Readiness for Tier 2: Setting the Foundation for Success at Advanced Tiers

Presented by Billie Jo Rodriguez

Northwest PBIS

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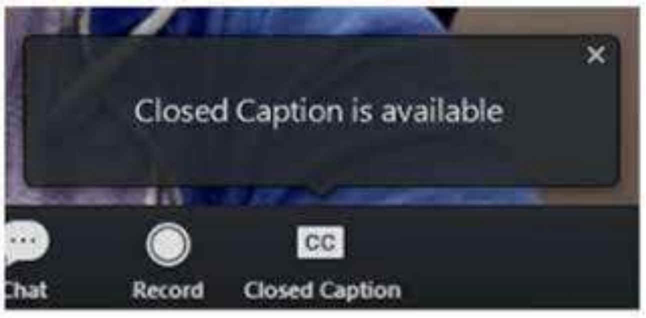
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Readiness for Tier 2: Setting the Foundation for Success at Advanced Tiers

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**Special thanks to my many peers and colleagues who have shared and collaborated on content that has resulted in this presentation!

Self Care Agreements	Self Care Behaviors
I will be Respectful	● Use appropriate language. ● Keep an open mind for listening to others' ideas. ● Nurture my body with healthy food. ● Build calming routines for sleep. ● Build routine for daily exercise.
I will be Engaged	● Monitor my stress level. ● Recognize and name the emotions I am experiencing (it's ok to feel vulnerable). ● Pay attention to joy. ● Do a body check for areas of tightness, discomfort. ● Take movement breaks, hydrate. ● Participate in activities and make this work for me.
I will be Safe	● Create an emotional support team. ● Double check on friends. ● Ask for help if you feel sense of hopelessness ● Suicide Hotline: 800-273-8255

NORTHWEST PBIS

Thank You!

- Kelcey Schmitz
- Jessica Swain-Bradway
- Lori Lynass
- Sarah Frazelle
- Jason Harlacher
- Sarah Arden
- Justyn Poulos

Northwest (HHS Region 10) MHTTC
Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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MIDWEST PBIS NETWORK

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Objectives: Participants will

- Understand that Tier 1 Supports are Critical for Tier 2 Success
- Define Tier 2
- Conceptualize Tier 2 in a Multi-tiered System of Supports
- Gain Tools to Determine Readiness for Tier 2
  - Assess Current Interventions, Time, & Need
- Learn How to Plan for Tier 2 Interventions
  - ✓ Visibility
  - ✓ Leadership/Team
  - ✓ Political Support & Funding
  - ✓ Training & Coaching Capacity
  - ✓ Data System & Evaluation Planning
  - ✓ Learn to Assemble a representative Tier 2 Systems team

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What do you know about Tier 2?

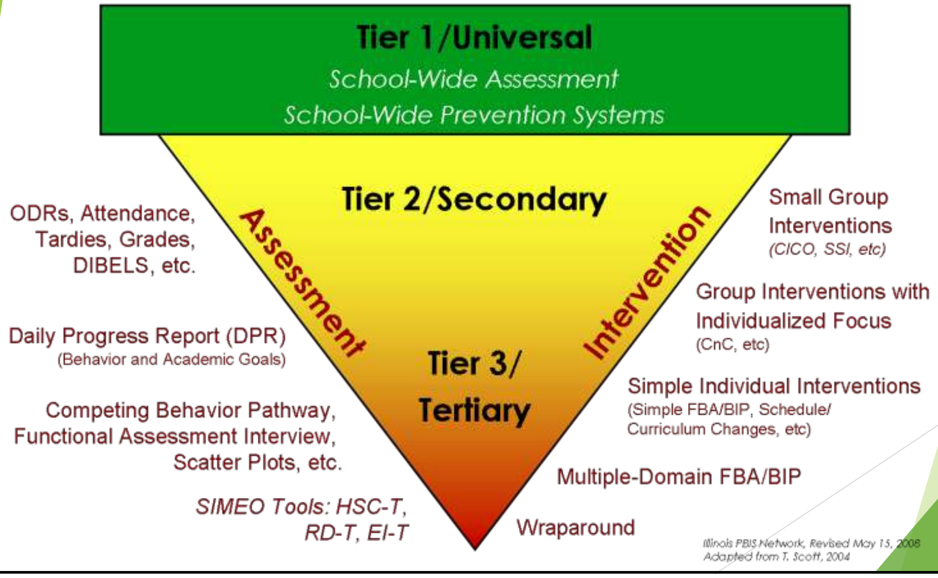
Share out!

- What is it?
- What interventions are officially “Tier 2”?

Getting from Tier 1 to Tier 2

- **We establish a very rigorous environment of instruction**
  - For academic and social skills
- **If students are not successful, we FIRST examine our instructional behaviors**
- **We consider how many students are not successful**
  - Is there a gap in our core?
  - Are there patterns in need (e.g., missing skills, areas to target/enhance)?
- **Then we "dose up"**
  - Plan more intense, structured use of these strategies
  - When something is new, hard, or we are not ready to learn (stressed, afraid, angry)

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Tier 1/Universal

School-Wide Assessment

School-Wide Prevention Systems

Tier 2/Secondary

Tier 3/ Tertiary

ODRs, Attendance, Tardies, Grades, DIBELS, etc.

Daily Progress Report (DPR)
(Behavior and Academic Goals)

Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

SIMEO Tools: HSC-T, RD-T, EI-T

Small Group Interventions
(CICO, SSI, etc)

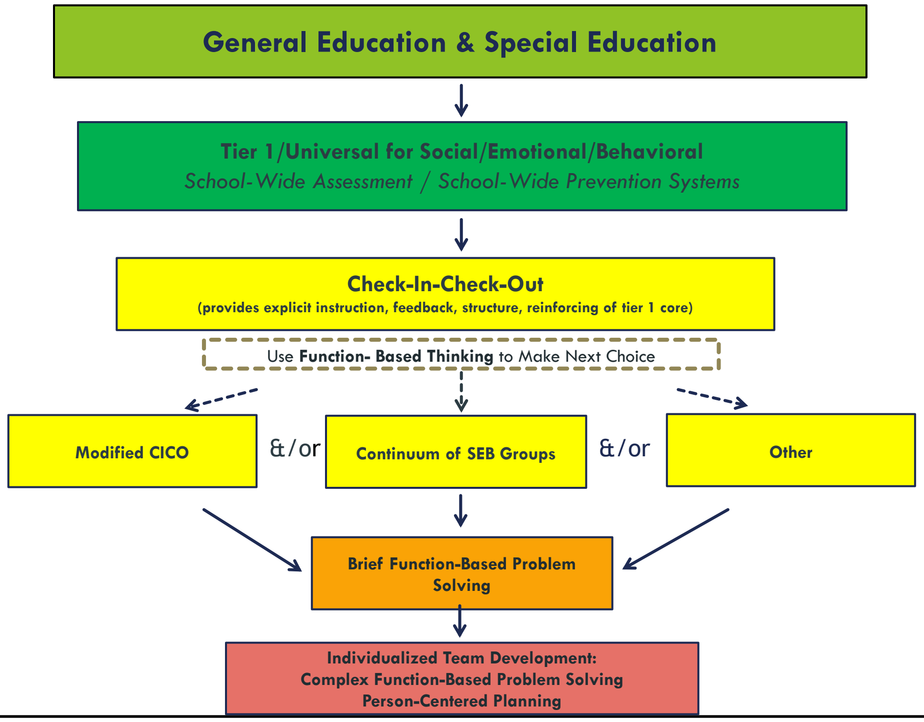
Group Interventions with Individualized Focus
(CnC, etc)

Simple Individual Interventions
(Simple FBA/BIP, Schedule/ Curriculum Changes, etc)

Multiple-Domain FBA/BIP

Wraparound

Illinois PBIS Network, Revised May 15, 2008
Adapted from T. Scott, 2004



General Education & Special Education

Tier 1/Universal for Social/Emotional/Behavioral
School-Wide Assessment / School-Wide Prevention Systems

Check-In-Check-Out
(provides explicit instruction, feedback, structure, reinforcing of tier 1 core)

Use **Function- Based Thinking** to Make Next Choice

Modified CICO &/or **Continuum of SEB Groups** &/or **Other**

Brief Function-Based Problem Solving

Individualized Team Development:
Complex Function-Based Problem Solving
Person-Centered Planning

Targeted Interventions within Tier 1

- All specialized interventions are more effective and more durable if they are done with evidence based universal/core implementation (e.g., SWPBIS, reading curriculum) as a foundation.

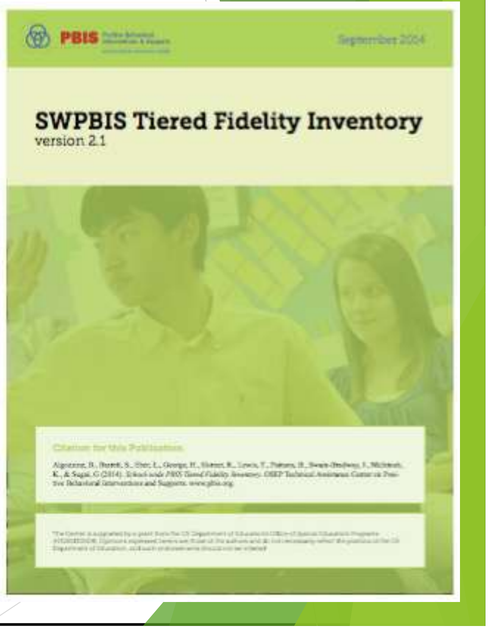
FEW
SOME
ALL

Is your Tier 1 SWPBIS ready to support?

- Developing School-wide Expectations
  - Agreed upon, Posted
- Teaching System
  - Explicit, Scheduled
- Acknowledgement System
  - Documented, Varied
- Consequence System
  - Distinctions, Documented
- Decision-making Data System
  - Efficient, Shared
- Management
- District Support

When is the last time your tier 1 team assessed and action planned using the TFI?

What was your Tier 1 fidelity score on the TFI?

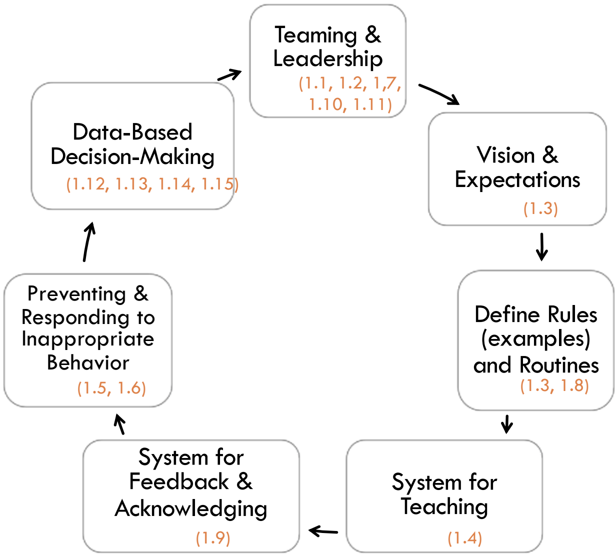

PBIS

September 2014

SWPBIS Tiered Fidelity Inventory

version 2.1

Tiered Fidelity Inventory (TFI) Measures of Tier 1


Teaming & Leadership (1.1, 1.2, 1,7, 1.10, 1.11)

Vision & Expectations (1.3)

Define Rules (examples) and Routines (1.3, 1.8)

System for Teaching (1.4)

System for Feedback & Acknowledging (1.9)

Preventing & Responding to Inappropriate Behavior (1.5, 1.6)

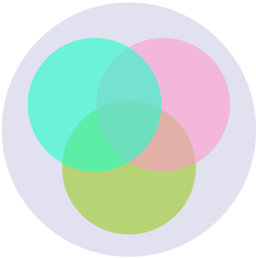
Data-Based Decision-Making (1.12, 1.13, 1.14, 1.15)

TFI	Component
1.1	Team Composition
1.2	Team Operating Procedures
1.3	Behavioral Expectations
1.4	Teaching Expectations
1.5	Problem Behavior Definitions
1.6	Discipline Policies
1.7	Professional Development
1.8	Classroom Procedures
1.9	Feedback & Acknowledgement
1.10	Faculty Involvement
1.11	Student/Family/Community Involvement
1.12	Discipline Data
1.13	Data-based Decision Making
1.14	Fidelity Data
1.15	Annual Evaluation

- Create a safe, predictable, & consistent environment
- Replace inappropriate behaviors with skills
- Establish & strengthen relationships
- Replaces subjectivity with data driven decision making

Reflect and Share

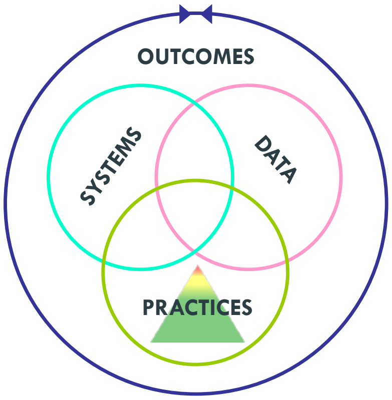
- What are the strongest components of your Tier 1 SWPBIS system?
- What is a specific area(s) are you continuing to target for improvement?



Positive Behavioral Interventions and Supports (PBIS)

for Continuous Improvement and Alignment of Initiatives
is a **Multi-Tiered System of Supports** (MTSS) Framework

Supporting culturally equitable **Targets** including social/emotional competence & academic achievement



Supporting culturally knowledgeable **Staff Behavior**
- ✓ team-based leadership and coordination
- ✓ professional development, coaching, and content expertise

Supporting culturally valid **Data-based Decision Making**
- ✓ universal screening
- ✓ progress monitoring
- ✓ evaluation of fidelity

Supporting **Student Behavior**
- ✓ three-tiered continuum of culturally relevant evidence-based interventions

Midwest PBIS Network 2/7/19. Adapted from:

"What is a systems Approach in school-wide PBIS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. https://www.pbis.org/school

McIntosh, K.& Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.

Reflect for Practice

- Reflect on the strengths and challenges you mentioned in the previous discussion. Where does each strength and challenge fall?
    - Data
    - Systems
    - Practices
- What are the implications for your school (and implementation of interventions for students who are struggling)?

Why Tier 2 Interventions?

Individualized supports are inefficient and resource intensive.

Lengthy: it can take 2-4 weeks to conduct an intensive, individualized intervention:

Complete Functional Behavior Assessment (FBA)
Develop a behavior support plan
Train everyone in implementation

Students can receive support within 72 hours with a tier 2 group intervention.

*Are effective for about 67 - 80% (CICO) of students!

Who would benefit from tier 2 support?

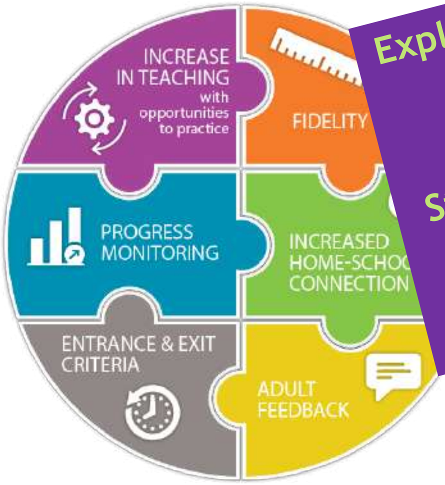
- For students "who"
  - Group interventions
- Frequently late
- Homework incomplete
- Regularly "talk-out"
- Have few friends
- Lack of connection to adults
- Students whose needs teachers "can handle" but are a challenge

Tier 2 Intervention: What it's not

- Not an intervention for a classroom or a whole school
- Not an individualized intervention
  - Not appropriate for students who have dangerous or violent problem behaviors
  - Not "wrap around" or comprehensive
- Does not require any intensive assessment
- Does not take longer than 10 min. for any teacher to implement

Tier 2 Intervention Features

- Tier II behavior support interventions provide:
  - Additional instruction/time for student skill development
  - Additional structure/predictability
  - Increased opportunity for feedback (e.g., daily progress report)


INCREASE IN TEACHING with opportunities to practice
FIDELITY
PROGRESS MONITORING
INCREASED HOME-SCHOO CONNECTION
ENTRANCE & EXIT CRITERIA
ADULT FEEDBACK

Explicit Linkage to Tier 1 Supports.

Students have access to Tier 1 AND Tier 2 Supports (Layering increases effectiveness)!

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

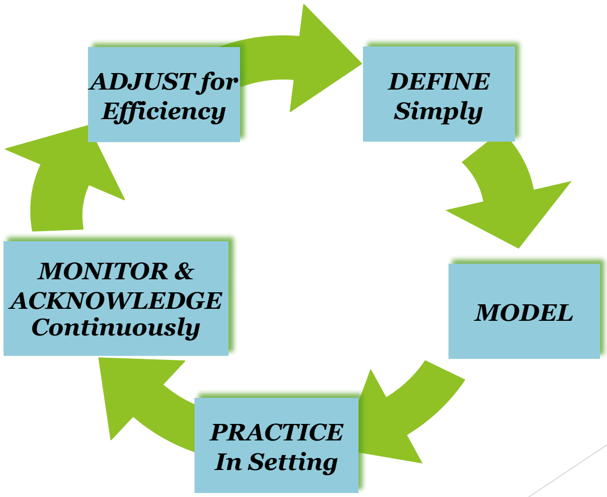
Anderson, Borgmeier (2010)
Newcomer, Lori L.; Freeman, Rachel; and Barrett, Susan (2013)

Wisconsin RtI Center
Wisconsin PBIS Network

Tier 2 Intervention Critical Features

- Continuously available- Everyone knows the intervention
- Rapid access to intervention
- Low effort for teachers/staff to implement
  - ***Generic*** intervention
    - Allows students to move back into "green zone" more efficiently
  - Provide schools with *efficient* system to support multiple students
    - Efficient access to data collection and initial problem solving
- Consistent with school-wide expectations
  - Goal to get back to green!
- Continuous monitoring
  - If program is not self-sufficient & requires significant organization by referring staff… it's not a tier 2 intervention! & not just the "card"
  - Peer buddies, homework club, mentoring interventions

Teaching Academics & Social Behaviors



DEFINE Simply

MODEL

PRACTICE In Setting

MONITOR & ACKNOWLEDGE Continuously

ADJUST for Efficiency

Why do Tier 2 Interventions Work?

- Increase structure/routines for student
- Increase in contingent feedback for student
- Increase in explicit instruction on relevant social skills & plan details
- Programs can be applied in all school locations
- Increase recognition for appropriate behavior
- Linking school & home support & academic support, as needed
- Focus is on self-management, as intervention is implemented over time

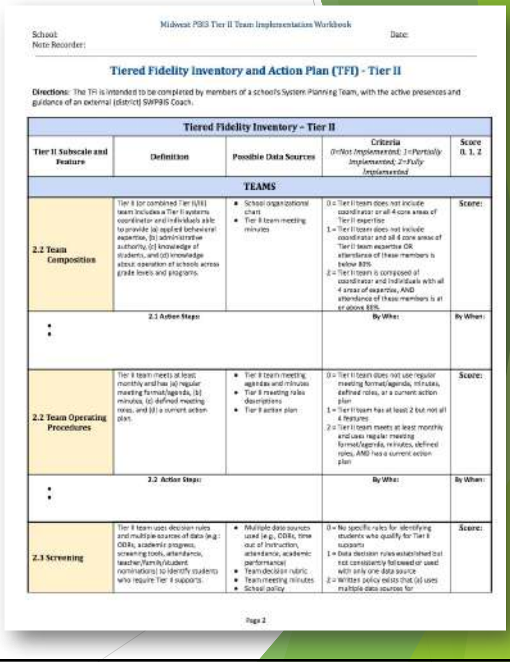
Tier 2 Building Readiness (Check in Check Out Example)

- ✓ **Visibility & Commitment**
  - ✓ Tier 2 content shared with staff & 80% (min) staff support
  - ✓ Tier 1 Fidelity: (e.g., 70% or greater on TFI/BOQ, 80% on SET)
- ✓ **Leadership/Team**
  - ✓ Representative: includes administrator, intervention coordinator (& facilitators), persons knowledgeable about school/students/technical adequacy (ideally some membership overlap with Tier 1 team)
  - ✓ Regular meeting schedule (2x monthly often encouraged for social behavior monitoring)
- ✓ **Political Support & Funding**
  - ✓ PBIS prioritized in school improvement goals (top 3)
  - ✓ Principal/admin commits to implementation for 3-5 years, with at least 3 years of funding identified
- ✓ **Training & Coaching Capacity**
  - ✓ Building coordinator for Tier 2 is identified with FTE and who will train building staff
  - ✓ Administrator regularly participates on team and supports sharing data with staff monthly
  - ✓ Identified team members can attend necessary trainings
  - ✓ Access to district/regional coach/support
- ✓ **Data System & Evaluation Planning**
  - ✓ Access to and plan for entering/using data to support intervention outcomes over time (e.g., identify students, monitor progress)
  - ✓ Plan for regular fidelity assessments to drive action planning (e.g., TFI)

*Adapted from Midwest PBIS Network & WI RTI Center & WI PBIS Network.

Taking Stock of Tier 1 and Foundation for Tier 2

- Tiered Fidelity Inventory and Action Planning. www.pbisapps.org



Midwest PBIS Tier II Team Implementation Workbook

School:
Note Recorder:
Date:

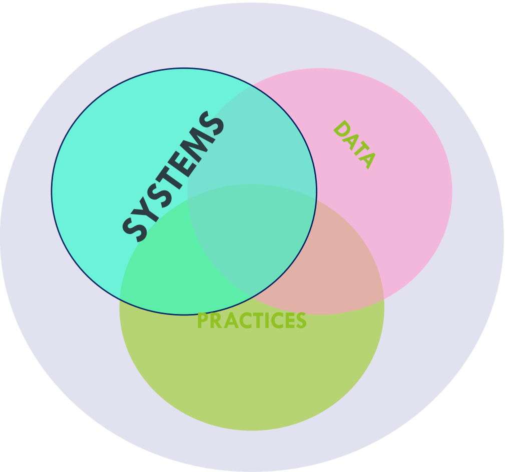
Tiered Fidelity Inventory and Action Plan (TFI) - Tier II

Directions: The TFI is intended to be completed by members of a school's System Planning Team, with the active presences and guidance of an external (district) SWPBIS Coach.

Tiered Fidelity Inventory - Tier II				
Tier II Subscale and Feature	**Definition**	**Possible Data Sources**	**Criteria** *0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented*	**Score 0, 1, 2**
TEAMS				
2.2 Team Composition	Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of schools across grade levels and programs.	• School organizational chart • Tier II team meeting minutes	0 = Tier II team does not include coordinator or all 4 core areas of Tier II expertise 1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%	**Score:**
2.1 Action Steps: • •			**By Who:**	**By When:**
2.2 Team Operating Procedures	Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	**Score:**
2.2 Action Steps: • •			**By Who:**	**By When:**
2.3 Screening	Tier II team uses decision rules and multiple sources of data (e.g.: ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.	• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric • Team meeting minutes • School policy	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for	**Score:**

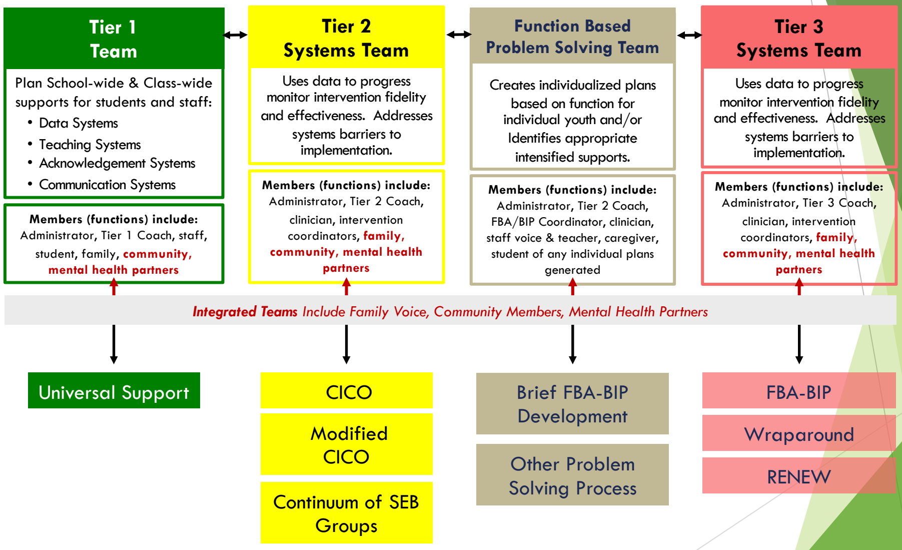
Page 2

Leadership/Team



PBIS as the Interconnected Systems Framework

Necessary Team Conversations in a 3-Tiered System of Support



Tier 1 Team

Plan School-wide & Class-wide supports for students and staff:

- Data Systems
- Teaching Systems
- Acknowledgement Systems
- Communication Systems

Members (functions) include: Administrator, Tier 1 Coach, staff, student, family, **community, mental health partners**

Tier 2 Systems Team

Uses data to progress monitor intervention fidelity and effectiveness. Addresses systems barriers to implementation.

Members (functions) include: Administrator, Tier 2 Coach, clinician, intervention coordinators, **family, community, mental health partners**

Function Based Problem Solving Team

Creates individualized plans based on function for individual youth and/or Identifies appropriate intensified supports.

Members (functions) include: Administrator, Tier 2 Coach, FBA/BIP Coordinator, clinician, staff voice & teacher, caregiver, student of any individual plans generated

Tier 3 Systems Team

Uses data to progress monitor intervention fidelity and effectiveness. Addresses systems barriers to implementation.

Members (functions) include: Administrator, Tier 3 Coach, clinician, intervention coordinators, **family, community, mental health partners**

***Integrated Teams** Include Family Voice, Community Members, Mental Health Partners*

Universal Support

CICO

Modified CICO

Continuum of SEB Groups

Brief FBA-BIP Development

Other Problem Solving Process

FBA-BIP

Wraparound

RENEW

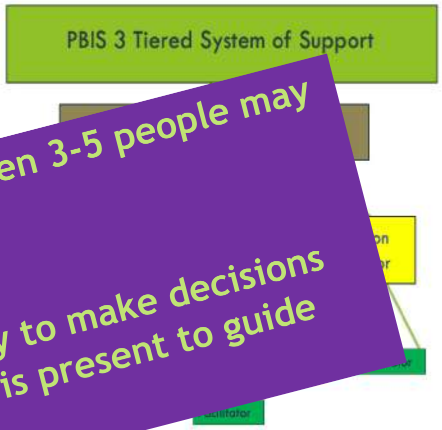
Rev 4/14/20 West-MWPBIS

TFI 2.1 Activity 1:
Teaming Working Smarter Matrix

Note: Revisit your Tier I "Working Smarter" document, or start a new table

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

Tier 2 Team Composition



ROLES NEEDED (TFI 2.1):

- ☐ Team facilitator
- ☐ Applied behavioral expertise
- ☐ Administrative authori
- ☐ Knowledg

Tier II team does not need to be large. Even 3-5 people may be sufficient.

The key is to ensure that the authority to make decisions exists, and the behavioral expertise is present to guide adaptations.

Co

- **I**

tal Health Agency partners

- Social Workers, psychologists, school counselors, psychotherapists, etc.

- Family e
- Student representative
- Community partner(s)

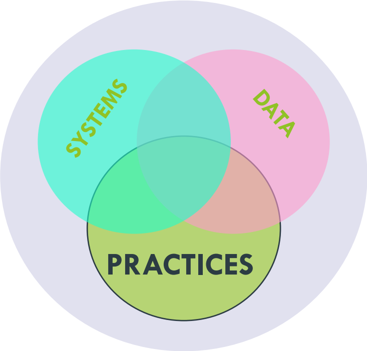
Some roles may be fulfilled by the same person (e.g., CICO Coordinator is the team facilitator)!

TFI 2.1: Team Composition

Big Ideas about Implementing a System of Tier 2 Interventions

- ✓ Select Evidence-Based Interventions
- ✓ Connect all interventions to Tier 1
- ✓ Monitor the fidelity of each intervention
- ✓ Monitor the use of all interventions
- ✓ Monitor the outcomes of all interventions

The role of the Tier 2 Systems Team!



Messages on PBIS Continuum of Interventions

1. Start with Check-in Check-out (CICO) and a Daily Progress Report (DPR)
2. Layer small group instruction on specific skill sets
    - Social, coping, problem solving etc. skills as low level generic, higher frequency dosage of teaching
    - Skills are layered into DPR
3. Layer small group instruction to address a specific identified need
    - Use of screening, expanded data, request for assistance

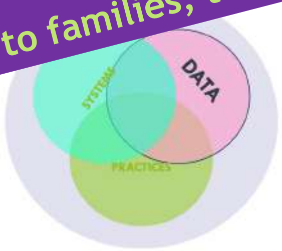
Tier 1 Data Points to Consider for En

- Minor Discipline Referrals
- Major Office Discipline Referrals
- In-School / Out-Schoo
- Loss of in
- St
- Fa eferral

Multiple sources of data, including request for assistance from teachers, students, families.

Written process for decision rules.

Process for communicating to families, teachers, students.



Data-Based Decision-Rules:
Sample to Consider

a) Identification for CICO (IN):

- Student is identified by 2 or more Office Discipline Referrals unexcused absences, 2 incomplete homework assignments, referral from family or school staff, etc.

b) Progress-monitoring (ON):

- Daily Progress Report (DPR) data collected daily & reviewed every other week. Data collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

c) Exiting/transitioning (OUT):

- Student received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or attendance or homework concern. Student may be transitioned into being a CICO student mentor.

Data to track proportion of students participating in Tier II supports and access is proportionate.

Data to support implementation fidelity and action planning.

Your teams will be constructing decision rules.

MAIN IDEAS

- Effective Tier 1 is critical for Tier 2 Success.
- Layering supports maximizes implementation efficiency and outcomes!
- Number of students with needs must be manageable to effectively address them successfully, and this only happens with healthy universal system.
- It's ok to start small with "pilots". This is often where teams find gaps and weaknesses in Tier 1 that are less obvious.
  - E.g., DPR ratings of N/A for safety in small group reading; staff unsure how to provide feedback on school-wide expectations using DPR.
- Plan for data, systems, & practices (not JUST the practices)!

NWPBIS Events!

- Check out our Events page: https://pbisnetwork.org/events/
- Tier 2 Teaming Part 1: CICO Series
- Why are you doing that? Using ABCs of behavior (i.e., thinking functionally) to improve equitable outcomes
- Coaches Network Meetings (FREE!)
- New Coaches Meeting Series
- Administrative Role in MTSS (FREE!)
- Early Childhood Series
- Early Childhood Building Anti-Racist Learning Spaces

Studies Evaluating CICO

- Campbell, A. & Anderson, C. (2011). Check-in/Check-out: A systematic evaluation and component analysis. *Journal of Applied Behavior Analysis, 44*, 315-326.
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- Todd, A. W., Kaufman, A., Meyer, G., & Horner, R. H. (2008). The Effects of a Targeted Intervention to Reduce Problem Behaviors: Elementary School Implementation of Check In - Check Out. *Journal of Positive Behavioral Interventions, 10,* 46-55.

Closing Content

- All follow up questions are to be emailed to CISL@k12.wa.us with the presenter name, and the session title the question relates to.
- Presentation materials, and recordings of sessions will be available on August 18 with closed captioning. (clock hours are not available for watching recordings)
- Clock hours will be awarded no later than August 31, 2021 and can be claimed up to a year after the event. Participants must fill out the MTSS Fest survey to be awarded hours.
- The presentation materials will be uploaded to our MTSS webpage and will be linked in the archive materials section.