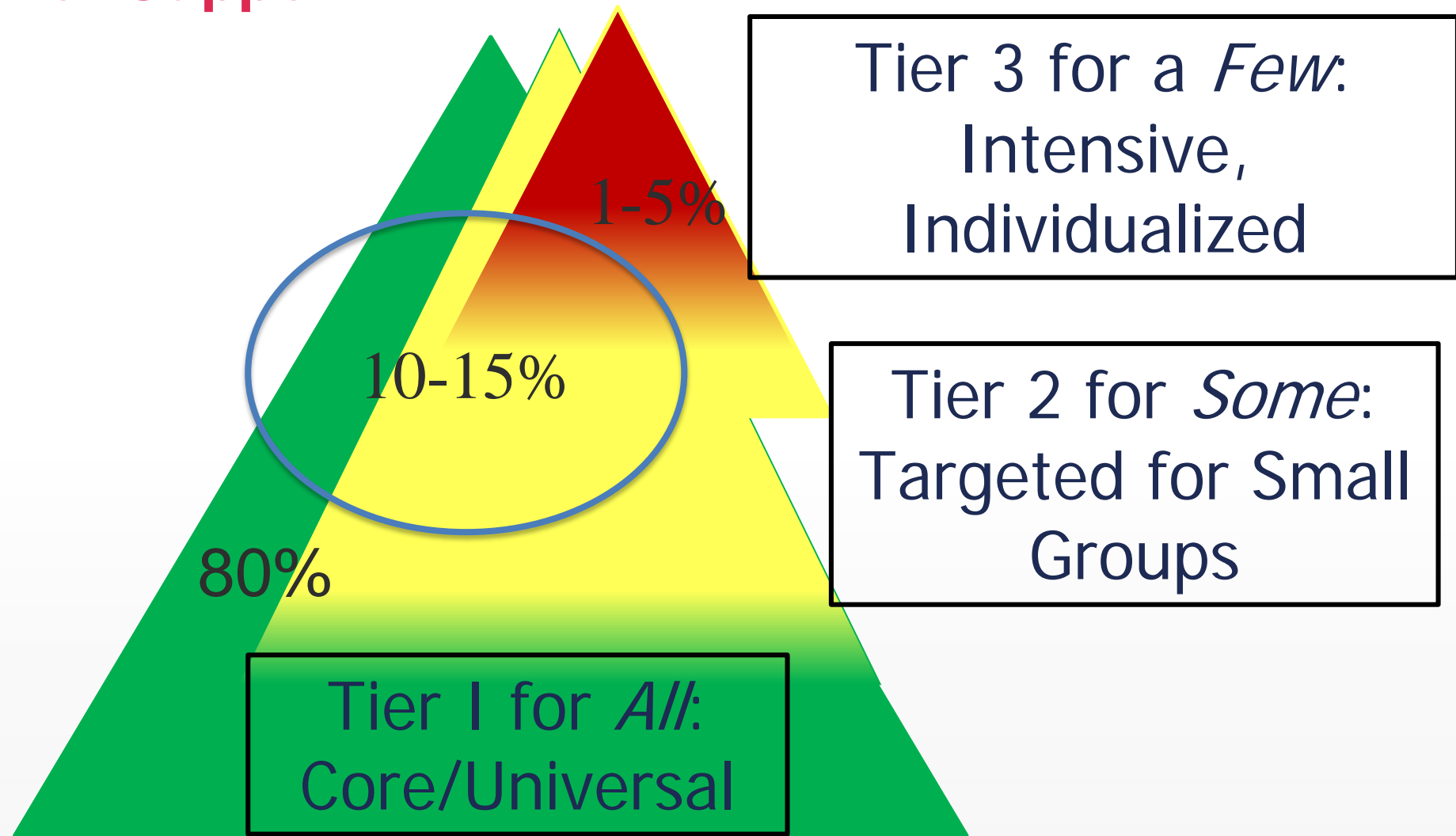
A ***data-driven, decision-making framework*** for establishing the ***social culture*** and behavioral supports needed for a school to be an ***effective learning environment*** (academic and social emotional behavioral) for ***all students***. Since **contextual fit** is a core principle of School Wide Positive Behavior Interventions and Supports (SWPBIS), it cannot be considered fully implemented until it is **culturally responsive**.

(Leverson, Smith, McIntosh, Rose & Pinkelman, 2016)

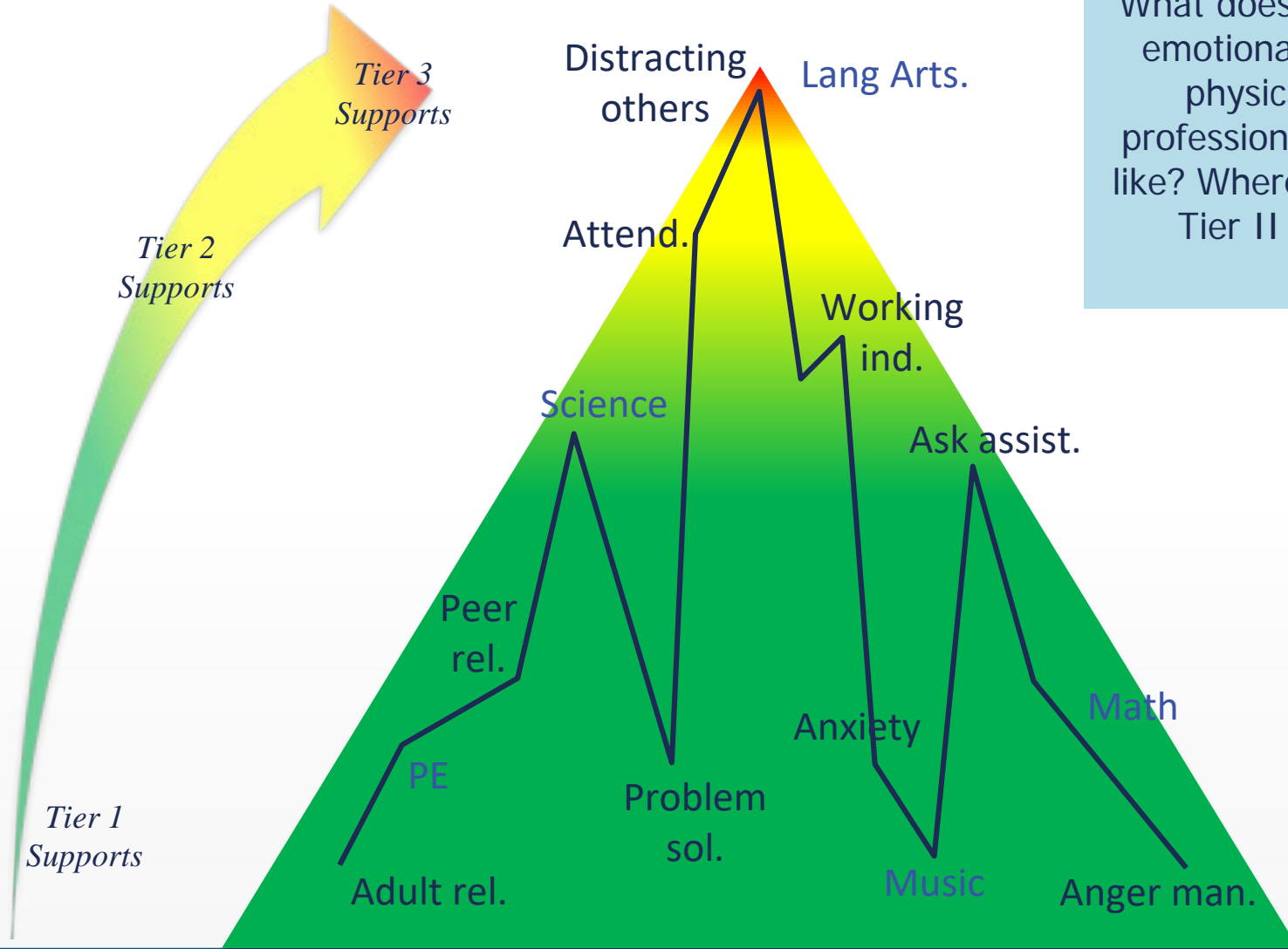


*Increase Effectiveness and Efficiency
Process for Continuous Improvement*

Continuum of Academic and Social Emotional Behavior Support

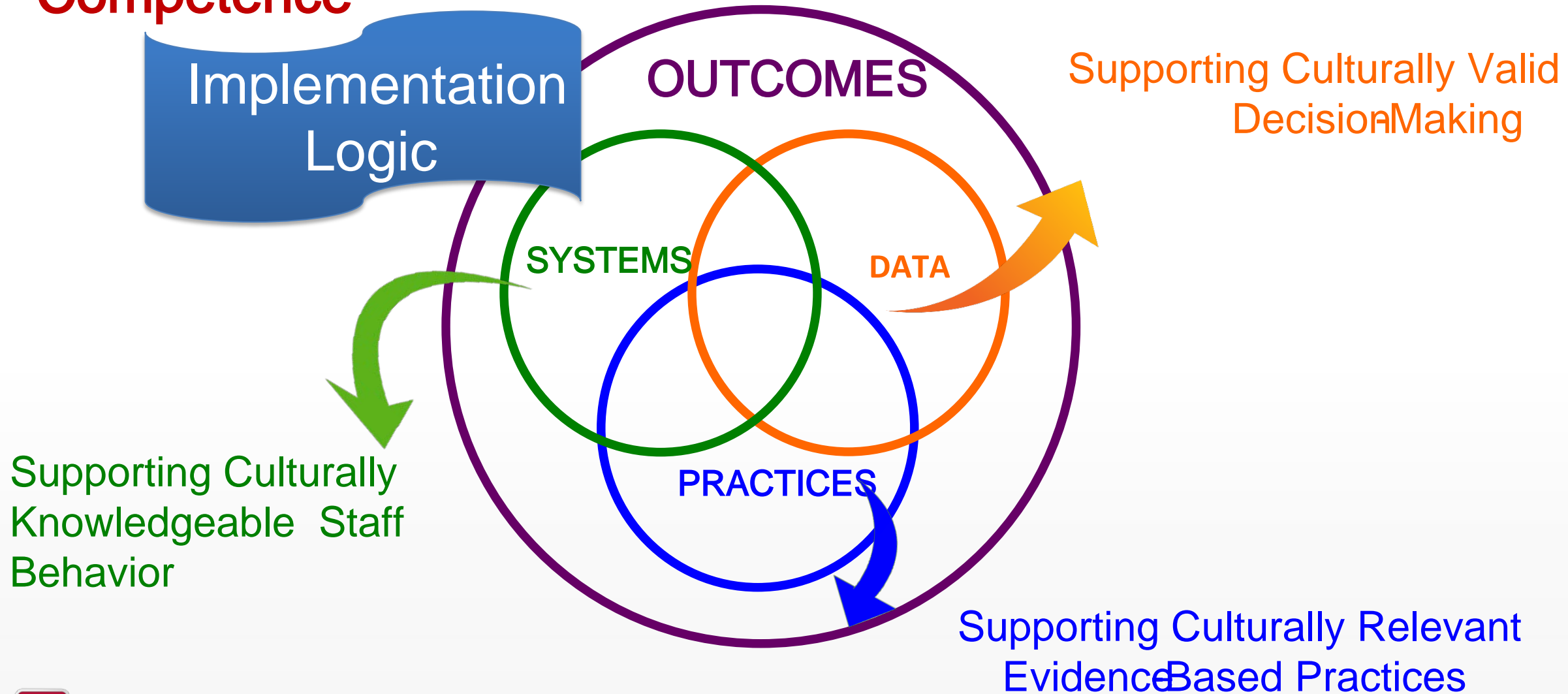


Student Profile



What does YOUR social, emotional, academic, physical, and/or professional profile look like? Where do you need Tier II Supports?

Culturally Equitable Social, Emotional, Behavioral, & Academic Competence



Key Characteristics of Tier 2 Implementation

Continuously available	Students can be provided support any time; typically within 72 hours of identifying a need.
Minimal teacher time commitment	Ideally, interventions fit with existing classroom practices.
Required teacher skills can be easily learned	Instructional skill set typical within classrooms, anything beyond is typically for a Tier 3 intervention
Aligned with school-wide expectations	Tier 2 is connected to Tier 1. SW expectations are taught across all three tiers.
Staff awareness of Tier 2 Interventions & their roles	Describe Tier 2 interventions & supported to develop skills to implement with fidelity.
Same for all, not individualized	Implemented the same for about 90% of students, typically in groups, with minor modifications for some. More intense modifications reflect Tier 3 supports
Consider function	May start with Basic CICO and modify for better fit with function through progress monitoring of data. Escape motivated might also indicate need for academic interventions.



The Need for a Framework



Tiered Fidelity Inventory (TFI)

- Tier II: Targeted SWPBIS Features
 - 13 Features
 - 3 Subscales:
 - Teams
 - Interventions
 - Evaluation



Tier 2 Professional Learning Roadmap

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Evaluation	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

Interventions	
2.5	Options for Targeted Interventions
2.6	Targeted Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

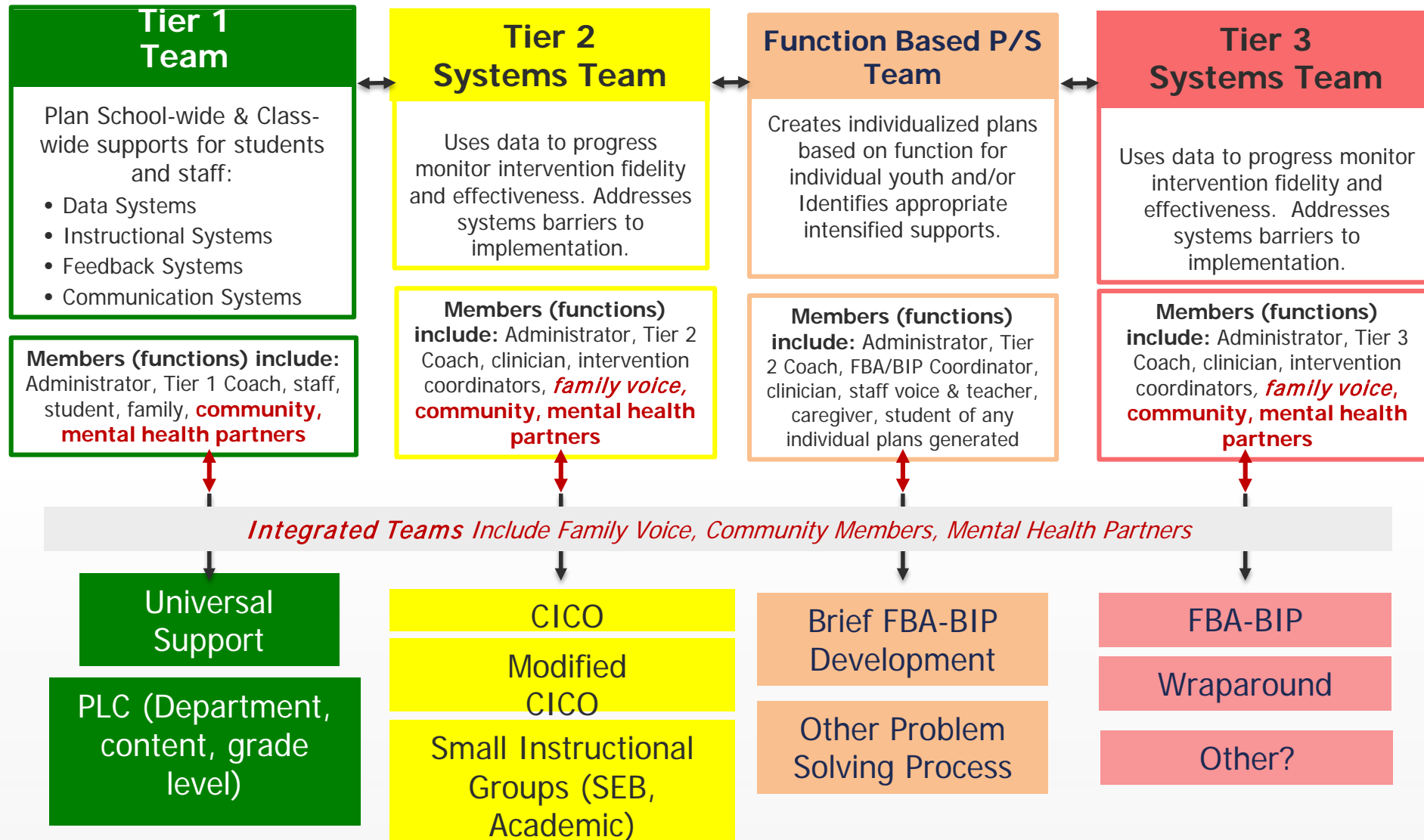


Tier 2 Team

TFI Team Subscale Features

- 2.1 Team Composition
- 2.2 Team Operating Procedures
- 2.3 Screening
- 2.4 Request for Assistance

Necessary Team Conversations in a MTSS



Align Current Teaming Structures and Other Initiatives

Note: Revisit your Tier I “Teaming Structure” if available to provide continuity

Initiative/ Committee/ Team	Purpose and Strategic Goal Supported	Measurable Outcome(s) – Data Based	Target Group	Staff Involved	Overlap? Modify? Eliminate?

Roles

Administrator

Tier 2 System
Coordinator/Coach/
Team Lead

Clinician/MH
expertise (Internal,
Community
Partners)

Check In Check Out
Intervention
Coordinator

Someone with
Applied Behavioral
Expertise

Someone with
knowledge of
students

Someone with
knowledge about
operation of school
across grade levels
and programs

Data Analyst

Data Entry

Defining Tier 2 Role Responsibilities

Intervention Coordinator

- Oversee and ensure fidelity of **one** intervention
- Monitors and reports data to Tier II Systems Team
- ~ 2-3 hours / week

Tier II Systems Coordinator

- Oversee and ensure fidelity of **all** Tier II interventions
- Facilitate Tier II Systems Meetings
- ~ 5 hours / week

Intervention Facilitator

- Deliver intervention with fidelity
- Submit data to Intervention Coordinator
- ~ 1 hour / week

Data Analyst

- Support Intervention Coordinators and System Coordinator with data analysis
- Provide data analysis needed between meetings
- ~ 2 hours / week

Data Entry

- Oversee and ensure fidelity of regular data entry for student data
- Support decentralized data entry
- ~ 2-3 hours / week

Tier 2 Intervention Logic

Organization of Staff to Support Tier 2

Tier II Leadership Team

Intervention Coordinator

Intervention Coordinator

Intervention Coordinator

Facilitator

Facilitator

Facilitator

Facilitator

Facilitator

Facilitator

Students

Students

Students

Students

Students

Students



TFI 2.2 Team Operating Procedures

- Identify regular meetings (a minimum of monthly, usually twice monthly)
- Adopt meeting format/agenda and minutes (e.g., TIPS, identify team norms)
- Define meeting roles
- Maintains a current action plan

Tier 2 System Team Meeting Schedule

Team Members:			
The team will meet _____ from _____ to _____ in _____ room and/or via _____.			
August	September	October	November
December	January	February	March
April	May	June	July

Sample Tier 2 Agenda Items

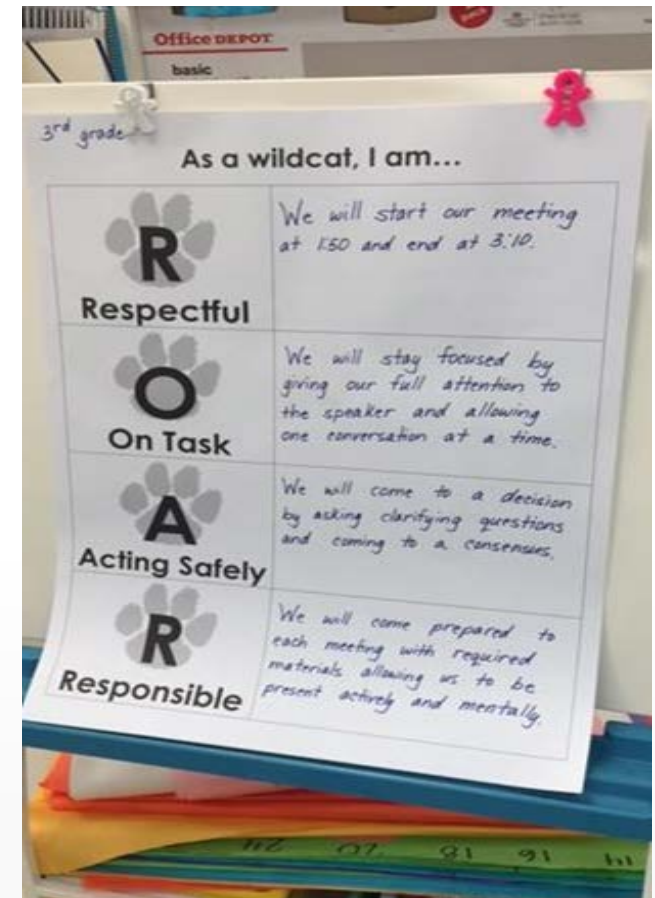
- Coordinator/Data Analyst Report
- Problem Solving & Action Planning
- Fading & Graduation (general statement)
- New Referrals to CICO team (general statement)
- System Updates & General Info/Issues



Creating Agreements/Norms for Team Meetings

Sample Agreements/Norms:

- Start on time, end on time
- Listen to understand, not reply
- Use the team meeting process
- Actively participate
- Assume best intentions



Team Action Planning

- Complete Teaming Structure Alignment
- Solidify Team
- Complete Team Roles Organizer
- Identify team meetings (bi-weekly, monthly at a minimum)
- Review, Modify, Adopt TIPS Team Meeting Process
- Define Team Norms (consider aligning with SW Expectations)
- Plan to build fluency with TIPS Meeting process
- Assign roles for team meetings



Screening & Decision Rules



TFI 2.3 Screening

- Team develops **written policy** that reflects decision rules & **multiple data sources** used to uncover students who may benefit from Tier 2 support and includes process to ensure **families** are notified **promptly** when students will be provided with Tier 2 supports

Consider Multiple Data Points

- Minor Discipline Referrals
- Office Discipline Referrals
- In-School/Out-School Suspension
- Loss of instructional time
- Visits to nurse, counselor, secretary, or administrator
- GPA
- Benchmark Testing
- Incomplete classwork / homework
- Unexcused Absences
- Tardies
- Students new to your school
- Family, Teacher, or Student Referral

Targeted Groups for CICO

- Students new to your school
- Children with low-level challenging behavior (identified by # of office referrals, teacher referral based on classroom management charts, etc.)
- Children who are internalizers (identified by visits to nurse's office, sits alone at lunch, etc.)

Process for Choosing Decision Rules for Access to Advanced Tiers

- Considerations

- Use naturally occurring data sources (academic, behavior, other)
- Multiple avenues to access support (may not show up as a data point, could be a recommendation - teacher, family, student)
- Decision rules are guidelines for determining access: allow for flexibility
- Decision rules are contextual --- what is low risk in one school may not be low risk in another school

Sample Decision Rules

Measure	Proficient Score	At-Risk	High Risk
Classroom Supported Referrals	0-4	5 or more	15 mor more
Office Supported Referrals	0-1	2-5	6 or more
Absences (in-person)	<5/trimester	5+/trimester	10/trimester
Absences (remote)			
Tardy	<4/trimester	4+/trimester	10/trimester
Work completion			
ISS	0-1	2	4 or more
OSS	0	1	2
Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
Reading Inventory	800+	799 or lower	59 or lower
Nurse (non-medication)	0-1	2-5 (patterns of regular visits)	6 or more (pattern of regular visits)



Considerations for getting started with Universal Screening

- If you screen, you must intervene
- Selection of universal screener
- Consent
- Process and procedures
- Informal and formal

TFI 2.4 Request for Assistance

- Team develops a request for assistance form (written/electronic)
- Team identifies a process for families, staff and students to request assistance
- Identified process includes the team
- Team responds to requests within three days

Uncovering Student Needs

- Develop a Request for Assistance (RFA)
 - Staff referral
 - Parent referral
 - Counselor referral

Implementation Tip: Begin with a small sample of students to allow time to work through the process before scaling up

Sample Request Form

Request for Assistance

Addressed to: **Secondary Systems Planning Team**

Date:

Student Name:

Grade:

IEP (circle one) Yes No

Teacher:

1) I am a (circle one): Teacher/team Family Member Student

Name: _____

Relationship to student: _____

2) Concern (circle all that apply):

Academic only Behavior only Both Academic and Behavior

Social Emotional/Well Being Attendance

Work Completion Other (please describe):



Team Action Planning

- Identify Measures & Decision Rules to Guide Identification of Students who may need Tier 2 Support
- Consult with District Leadership for any formal & informal screeners
- Develop Request for Assistance
- Identify ways to communicate Screening, Decision Rules, RFA procedures with staff, student, & families

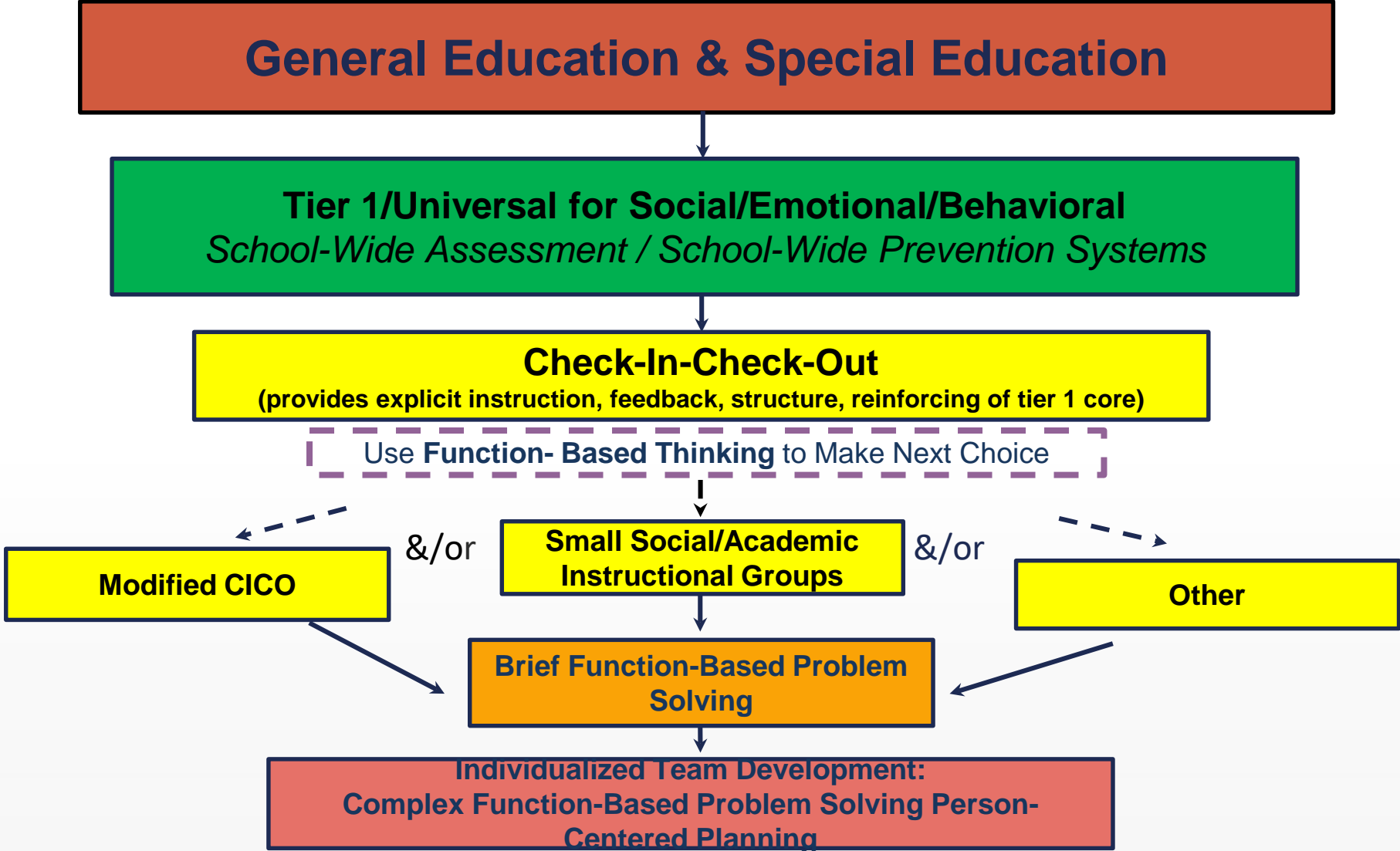


Installation of Check-In Check-Out

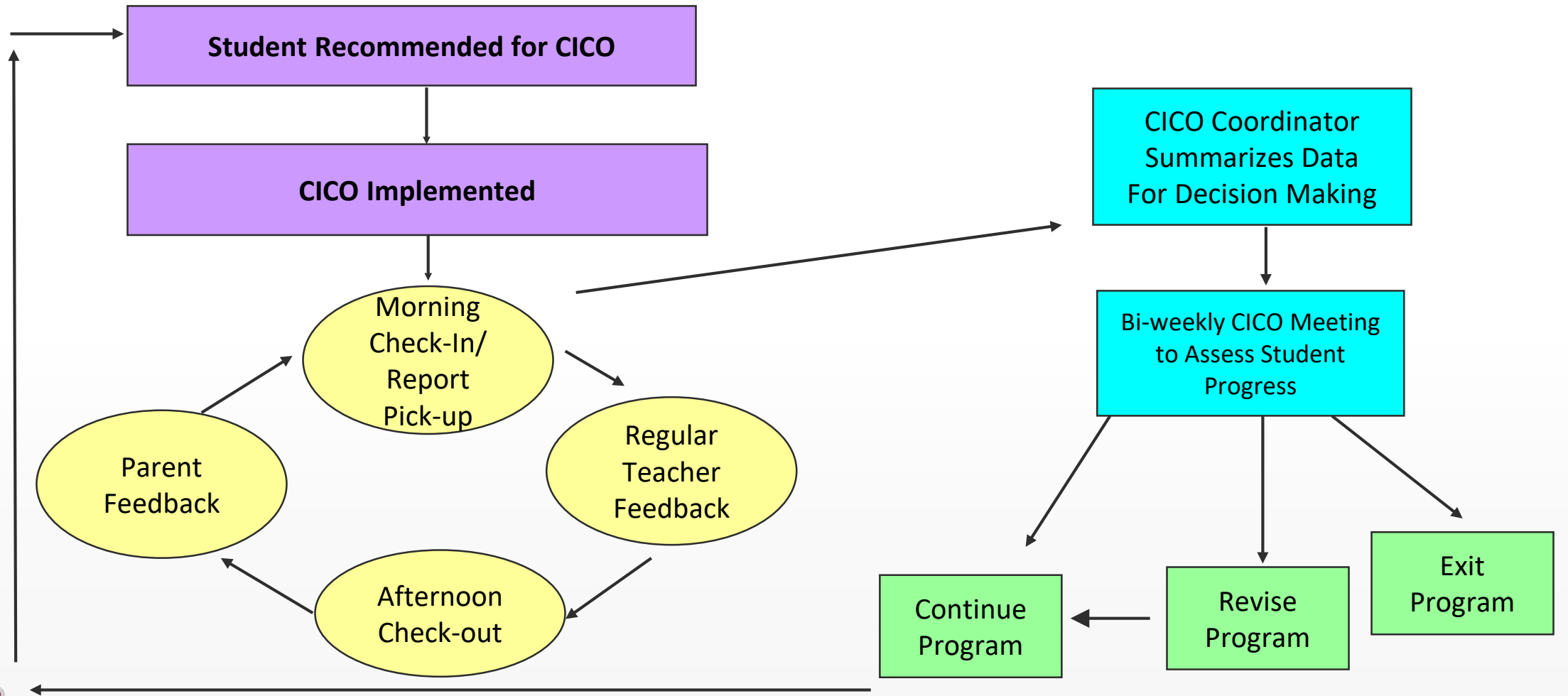
TFI Interventions Subscale Features

- 2.5 Options for Targeted/T2 Interventions - Starting with Check-In check-out
- 2.6 Targeted/T2 Critical Features
- 2.7 Practices Matched to Student Need
- 2.8 Access to Tier 1 Supports
- 2.9 Professional Development

All Students Need Access to All Three Tiers



Check In Check Out (CICO) Implementation Process



(Hawken, L., 2015)

CICO in Action



Who Needs CICO?

Appropriate

- Low-level problem behavior (reoccurring minor incidents)
- 2-5 referrals (office referrals)
- Behavior occurs across multiple locations
- Examples
 - Talking out
 - Minor disruption
 - Work completion

Inappropriate

- Serious or violent behaviors/ infractions
- Extreme chronic behavior
- (8-10+ referrals)
- Require more individualized support
- Functional assessment
- Wrap around services

CICO: Making It Work

What it is:

- An extension of Tier I
- Able to help support about 10% of your school
- A **re-boost** of Tier I messages
- Opportunity for staff to communicate with student who “need a little bit more”
- An intervention that should take less than 1 minute
- An intervention that provides positive adult contact and direct feedback/learning opportunities

What it is not:

- Not a Tier III intervention
- Not an opportunity for staff to point out why students are **ir**responsible, **dis**respectful, and **un**safe
- Another thing that teachers HAVE to do

TFI 2.6 Targeted/T2 Critical Features

- ❑ All Tier 2 Interventions include 3 core features:
 - ❑ Additional instructional time for skill development
 - ❑ Additional structure/predictability
 - ❑ Increased opportunity for feedback Daily Progress Report (DPR)

How is CICO Different Than Other “Behavior Card” Interventions

- CICO is implemented within a School-wide System of Behavior Support; whereas, Behavior Cards are typically individual classroom interventions
- CICO is implemented in all settings, throughout the school day
- All teachers and staff are trained
- Students are identified early & receive support quickly
- Team uses data for decision making to determine progress

Check-in with Facilitator at Beginning of Day

In-person	Remote Learning
Adult positively greets student upon arrival	Adult positively greets/connects with student before first instructional time
Provide materials (pencil, snack), if needed	Provide materials, tech support, if needed
Students pick up new Daily Progress Report card	Students accesses new E-Daily Progress Report card or facilitator lets student know teacher (adult) has it and reminds student to check in with teacher (adult) at designated times
Review School-wide expectations (daily goals)	
Turn in previous day's signed form (optional). Use to pre-correct for support today (e.g., Remember to let the teacher know when you need help)	
Provide reinforcer	

Teacher Provides Feedback

In-person	Remote Learning
Teacher provides feedback (positive & correction)	Teacher, para, some other designated teacher buddy provides positive feedback & correction
Teacher completes DPR or student completes self-monitoring DPR and teacher checks & initials card	Teacher, para, family member, some other designated teacher buddy (adult such as custodian or someone student has relationship with) completes DPR or student completes self-monitoring DPR and adult checks & initials card



*Self-monitoring usually begins as students begin to successfully exit the intervention

Check Out at End of Day with Facilitator

In-person	Remote Learning
Review points & goals	Review points & goals (flexible scheduling)
Take summary card (Student name, date, goal met - Y or N) of DPR card home (optional)	Email or use e-communication system in place
Reinforce students for checking-out (optional)	
Receive reinforcer if goal met (optional, but good idea).	

Family Communication

In-person	Remote Learning
<p>Chose a way to contact families (you know your students best):</p> <ul style="list-style-type: none">* Receive reinforcer from parent* Have parent sign/electronically acknowledge summary card* Students are not “punished” if their parents don’t sign, return, etc.	
<p>Return signed/electronically acknowledged summary card next day –if not returned, simply go on.</p> <p>*Option: Identify adult in school student has relationship with to share card with.</p>	

Daily Progress Report (DPR)

- Linked to the three to five school-wide expectations
- Teacher and student friendly
- Baseline data (if necessary)
- Same for all students (standard)
- Three-point scale (SWIS)
- Up to 10 Check in times

Insert Name of CICO Program/Card

Name:	Date:
-------	-------

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Teacher Initials							
Total Points							

Rubric: 2: Got it! (0-1 reminders) 1: Almost (2-3 reminders) 0: Keep trying (4+reminders)	Celebrations:	
	Goal for Today:	
	Total for Today:	Goal Reached: Yes No

Sample DPR



CICO-SWIS Daily Progress Report

Name: _____

Date: ____/____/____

Parent/Guardian Signature:

Rating Scale

2 = Met all expectations (Great job!)

1 = Met some expectations (Good work)

0 = Met few or no expectations (Room for improvement)

CICO-SWIS Goal: ____%

Points Earned: _____

Points Possible: _____


Goal Met: ____ YES ____ NO

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							

Sample DPR



Sample DPR



Cougar Leaders Card

Student Name: _____ Guardian Name: _____ Date: _____


Contact Info: _____ Check-in Time: _____ Check-out Time: _____


School-wide Expectations	Morning Circle	Live Instruction	Independent Reading	Math App	Homework
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL POINTS					


Point Goal: _____ Goal Met? Yes No REWARD: _____

What do you notice about this one?

Hello Update Goodbye

Name _____  = 2 points Points received _____

Date _____  = 1 point Points possible _____

Goal _____  = 0 points Daily Goal reached? Yes No

Goals	Morning	PE/Music	Reading	Math	Afternoon
Be Safe					
Be Kind					
Be Responsible					

Comments:

CAUTION! Refer to next slide for precautions regarding comments on DPR cards.

DPR Card Comment- Cautions

- Be careful about allowing space for open comments on the DPR. Allowing space for comments tends to:
 - Prompt adults to write something negative
 - Discourages staff from having the verbal interaction with student (allows them to write it)
 - Parents/families tend to “use” these comments with their child in ways not intended
 - We lose opportunity to re-teach if we are only using written comments

Sample DPR Summary Card

Home Report

Name: _____ Date: _____

_____ I met my goal today _____ I need to try harder tomorrow

One thing I did really well today was: _____

Something I will work on tomorrow is: _____

Student Signature: _____

Staff Signature: _____

Parent/Guardian Signature: _____



Closing

Part 1 Review

- For Tier 2 Interventions to work schools need:

Strong Tier 1 systems

Tier 2 team with defined roles

Installation of an evidence-based intervention (ex. Check In, Check Out)

Preview of Part 2

Data
collection

Fade,
Continue,
Intensify

Fidelity data

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