

Readiness & Critical Features of Tier 2 Interventions, Data, & Systems

Billie Jo Rodriguez, PhD, NCSP, BCBA
PBIS Trainer, Northwest PBIS Network
billiejo@pbisnetwork.org

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



1

Self Care Agreements	Self Care Behaviors
I will be Respectful	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Create an emotional support team. • Double check on friends. • Ask for help if you feel sense of hopelessness <ul style="list-style-type: none"> • Suicide Hotline: 800-273-8255



2

Thank You!

► Kelcey Schmitz



► Jessica Swain-Bradway



► Lori Lynass



► Sarah Frazelle



► Jason Harlacher

► Sarah Arden



► Justyn Poulos



4

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
 - ✓ Supporting implementation
 - ✓ Data System & Evaluation Planning
 - ✓ Equitable access
 - ✓ Equitable outcomes
 - ✓ Overcoming obstacles to successful implementation of Tier 2 supports



5

What do you know about Tier 2?

Share out!

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

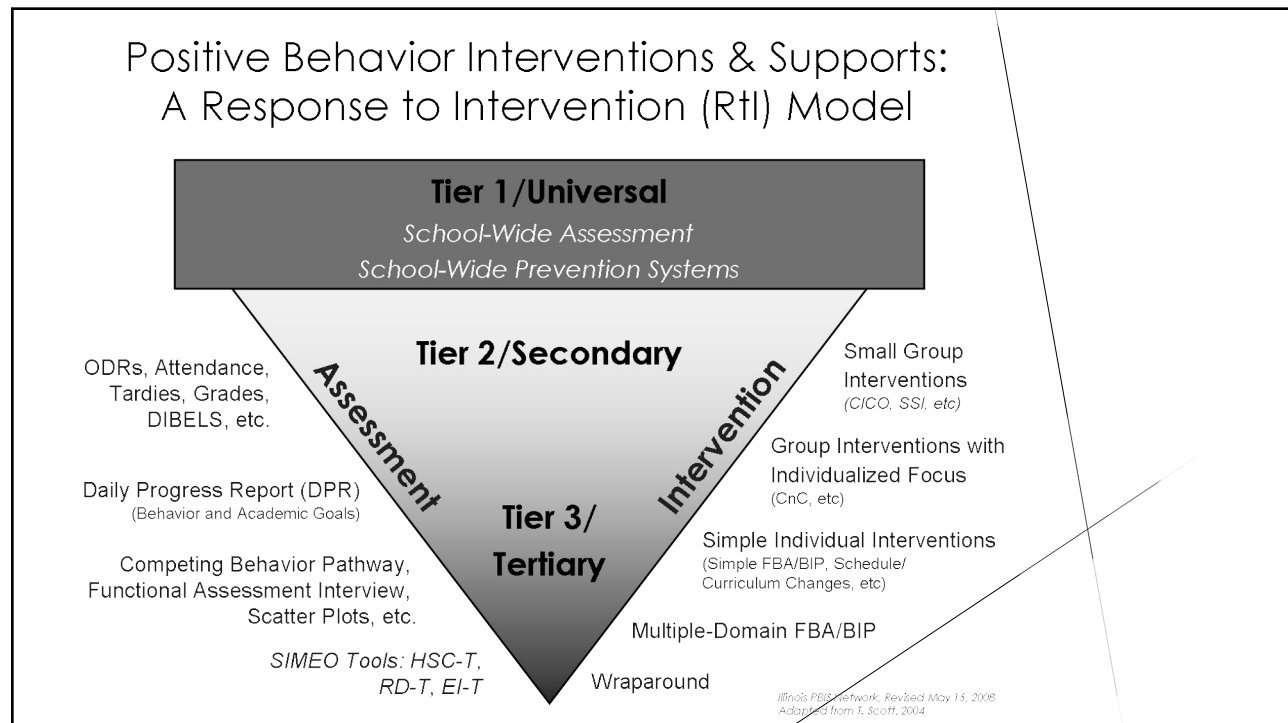
6

Getting from Tier 1 to Tier 2

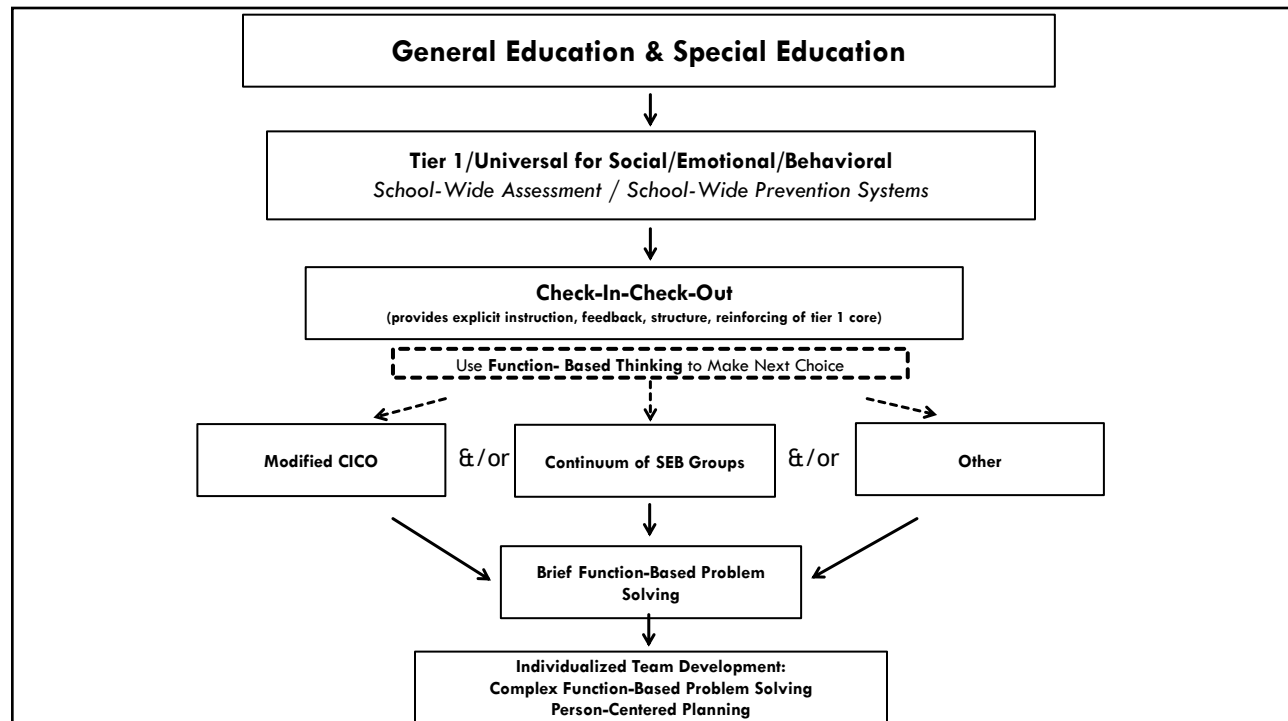
- ▶ We establish a very rigorous environment of instruction
 - ▶ For academic and social skills
- ▶ If students are not successful, we **FIRST** examine our instructional behaviors
- ▶ We consider how many students are not successful
 - ▶ Is there a gap in our core?
 - ▶ Are there patterns in need (e.g., 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)

7

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



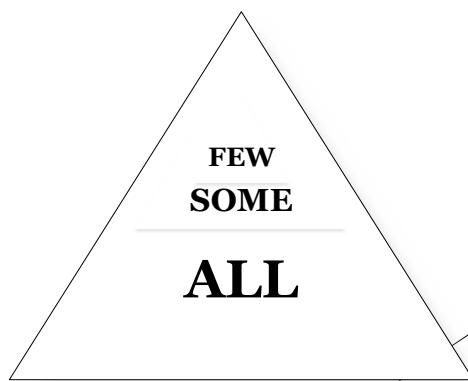
8



9

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.



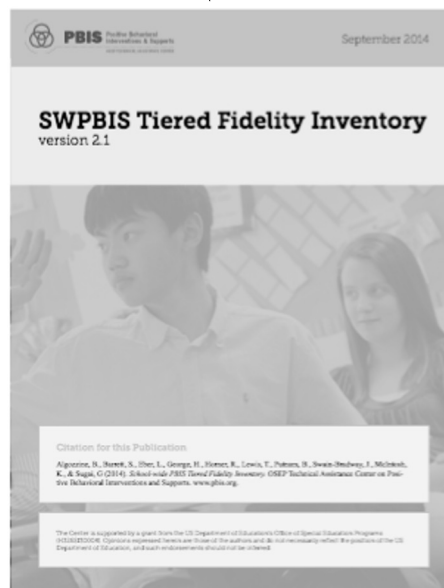
10

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?



11

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?

14

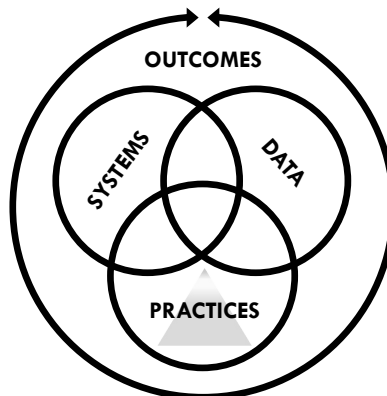
Positive Behavioral Interventions and Supports (PBIS)

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

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.

Supporting Student Behavior

- ✓ three-tiered continuum of culturally relevant evidence-based interventions

15

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)?

16

Why Tier 2 Interventions?

Individualized supports are inefficient and resource intensive.

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

Obtain written consent, 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!

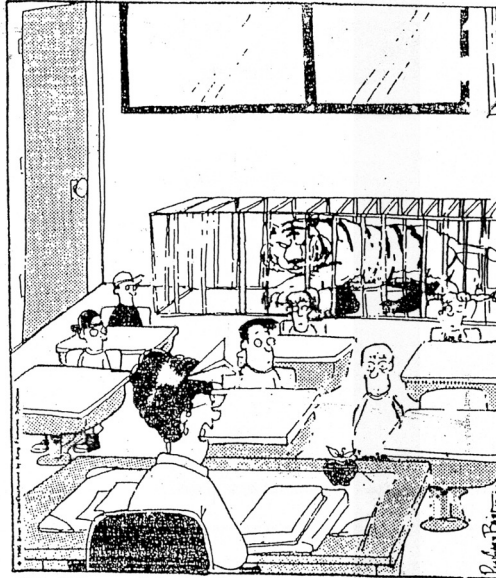
17

Prevention/
support is key
for at-risk
students

Getting tough
on
consequences is
NOT ...

How can we
TEACH
appropriate
behavior?

CHAOS



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

18

How to Maximize Fit with Tier 2 Support

Benefit

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

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

19

TFI Item 2.6 Tier II Critical Features



Feature	Possible Data Sources	Scoring Criteria
Tier II Critical Features: Tier II interventions provide (a) additional instruction/time for student skill development, (b) additional structure, predictability, and/or (c) increased opportunities for feedback (e.g., Daily Progress Report).	<ul style="list-style-type: none"> Universal lesson plans Tier II lesson plans 	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback.</p> <p>1 = All Tier II interventions provide some but not all three core Tier II features.</p> <p>2 = All Tier II interventions include all three core Tier II features.</p>

Main Idea:
Tier II supports should focus on improving the skills and context needed for student success.

20

Tier 2 Intervention Critical Features

Core Features

- ▶ **Additional instruction/time for student skill development**
- ▶ **Additional structure & predictability**
- ▶ **Increased opportunity for feedback (e.g., daily progress report)**

Additional 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 level of supports!
- ▶ Continuous skill building & 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
Anderson & Borgmeier (2010)

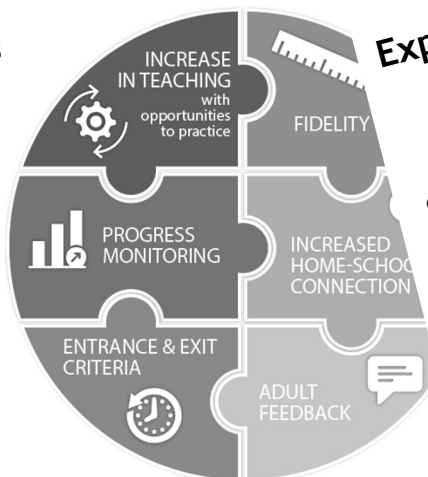
Algozzine, B., Barrett, S., Eber, L., George, H., Hörner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

21

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)



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.

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



Wisconsin RII Center
Wisconsin PBIS Network

22

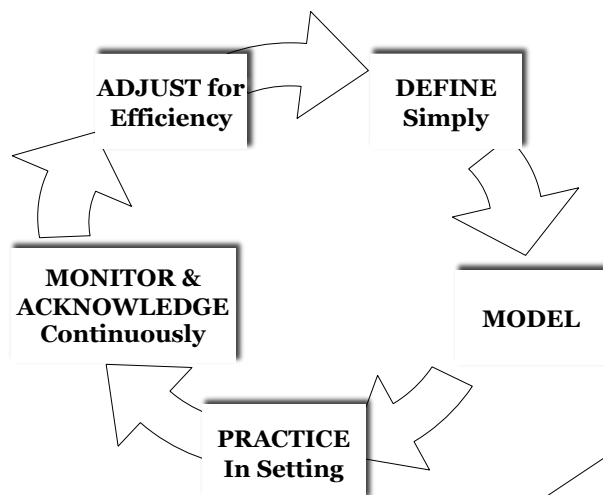
22

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

23

Teaching Academics & Social Behaviors



24

Check-In, Check-Out: Exemplar Tier 2 Social Behavior Intervention

- ▶ CICO when implemented systematically is an intervention that incorporates all the critical features of Tier 2 (see Anderson & Borgmeier, 2010)
- ▶ CICO has a “built in” data collection system (Daily Progress Report)
- ▶ Once a school has implemented CICO system, they can then apply the features/logic to other tier 2 interventions (such as social skills groups, lunch buddies)

25

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

26

Pair & Share

- ▶ What are your take aways so far?
- ▶ What do you see as the need in your school that will be addressed by Tier 2?
- ▶ How are the current data sources, systems, and practices likely to support your goals with Tier 2? Any areas that might hinder your goals (and ultimately student outcomes)?

27

Check-In Check Out

- ▶ Check-In, Check-Out (CICO), also known as the Behavior Education Program, is the most widely implemented Tier 2 intervention for the 10-15% of K-12 students who exhibit chronic, mild behavior problems (Hawken & Breen, 2018).
 - ▶ No other intervention exists with the robustness and efficiency of CICO
 - ▶ There's not a "magic bullet" or quick fix (just like with academics; takes time to change habits and build skills!)
- ▶ Works for about 2/3 students when done with fidelity
- ▶ Approximately 2/3 of students in single subject research studies have been 5th-12th grade (Maggin et al., 2015)
- ▶ Most effective for students who like adult attention (Maggin et al., 2015)
 - ▶ Modifications can be used (e.g., incentives) to increase effectiveness for students who do not initially find adult attention rewarding
 - ▶ Allows students to get additional social behavior support while minimizing the impact on instructional time lost.

28

Why does CICO work?

- ▶ **Supports can be applied in all locations**
- ▶ **Elevated recognition for appropriate behavior**
 - ▶ Adult attention delivered each target period
 - ▶ Adult attention delivered at beginning and end of day (from someone other than teacher)
 - ▶ Opportunity to work toward a range of incentives/acknowledgements as part of the system
- ▶ **Link school and home support**
 - ▶ Provide format for positive student/parent contact
- ▶ **Organized to fade into a self-management system**
 - ▶ Increased options for making appropriate choices
 - ▶ Increased ability to self-monitor performance/progress
- ▶ **Improved structure and predictability**
 - ▶ Prompts are provided throughout the day for correct behavior
 - ▶ System for linking student with at least one positive adult
 - ▶ Student agrees to participate (on board)
- ▶ **Student is "set up for success"**
 - ▶ First contact each morning is positive
 - ▶ "Blow-out" days are pre-empted
 - ▶ First contact each class/activity period is positive and sets up behavioral momentum
- ▶ **Increase in contingent feedback**
 - ▶ Feedback occurs more often
 - ▶ Feedback is tied to student behavior
 - ▶ Feedback is predictable and constructive

29

Who is successful on standard CICO?

- ▶ Successful students on CICO
 - ▶ Students who like attention
 - ▶ Students who are displaying mild-moderate levels of problem behavior throughout the day
 - ▶ Students who may come to school in a “bad mood” due to setting events on the bus or at home
- ▶ Not likely to be successful on CICO
 - ▶ Students whose social behavior needs are high intensity/severity
 - ▶ Students who do not like adult attention
 - ▶ Students who are engaging in problem behavior to avoid difficult academic tasks
 - ▶ Students who only have problems in a specific setting (recess, etc.)

30

Tier 2 Systems & Data Foundations for Practices

Billie Jo Rodriguez, PhD, NCSP, BCBA
 PBIS Trainer, Northwest PBIS Network
billiejo@pbisnetwork.org

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



31

Indicators of a good system

- ▶ **All staff know how to access/implement the program**
 - ▶ The process is predictable & positive for all
 - ▶ Ideally access includes data based decision rules AND request for assistance process
 - ▶ E.g., 3 or more major/minor referrals in a 4 week period triggers a screening team to determine if CICO is appropriate
- ▶ **Rapid access to intervention**
 - ▶ Ideally students can be added within 72 hours
- ▶ **Low effort for teachers/staff to implement**
 - ▶ *Generic* intervention, minimal time
 - ▶ Focus on relationships, utilizes high leverage practices (precorrection, contingent specific feedback, goal setting, etc.)
- ▶ **Consistent with school-wide expectations**
 - ▶ Goal to get back to green!

36

Tier 2 Building Readiness

- ✓ **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.

37

Taking Stock of Tier 1 and Foundation for Tier 2

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

School: _____ Date: _____
Note Recorder: _____

Midwest PBIS Tier II Team Implementation Workbook

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

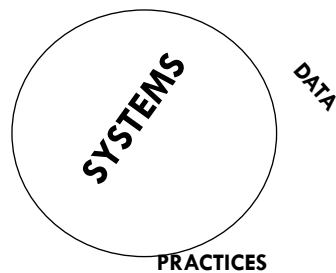
Directions: The TFI is intended to be completed by members of a school's System Planning Team, with the active presences and guidance of an external (district) SWPBS Coach.

Tier II Subscale and Feature	Definition	Possible Data Sources	Criteria 0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented	Score 0, 1, 2
TEAMS				
2.1 Team Composition	Tier II (or combined Tier I/II) 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.	<ul style="list-style-type: none"> 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 When:	By Whom:
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.	<ul style="list-style-type: none"> 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 When:	By Whom:
2.3 Screening	Tier II team uses decision rules and multiple sources of data (e.g.: DOIs, academic progress, screening tools, attendance, teacher/family/student contributions) to identify students who require Tier II supports.	<ul style="list-style-type: none"> Multiple data sources used (e.g., DOIs, time use 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:

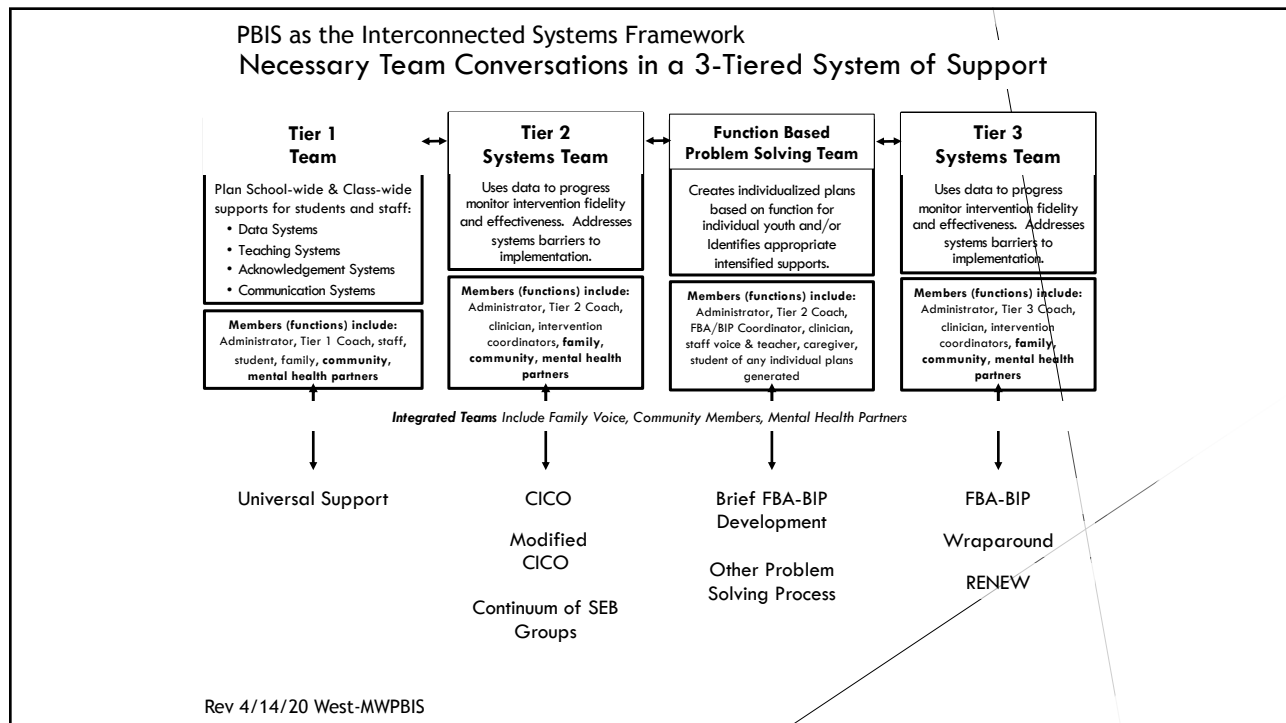
Page 2

38

Leadership/Team



39



40

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?

41

PBIS 3 Tiered System of Support

Tier 2 Team Composition

ROLES NEEDED (TFI 2.1):

- ☐ Team facilitator
- ☐ Applied behavioral expertise
- ☐ Administrative authority
- ☐ Knowledge about student behavior
- ☐ Knowledge about school operations

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.

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

Additional Roles:

- Mental Health Agency partners
- Social Workers, psychologists, school counselors, psychotherapists, etc.
- Family representative
- Student representative
- Community partner(s)

TFI 2.1: Team Composition

42

TFI Item: 2.1 Team Composition		
Feature	Possible Data Sources	Scoring Criteria
Team Composition: Tier II (or combined Tier II/III) team includes a coordinator and individuals able to provide: (1) applied behavioral expertise, (2) administrative authority, (3) knowledge of student behavior, and (4) knowledge about operation of school across grade levels and programs.	<ul style="list-style-type: none"> School organizational chart 	<ul style="list-style-type: none"> 0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Tier II team identified, but not coordinator and all 4 areas of Tier II team expertise OR attendance of members below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise with attendance of these members at or above 80%

Main Idea:
Tier II team needs individuals with specific skills and perspectives to implement Tier II supports.

43

TFI Item: 2.2 Team Operating Procedures



Feature	Possible Data Sources	Scoring Criteria
Team Operating Procedures: Tier II team meets at monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) current action plan.	<ul style="list-style-type: none"> Tier II team meeting agendas and minutes 	0 = Description of feature not being implemented. 1 = Description of feature partially implemented. 2 = Description of the feature being fully implemented

Main Idea:
 Tier II teams need meeting foundations in order operate efficiently and to implement effective supports.

44

Sample Tier 2 Behavior Team

- Meets 2x/month
 - School psychologist, administrator, behavior support coordinator, primary classroom teacher rep, intermediate classroom teacher rep
- Review student progress in Tier 2 interventions
 - Continue supports for students who are successful but not yet ready to fade
 - For example in CICO: Crone, Hawken, Horner recommend 80/80/20 rule (80% of points, 80% of days for 20 school days before fading)
 - Adjust support plan/goal if no improvement in two weeks or students not consistently meeting goal
 - Fade to self-management steps when appropriate
 - Exit when appropriate
- Review new referrals to Tier 2
- Report to SWPBIS Tier 1 team and whole faculty

45

Self-assessment: Coordination Team

- ▶ Team members:
 - ▶ Specialists, administrator, coordinator(s), school psych/counselor, coach, teacher representative(s)
- ▶ Training team roles:
 - ▶ Intervention coordinator(s), data analyst(s), coach, time keeper, minute-taker, communication, etc.
- ▶ Preparing data graphically
- ▶ Sharing updates back to teachers about student progress/next steps
- ▶ Assessing fidelity
- ▶ Planning for intensifying/fading
 - ▶ Invite/coordinate with classroom teacher for problem solving
- ▶ Brief Team Share: What does the coordination team need to be successful?

46

Sample Teacher Communication Form

Tier 2/3 Team Teacher Communication Form

Hi _____ Date: _____

The Specialist Team met to review your student, _____.

We need:

- ☐ Provide additional documentation/complete teacher request for assistance form fully
- ☐ Contact parent and complete parent-teacher CICO contact form to _____. Your student can begin CICO once this is complete and confirmed.

We will:

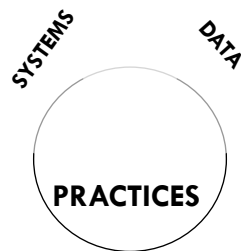
- ☐ Continue to monitor the student's progress.
- ☐ Schedule an individual student planning/student study team/BSP/IEP review. We would like to have the meeting completed no later than _____.
- ☐ Conduct a speech/language and/or occupational therapy informal screening to determine if further evaluation is necessary.
- ☐ Enroll in CICO program. Student will begin CICO on _____.
- ☐ Share resources with parent.
- ☐ _____ Will come talk to you about your concerns.
- ☐ Other: _____

If you need help sooner, please contact me.
Thank you,

47

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!



48

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

49

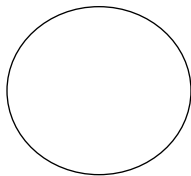
MAIN IDEAS

- ▶ 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)!
- ▶ Action Planning Tool: Tier 2 Systems Implementation Workbook
https://docs.google.com/document/d/1KQPLBdsabWGo6qgS36LcS7CzfASiZ93v?rtpof=true&authuser=billiejo%40pbisnetwork.org&usp=drive_fs
- ▶ Tiered Fidelity Inventory: <https://www.pbis.org/resource/tfi>

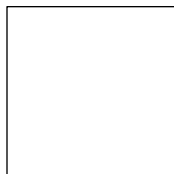


50

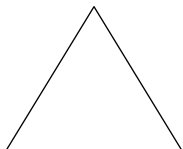
Reflection Time



A question that keeps going around in my head.



Something that squares with my beliefs.



Three points I want to remember.

51

Tier 2 Systems & Data Foundations for Practices

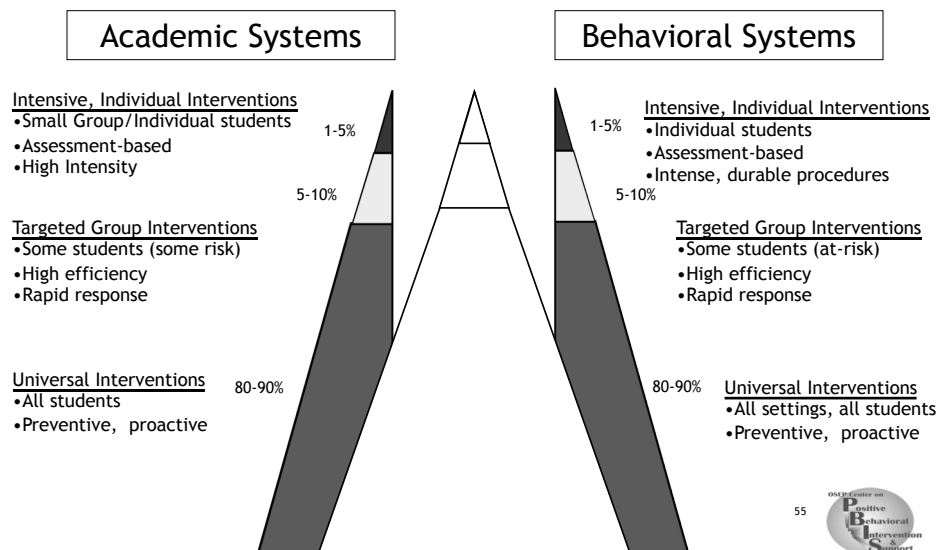
Billie Jo Rodriguez, PhD, NCSP, BCBA
PBIS Trainer, Northwest PBIS Network
billiejo@pbisnetwork.org

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

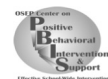


54

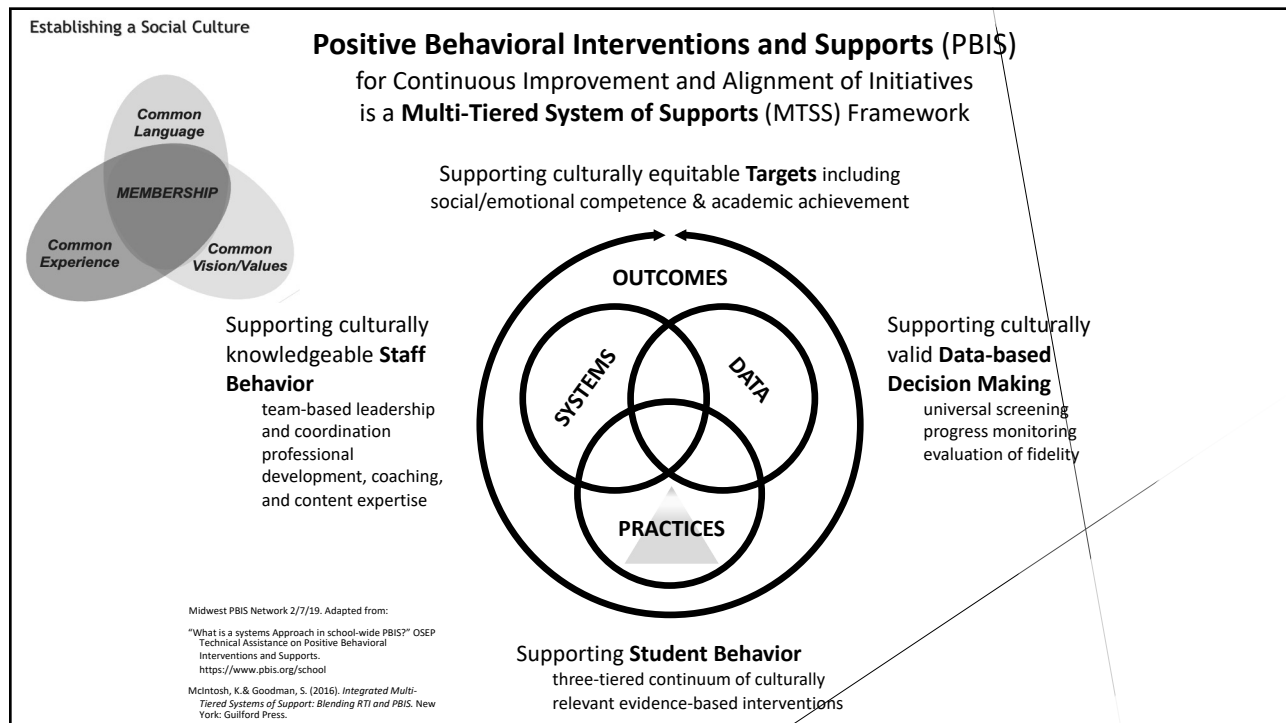
Designing School-Wide Systems for Student Success Effective Behavioral and Instructional Support Systems



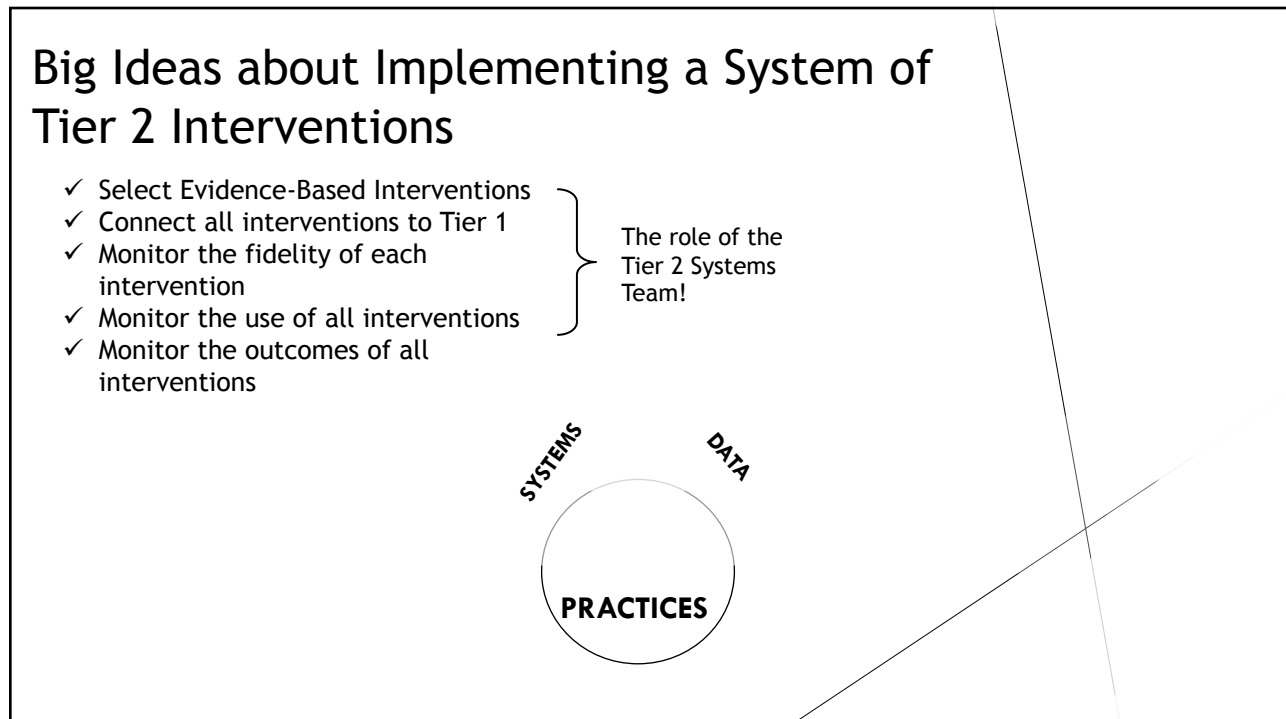
55



55



56



57

TFI Item 2.8 Access to Tier I Supports



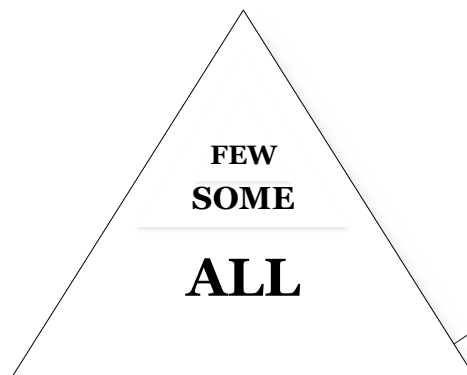
Feature	Possible Data Sources	Scoring Criteria
Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to and receive all Tier I supports included in Tier I supports.	<ul style="list-style-type: none"> Universal lesson plans & teaching schedule 	0 = There is no evidence that students receiving Tier II interventions have access to Tier I supports. 1 = Tier II supports are not explicitly linked to Tier I supports, and/or students receiving Tier II interventions have some but not full access to Tier I supports. 2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to and receive all Tier I supports.

Main Idea:
Tier II supports are more effective when layered within Tier I.

58

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.



59

Building Tier 2 with CICO as a Foundation: Data, Systems, & Practices

- ▶ Coordinator
- ▶ Facilitator/Implementer (Check in/out staff/mentor)
- ▶ Routines (e.g., morning, daily, afternoon, home/school, subs, non-classroom)
- ▶ Point Card (Daily Progress Report)
- ▶ Acknowledgements, rewards, point trading systems
- ▶ Student identification
- ▶ Family partnerships
- ▶ Student, staff, and family training (including supporting implementation fidelity)
- ▶ Coordination & Tier 2 teaming
- ▶ Data System & Data Decision making (i.e., progress Monitoring for individual and school-wide efficacy evaluation)
- ▶ Advanced implementation Modifications: Intensification, fading, supplementing with additional supports (e.g., skills building, academics, breaks)

Critical features for each topic.

Examples and non-examples.

Pre-correction and considerations.

Tools to use with staff & students.

FAQ & Lessons learned.

60

Evaluation Systems for Tier 2/Tier 3

- ▶ What structure exists in your current school for handling requests for assistance for students who are struggling with academic or social behavior issues?
 - ▶ Requests for assistance
 - ▶ Meetings with teachers
 - ▶ General education pre-referrals
 - ▶ Special education referrals
 - ▶ Progress monitoring and follow-up (general and/or special education)
- ▶ How efficient and effective is the current structure?
 - ▶ Strengths?
 - ▶ Weaknesses?

61

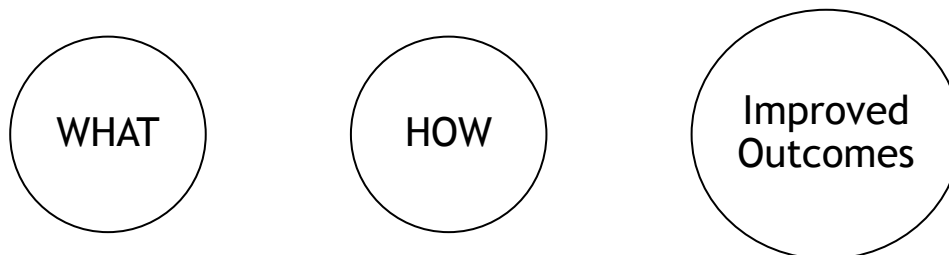
Toward a Solution

The answer is not the invention of new solutions but the enhancement of the school's organizational capacity to:

- Accurately adopt and efficiently sustain their use of research-validated practices
- Provide a seamless continuum of behavioral and academic support for all students
- Be part of a district wide system of behavior support
- Increased focus, teacher training, community training, and funding for early intervention/prevention

62

Formula for Success!



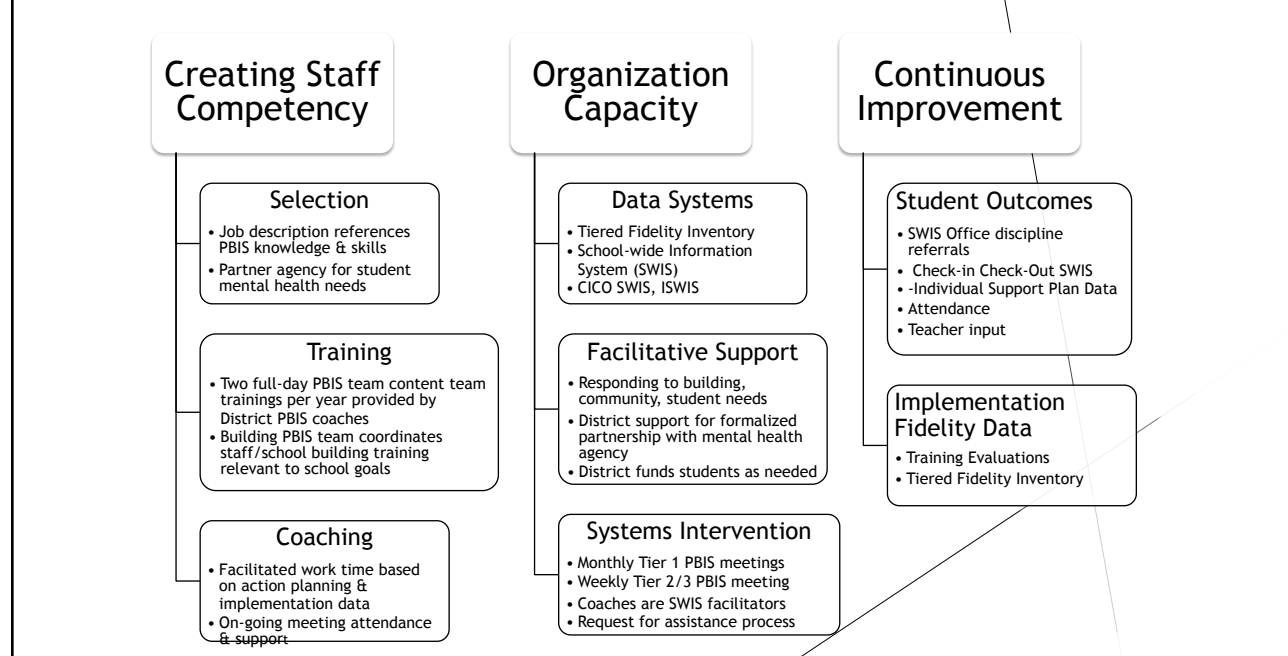
63

Lets talk about the WHAT: Springfield Public Schools Example

- ▶ Tier 1: School-wide PBIS, responsive (trauma informed), social emotional learning curriculum integration
- ▶ Tier 1: Attendance coordinated with PBIS team membership overlap
- ▶ Tier 2: Check-in/Check-out (CICO), CICO Breaks are Better, small group social/emotional skills instruction, First Step Next
- ▶ Tier 3: Brief FBA/ Informal Function-Based Behavior Support Planning
- ▶ Tier 3: Comprehensive FBA/ Formal Function-Based Behavior Support Planning
- ▶ Tier 3: Individual counseling services via mental health partnerships

64

School Building PBIS Leadership (SPS Example)



65

Continuum of Behavior Support							
Less Intense		----->	----->	----->	----->	----->	More Intense
Continuum of Behavior Supports in a Springfield School							Outside Placement
Tier	Tier-1	Tier-2		Tier-3			Tier-3
Intervention and components	Profile 1: School-wide Supports	Profile 2: CICO: (Check-in/Check-out) (Mild – Acad. Only)	Profile 3: CICO: contextualized modifications (Mild to Moderate)	Profile 4: Tier 3 – Informal/Formal FBA/BSP + supports (Moderate)	Profile 5: Tier 3 – BSP + pull out Step Out Plan (Moderate)	Profile 6: Self-contained SPED (Full and partial) Step Out and/or Step Up Plan (Severe)	Homebound Tutor and Special Program (Severe)
Assessment & Progress Monitoring	ODRs	ODR decision-rules & CICO-SWIS	Informal FBA: Behavior Goals, ODRs	Informal FBA: Behavior Goals, ODRs	Formal FBA: Behavior goals, ODRs	Formal FBA: Behavior goals, ODRs	District Placement
Where	Regular Education				Regular and Behavior (SPED) Classrooms		Alternate Setting
Who	Classroom Teachers and PBIS Team	Tier 2/3 Team decides how to support - pull out for small group skills development, in-setting coaching, increased levels of adult attention for feedback on behavior, etc. – can be on an intervention or an IEP goal			Behavior Specialist may provide behavioral, academic, and/or social/emotional instruction		Placement Coordinator and availability

66

Profile 4 Document on Tier 3 Tab on Student Rosters Spreadsheet Document in I-SWIS (BSPs)	What it looks like: <ul style="list-style-type: none"> - Informal FBA (Using existing data) - FACTS Checklist: interview format - function of behavior - Develop a BSP using FBA information - BSP Template - Case manager assigned to student (See person responsible) - Case manager teaches behavior skills in setting - Provide updates at Tier 2/Tier 3 meetings Fade Met individualized goals on BSP, 80/80/20 rule Intensification If, after 2 modifications to the plan, with documented <u>evidence of fidelity of implementation</u> , student points are at revision criteria OR the student receives 3 or more behavior points within 2 weeks - Consider Formal FBA (School Psych? SPED Behavior Teacher?)	Person Responsible Classroom teacher Case Manager (Dean of Students / Counselor / SPED Teacher / Student Services Coordinator)
Profile 5 Document on Tier 3 Tab on Student Rosters Spreadsheet Document in I-SWIS (BSPs)	What it looks like: <ul style="list-style-type: none"> - Formal FBA (completed by school psych) - Revise a BSP using FBA information - Case Manager continues to oversee - Case Manager and/or EA continues to teach needed behavior skills in setting - Continue to provide updates and Tier 2/Tier 3 meetings Fade Met individualized goals on BSP, 80/80/20 rule Intensification If, after 2 modifications to the plan, with documented <u>evidence of fidelity of implementation</u> , student points revision criteria OR the student receives 3 or more behavior points within 2 weeks - Consider SPED behavior pull out (20-60 min) and create a Step-out plan	Person Responsible Classroom teacher Case Manager Behavior Specialist School Psychologist
Profile 6 Document on Tier 3 Tabs on Student Rosters Spreadsheet Document in I-SWIS (BSPs)	What's happening <ul style="list-style-type: none"> - Formal FBA - BSP - SPED eligible w/ behavior SDI - Follow level system - In SPED 50% of the day or more Fade Follow level system Intensification Increase amount of time in SPED based on step out plan up to fully self-contained system, then consider need for reduced day - down to one hour (Create Step Out plan) consider need for alternative placement.	Person Responsible Behavior specialist/Ca Manager/SPED Teach Classroom teacher School psychologist

67

TFI Item 2.3 Screening



Feature	Possible Data Sources	Scoring Criteria
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.	<ul style="list-style-type: none"> Multiple data sources used (ODRs, Time out of 	0 = No specific rules for identifying students who qualify for Tier II supports. decision rules identified but not consistently used or are gathered from multiple data source. Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports.

Main Idea:
Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.

70

Tier 1 Data Points to Consider for Problem Solving

- ▶ Attendance
- ▶ Minor Discipline Referrals
- ▶ Major Office Discipline Referrals
- ▶ In-School / Out-of-School

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

Written process for decision rules.
Process for communicating to families, teachers, students.

- ▶ Family, Teacher, or Student Referral
- ▶ Screening tools for SEL?



Partner Discussion of Key Leader Questions:

Which data points do you currently have systems for collecting?

Are your data systems efficient?

Which data points would you prioritize as Tier 2 entry points in your building?

Are there missing or needed data?

1. What are the domains of interest?
2. Is there a screening system feasible to administer and interpret results?
3. Is the tool valid and reliable?
4. Does the tool have diagnostic usability that meaningfully differentiates need based on results?

71

Data-Based Decision-Rules: Sample to Consider

a) Identification for Tier 2 CICO (IN):

- Student is identified by 2 or more minor Office Discipline Referrals in a 3 week period, 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 (depending on decision rules).

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.

72

Tier 2: Student Identification

- ▶ What are the school's decision rules?
 - ▶ Use these in a majority of cases
- ▶ What data sources will you use
 - ▶ Request for assistance ([Sample form here](#))
 - ▶ ODRs and/or minors
 - ▶ Identifying students with internalizing needs
 - ▶ Nurses office visits, other?
 - ▶ Attendance
- ▶ Are you confident in the validity of your data?
- ▶ What needs to happen for consistency?

Student Identification:

Consistency is key in your school-wide systems

I STARTED A FIRE IN THE LAB—ON PURPOSE! HOW ABOUT YOU?

I TAPPED MY PENCIL ON MY DESK DURING STUDY TIME.



73

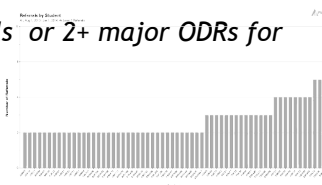
Appropriate vs. Inappropriate

- | | |
|--|---|
| <ul style="list-style-type: none"> ▶ Problem behavior throughout the day, in multiple settings ▶ Mild acting-out behaviors such as talking out, off task, or out of seat ▶ Problem behavior is not related to trying to escape difficult academic work. Assessments indicate instructional material is at the student's level. ▶ Problem behavior is maintained by adult attention and/or the student finds adult attention reinforcing. | <ul style="list-style-type: none"> ▶ Problem behavior during one class period or only in unstructured settings (e.g., hallways, cafeteria) ▶ Serious or violent behavior such as <i>extreme</i> noncompliance, aggression, injury to self or others ▶ Problem behavior mainly occurs when student is trying to escape a difficult task or academic subject. Assessments indicate instructional material is not at the student's level. ▶ Problem behavior is maintained by escape from academic tasks and/or the student does not find adult attention reinforcing. |
|--|---|

74

Sample Entrance Criteria for Tier 2

- Check-in, Check-out Example
 - Student is not responding to Tier I supports (i.e., SWPBIS expectations)
 - Communication Form** filled out by teacher and/OR
 - *Student has received 3+ minor referrals or 2+ major ODRs for screening*
- **Student Criteria:**
 - Mild to moderate acting out behaviors
 - Problem behavior throughout the day in multiple settings
 - Finds adult attention rewarding (ideally)
 - Student is *not* in crisis



75

TFI Item 2.4 Request for Assistance

Feature	Possible Data Sources	Scoring Criteria
Request for Assistance: Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.	School handbook	0 = No formal process exists. Formal process in place for staff and families to request behavioral assistance. Written request for assistance process is in place, and team responds to request within three days.

Main Idea:
 Faculty, staff, families, and students should have a highly predictable and low-effort strategy for requesting behavior assistance.

76

Sample Process for Referring a Student to Tier 2

- Complete a communication form (located in shared drive google form or hard copies in office) and if you are specifically interested in the CICO program, write that on the form
- Tier 2 team/coordinator will review teacher referrals to the program to ensure it is a good fit for the student
 - Team will provide teacher a parent communication form
 - Once parent communication has been documented, mentor will meet with student to provide an overview of the process

Florida Elementary Request for Assistance Form

Student Name: _____	Date: _____	Time	Activity & Staff Involved	Likelihood of Problem Behavior Low 1 2 3 4 5 6 High	Specific Problem Behavior	Current Intervention for the Problem Behavior
Teacher: _____	Grade: _____					
Student Strengths: _____						
Primary area(s) of concern: _____						
Family communication dates/notes?						
How is this student performing compared to others in your class?	Reading Easy CBM Scores Date: _____					
	Math Easy CBM Scores Date: _____					
Reading	Below Avg. Above					
Math						
Writing						
Behavior						
Language						
Interventions tried in classroom		Strategies Attempted				
Intervention	Date Started	Date Ended	Outcome Data	Environmental Arrangements ___ Ignore Behavior ___ Provide extra support: What support? ___ 5 to 1 positives ___ Modified Assignment: How? ___ Preferential Seating ___ Pre-correction ___ Pre-teach expectations ___ Prompts/signals ___ Clarify rules ___ Practice Expected Behaviors ___ Class discussion ___ Breaks		
1.				___ Self-management program ___ Behavior Contract Other: _____		
2.						
3.						
If Student needs are primarily academic or language/communication, stop here. If concerns involve social behavior, please complete remainder of the form (including back).				Positive Rewards ___ Classroom reward program: tokens & group contingencies ___ 5 to 1 positives ___ Clip Ups ___ Reinforce around target students		
Please fully describe the behaviors of concern: A. What does the problem behavior look like?				___ Wows!!! How many? _____ ___ Systematic feedback about behavior Other: _____		
B. How often does the problem behavior occur? How long does it last?				Other Consequences ___ Reprimands ___ Removal of privileges ___ Time outs ___ Owed time ___ Apology/Self-reflection		
C. What is the intensity level/danger of the problem behavior?				___ Individual meeting with student ___ Contact parent—How many calls? _____ ___ Meeting with parents—How many? _____ ___ Office referrals—How many? _____ Other: _____		
D. Why do you think the behavior continues to occur (i.e., what reinforces it)?				Do you think this student would be a good candidate for CICO? (circle one) Yes No How do you want the team to support you?		

77

Sample Procedure for Starting Tier 2 CICO

- Tier 2 Team member notifies classroom teacher.
- Teacher will collect baseline data for 2-5 days using a point card (not checking in with student).
- Teacher calls parents and completes parent contact form.
 - At least two attempts documented
 - Passive consent is sent after this (parents must tell us they do not want a student to participate, otherwise student will begin)
- Parent and student agree to begin program.
- Tier 2 Behavior Team sets goal based on baseline data
- CICO coordinator reviews roles with teacher, student, family, and mentor (if not coordinator).

78

Sample Communication Process for Initiating Tier 2 Intervention

1. Team communicates to teacher that student is a good match for CICO.

2. Teacher contacts parent and documents on this form!

Cougar Connection Initial Parent Contact Form

Student Name: _____ Date: _____

Parent Name: _____ Parent Contact Number: _____

Homeroom Teacher: _____

Made contact with Parent?

*Must make 2 attempts, and leave message letting them know we will start the program unless they let us know they do not want student to begin.

Date Contacted	Name of Parent Contacted	Number called	Parent gave permission	Left Message
1.			Yes / No	Yes / No
2.			Yes / No	Yes / No

Parent would like contact with the Tier 2 Coordinator? Yes/ No

Notes about parent conversation (if any):

Parent Phone Call

When you call home to parents, please be sure to explain the following:

- ☐ Cougar Connection is a program that works really well for students who may need more structured feedback from supportive adults to be successful in school.
- ☐ The goal of Cougar Connection is for the student to have positive interactions with teachers, staff, and you for following school expectations so that s/he is more likely to meet expectations in the future.
- ☐ They will be getting regular, positive feedback throughout the day. Your student's teachers will be encouraging them to Be Safe, Respectful, and Responsible here at Yolanda. The student will also be able to earn additional acknowledgements for meeting daily goals.
- ☐ The Cougar Connection Coordinator could call you to explain more details if interested

79

Family Partnerships

- ▶ How to secure parental assent/consent?
- ▶ How to train parents to respond when students bring home intervention information?
- ▶ What is the communication process?
 - ▶ Can be the same as the daily progress report card
 - ▶ Can use unique home report form
- ▶ What if students don't return home report?
 - ▶ Use as a bonus vs. a punisher
 - ▶ Consider assigning a staff "parent" if necessary/appropriate

CICO Home Report

Name: _____ Date: ____/____/____

☐ I met my goal today!
☐ I had a hard day today.
 One thing I did really well today is _____

Something I will work on for tomorrow is _____

Comments: _____

Parent Signature: _____ COUGAR CONNECTION NOTE

Try again tomorrow!

Something I want to do better for tomorrow: _____

Date: ____/____/____ Teacher initials: _____

I showed my card to _____ (name) _____ (signature)

COUGAR CONNECTION NOTE

Awesome Job!

I met my goal today!

Date: ____/____/____ Teacher initials: _____

I showed my card to _____ (name) _____ (signature)

CICO Home Connections

Purpose of the Program

This is a program that works really well for students who may need more structured feedback from supportive adults in order to be successful in school. The goal is for your child to have more positive interactions with teachers, staff and you for following school expectations so that he/she is more likely to meet those expectations in the future.

Expectations for Student Participation

We will ask your child to:

1. Pick up a card with the school expectations and ratings on it at check-in every morning.
2. Carry the card with him to all classes.
3. Take the card to check out at the end of the day.
4. Receive a reward or points toward a reward
5. Take the home report home at the end of each day to be signed by you.
6. Bring the home report back to school the following day.

Celebrating Student Successes

We want this to be a **positive** experience for your child. **When he/she meets his/her goal**, you might say things like "Wow! Nice work today" or "You have done a great job following all the rules this week". **If he/she did not meet his/her goal**, you can encourage him to do better the next day, "What can you do to meet your goal tomorrow" or "I know that if you work hard, you can meet your goal tomorrow."

Please do not punish or negative to your child if he/she did not meet his/her goal. If so, he/she may not want to participate in the program. For example, you should not say, "You must have been really bad at school today since you did not meet your goal".

Providing Reinforcement at Home

Make sure all reinforcement is **POSITIVE**. If the student is not meeting their goal, find something that the student can improve. This should be viewed as purely positive and students should **NOT** be punished.

Timeline

As soon as we get your permission, we will start the program with your child as soon as possible. A team meets on a bi-weekly basis to look at data and determine if your child is successful with the CICO program. The team will adjust goals as needed.

FAQs

- The school expectations that your student must follow are to be "**Safe, Responsible and Respectful**".
- Your student will be checking in with a staff member in the morning before class and at the end of the day.
- Your student will be taught about the expectations of the program to help them be more successful in school.
- Students will earn prizes or be able to collect points in order to "buy" bigger prizes.
- If your student comes into school late, they will still be able to do CICO for the day.
- Students will not be penalized for losing their point cards.

80

TFI Item 2.7 Practices Matched to Student Need



Feature	Possible Data Sources	Scoring Criteria
Practices Matched to Student Need: A formal process is in place for efficient selection of Tier II interventions that are matched to student need (e.g., behavioral function), and have contextual fit (e.g., culture, developmental level).	<ul style="list-style-type: none"> ▪ Data sources used to identify interventions 	0 = No process is in place. 1 = Process for selecting interventions does include documentation interventions are matched to student need . A formal process is in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate).

Main Idea:
 Tier II support strategies are evidence-based and designed with preliminary assessment information (or assumptions) about student need.

81

Student Identification & Family Partnerships

- ▶ What types of built-in data systems do you have to use to identify students?
- ▶ How could teachers/families/students request access?
- ▶ How do we maximize intervention "fit" to student need?
- ▶ What role will families play in your system?

82

TFI Item 2.10 Level of Use



Feature	Possible Data Sources	Scoring Criteria
Level of Use: Team follows a written process to track proportion of students participating in Tier II supports, and access proportionate.	<ul style="list-style-type: none"> ▪ Tier II enrollment data ▪ Tier II team meeting 	0 = Team does not track number of students participating in Tier II interventions. 1 = Team defines criteria for tracking proportion of students participating in each Tier II intervention, but fewer than 5% of students are enrolled. 2 = Team defines criteria and tracks proportion, with at least 5% of students in the school receiving Tier II supports.

Main Idea:
 Tier II supports that are used by too few students (e.g., 1% of enrollment) or by too many students (e.g., 20% of enrollment) are not sustainable.

83

Self-assessment: School-wide Monitoring

- ▶ Plan for examining data patterns annually
 - ▶ ODRs, attendance, participation, academic performance data, other?
 - ▶ Examine across groups with an equity lens, looking first for gaps in Tier 1 rather than looking to identify students who need support
- ▶ Tier 2 team should know level of use across Tier 2 interventions
 - ▶ Tier 2 supports should be meeting needs of between 5-15% of students
 - ▶ Consider proportionate representation across sub-groups (e.g., gender, race, disability)
 - ▶ Although CICO won't meet the need for ALL Tier 2 supports, it should be serving most students identified as a match and should be available across subgroups of students
 - ▶ Which students are accessing interventions across sub-groups
- ▶ Plan for sharing school-wide data regarding Tier 2 to staff
 - ▶ General data (e.g., number of students on CICO, social skills groups, % meeting goals, fading)
- ▶ Schedule time in faculty meetings to review/train on critical features of CICO

84

Schools Take Inventory of Current Interventions

WORKING SMARTER, NOT HARDER
FUNCTIONS OF OUR SCHOOL INTERVENTIONS

INTERVENTION	PURPOSE/ DESCRIPTION (include # of students intervention can serve)	OUTCOME (BEHAVIORS TO INCREASE OR DECREASE)	SETTING OF INTERVENTION	STAFF INVOLVED/ SKILLS NEEDED & TIME REQUIRED BY IMPLEMENTER(S)	FUNCTION(S) FOR WHICH INTERVENTION IS USEFUL*	PROGRESS MONITORING/ DECISION RULES

*Potential functions for the intervention include:

Obtain adult attention
Avoid adult attention

Obtain peer attention
Avoid peer attention

Obtain preferred activities
Avoid academic task/other activity

Academic skill deficit
Social Beh. skill deficit

Academic Fluency deficit
Social Beh. Fluency deficit

Also Consider:
How many/which
students actually
served?

How is
intervention
embedded into
Tier 1?

85

TFI Item 2.11 Student Performance Data

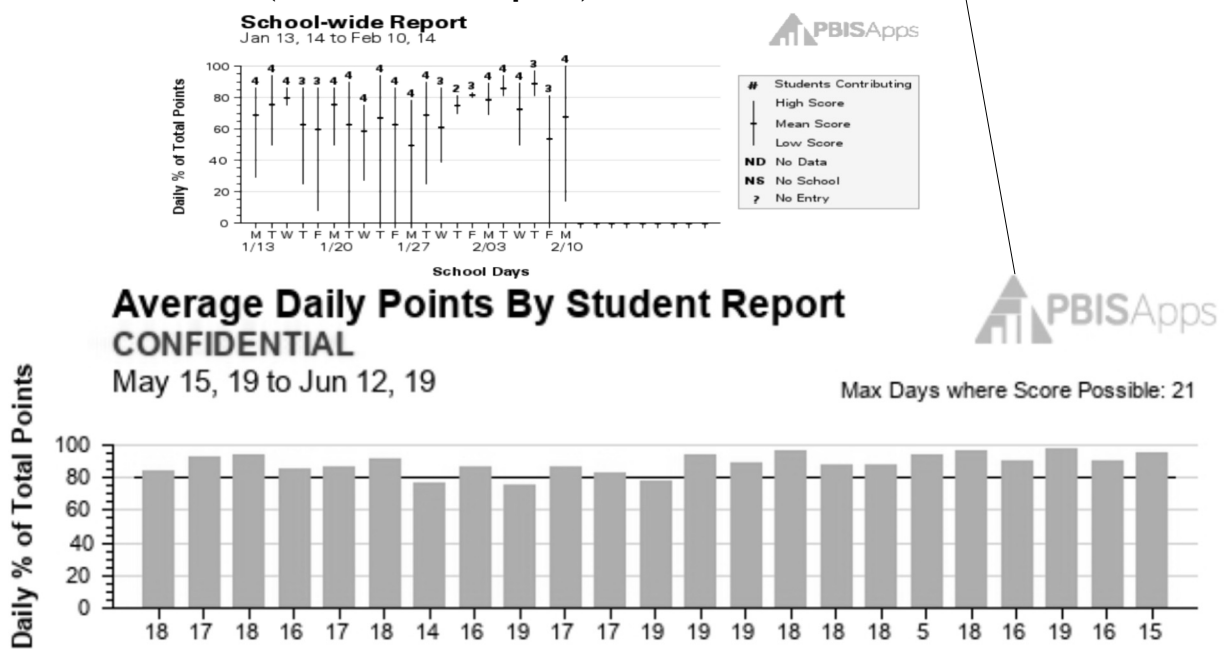


Feature	Possible Data Sources	Scoring Criteria
2.11 Student Performance Data: Tier II team tracks proportion of student experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	<ul style="list-style-type: none"> Student progress data (e.g., % of students) Family communication 	0 = Student data are not monitored. Student data monitored data decision rules are hesh to alter (e.g., y or fade). support Student data (% of s being successful) are red and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support and shared with stakeholders.

Main Idea:
 Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.

86

Tier 2 Data (CICO Example)



87

Student Performance Data Considerations



- ▶ Having an efficient way to track student data will make the data more likely to be reviewed monthly.
- ▶ Possible documentation includes an Intervention Tracking Tool. Here is one example. (There are many ways to track data: Excel, Word or Google Docs)

Sample Tier II Intervention Tracking Tool:

School Name: _____ Student Enrollment (October 1): _____

Interventions	Check-In Check-Out		Social Skills Group		Attendance Group		% of Students in Tier II Interventions
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

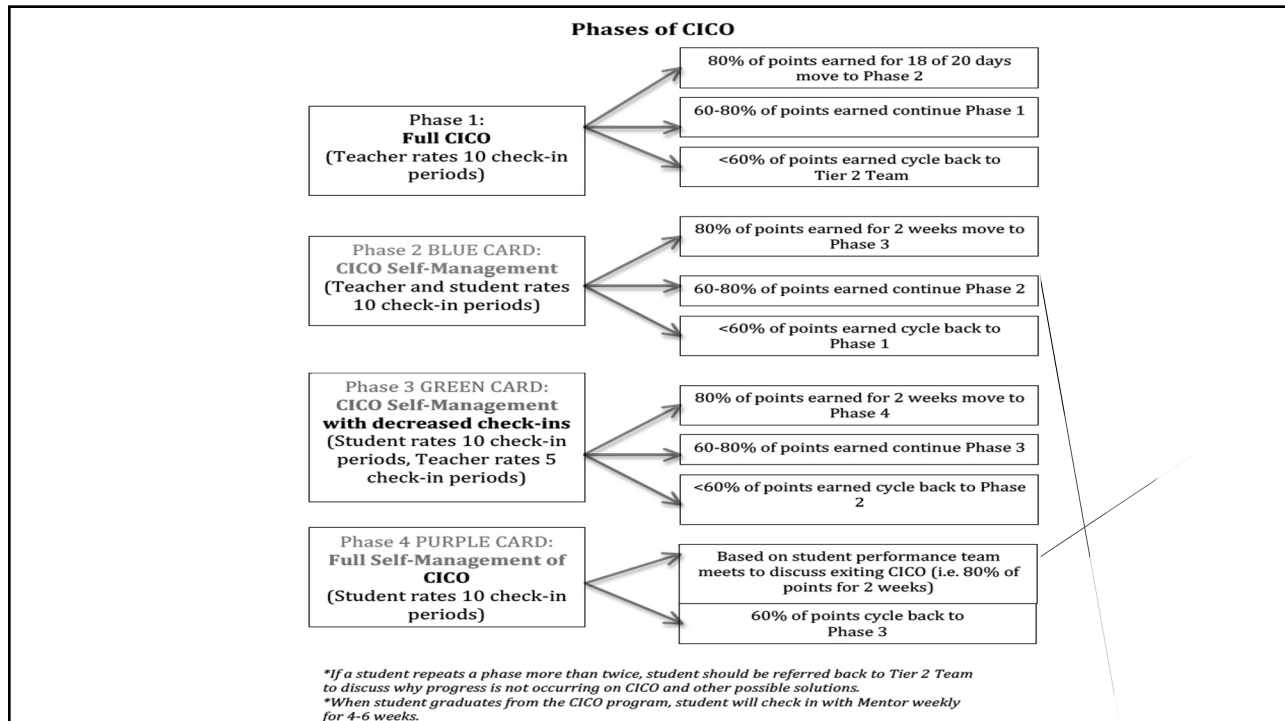
See more examples on
[pbisapps.org>Resources>](https://pbisapps.org/Resources/)
 User Guides & Materials

88

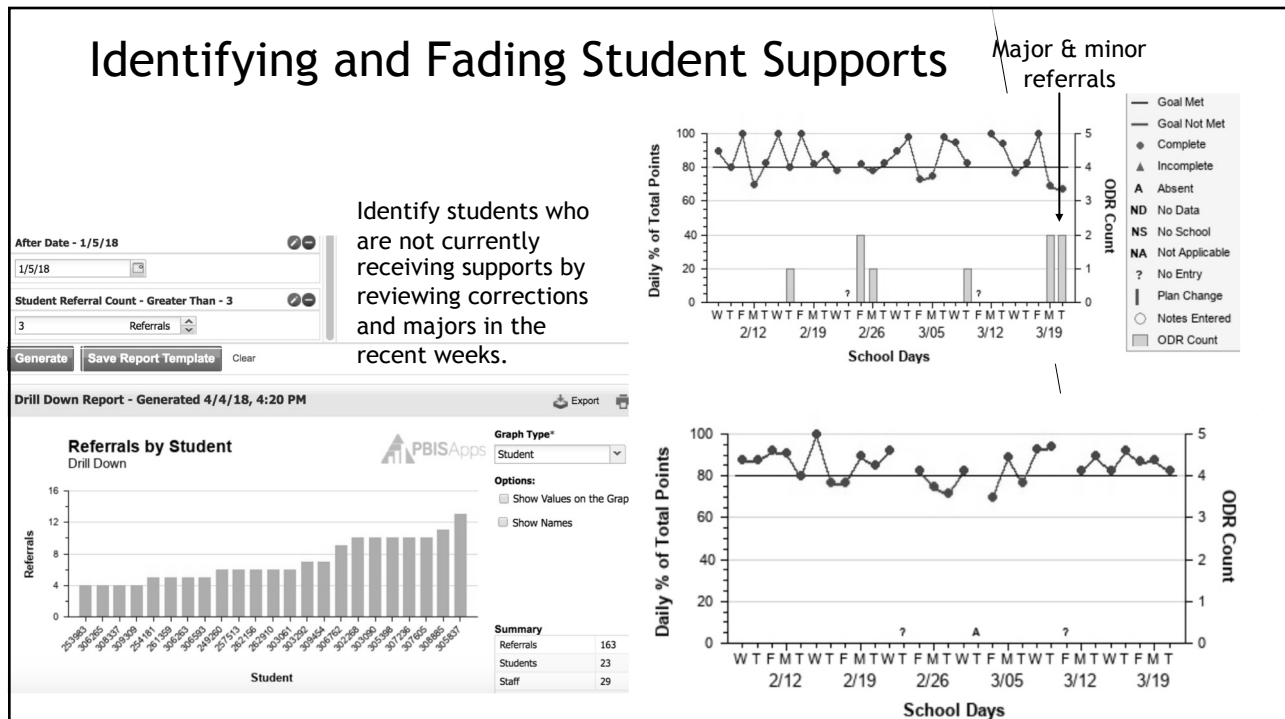
Individual Student Outcomes Modifications

- ▶ Decision rules for intensifying for each Tier 2 intervention
 - ▶ CICO Typical decision rules, guidelines from "Responding to Problem Behavior"
 - ▶ 80% points-80% days-20 school days
 - ▶ Consider office referrals/screening data that indicated need and other data with realistic expectations
- ▶ Process for intensifying the intervention
 - ▶ Possible reasons/solutions for not meeting goals
 - ▶ Simplest explanations/changes first
 - ▶ Consider function of problem behaviors
- ▶ Decision rules for fading
 - ▶ Typical decision rules
- ▶ Process for fading the intervention
 - ▶ Gradually and systematically remove components of the intervention (fewer check-ins, goals change, self-rating)
 - ▶ Plan for generalization and long-term need (e.g., CICO graduation, alumni parties, new leadership roles)

89



90



Dashboard from SPS Example

- ▶ https://docs.google.com/spreadsheets/d/1fRsjCxYBAsnQSmkddeHc_LzW9QaM9AehSURmAO05t5Y/edit?usp=sharing

92

TFI Item 2.9 Professional Development



Feature	Possible Data Sources	Scoring Criteria
Professional Development: A written process followed for teaching relevant staff the for and how to implement each Tier II intervention that is in place.	<ul style="list-style-type: none"> Professional development 	0 = No process for teaching staff is in place. 1 = Professional development and process is informal. 2 = Process is used to teach relevant staff in all intervention delivery, request for assistance progress report as an instructional prompt, delivering feedback, and monitoring student progress.

Main Idea:
Effective Tier II supports require participation of many adults in the school.

93

Self Assessment: Teacher/Staff Training

- ▶ How will you train staff? (initial, on-going for all staff, ensuring staff have review when students are added, accounting for logistics like sometimes several students may be in the same section of a class—making feedback efficient and effective)
- ▶ Other needs to support staff?

94

TFI Item 2.13 Annual Evaluation



Feature	Possible Data Sources	Scoring Criteria
2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and district leadership.	<ul style="list-style-type: none"> ▪ Staff and student surveys ▪ Tier II handbook 	0 = No data-based evaluation takes place. 1 = Evaluation is conducted, but outcomes are not used to shape the Tier II process. 2 = Evaluation is conducted at least annually, outcomes are shared with staff and district leadership, and clear alterations in process are proposed based upon evaluation.

Main Idea:
Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.

95

TFI Item 2.6 Tier II Critical Features



Feature	Possible Data Sources	Scoring Criteria
Tier II Critical Features: Tier II interventions provide (a) additional instruction/time for student skill development, (b) additional structure, predictability, and/or (c) increased opportunities for feedback (e.g., Daily Progress Report).	<ul style="list-style-type: none"> Universal lesson plans Tier II lesson plans 	0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback. 1 = All Tier II interventions provide some but not all three core Tier II features. 2 = All Tier II interventions include all three core Tier II features.

Main Idea:

Tier II supports should focus on improving the skills and context needed for student success.

96

TFI Item 2.12 Fidelity Data



Feature	Possible Data Sources	Scoring Criteria
Fidelity Data: Tier II team has a process for ongoing review of fidelity for each Tier II practice.	<ul style="list-style-type: none"> Tier II coordinator Team member 	0 = Fidelity data are not collected for any practice. 1 = Fidelity data (e.g., self report) collected for some but not all Tier II interventions. 2 = Periodic, direct assessments of fidelity are collected by Tier II team for all Tier II interventions.

Main Idea:

Fidelity assessments should always be included as part of implementation practice.

98

Supporting Fidelity

CICO Self-Rating for Fidelity of Implementation For Teachers

Regular Teacher Feedback with Point Card	Yes	No
Prompt/remind student to receive feedback in classroom check-ins / check-outs (if necessary)		
Provide positive, specific feedback for expectations that were met		
Use school-wide expectation language when offering feedback		
Deliver corrective feedback (what to do differently) if necessary		
Fill in points during the time period		
Award points according to criteria		
Keep interaction and instruction brief		
Use a positive tone throughout the interaction		
Prompt student to go to check-out with mentor		

An example of positive, specific feedback I gave my student was: _____

An area that I am working on to increase the fidelity of this intervention: _____

3 questions are scenario questions. Imagine that cancelled for the day, how would you fill out card?

ank

nt on activity used in place of RTI

nination based on student's performance throughout

f

pends 25 of 30 min class not following directions, in seat, and doing no work. The last 5 mins this round and engages in instruction. Score your

0 1 2

☐ ☐ ☐

☐ ☐ ☐

CICO Reminders

- Give feedback to the student when filling out their card, don't just circle numbers. Students need the interaction with the adult and need to know why they earned the score.
- Fill out everything on the card even if it's not something the student does. Examples:
 - Student does not have RTI - what do they do instead? Fill out points in the RTI score.
 - Specials was cancelled for the day because there was an assembly, fill out how the student did at the assembly in the specials section.
- Students should be bringing their cards to all locations (special, reading group, lunch, recess, etc). Some students may need reminders, especially at the beginning.
- If student forgets to bring a their card somewhere leave it blank, don't fill it out for that subject. Notate on the side forgot card.
- Send students down to check out at 2:35, there will be an announcement. Students who come running in at late aren't able to get the full benefit from check out.



99

CICO Self-Rating for Fidelity of Implementation For Student

Teachers	Yes	No
My teacher asks to check-in/check-out with me		
My teacher talks to me each time he/she circles a number		
My teacher and I talk about what I have done well		
I am told what to do differently if I mess up		
I get encouragement from my teacher		
My teacher uses the words safe, respectful and responsible when she/he talks to me		
My teacher is fair when he/she circles the numbers on my chart		
I am reminded to check out with my mentor		
Mentor	Yes	No
I am greeted in a positive way		
Makes sure I get my point card		
I am reminded of expectations and/or goal for the day		
I received a Rockin' Rapid for checking in		
Makes sure home communication card is filled out		
Talks about what I can do better or improve		
Talks about what went well		
Talks about being safe, respectful and responsible		
I get a Rockin' Rapid for checking out		
I get a Rockin' Rapid if goal was met		
I get a Rockin' Rapid if I had a perfect day		
Talks in a positive tone		
Parents	Yes	No
My parent asks me for my home communication card each day		
My parent asks me if I met my goal each day		
We celebrate at home if I met my goal each day		
If my goal was not met, my parents encourage me		
My parent talks in a positive tone		

CICO Self-Rating for Fidelity of Implementation For Parents

- Read the steps and consider your level of participation in Riverbend's Check-In / Check-Out program.
- Place a check in the "Yes" column if you feel you understand and consistently complete the step.
- Place a check in the "No" column if you do not consistently use the step or if you do not understand how to complete a step.

Parent Participation	Yes	No
Ask your child for the home communication card each day		
Ask your child if the daily goal was met		
If goal was met provide designated home acknowledgement		
If goal was not met, give corrective feedback & encouragement		
Ask: <ul style="list-style-type: none"> "What do you need to do differently tomorrow?" "Is there anything I can do to help you with this?" "I know you can meet your goal tomorrow." 		
Use a positive tone throughout the interaction		

An example of positive, specific feedback I gave my child was: _____

Additional Comments: _____

CICO Self-Rating for Fidelity of Implementation For Mentor

Daily Check-In/Check-Out	Yes	No
Greet student in a positive manner		
Provide point card daily		
Remind student of expectations and goal for the day		
Align comments with school-wide expectation language		
Award Rockin' Rapid for check-in		
Review point card with student		
Fill in home communication card		
Have conversation about where and states		
Use a positive tone throughout the interaction		
Award Rockin' Rapid for checking-out, making goal, perfect day		

An example of positive, specific feedback I gave a student was: _____

An area that I am working on to increase the fidelity of this intervention: _____

100

Tier 2 Faculty & Staff Commitment

Faculty and staff commitment for each Tier 2 Intervention

- ▶ Is problem behavior/intervention focus area a significant concern across enough students to warrant Tier 2?
- ▶ Are staff willing to commit 10-15 min/day to support prompting and acknowledging target behaviors across settings?
- ▶ Consider first: Is CICO a reasonable option?
 - ▶ More than 5 students need additional support
 - ▶ CICO is designed to work with 10-12% of a school's students
 - ▶ CICO typically "works" (50% reduction) with 67% of students who demonstrate a need for Tier II supports
 - ▶ CICO does not replace the need for individualized supports

101

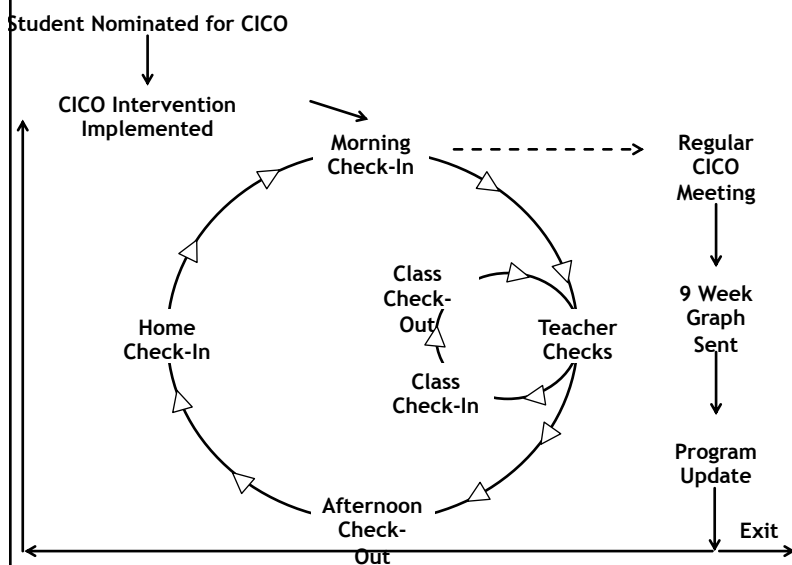
MAIN IDEAS

- ▶ 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)!



102

Want to learn more about CICO?



Next Steps:

- ▶ Tier 2 Teaming Part 1: CICO Series
- ▶ Determine who might benefit from participating (school teams are ideal)
- ▶ Assess Tier 1 fidelity and review Tier 2 fidelity items
- ▶ Sign up for the series!

103

Building Tier 2 with CICO as a Foundation: Data, Systems, & Practices

- ▶ Coordinator
- ▶ Facilitator/Implementer (Check in/out staff/mentor)
- ▶ Routines (e.g., morning, daily, afternoon, home/school, subs, non-classroom)
- ▶ Point Card (Daily Progress Report)
- ▶ Acknowledgements, rewards, point trading systems
- ▶ Student identification
- ▶ Family partnerships
- ▶ Student, staff, and family training (including supporting implementation fidelity)
- ▶ Coordination & Tier 2 teaming
- ▶ Data System & Data Decision making (i.e., progress Monitoring for individual and school-wide efficacy evaluation)
- ▶ Advanced implementation Modifications: Intensification, fading, supplementing with additional supports (e.g., skills building, academics, breaks)

Critical features for each topic.

Examples and non-examples.

Pre-correction and considerations.

Tools to use with staff & students.

FAQ & Lessons learned.

104

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.
- ▶ Cheney, D., Flower, A., & Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk of developing emotional or behavioral disorders. *Journal of Special Education*, 42, 108-126.
- ▶ Cheney, D., Lynass, L., Flower, A., Waugh, M., Iwaszuk, W., & Hawken, L. (2010). The Check, Connect, and Expect Program: A Targeted, Tier Two Intervention in the School-Wide Positive Behavior Support Model. *Preventing School Failure*, 54, 152-158.
- ▶ Cheney, D., Stage, S. A., Hawken, L., Lynass, L., Mielenz, C. & Waugh, M. (2009). A Two-Year Outcome Study of the Check, Connect, and Expect Intervention for Students At-Risk for Severe Behavior Problems. *Journal of Emotional and Behavioral Disorders*, 17, 226-243.
- ▶ Fairbanks, S., Sugai, G., & Gardino, D. (2007). Response to intervention: Examining classroom behavior support in second grade. *Exceptional Children*, 73(3), 288-310.
- ▶ Filter, K. J., McKenna, M. K., Benedict, E. A., Horner, R. H., Todd, A. W., & Watson, J. (2007). Check in/ check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. *Education and Treatment of Children*, 30(1), 69-84.
- ▶ Hawken, L. & Johnston, S. (2007). Preventing severe problem behavior in young children: The Behavior Education Program. *Journal of Early and Intensive Behavior Intervention*, 4, 599-613.
- ▶ Hawken, L. H. & MacLeod, K. S., & O'Neill, R. (2007). *Effects of function of problem behavior on the responsiveness to the Behavior Education Program*. Manuscript submitted for publication.
- ▶ Hawken, L. & O'Neill, R., & MacLeod, K. (in press). Effects of function of problem behavior on the responsiveness to the Behavior Education Program. *Education and Treatment of Children*
- ▶ Hawken, L., MacLeod, K. & Rawlings, L. (2007). Effects of the Behavior Education Program (BEP) on problem behavior with elementary school students. *Journal of Positive Behavior Interventions*, 9, 94-101.
- ▶ Hawken, L. H. (2006). School psychologists as leaders in the implementation of a targeted intervention: The Behavior Education Program (BEP). *School Psychology Quarterly*, 21, 91-111.
- ▶ Hawken, L. H. & Horner, R. (2003). Evaluation of a targeted group intervention within a school-wide system of behavior support, *Journal of Behavioral Education*, 12, 225-240.
- ▶ McIntosh, K., Campbell, A., Carter, D. R., Dickey, C. R. (2009). Differential Effects of a Tier Two Behavior Intervention Based on Function of Problem Behavior. *Journal of Positive Behavior Interventions*, 11, 82-93.
- ▶ McCurdy, B. L., Kunsch, C., & Reibstein, S. (2007). Secondary prevention in the urban school: Implementing the Behavior Education Program. *Preventing School Failure*, 51 (3), 12-19.
- ▶ March, R. E., & Horner, R.H. (2002). Feasibility and contributions of functional behavioral assessment in schools. *Journal of Emotional and Behavioral Disorders*, 10, 158-170.
- ▶ 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.

105

NWPBIS Events!

- ▶ Check out our Events page: <https://pbisnetwork.org/events/>
- ▶ **Tier 2 Teaming Part 1: CICO Series (Fall)**
 - ▶ Free overview recording
- ▶ **Tier 2 Teaming Part 2: Social Emotional Skills Small Groups (Winter)**
 - ▶ Classroom Basics for the New Teacher Fall, Winter, and Spring Series
 - ▶ Coaches Network Meetings (FREE!)
 - ▶ New Coaches Meeting Series (ALL YEAR)
 - ▶ MTSS for School Leaders: Investing in the Tiers and Supporting School Staff
 - ▶ Tier 3: Functional Behavior Assessment & Behavior Intervention Planning (Fall)
 - ▶ De-Escalation, Prevention to Response Two-part (late Fall Series)
 - ▶ Early Childhood Leadership Series
 - ▶ WellEducator and IMPROVED Mind—Adult SEL and Improv
 - ▶ Why are you doing that? Using ABCs of behavior (i.e., thinking functionally) to improve equitable outcomes (Winter Series for teachers, EA's, admin)



106