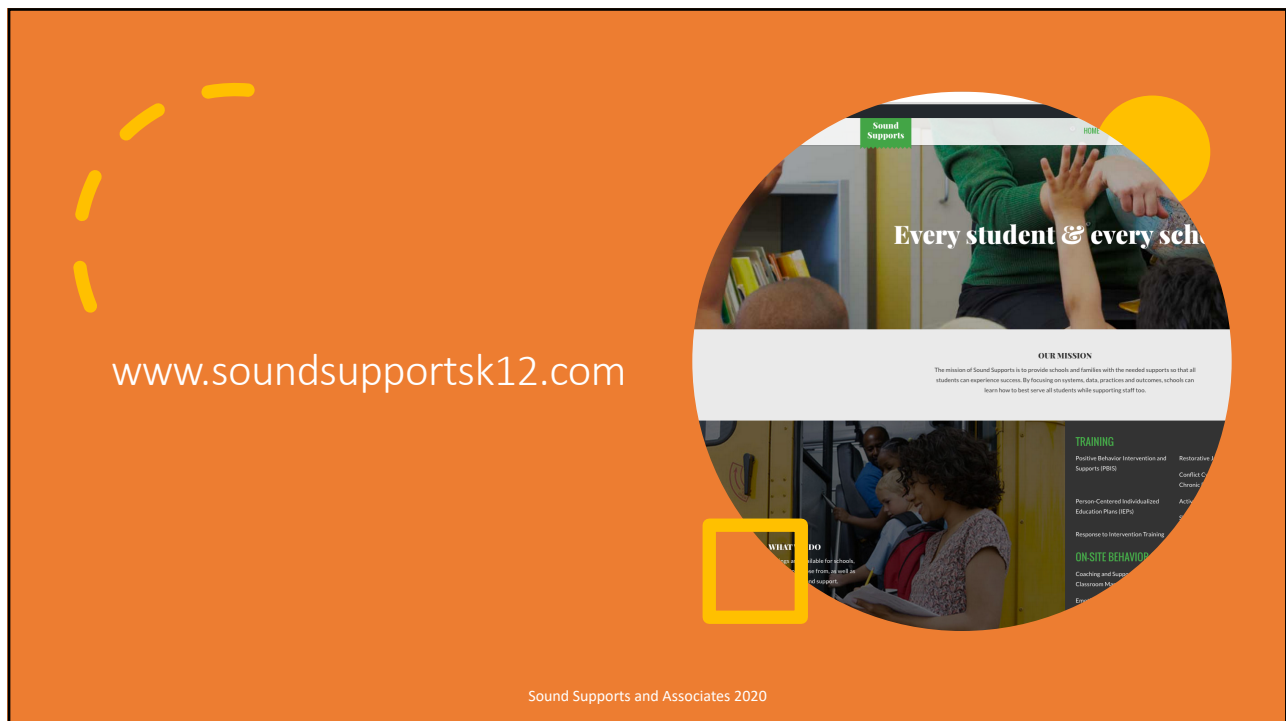


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2

Agenda

Time	Topic	Presenter
8:00-8:30	Welcome & Introductions Review & Sharing Tier 2 Successes & Challenges	Lori Lynass
8:30-9:00	Review of Tier 2 Big Concepts	Lori Lynass
9:00-10:30	Review of the Five Core Tier 2 Interventions & Monitoring for Effectiveness & Fidelity	Bridget Walker & Lori Lynass
10:30-10:45	Break	
10:45-11:45	Data-Based Student Identification & Progress Monitoring with Student Success Platform	Laura Phillips
11:45-12:45	Lunch	
12:45-1:15	Troubleshooting & Problem-Solving Tier 2 Behavior Systems and Supports	Lori Lynass
1:15-2:00	Managing the Continuum Between Tier 2/3 Supports	Bridget Walker
2:00-3:00	Tier 2: Tiered Fidelity Inventory and Action Planning for LID Day Presentation to Staff	Lori Lynass & Bridget Walker

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Group Norms and Expectations

Be Responsible

- Be an active participant
- Return promptly from breaks/activities – Hand/Bell Signal
- Use cell phone/laptop to support learning

Be Respectful

- Use time well & meaningfully
- Ask relevant/clarifying questions
- Leave no trace- clean up your space

Be Professional

- Enter discussion with an open mind
- Share the Air with others- all voices heard
- Allow quiet think time for self and others FIRST

Be The Student You Wish To Have

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4

EVERETT PUBLIC SCHOOLS

Systems of Support

A layered continuum of academic, behavioral and social/emotional support to meet each learner's needs

Tier 1

Behavioral

- Behavior expectations are defined, taught, and reinforced
- Expected behaviors are acknowledged
- Behavior errors are corrected proactively
- Communication with family about student's behavior is on-going

Academic

- Study skills, organizational strategies, and technology skills are taught
- The EPS continuous improvement model (i-Step) is implemented
- Self-monitoring strategies are developed
- Assignments broken into smaller chunks
- Support is provided to all students
- Response is evaluated to identify students who may be at risk

Social/Emotional

- Five overarching competencies are integrated into instruction:
 - ✓ Self-awareness
 - ✓ Self-management
 - ✓ Social awareness
 - ✓ Relationship management
 - ✓ Responsible decision-making
- Second step curriculum is taught K-6
- Bullying prevention is implemented
- Panorama data informs next steps

Tier 2

Behavioral

- Behavior contracts reinforce expected behavior
- Check-in/check-out systems monitor student's daily success
- Mediators mediate conflicts
- Re-teach school-wide expectations in small groups
- Students engage in problem solving and goal setting
- Communication with family about student's behavior is on-going

Academic

- Intensive interventions specific to the identified need are selected
- Small group interventions occur in or out of the classroom
- Progress monitoring and evaluating student response is ongoing

Social/Emotional

- Social skills are taught
- Social/academic groups with individualized features are ongoing
- Referrals are made to resources in or out of the school
- Frequent feedback and reinforcement for engaging in appropriate behavior is provided

Tier 3

Behavioral

- Functional Behavioral Assessment/Behavior Intervention Plan is made
- Community resources are utilized to support the student
- Consider alternatives to suspension
- Personalized schedules are built
- Conflict resolution and social skills are taught
- Communication with family about student's behavior is on-going

Academic

- Implement intensive individually designed intervention
- Deliver intervention daily for a minimum of 30 minutes
- Consult with interventionists and special education staff
- Progress monitoring and evaluating student response is ongoing

Social/Emotional

- Intensive, individualized interventions are implemented
- Family members actively participate in the development of goals
- Intensive school and community interventions with school support
- Support plans that include individualized therapeutic supports

Universal **Targeted** **Intensive**

MORE SUPPORT NEEDED → → → MORE SUPPORT NEEDED → → → MORE SUPPORT NEEDED

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The district is using the Multi-Tiered System of Support (MTSS) to help schools develop a continuum of supports for every EPS student.

Everett Public Schools Systems of Support 2020

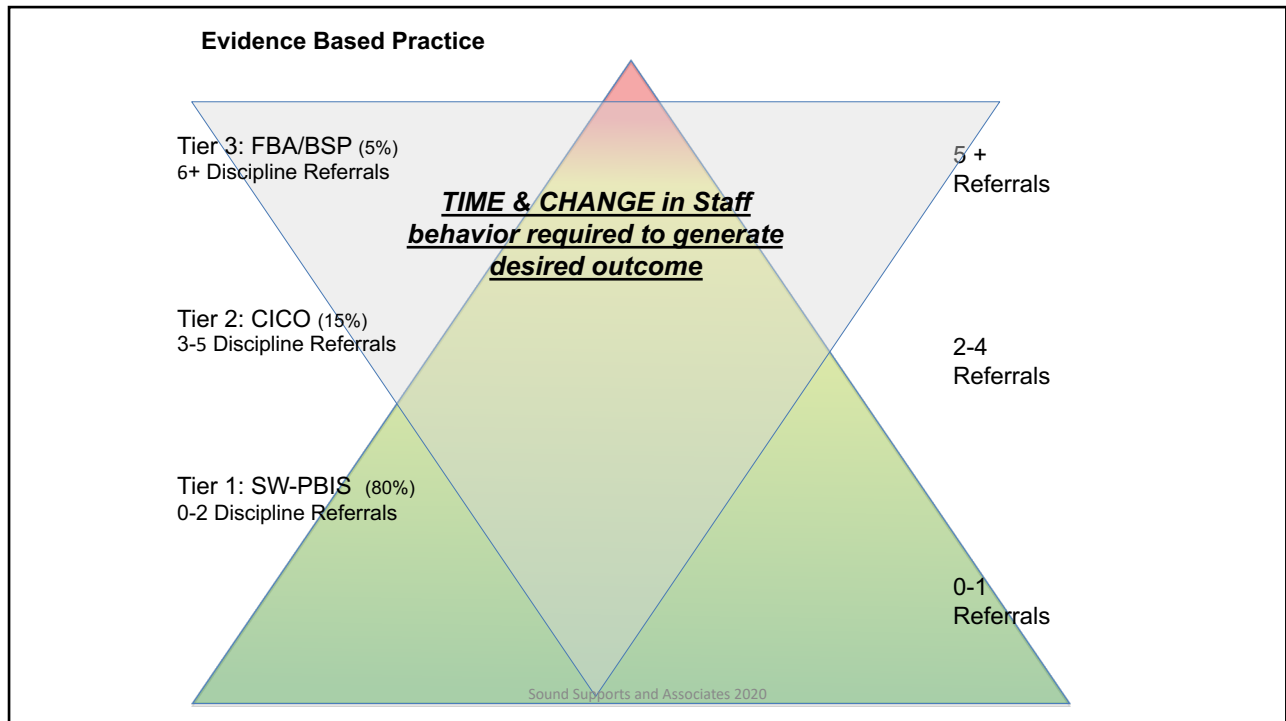
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“Table for Two”

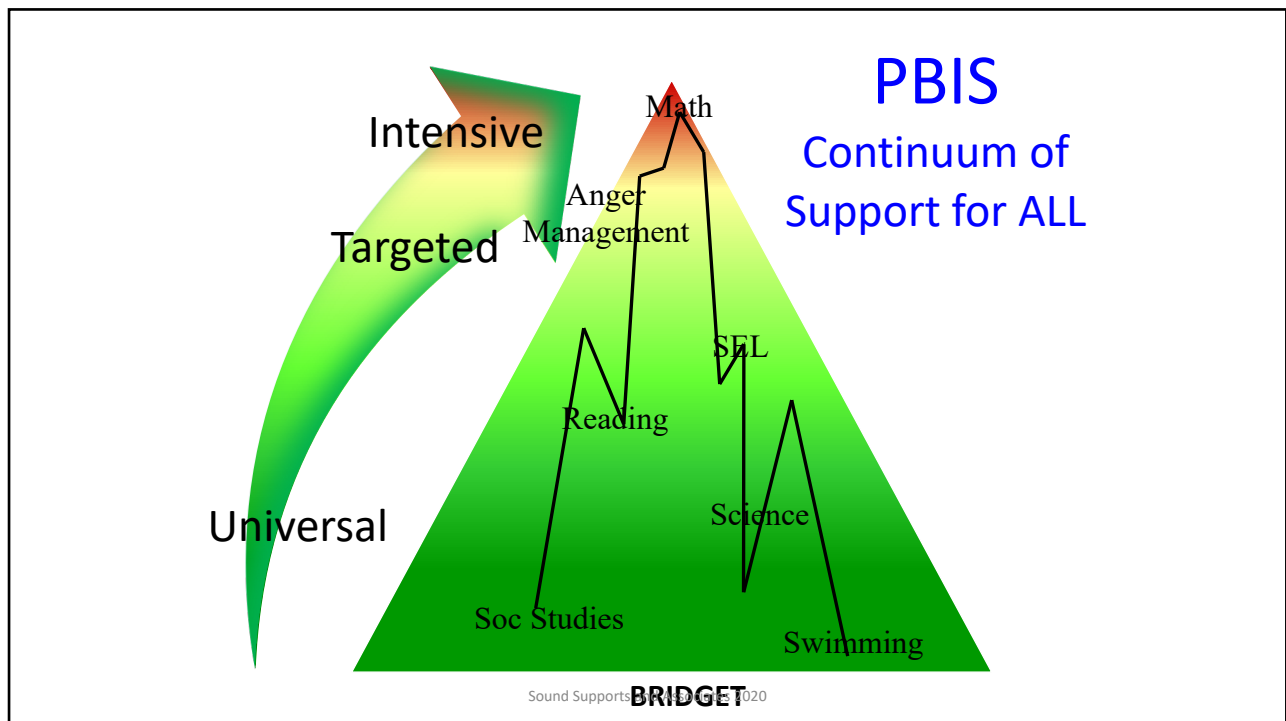
- What Are You Doing Now For Students In Need of More Support?
- What Seems To Be The Most Effective Intervention?
- What Barriers Have You Run Into Now?

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6



7



8

Tier 2 – Secondary Early intervention

Specialized, short term, group monitored and administered system for students who display indicators of high-risk problem behavior & are not responsive to universal interventions

- Basic functional based thinking intervention decisions
- Daily behavioral monitoring/feedback
- Regular & frequent opportunities for positive reinforcement
- Increased family & community connections
- Academic supports/strategies for academic success
- Planned, focused SEL, social skills instruction and support
- Evidence based interventions

Match student to least intensive intervention that meets his/her need(s)

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A Reminder About Human Behavior:

- Behavior Serves A Function
- Is Taught and Learned and Thus Can Be Retought and Changed

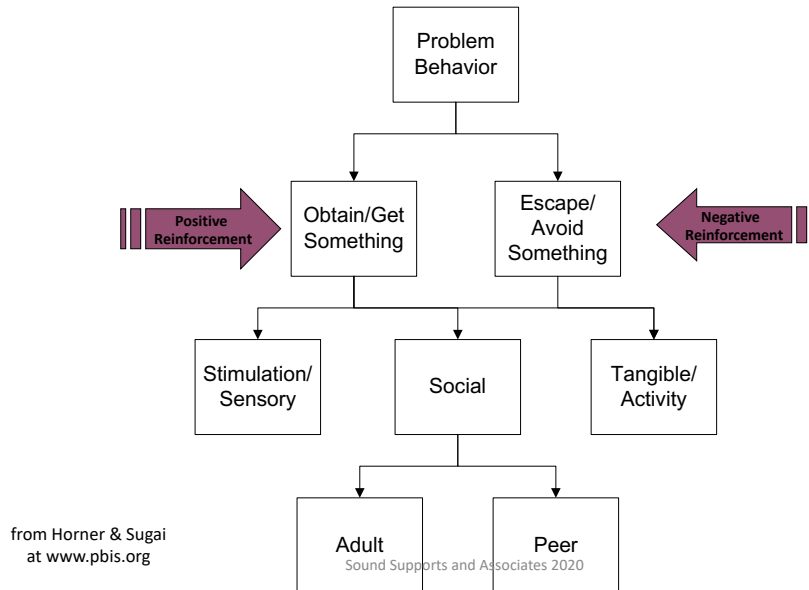
.....Yes, For Some Students This Can Be a Longer Process.

.....And Yes, Our Behavior Has to Change Too.

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Only Two Basic Behavior Functions



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Tier 2: EPS Core Interventions

- Check In & Check Out
- Home Note
- Self-Monitoring Plans
- Behavior Pacts/Contracts
- Class Pass System
- Targeted SEL Groups



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Initial Menu of Tier 2 Supports for Woodridge Elementary School

Name of Support	Description	Schoolwide Data Entry Criteria/Indicators	Data to Monitor Progress. Schoolwide Data? Other?	Exit Criteria
Check in/Check Out (CICO)	<p>CICO is a support that provides students with frequent/immediate feedback on behavior via teaching on a Daily Progress Report (DPR) and increased access positive adult attention. Feedback is linked to schoolwide expectations.</p> <p>Can be modified to focus on recess only (DPR completed by supervisors) or DPR on the go for specialists.</p> <p>Good for students motivated by adult attention and access to desired items/activities, which are earned for meeting daily & weekly goals.</p>	<p>Chronic minor behaviors unresponsive to classroom interventions.</p> <p>2-3 major ODR in 4-6 weeks.</p> <p>X-X on Universal Screening</p>	Daily Progress Report	Meet a goal of 75-85% points for 3-4 weeks. Move to self-monitoring for 2-3 weeks as a transition
Class Pass	<p>Class Pass intervention, the student uses a limited number of "passes" to take brief (8-12 minute) work breaks to engage in preferred activities without disrupting instruction seeking to escape or avoid an academic task or sensory experience. To promote increased work/sensory tolerance, however, the student is also given an incentive to retain passes unused to redeem later for rewards.</p> <p>Useful for students motivated by avoiding tasks/activities or sensory</p>	<p>Chronic minor behaviors unresponsive to classroom interventions.</p> <p>2-3 major ODR in 4-6 weeks.</p> <p>X-X on Universal Screening</p> <p>Escape Motivated Students</p>	Class pass tracking tool to monitor when passes are used and tracking unused passes, which are used to access reinforcement	Student using average of one or no passes for 4 of 5 days a week for 3-4 weeks. Move to self-monitoring for 2-3 weeks as a transition

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Class Pass	<p>Class Pass intervention, the student uses a limited number of "passes" to take brief (8-12 minute) work breaks to engage in preferred activities without disrupting instruction seeking to escape or avoid an academic task or sensory experience. To promote increased work/sensory tolerance, however, the student is also given an incentive to retain passes unused to redeem later for rewards.</p> <p>Useful for students motivated by avoiding tasks/activities or sensory experiences.</p>	<p>2-3 major ODR in 4-6 weeks with same motivation.</p> <p>X - X on Universal Screening</p>	Class pass tracking tool to monitor when passes are used and tracking unused passes, which are used to access reinforcement	Student using average of one or no passes for 4 of 5 days a week for 3-4 weeks. Move to self-monitoring for 2-3 weeks as a transition
Social Skills Development Group	<p>Small groups that focus on the development of specific inter or intrapersonal skills to expand a student's SEL capacity. Groups focus on key skills and strategies such as self-management, self-calming, conflict resolution etc.</p> <p>Students are reinforced when they are observed using the strategies in the school context.</p> <p>Best for students who need to develop positive replacement skill to better meet the function of a behavior. Can be used for students with a variety of functions for their behavior.</p>	<p>2-3 major ODR in 4-6 weeks.</p> <p>Teacher nomination</p> <p>X-X in Universal Screening</p>	Pre/Post Skills Survey Student skill self -assessment	Completion of skill unit/lesson series
Behavior Contract	<p>A written agreement between student and staff using an established template. Outlines specific expectations for student behavior and how student will be reinforced on a daily and weekly basis for reaching those expectations. The student must know how to demonstrate the expectations outlined in the contract.</p> <p>Can be used for a variety of functions of behavior as long as reinforcement matches the function. Useful for attendance, work completion, reinforcing use of a new skill/strategy etc.</p>	<p>2-3 major ODR in 4-6 weeks.</p> <p>X-X in Universal Screening</p>	Behavior chart for tracking goals met	Meet goal for 3-4 weeks. Move to self-monitoring for 2-3 weeks as a transition
Transition Support: Self-Monitoring	<p>Useful for helping students transition from a more structured delivery of a Tier 2 intervention after they have met their goals with consistency for 3-4 weeks.</p> <p>Students monitor/track their own behavior for a period of time. They receive reinforcement when their self-recorded data matches that of the teacher or staff.</p>	Completion of a Tier 2 intervention	Self-Monitoring DPR	Matches staff rating 80% of the time for 2 weeks. Then tracks independently for 1-2 weeks or when student requests

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Identifying Students For Tier 2/3 Supports:

- Office Referral Data
- Academic Data
- Classroom Minors Data
- Attendance Data
- Frequency of Nurse's Office Visits
- Mental Health Concerns
- Drug/Alcohol Concerns
- Student Self Refers
- Social Emotional Screening Data
- Teacher/Counselor/Parent Request



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Behavior Contracting

Use of a consistent format for developing a basic system of support and acknowledgement that allows for some individualizing of supports, goals, and reinforcement strategies.

Helpful for all students but can be most useful for students with escape/avoidance motivation where other interventions may not already be in place

Student must be taught the replacement skills and have the opportunity to be reinforced for emerging efforts early on with gradual increase in expectations over time

Try to be as function based as possible in determining systems of acknowledgement/reinforcement



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I Will:



Put my hand up.



Be quiet.



Stay in my seat.

Daily Goals:

Time:	Goal 1	Goal 2

Behavioral Pacts vs Contracts

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Difference Between Effective and Ineffective Behavior Contracts

EFFECTIVE BEHAVIOR CONTRACT	INEFFECTIVE BEHAVIOR CONTRACT
<ul style="list-style-type: none"> <u>Negotiated</u> agreement Describes what the student <u>should do</u> Provides a <u>goal</u> statement Outlines what the student will <u>earn as a reward</u> for meeting goal Teacher uses contract to precorrect and prompt behavior 	<ul style="list-style-type: none"> <u>Non-negotiated</u> Describes what the student is <u>doing wrong</u> Provides <u>no goal</u> statement Outlines how the student will be <u>punished</u> if problem behavior continues No other adult follow through with the contract

Clayton Cook, Univ of Minnesota 2018
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FORM 3.5

Behavior Contract Template

Student:	Date:
Teacher/School Personnel:	Parent/Caregiver(s):
What behavior(s) will student work to increase? 1. 2. 3. To track each time one of these behavior occurs, _____ will do the following: (teacher/adult at school)	
Daily Goal:	
If _____ reaches this goal, s/he will choose one of the following:	List of daily reward choices:
Weekly Goal:	
If _____ reaches this weekly goal, s/he will choose one of the following:	List of weekly reward choices:
I helped to create this contract, understand it, and agree to the terms of this behavior contract.	
Student Signature: _____	
I understand and agree to follow through with my part of this contract.	
Teacher/School Personnel Signature: _____	
I understand and agree to follow through with my part of this contract.	
Parent/Caregiver Signature(s): _____	

From Melissa Stormont, Wendy M. Reinke, Keith C. Herman, and Erica S. Lembke. Copyright 2012 by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

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Sample form from

Academic and Behavior

Supports for At-Risk Students:

Tier 2 Interventions

By Stormont, Reinke, Herman

and Lembke

From Guildford Press

Also see: *The Tough Kid Tool*

Box

By Rhodes, Jensen and Reavis

From Pacific Publishing

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Home Note
– Younger
Students

Home Note

Name _____ Week of _____

Behavior	Mon	Tues	Wed	Thurs	Fri
Stay in Seat/ place	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
Keep hands/feet to self	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
Follow Directions	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
Complete work	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
Overall	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
Notes					

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Home Note – Older Students

Name: <u>Richard</u>		Home Report Card					Date: <u>4-22-95</u>
	Math	Reading	Spelling	English	Soc.Studies		
On-task during class	2	2	1	1	0		
Followed instructions	2	2	2	2	1		
Kept hands to himself	2	2	2	1	1		
Scale: Good = 2 Fair = 1 Poor = 0							
Homework	Complete pgs. 44-45 in workbk.	None	Practice words for week	None	Read pgs. 103-109		
Homework Grade	C	-	-	-	D		
Test Grade	-	-	-	C	-		
Teacher Signature: <u>Terry Jones</u>							
Teacher Comments: <u>Richard still has trouble after lunch break. He has been participating more in class.</u>							
Parent Comments: <u>I sure appreciate your efforts with Richard. He really looks forward to his daily reward!</u>							

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Self-Monitoring

- Set a realistic and attainable goal with the student
- Identify what the student should be doing instead of the problem behaviors
- Determine how frequently the student will self-monitor and record her behaviors
- Combine tracking with a reward component for meeting a preset goal to increase self-regulation and self-control
- Use of technological device or natural breaks or transitions to prompt self-reflection and self-recording of behavior
- The student must comprehend the self-monitoring chart

Self-Monitoring Card		
Class or Time : <u>Reading</u>		
Behavior Tasks :	Results?	
1. Be prepared for class with all materials.	Yes	No
2. Start the assignment when told to begin.	Yes	No
3. Continue working until assignment is done.	Yes	No
4. Ask the teacher for help in a pleasant way.	Yes	No
Total Yes = _____	Signed : _____	
Total No = _____	Teacher : _____	
Name: <u>Jessica Wilson</u> Date: <u>9/4/2009</u>		

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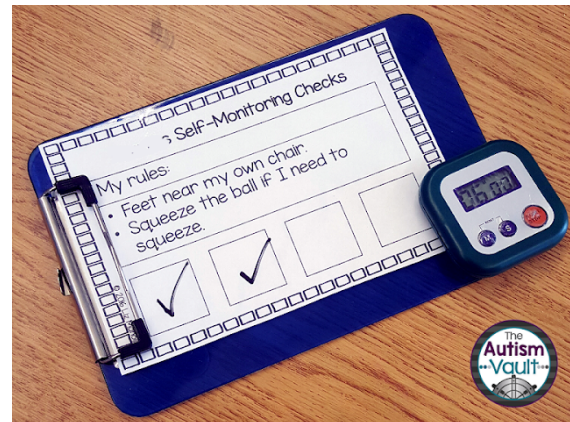
22

I am working for: _____

I need _____ points to earn a reward..

Date: _____

Activity/its me	Hands to self	Saying kind things	Following directions	Use calming strategies	points	Comments
						
						
						
						
						
						
						
						
						
						



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MoBeGo @ 3/22/2017

Interval: **THE REMARKS**

All Classes

Ben Interval ①



Start

Lizzy Interval ①

Start

Set Ben's Score for interval ①

	None	A Little	Sometimes	A Lot	Often
Be Respectful ⓘ	0	1	2	3	4
Be Responsible ⓘ	0	1	2	3	4
Be Ready ⓘ	0	1	2	3	4



Allison 9/27/16

Teacher

Touch the scores for Whole Group.

NeverA LittleSometimesA LotAlways

Be Respectful01234

Be Responsible01234

Be Ready01234

Done

MoBeGo, I-Connect and Score It

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Timer Tools

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Class Pass Intervention

(From Browning –Wright, D.)

FRONT

CLASS PASS

Name: _____

Time: _____

Where to?: _____

Initial: _____

Reward for a saved pass:

BACK

Guidelines for Class Pass

If you use the pass...

1. Choose a time when you need to step out of the class.
2. Fill out one of your passes.
3. Show pass to teacher.
4. Walk to _____.
5. Have adult where you walked initial pass on your way back to class.
6. Enter class quietly.
7. Join classroom activity.

If you save the pass...

Earn a reward!!!!!!

- CPI is for students who engage disruptive classroom behavior
 - Work may be too difficult, views class as boring, or simply doesn't like a subject
 - Allow students to escape/avoid academic tasks for a pre-determined amount of time by issuing class pass
 - Engage in a preferred activity for a certain amount of time
- Students must be taught how to appropriately ask for and take a break.
- Pre-determine the break length.
- Determine the # of break cards.
- Collect data on times breaks are taken

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Class Pass Intervention



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- Incentivize students to not use class passes by holding onto them and exchanging them for something even more desirable than escape/break
- It works because students:
 - Can exercise choice by requesting a break with class pass
 - Tolerance for academic work is increased
 - Are able to earn access to desired reward/activity based on staying in the presence of the difficult, boring, or frustrating academic task

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SEL Integration (CASEL.org)

<http://www.edutopia.org/keys-social-emotional-learning-video>

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Why SEL Matters



- National Averages:
- 29% of students feel like their school provides a supportive and encouraging environment.
- 83% of students made academic gains when SEL was part of the curriculum.
- 11% average gained on standardized tests when participating in SEL.
- 11% increase in GPA when participating in SEL.
 - CASEL, 2016

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Check In/Check Out (CICO)

Supplemental
Manual
Page 23



Check in

Convenient location, solid routine
Check-in person collects signed DPR
or CICO home note

Student receives new DPR with
goal and reminder of expectations
This is a positive start to the day for
the student



Regular Teacher Feedback

Teacher rates student for each
period of the day
Positive and encouraging



Check Out

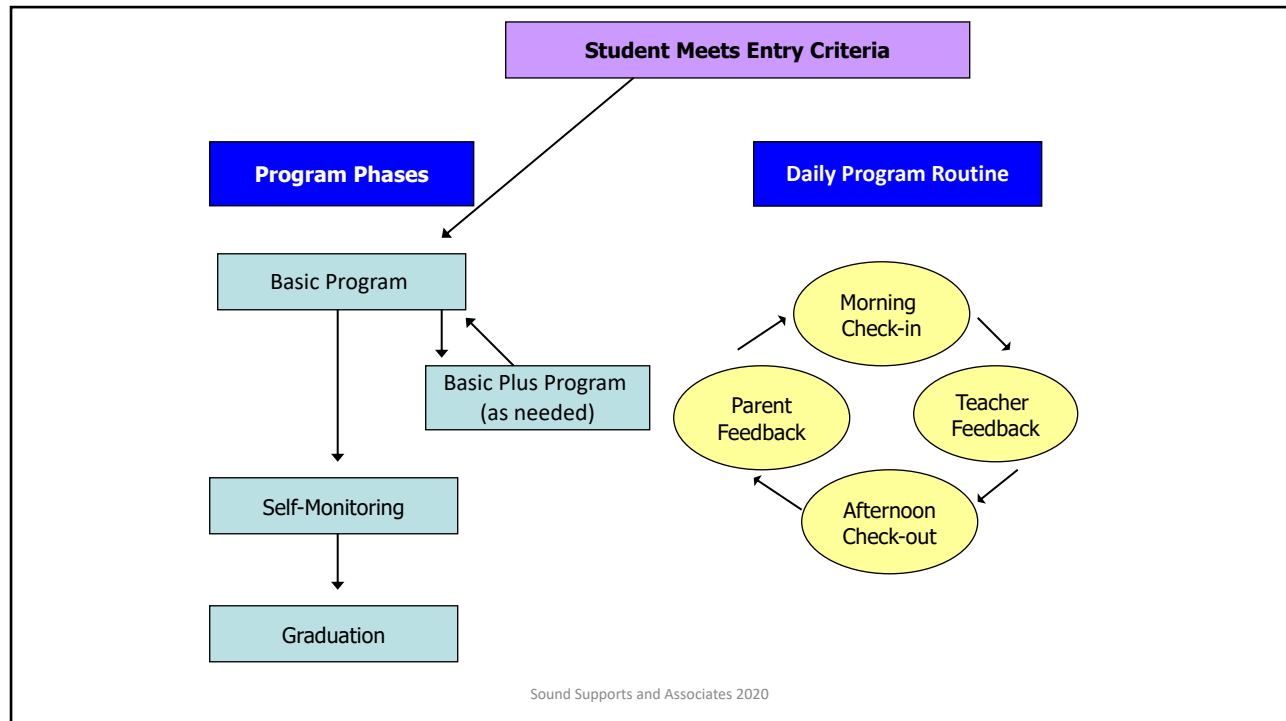
Convenient location, solid routine
Check-out person totals points and
provides reinforcement and/or
encouragement

Coach collects DPR copy and sends
one copy home (or a CICO home
note)

Positive end to the school day

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Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

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Checked in	YES	NO
Checked out	YES	NO
Has Materials	YES	NO
Parent Signature	YES	NO

Student: _____ Date: _____ M Tu W Th F Goal: _____

Expectations	Morning to Recess				Recess to Lunch				Lunch to Recess				Recess to End				Total
	Tough Time	So-So	Good	AWE some	Tough Time	So-So	Good	AWE some	Tough Time	So-So	Good	AWE some	Tough Time	So-So	Good	AWE some	
Safe	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Honest	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Accountable	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Respectful	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Kind	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Totals																	

Comments: _____

4 = AWESOME: Met expectations with positive behavior; worked independently without any corrections/reminders.

3 = GOOD: Met expectations with only 1 reminder/correction

2 = SO-SO: Needed 2-3 reminders/corrections

1 = TOUGH TIME: Needed 4 or more reminders/corrections

Parent/Guardian Signature: _____

Note: Parent comments can be included on the back of this form

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CICO Trading Post

Maintaining Consequence	Wants Attention	Wants something	Wants to escape attention	Wants to avoid something
100 pts	Take note to office/teacher Ask a peer to play/read/draw Be a leader Principal's recess	Trip to treasure chest Choose a snack Choose a 5 min. activity School wide sticker Principles recess	Computer time by self	Short break Alternative activity
250 pts	Computer with a friend Extra sharing time	More time for selected activity Free ticket to sporting event	Time alone Independent work space	Alternative assignment
400 pts	Out to lunch with TBA Class recess, free time, or popcorn party	New school /art supplies		Get out of school early

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Things Are Going Well... What Now?

The **GOAL** is always to “Graduate” students from our supports or Fade supports

- Do so gradually and support the transition
- 1) Increasing student responsibility and self-awareness
 - Transition into a Self-Management/ Self-Monitoring program
- 2) Then, gradually remove or “Fade” components of the intervention

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Decision Rules for Self-Monitoring (SM)

- 6-8 weeks in Basic/Basic Plus, meeting criteria 80% of the time
- SM can be faded across 2-5 weeks
- Students check-in and out and receive progress feedback from teacher
- Students rate their own behavior on the CICO form
- Teachers rate behavior on the CICO form
- Coach determines partial agreement between the two (80%)
- Coach reviews SM purpose and structure with teachers prior to starting
- Can be used as an adaptation for students who are more internalizing and/or prefer private feedback

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Graduation...



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- Celebrate each graduation
- Continue quarterly events (reunions)
- Collect & enter monthly self-report CICO form to monitor progress
- Consider Graduates as program assistants/peer mentors

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CICO Home Report

Name: _____

Date: _____

_____ I met my goal today _____ I had a hard day

One thing I did really well today was: _____

Something I will work on tomorrow is: _____

Comments:

Parent/Guardian Signature: _____

Comments:

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Preparing for Success in CICO

- Train and support teachers and supervisors to give effective acknowledgement and corrective feedback

Teacher training video on CICO Feedback- across regular, self monitoring and fading. Fun- still subjective in terms of rating, but useful!

<https://youtu.be/vP7GJ72UxsA>

- Train students in the system and how to accept and respond to feedback

<https://youtu.be/GMo5aAm2rVw>- realistic school made video on CICO that is designed for student orientation but good overall model! Though adult feedback could be more specific.

- Orient parents to the goal of the supports and how they can support/respond to student progress

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Discussion Time

- Based on what you just heard, which of these interventions do you think would be best to present to your staff first?
- What would be the initial steps to introduce the intervention(s)?



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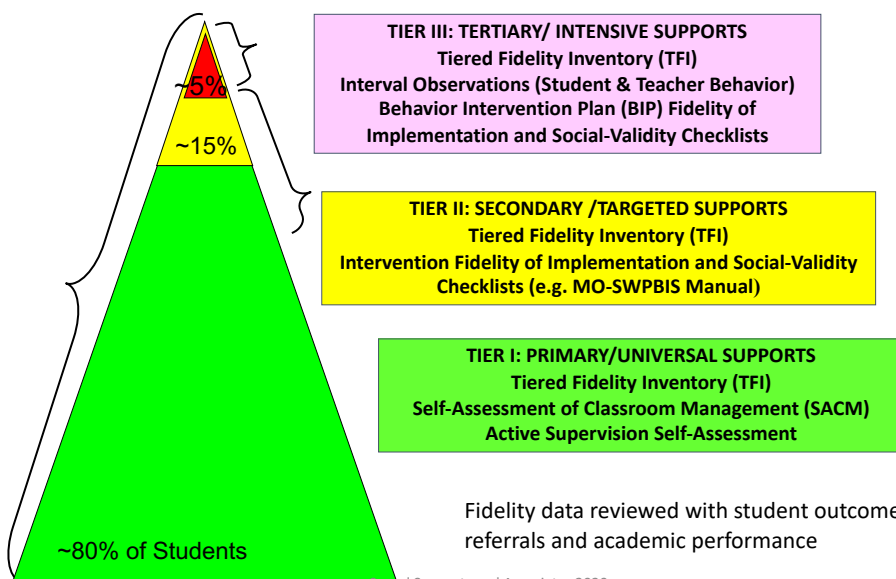
Assess for Fidelity of Implementation

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Fidelity Measures Tiered Systems of Supports

(Monton & Walker, 2020)



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Supporting Consistency & Fidelity of Plan Implementation



On-going, sustained, and purposeful training



On-going access to technical assistance and coaching



Periodic formal checks

Student outcomes
Student perceptions and experience (social validity)
Adult perceptions and experiences (social validity)



Provide booster sessions and supports for student and/or teacher based on data



Apply logic of SW-PBS to adult learners

Explain-show-practice-reinforce
Provide Ongoing Data/ Feedback
Data-based Decision Making

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Tier 2 Team Decision-Making on Student Criteria

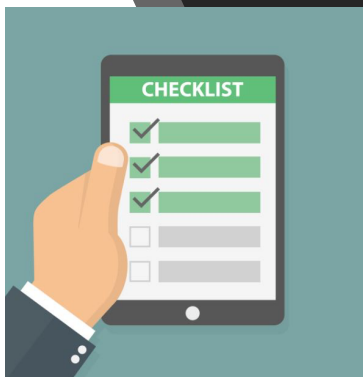


- Match student to appropriate T2 Intervention based on function of student need
- Set initial criteria for success and schedule/type of acknowledgement or reinforcement for meeting criteria
 - Begin where the student is
 - Gradually increase expectations over time, provide student with added supports and acknowledgement at each change
 - If student struggles for long period drop the criteria a bit until success (check fidelity of implementation as well)
- Monitor student progress over time and determine timeline for fading towards self-monitoring (generally 6-8 weeks at criteria)
- Track student progress at self-monitoring and plan to fade student to universal supports after 4-6 weeks of success
- Identify when to graduate student from T2 support! CELEBRATE

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Tier 2 Team
Setting Students and Staff Up for Success:
Training, Coaching and Fidelity of Implementation



- Develop and provide intervention orientation and overview materials staff and student (videos, fidelity checklist, forms etc.).
- Provide structured coaching and practice to help student and staff “practice” intervention when others are not present. Use the fidelity checklist to do a run through, ask/answer questions, review next steps etc..
- Fidelity Checklist:
 - First week: Staff uses daily for self-reflection; T2 Coach uses daily for coaching/feedback during visit. Use this data for problem solving and integrating intervention into practice.
 - Week Two: Fade to every other day
 - Week Three: Once week minimum
 - If changes or adjustment to intervention are made update the checklist and return to more frequent implementation

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CICO Teacher Fidelity Checklist

Supplemental
Manual
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Teacher CICO Fidelity Checklist			
Teacher Name: _____		Date: _____	
Student Initials: _____			
	Check one		
	Yes	No	N/A
Beginning of Class			
Ask student for DPR.			
Be cheerful and positive with student.			
Set the expectation for appropriate behavior in a positive manner.			
Avoid negatives.			
Scoring the DPR			
Circle the biggest number if the student met the expectation.			
Circle a number in the middle if they had a brief incident of inappropriate behavior and have been warned (individually) and then a repeated incident of the behavior.			
Circle the lowest number when the student did not meet the expectation.			
End of time period			
Show student their scores.			
Give feedback on their behavior during class (5:1 positive to negative ratio).			
Be specific about feedback and stay positive and encouraging.			
End of the day			
Ensure student has their DPR to take to the Coordinator.			
End the day on a positive note with the student.			
Reflections/Comments:			
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Social Validity Rating Form

Please complete the items listed below. The items should be completed by placing a check mark in the box under the question that best indicates how you feel about the intervention recommendations. This is a good form for the teacher to use before the intervention begins.

1. How clear is your understanding of this intervention?				
Not at all clear		Neutral		Very clear
2. How acceptable do you find the intervention to be regarding your concerns about this student?				
Not at all acceptable		Neutral		Very acceptable
3. How willing are you to carry out this intervention?				
Not at all willing		Neutral		Very willing
4. Given this student's behavioral problems, how reasonable do you find this intervention to be?				
Not at all reasonable		Neutral		Very reasonable
5. How costly will it be to carry out the intervention?				
Not at all costly		Neutral		Very costly
6. To what extent do you think there might be disadvantages in following this intervention?				
Not at all likely		Neutral		Very likely
7. How likely is this intervention to make permanent improvements in this student's behavior?				
Unlikely		Neutral		Very likely
8. How much time will be needed each day for you to carry out this intervention?				
Little time will be needed		Neutral		Much time will be needed

Periodically Ask Teachers and Students What They Think About the Intervention, System & Process: Check for Social Validity

See more samples in workbook

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Tier 2 teams:
Building Systems
for Tracking
Interventions &
Managing Data

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Tier 1 and 2 Team Roles Compared

TIER 1 TEAM	TIER 2 TEAM
Addresses and prevents problem behavior for 80% to 90% of the students.	Designs early intervention programs for the remaining 10% to 15% of students who are at risk for academic or behavioral problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the Tier 1 Team.
Uses schoolwide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.
Identifies needed strategies, current and on-going staff training, and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing positive behavior support programs.	Consults with and provides ongoing support for school staff who have a student(s) with academic and/or behavior problems.
Shares schoolwide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community schoolwide services.	Coordinates school and community services for groups of students at risk .

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Tier 2 Team Meeting

First, the set up!

1. Review Tier II Features on the TFI for meetings.

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Tier 2 Team Roles and Responsibilities

	Responsibilities Before Team Meeting	Responsibilities During Team Meeting	Responsibilities After Team Meeting
Chairperson	<ul style="list-style-type: none"> Develop agenda with input from team Send to team members 	<ul style="list-style-type: none"> Facilitate meeting 	<ul style="list-style-type: none"> Follow up on assigned tasks Seek input from team members/ staff
Secretary	<ul style="list-style-type: none"> Provide meeting reminder to team 	<ul style="list-style-type: none"> Keep meeting minutes 	<ul style="list-style-type: none"> Distribute team minutes to members
Intervention Coordinator(s)	<ul style="list-style-type: none"> Prepare summary of student progress monitoring data (Pre-Meeting Organizer) Prioritize which student's data will be reviewed Gather any new nominations. 	<ul style="list-style-type: none"> Present update on data and facilitate focused conversation Discuss any nominations of new students 	<ul style="list-style-type: none"> Share data highlights with staff Collect any other necessary data
Communication Coordinator	<ul style="list-style-type: none"> Collect and compile any feedback and/or input from staff 	<ul style="list-style-type: none"> Share compiled feedback/ input from staff Lead planning for stakeholder communication 	<ul style="list-style-type: none"> Provide updates to staff Coordinate stakeholder communication (e-mails, newsletters, website, etc.)
Time Keeper	<ul style="list-style-type: none"> Review time slots on agenda 	<ul style="list-style-type: none"> Maintain time parameters Use established signal to keep team on task 	<ul style="list-style-type: none"> Lead conversation for evaluation of meeting
Cheerleader	<ul style="list-style-type: none"> Prepare summary of status of staff recognition activities 	<ul style="list-style-type: none"> Provide update on staff recognition activities. Lead the planning for targeted recognition for staff 	<ul style="list-style-type: none"> Carry out recognition activities with staff.
Historian/Archivist	<ul style="list-style-type: none"> Disseminate updates of products 	<ul style="list-style-type: none"> Lead discussion on any new files 	<ul style="list-style-type: none"> Maintain electronic database of team products and back up database regularly
All Members	<ul style="list-style-type: none"> Review meeting notes Preview agenda Bring completed materials 	<ul style="list-style-type: none"> Follow meeting norms Provide input 	<ul style="list-style-type: none"> Set the positive tone and example Complete assigned tasks

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Team Roles

Facilitator (Counselor)	Data Analyst (Teacher)	Minute Taker (Social Worker)	Time-Keeper (Teacher)	Admin	Team Member (Teacher)
Lori	Jill	Nikki	Ryan	Dan	Jerome

Team Agreements

- Stay Present
- Strength Based Perspectives
- Stay Focused on Topic
- Start and End on Time
- Share the Air
- Speak Your Truth

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Agenda

Time	Task
2:00-2:10	Previous Tasks
2:10-2:25	Targeted Intervention Summary
2:25-2:40	Current Student Check
2:40-3:00	New Students

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Previous Tasks

Who	What	When	Status
Lori	Create a simpler CICO daily report for K-1 student	By Today	Not started Done In Progress
Nikki	Check in with Ms. Hagerty on student S.M.	By 1/17/20	Not started Done In Progress
			Not started Done In Progress
			Not started Done In Progress

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Targeted Intervention Summary

Intervention	# of Students Participating	# of Students Responding	# of Students with Variable Responsiveness	# of Students Not Yet Responding (meeting goal less than 50% of the time)
Check In Check Out	12	10 = 83%	1	1
Home Note	8	5 = 62%	0	3
Class Pass	10	7 = 70%	3	

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Class Pass

*Students not yet meeting goal, problem solve and determine next steps

1. Possible barrier: fidelity, intervention/function mismatch, intervention needs to be modified
2. Possible decisions: Meet with teacher, change interventions, P-BIP, change reinforcer

Students with Positive Response, Not Yet Ready for Fading (These students do not need to be discussed at this time)	Students with Positive Response Eligible for Fading or Graduating (Demonstrated positive response and meeting data-decision rule criteria for fading or graduating)	Students with variable response (meeting goal between 55%-75% of the time)	Students Not Yet Responding Favorably (meeting goal 55% of the time or less)
K.S.	T.H.	G.K.	
F.H.	L.L.	P.S.	
J.S.	B.W.	C.M.	
S.I.			

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Current Students

Student	Update	Decision	Who is in charge and what is the target date?
C.M.	Class pass works about 50% of the time. She often just runs out of class.		
B.N.	Home Note not being signed by dad.		
A.P.	Home Note – rips up note when goal not met.		

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New Students

Possible sources: MI Data, Teacher Referral, Absent Data, Academics

Student	Referral source	Decision	Who is in charge and what is the target date?
F.H.	Missed Instruction	Tier 1 Begin Intervention P-BIP Academic Assess Tier 3	
W.P.	Absences	Tier 1 Begin Intervention P-BIP Academic Assess Tier 3	
S.L.	Teacher Referral	Tier 1 Begin Intervention P-BIP Academic Assess Tier 3	

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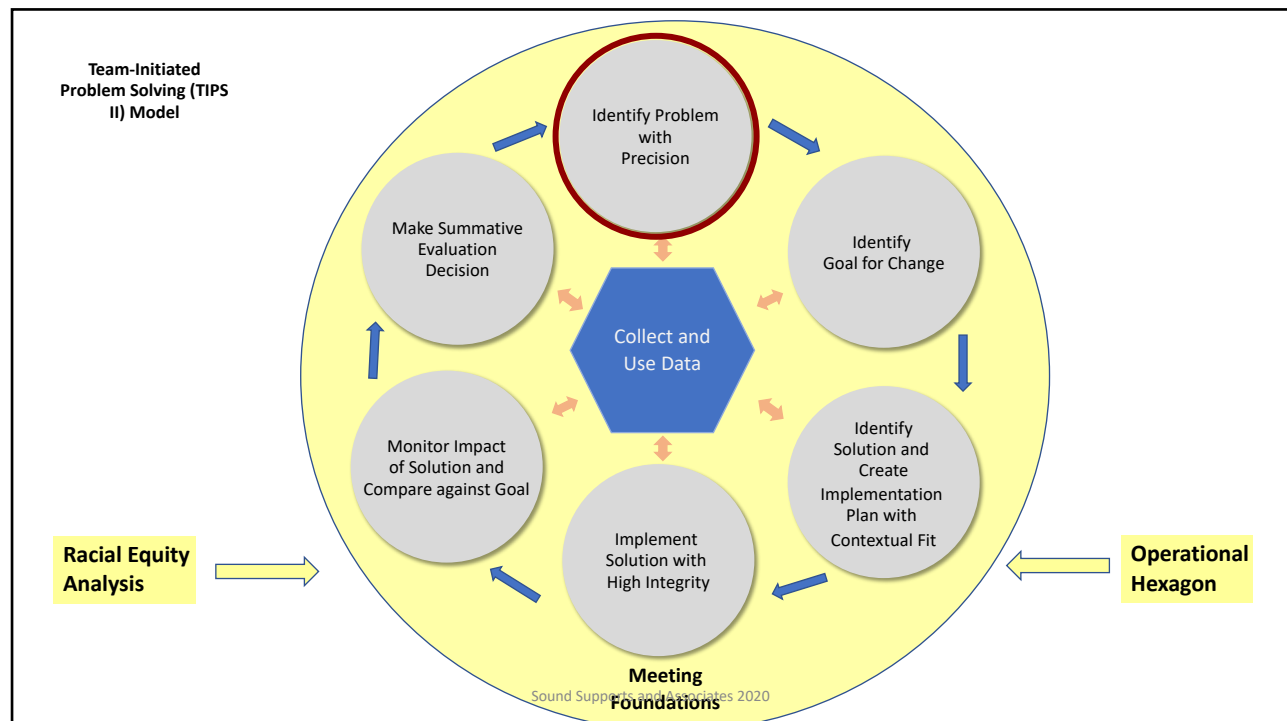
Fidelity/Treatment Integrity

- Provide staff training and practice delivering their aspect of the intervention
- Provide opportunities for coaching, problem solving and encouragement early on.
- Collected by Coach and used as Self-Assessment
- Required to determine if intervention implemented as planned and with consistency

CICO Staff/Teacher Component	Not Observed (0)	Low- 25% of time (1)	50% of the time (2)	75% of the time (3)	100% of the time (4)
I greet the students in the morning in a positive, friendly manner.					
I provide the students positive, specific verbal feedback after each subject with DPR.					
I provide the students specific verbal feedback after each subject on items to improve on with DPR.					
I reinforce the student throughout the day using the universal recognition system.					
I provide pre-corrects to the students when problems emerge or tend to occur.					
I remind the student to check-out.					
I complete my self-assessment for					

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Tier II Team meeting organizer

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Tier 2 Meeting Template
Coordinator: _____ Recorder: _____
Date: ____/____/____
Present: _____

- I. Review agenda, determine whether changes are needed (2 minutes)*
II. Review task list from previous meeting, document status of tasks (10 minutes)

Who	What	When	Status
			Not started In progress Done Not Needed
			Not started In progress Done Not Needed
			Not started In progress Done Not Needed
			Not started In progress Done Not Needed
			Not started In progress Done Not Needed

III. Targeted intervention summary (15 minutes)

- Students on targeted interventions
 - _____ on CCE
 - _____ on (each other intervention)
- For each intervention
 - _____ students are meeting their daily or weekly goals
 - Students not meeting goals, determine problem and next steps
 - Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified
 - Possible decisions: Meet with teacher, change intervention, conduct efficient FBA

Student	Problem	Decision	Who is in charge and what is the target date?

IV. Intensive intervention summary (15 minutes)

- _____ students on intensive interventions
- _____ students meeting goals
- Students not meeting goals, determine problem and next steps
 - Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified
 - Possible decisions: Meet with teacher, change intervention, conduct formal FBA

Student	Problem	Decision	Who is in charge and what is the target date?

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Tier 2 Team Meetings

15 Min

- What are the next steps to making your Tier 2 team meetings more efficient and effective? Do you have:
 - Clearly Defined Roles?
 - Clear Agenda Process/Format?
 - A Data Tracking System?
 - Someone to Monitor Each Intervention?

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Problem Solving & Trouble Shooting Supports

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EPS Tier 2 Pre-Meeting Organizer

School Name: _____ Meeting Date: _____

Directions: To be completed before the Tier 2 Team meeting by each Intervention Coordinator. Review student progress monitoring data and count the total number of students participating and what response they are having (positive, questionable or poor) and record below.

Intervention	# of Students Participating	# of Students with Positive Response	# of Students with Questionable Response	# of Students with Poor Response
Check-In, Check-Out				
Social Skills Intervention Group				
Self-Monitoring				
Class Pass				

Directions: Write names of students in the appropriate columns below.

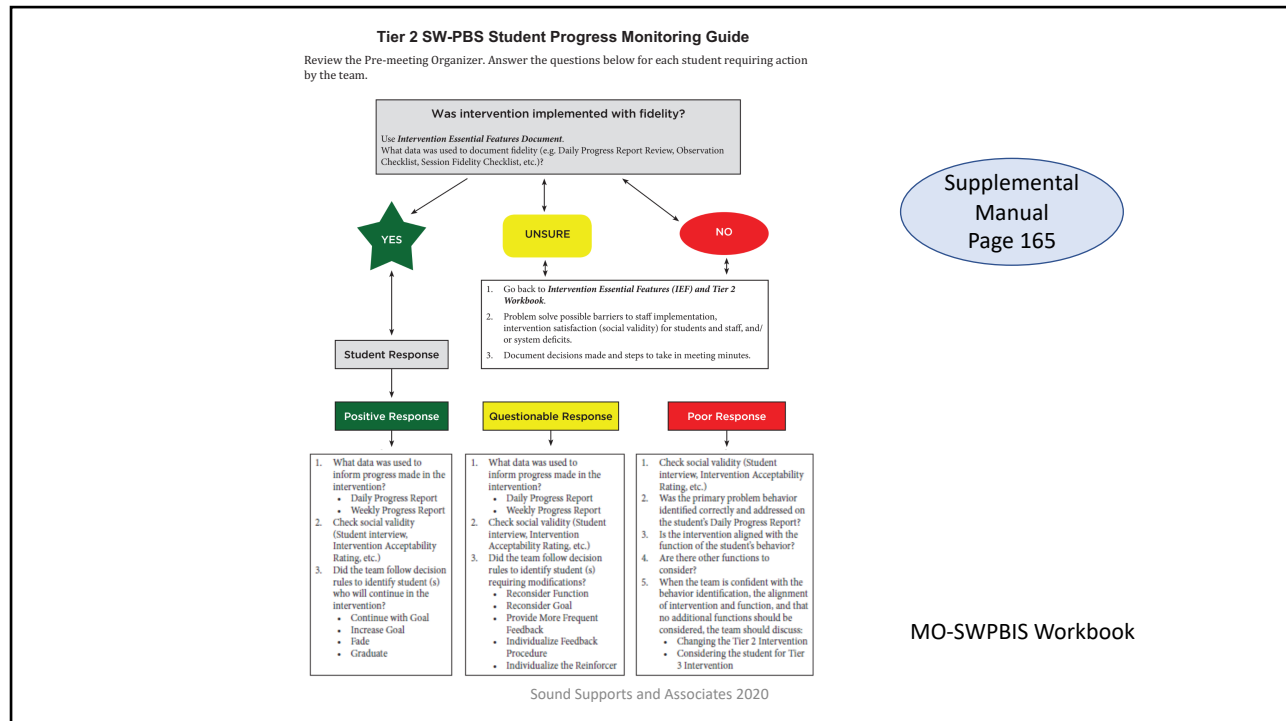
Students with Positive Response, Not Ready for Fading (These students do not need to be discussed at this time)	Students with Positive Response Eligible for Fading or Graduating (Demonstrating positive response and meeting data decision rule for fading or graduating)	Students with Questionable Response	Students with Poor Response

Adapted with permission from the MD SW-PBS Tier 2 Workbook 2018-2019
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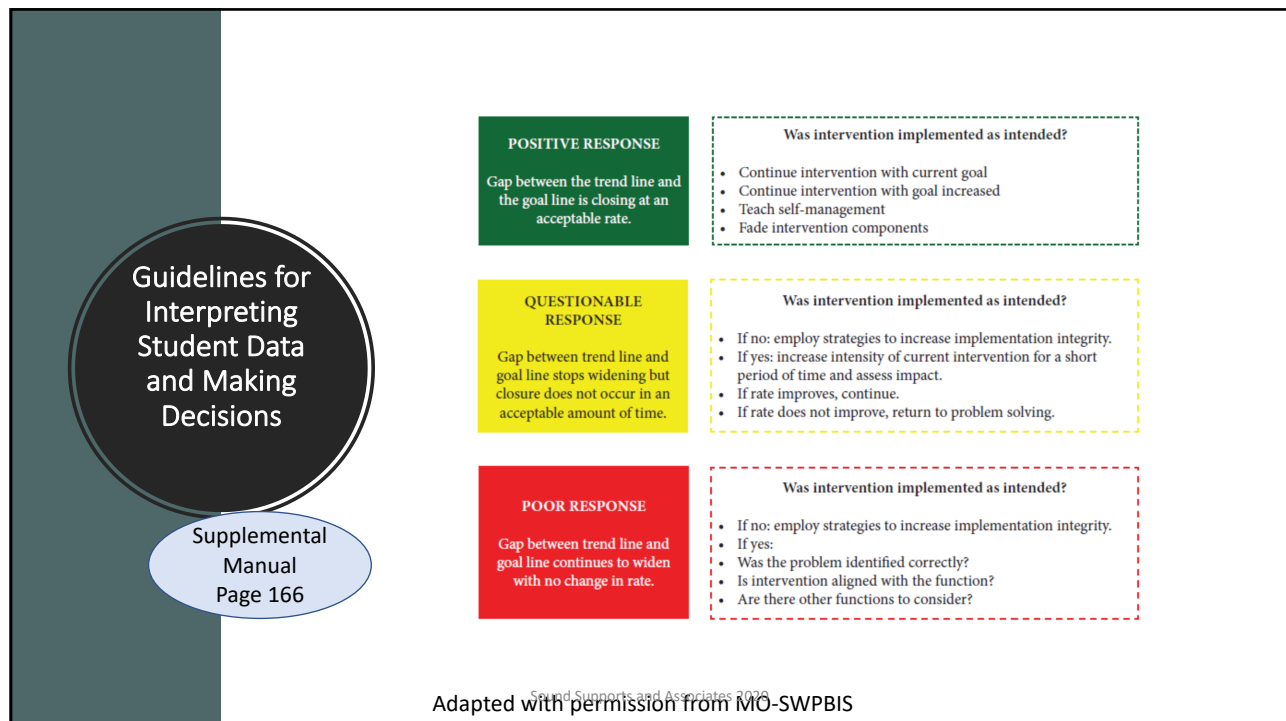
Premeeting Organizer

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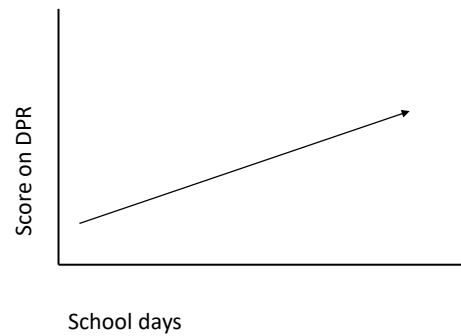
65



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DPR Chart Option 1

A consistently increasing line indicates that the program is effective as it is established

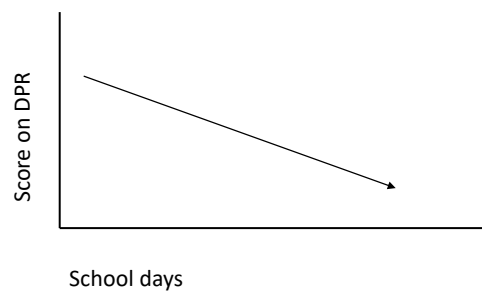


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DPR Chart Option 3

A decreasing line indicates that the program needs to be changed. It may be helpful to review data at the different time periods to get more information on when the student is experiencing more difficulty.

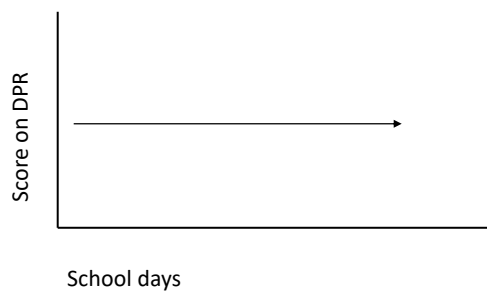


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DPR Chart Option 2

A flat line indicates that the team should consider making some changes to support improvement.

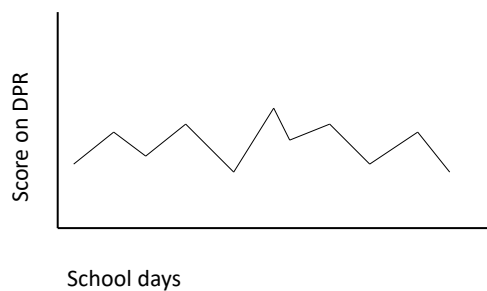


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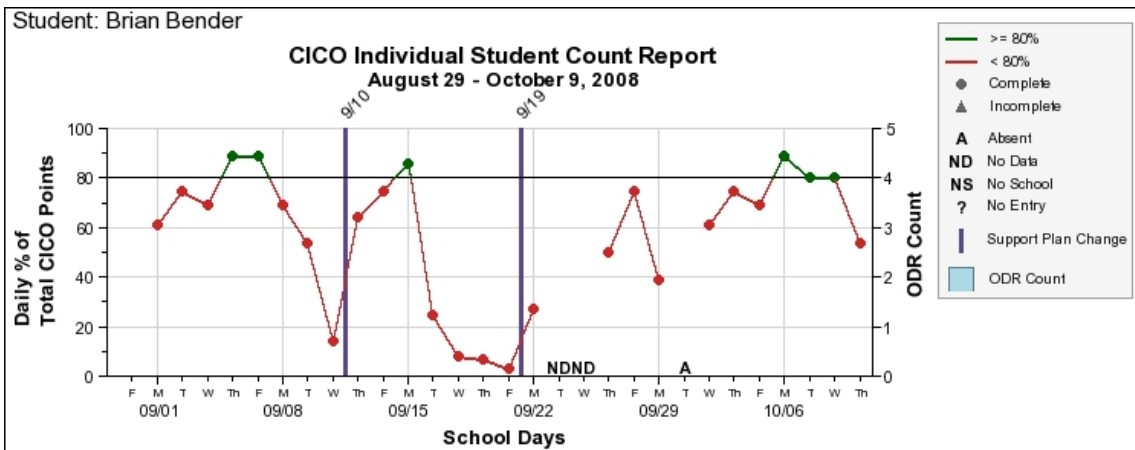
DPR Chart Option 4

A variable line may indicate a need to increase student motivation to comply with the program and/or it may mean that there is inconsistency in the way the teacher is making the evaluation on the DPR or enforcing expectations



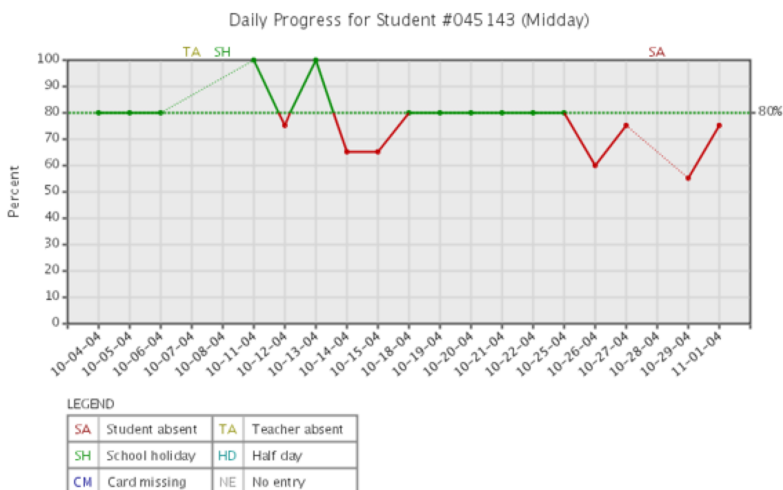
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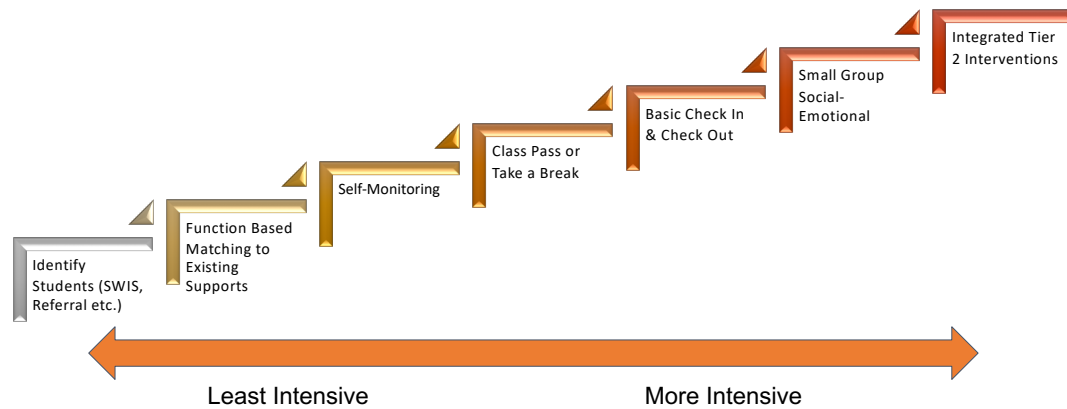


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Mapping Basic Tier 2-3 Interventions

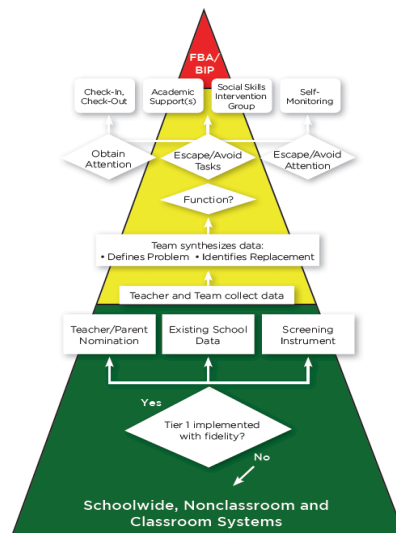
Begin with *Least Intensive Intervention* possible that matches student need. Increase/adjust supports based on data.



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Missouri Student Support Model



Tier 3 = Individualized Plans integrating one or more established interventions Within FBA/BIP framework (Not Just for Special Education!).

Tier 2= Small Group monitored and implemented, short term Interventions, focusing on key areas of emerging need. Little individualization (e.g. type or frequency of reinforcement etc.)

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Features of Tier III Tertiary/Intensive

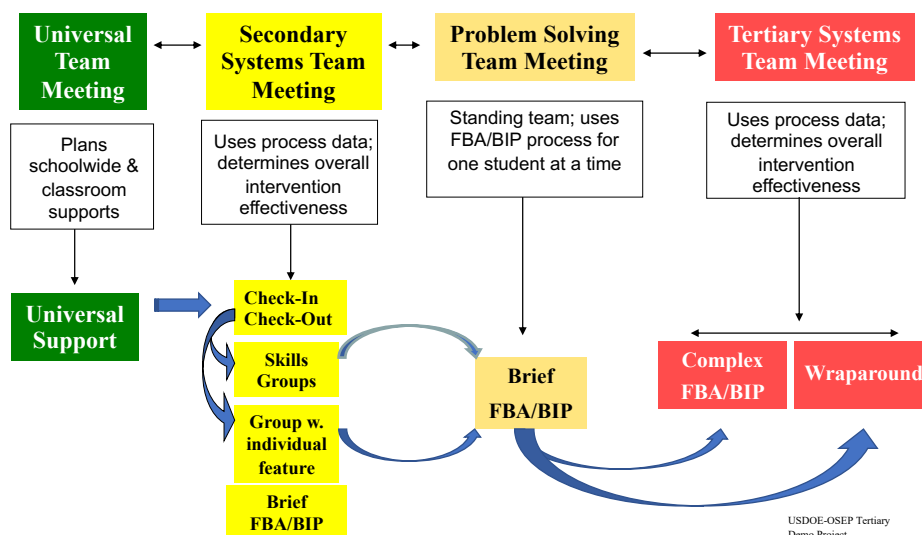
Specialized individually administered systems for students who display most challenging problem behavior & are unresponsive to targeted group interventions

- Simple request for assistance
- Immediate initial response (24-48 hours)
- Functional behavioral assessment-based behavior support planning
- Team-based problem-solving process
- Data-based decision making & continuous progress monitoring
- Comprehensive service delivery derived from a wraparound process
- May tap multiple disciplines and/or community agencies (School mental health, drug and alcohol etc.)

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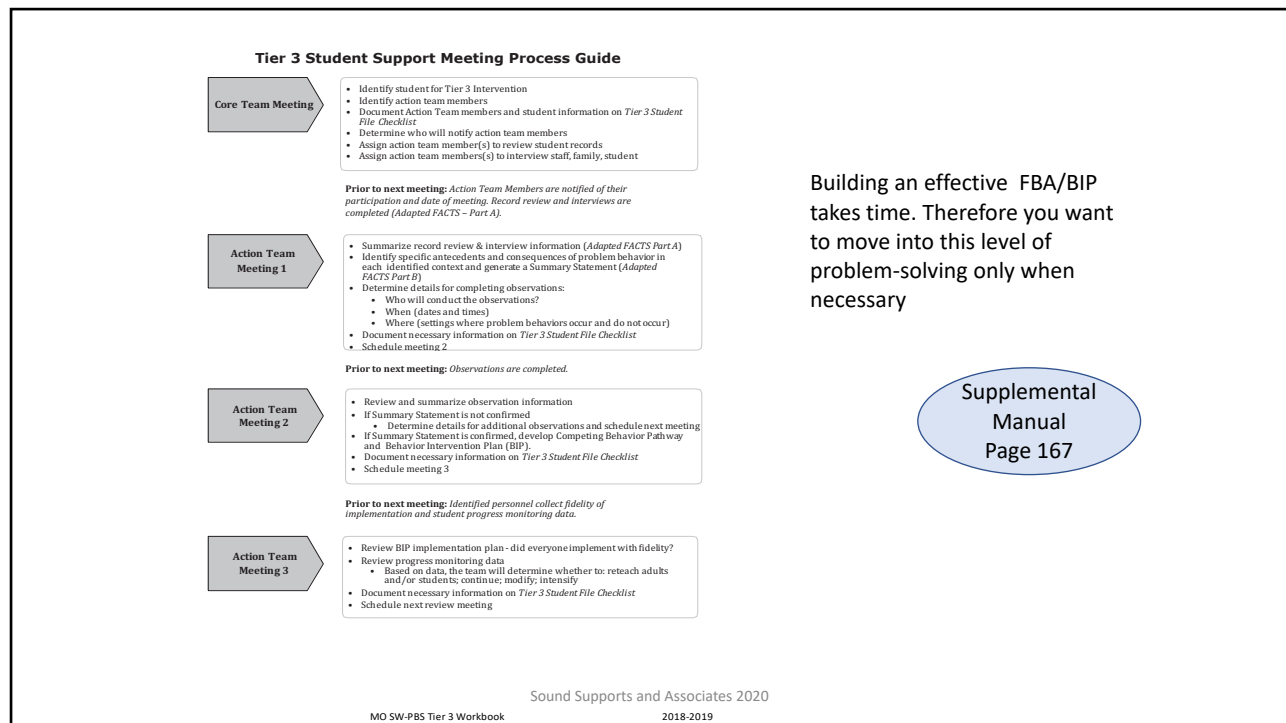
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3-Tiered System of Support



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A few last thoughts

- Work Smarter Not Harder...
- Focus on the interventions and strategies that require the least investment yet gain the greatest effect.
- Adults change first in order to help students achieve more...

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Final Action Planning Tasks

Review the Tier 2 Planning TFI to Guide Your Time

- Update or create a new action plan that includes mapping out steps needed to present Tier 2 materials to all staff in August.
- What intervention(s)/systems can you get in place or further refine this winter/spring?
- Identify how your PBIS coach can help you with further development of these areas.
- Complete your exit ticket and turn in when you leave.

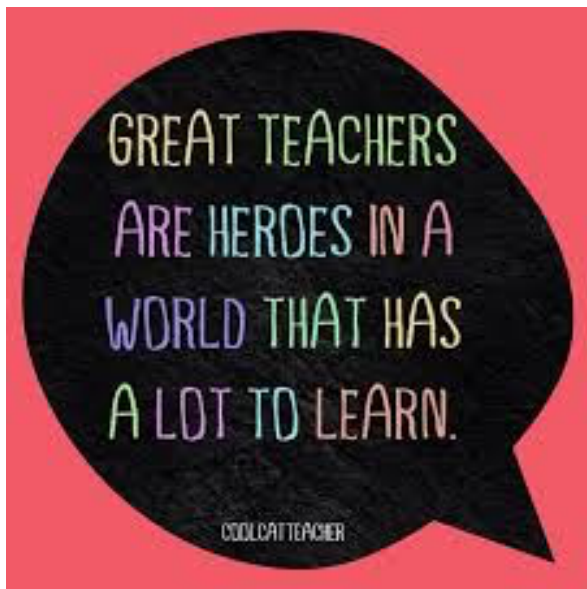
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Thank you!

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