

**Sound
Supports**

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EPS PBIS Cohort 3 - Day 3 Webinar 2



Agenda For Our Three Webinars



Webinar 1- Introduction
and Implementation
Planning on Remaining
Interventions



Webinar 2 – Tier 2 Team
Implementation and
Problem Solving



Webinar 3 - Begin planning
for August Roll Out

Team Expectations

Be Responsible

- Be an active participant YET take care of yourself
- Monitor time on breaks and activities
- Use Chat to record comments, questions, ideas discussed

Be Respectful

- Mute yourself when not talking
- Share the AIR in large and small group
- Honor one another's perspective and experience

Be Supportive

- Let colleagues know where you are at and what you need
- Respond thoughtfully to others' ideas & comments
- Take care of yourself and one another





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 retaught
- 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 (8-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-8
- Bullying prevention is implemented
- Panorama data inform next steps

Tier 2

Behavioral

- Behavior contracts reinforce expected behavior
- Check-in/check-out systems monitor student's daily success
- Mentors/peers 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



v 1.0 07/18

PBIS Systems Are Needed More Than Ever...

Using the PBIS Framework to Support Students' Mental Health

Tier 3

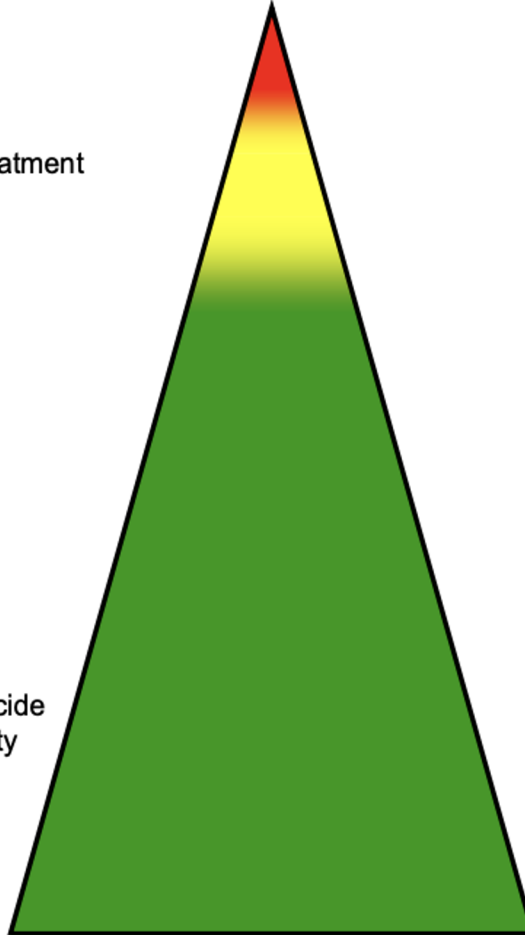
- Individualized services
- Case management
- Coordination with community-based treatment
- Parent & caregiver training & support

Tier 2

- Adult mentors
- Small groups for SEL & CBT
- Community referrals
- Parent & caregiver education
- Monitoring

Tier 1

- Instruction on SEL, mental health & suicide
- Sensory opportunities to manage anxiety
- Predictable routines
- Choices in learning
- Physical activity breaks
- Adults model emotional regulation
- "Calm zones"



Tier 3

- Comprehensive FBA & BIP
- 504 plans & IEPs
- Wrap-around programs
- Staff avoid "trauma triggers"
- Lethal means restriction

Tier 2

- Brief FBA & BIP
- Building Consultation Team
- Classroom supports
- Screening/SBIRT
- Pupil services accessible & approachable
- Staff awareness of higher-risk groups

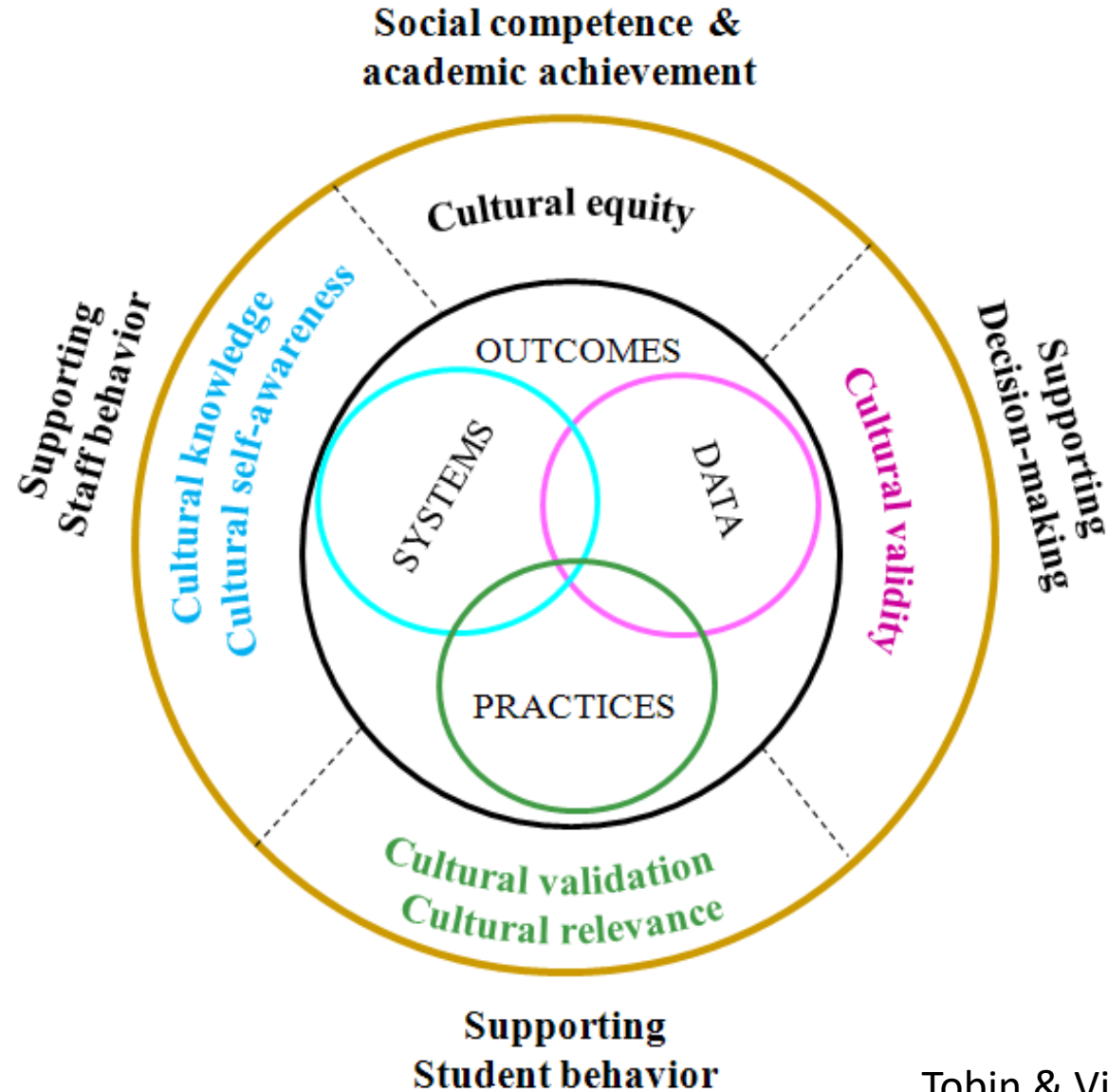
Tier 1

- School policies promote safe climate
- Proactive behavior management
- Discipline system minimizes exclusion
- Comprehensive School Counseling Model
- School builds environmental assets
- Professional development
- Classroom consultation

Culturally Responsive SWPBS

Google Folder of CRPBIS
Resources:

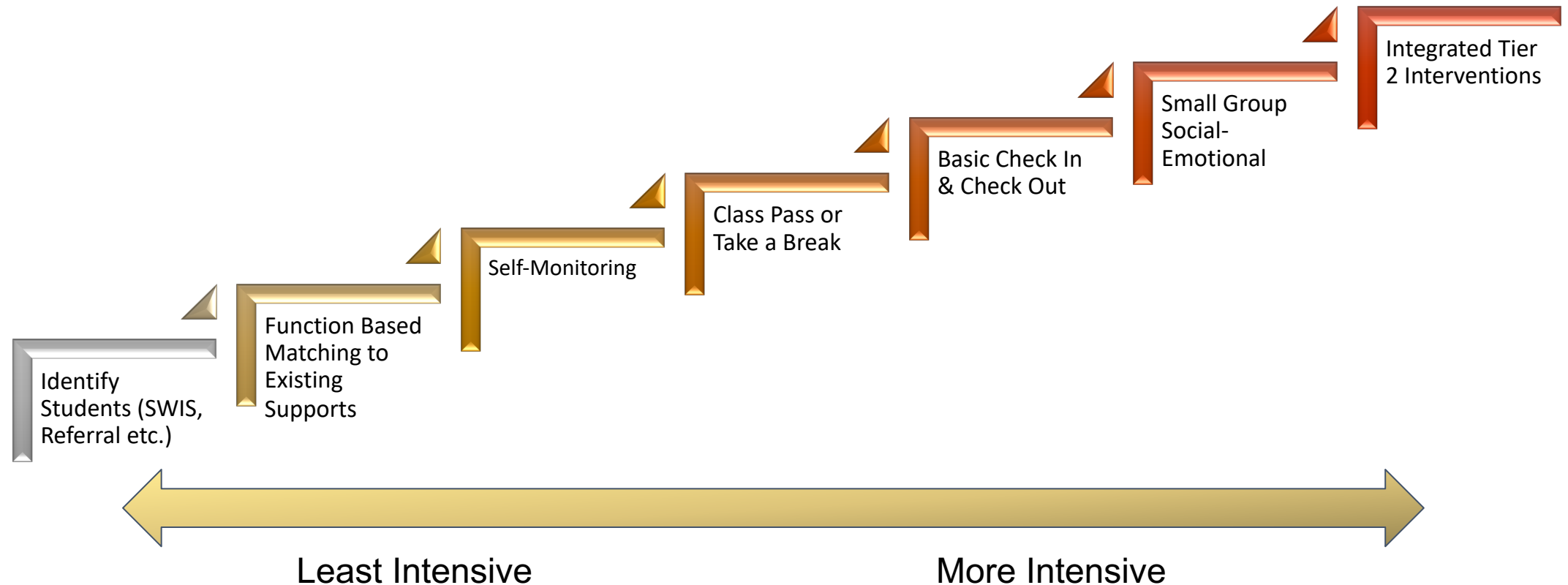
<https://drive.google.com/drive/folders/1DVDio4eOYLPz9ogWMbo5xNRwdE8cpluj?usp=sharing>



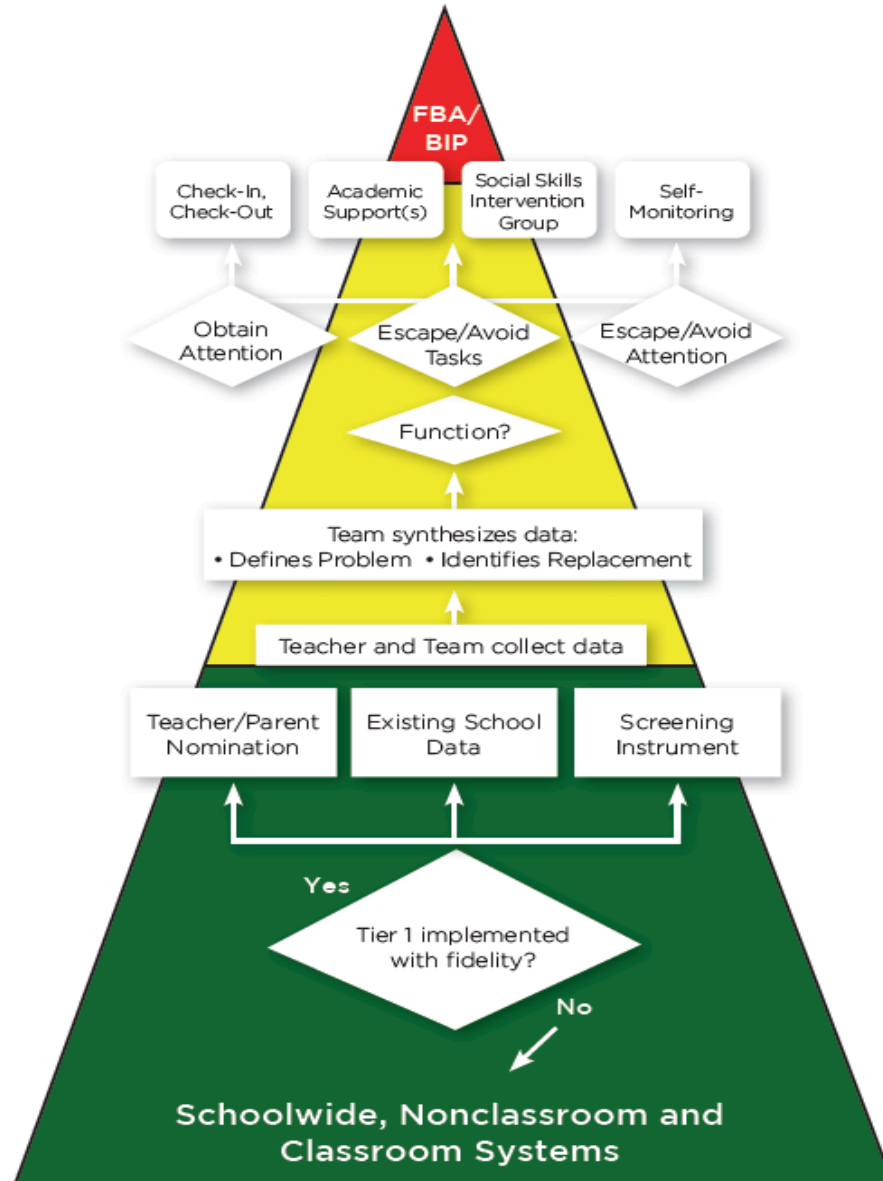
Tobin & Vincent

Mapping Basic Tier 2-3 Interventions

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



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.)

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 .

Identifying Students For Tier 2/3 Supports:

- Office Referral Data
- Academic Performance Data
- Classroom Minor Referral Data
- Attendance Data
- Frequency of Nurse's Office Visits
- Mental Health Concerns
- Drug/Alcohol Concerns
- Formal Social Emotional Screening Data (e.g. SRSS-IE)
- Teacher/Counselor/Parent Request
- Student Self Referral
- Self-Report Survey Data (e.g. Panorama)



Tier II Team meeting organizer

Tier 2 Meeting Template

Coordinator: _____
 Date: ____/____/____
 Present: _____

Recorder: _____

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

III. Targeted intervention summary (15 minutes)

a. Students on targeted interventions

i. ____ on CCE

ii. ____ on (each other intervention)

b. For each intervention

i. ____ students are meeting their daily or weekly goals

ii. Students not meeting goals, determine problem and next steps

1. Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified

2. 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)

a. ____ students on intensive interventions

b. ____ students meeting goals

c. Students not meeting goals, determine problem and next steps

i. Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified

ii. Possible decisions: Meet with teacher, change intervention, conduct formal FBA

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

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.			

Tier 2: CICO Progress Monitoring Model Meeting

<https://youtu.be/z6MtVtRSXMs>



Breakout Room Discussion Time

Examining Team Structures & Systems

- What team structures do we need to build?
- How are the video meetings different than how we currently implement student support planning?
- What changes do we need to make to move towards a more efficient and data-based approach?





Build Systems for
Supporting,
Tracking
Interventions &
Managing Data

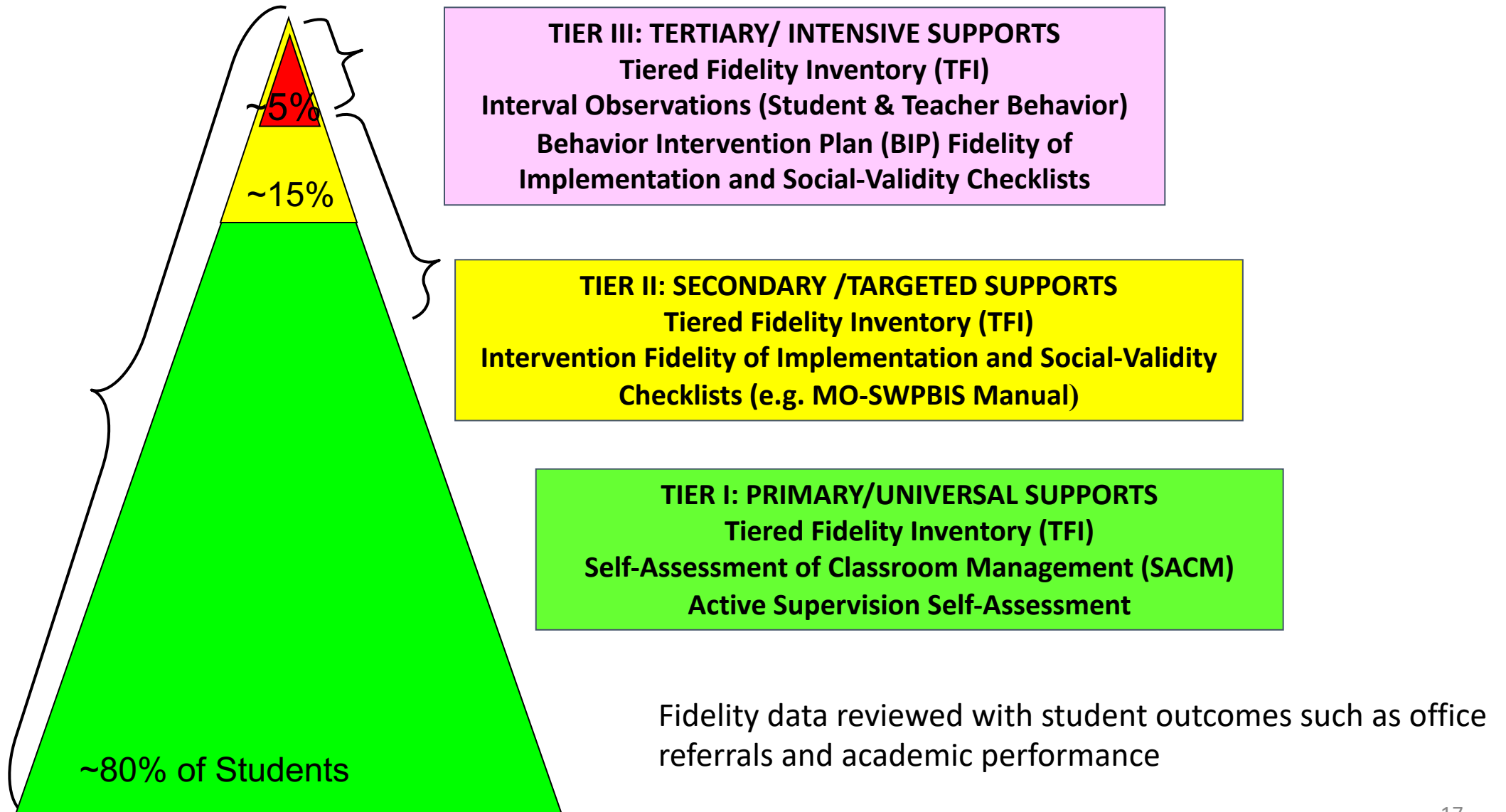
How do we know if we are headed in the right direction?
How do we assure all staff know how to get there?

Assess for
Fidelity of
Implementation



Fidelity Measures Tiered Systems of Supports

(Monton & Walker, 2020)



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					

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

See Samples
in
Intervention
Chapters in
Google
Folder!

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



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 and in Intervention Chapters in the Google Folder

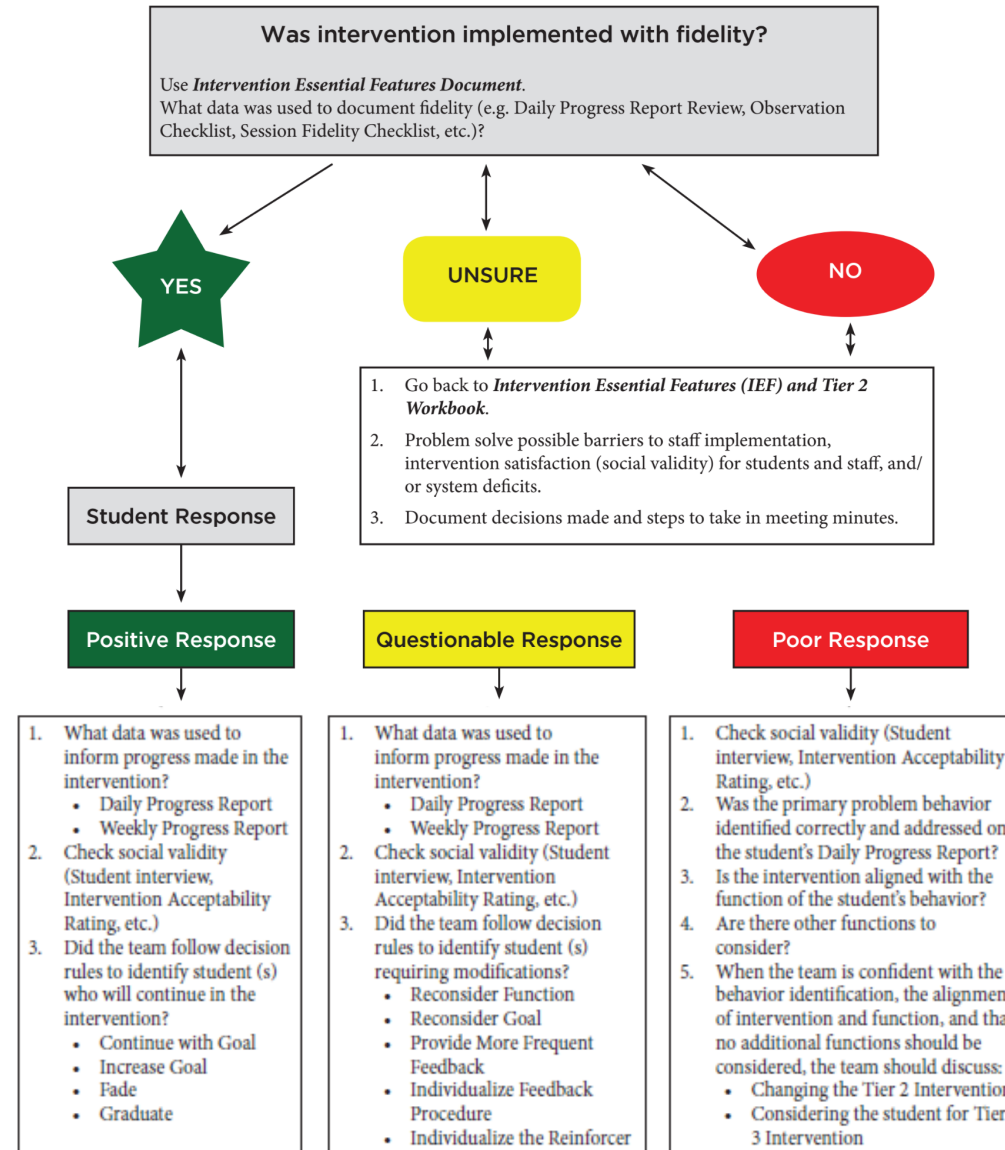
MOSWPBIS

Problem Solving & Trouble Shooting Interventions and Supports



Tier 2 SW-PBS Student Progress Monitoring Guide

Review the Pre-meeting Organizer. Answer the questions below for each student requiring action by the team.



Available in
Google Folder!

MO-SWPBIS Workbook

Guidelines for Interpreting Student Data and Making Decisions

POSITIVE RESPONSE

Gap between the trend line and the goal line is closing at an acceptable rate.

Was intervention implemented as intended?

- Continue intervention with current goal
- Continue intervention with goal increased
- Teach self-management
- Fade intervention components

QUESTIONABLE RESPONSE

Gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.

Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes: increase intensity of current intervention for a short period of time and assess impact.
- If rate improves, continue.
- If rate does not improve, return to problem solving.

POOR RESPONSE

Gap between trend line and goal line continues to widen with no change in rate.

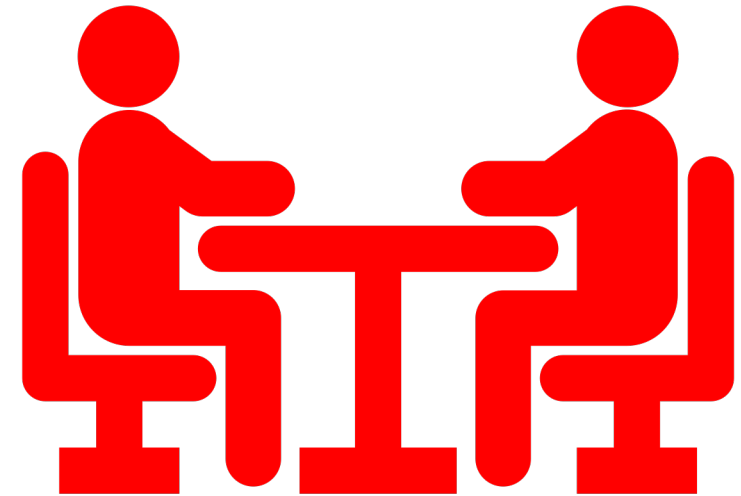
Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes:
- Was the problem identified correctly?
- Is intervention aligned with the function?
- Are there other functions to consider?

Adapted with permission from MO-SWPBIS

Breakout Room Discussion Time

- How can your team increase the tracking and use of data for decision making as you build interventions and supports?
- How can you increase the use of fidelity data and related supports?



Next Steps for EPS Tier 2 Teams



1. Finalize Tier 2 Team Development and Schedule Meetings for August and through next year (request support from Sound Supports Coach as needed)
2. Make a plan to assure that Tier 1 is in place with fidelity schoolwide and in classrooms upon return (take the time to do an in-depth launch)! Make a plan for virtual Tier 1 if needed.
3. Begin planning for Tier 2 introduction to staff in the fall

Input/Feedback Breakout Discussion Time

- What are your needs and questions as we prepare for the next session focused on August roll out?



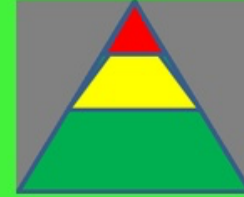
Thank you!

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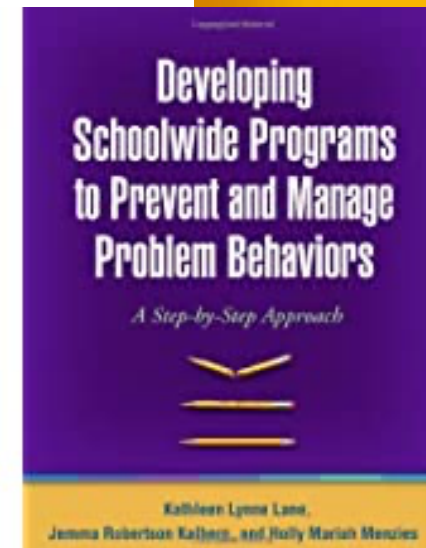
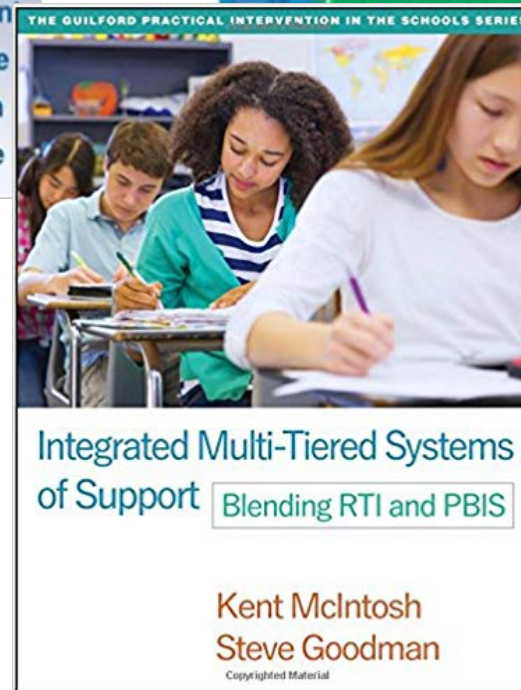
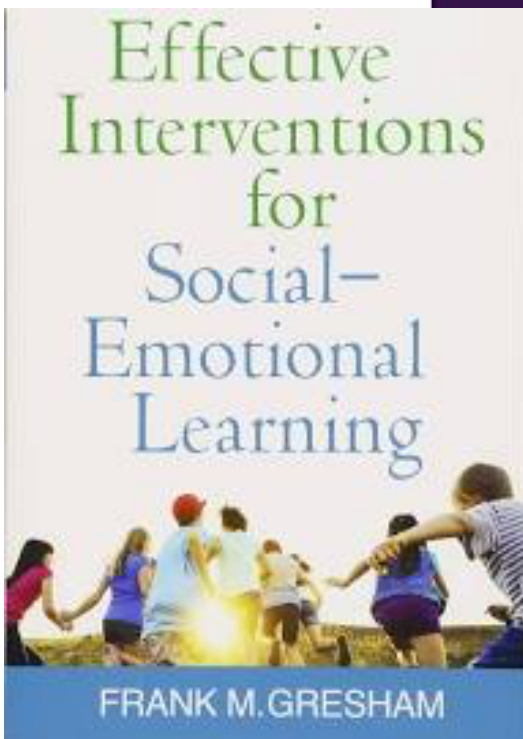
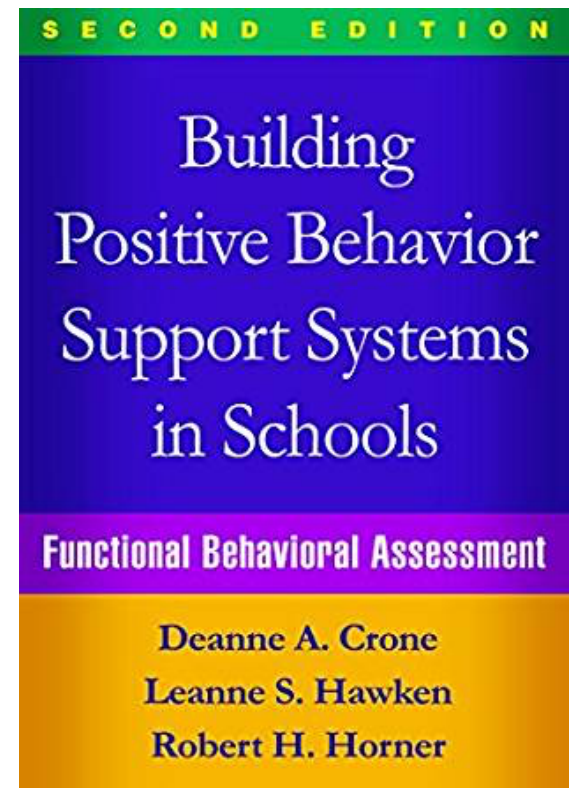
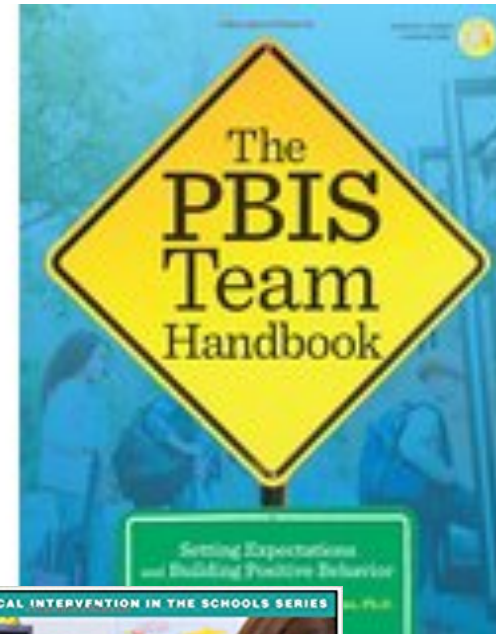
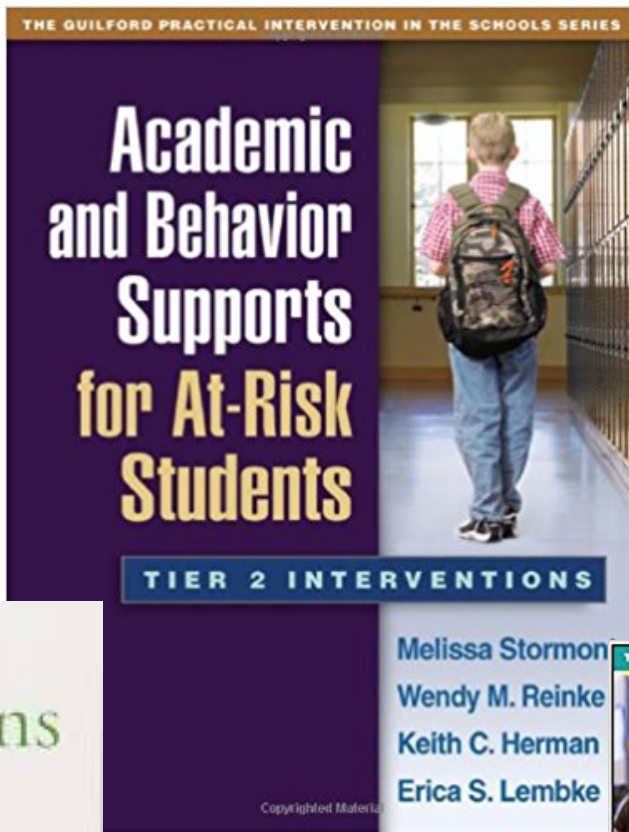
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**KEEP
CALM
AND
PBIS
ON**

Resources



PBIS Team Meeting Videos

CICO Progress Monitoring Model Meeting

<https://youtu.be/z6MtVtRSXMs>

TIPS Tier 2 Elementary Context:

<https://youtu.be/ABGBn87HCe4>

TIPS Tier 1 Elementary Context:

<https://youtu.be/cVUzHJaGW5M>

PBIS Team Meeting Secondary

<https://youtu.be/IEd8fYoYYk0>

TIPS Tier 2-3 Coordination Meeting

<https://youtu.be/IEd8fYoYYk0>

Elementary Academic Focus- PBIS

https://youtu.be/lyNXIe_Vli4

Middle School TIPS Tier 1 Meeting with Self-Assessment

<https://youtu.be/ZCr4MyTCAxw>

Florida PBIS Tier 2 Meeting on Small Group Supports Elementary

<https://youtu.be/BWhtYLSrAWM>

Elementary PBIS Team Meeting

<https://youtu.be/ZCr4MyTCAxw>

CICO/CCE/BEP Related Training Videos

K-8 Overview from Milwaukee Public Schools:

- https://youtu.be/f8Jhy_LxWDk

Middle School Teacher Orientation

- <https://youtu.be/tjixn5i4rqk>

Secondary Teacher Feedback from Milwaukee Public Schools:

- <https://youtu.be/7rSNMC14Rq0>

Teacher training video on CICO Feedback- across regular, self monitoring and fading:

- Fun- still subjective in terms of rating, but useful! <https://youtu.be/SQWCYr61iAE>

This video is a secondary focus & features electronic DPR

- <https://youtu.be/KT-S8wQrjUg>

Realistic school made video on CICO that is designed for student orientation but good overall model! Though adult feedback could be more specific.

- <https://youtu.be/GMo5aAm2rVw->