Everett Public Schools

Positive Behavior Intervention Support (PBIS)
Introduction to Tier 2 Manual

Sound Supports LLC.
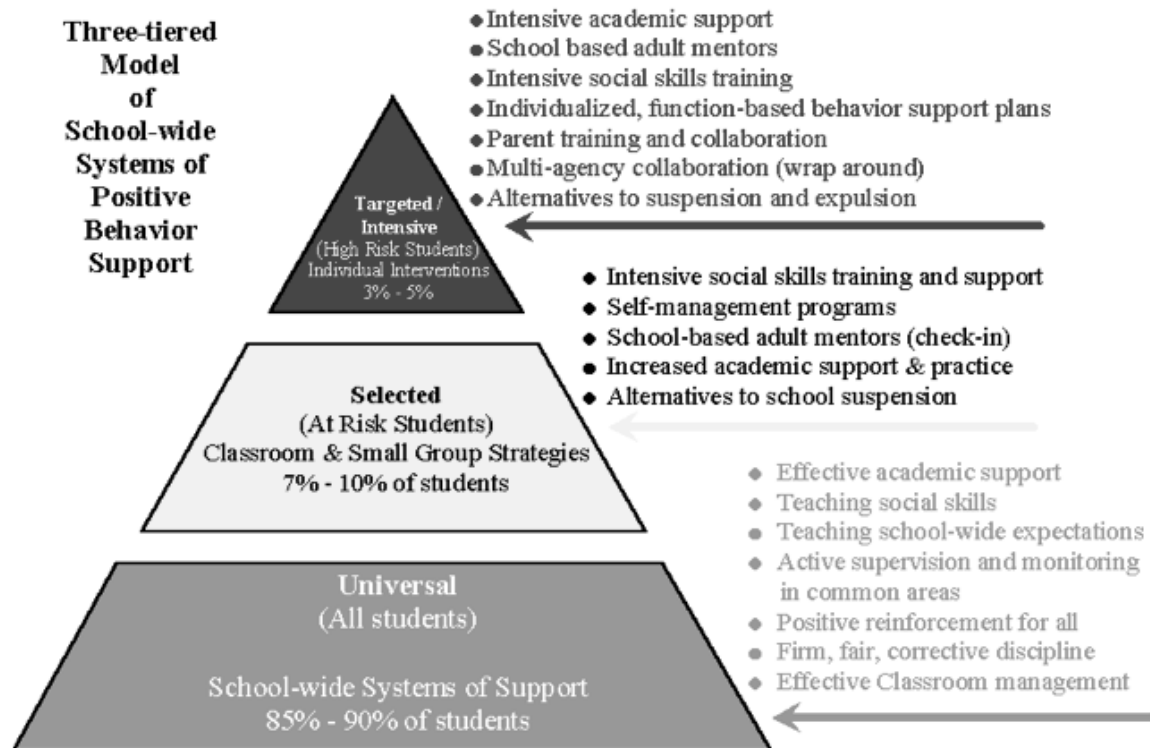Lynass, L. & Walker, B. (2017)

Materials adapted from: Lori Newcomer, Ph.D. University of Missiouri, The Missouri Schoolwide Positive Behavior Support, and Center for SW-PBS College of Education University of Missouri & Trina Uvaas and Angie Nelson at KPB School District.

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Foundational Knowledge
Purpose and Key Features of a Tier 2 System

Purpose: The three-tiered prevention logic organizes behavior supports along a continuum, matching intervention intensity to students' needs.

Three-tiered Model of School-wide Systems of Positive Behavior Support

- Intensive academic support
- School based adult mentors
- Intensive social skills training
- Individualized, function-based behavior support plans
- Parent training and collaboration
- Multi-agency collaboration (wrap around)
- Alternatives to suspension and expulsion

Targeted / Intensive (High Risk Students) Individual Interventions 3% - 5%

- Intensive social skills training and support
- Self-management programs
- School-based adult mentors (check-in)
- Increased academic support & practice
- Alternatives to school suspension

Selected (At Risk Students) Classroom & Small Group Strategies 7% - 10% of students

- Effective academic support
- Teaching social skills
- Teaching school-wide expectations
- Active supervision and monitoring in common areas
- Positive reinforcement for all
- Firm, fair, corrective discipline
- Effective Classroom management

Universal (All students) School-wide Systems of Support 85% - 90% of students

Key Features:
1. **Use data** to identify students who are at-risk for or currently experiencing emotional and /or behavioral difficulties.
2. **Prevent** the development or **decrease** the frequency and/or intensity of students' problem behaviors.
3. Provide **Standardized interventions** that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans.

Prevention Logic for All
Redesign of teaching environments. . . . not students

Decrease development of new problem behavior	Prevent worsening and reduce intensity of existing problem behavior	Eliminate triggers and maintainers of problem behavior	Add trigger and maintainers of pro-social behavior	Teach, monitor, and acknowledge pro-social behavior

What is a Tier 2 intervention?
Tier 2 interventions provide additional support for those students who do not sufficiently respond to Tier 1 strategies implemented in School-wide systems of Positive Behavior Intervention Support (SWPBIS).

What are the critical features of Tier 2 Interventions?
- Continuously available to student
- Rapid access to intervention
- Very low effort by teachers with maximum benefits for students
- Consistent with school-wide expectations
- Implemented uniformly by all staff/faculty
- Flexible based on student needs and function of behavior
- Student chooses to participate
- Continuous progress monitoring linked to systemic decision making process
- Intervention "packages" matched to student need

What are the benefits of Tier 2 Interventions?
- Improved structure
- Student is "set up" for success
- Increase in contingent feedback
- Applied across school settings
- Increased reinforcement for appropriate behavior
- Evolve to self-management
- Supportive response to teacher

What does a Tier 2 System of Support look like?
Tier 2 interventions are most efficiently implemented in the same way the PBIS Leadership Team has implemented School-wide Systems of PBIS; an integration of data, systems and practices.

Data	Systems	Practices
✓ ODR	✓ Structured team meeting	✓ Classroom management
✓ Suspension	✓ Bi-monthly meetings	✓ Check In/Check Out
✓ Detention	✓ Nomination process	✓ Social Skills Training/SEL
✓ Intervention	✓ Progress monitoring	✓ Organizational skills

Tier 2 Exploration Phase
Develop Commitment

The purpose of the exploration phase is to determine if moving forward to Tier 2 of PBIS is realistic for your school at the present time.

Steps to Follow:

1. Meet with your district PBIS coach, and discuss the requirements of implementing Tier 2. Areas to consider include:
    a. Explanation of process of screening students, monitoring progress, and exiting students, and the time involved in implementing interventions
    b. The creation of a Tier 2 team, and discussion of who would make up that team; consideration of who would serve as Internal Tier 2 Coach
    c. Discussion of the population of students who need to be served
    d. The district coach will go over current TFI or BoQ data with the team

2. The PBIS team will complete the **Tier 2 Readiness Checklist**.

3. The PBIS Team will complete the **Initial Readiness Agreement**

4. District PBIS Team will consult with the administrator and PBIS coach if there are areas on the screener that need to be further investigated by the school.

Tier 2 Readiness Checklist

Pre-Requisite Guideline	Notes
1. Tiered Fidelity Inventory (TFI), Benchmarks of Quality (BOQ) or School Evaluation Tool (SET) of 80% or higher within the last 12 months.	Fidelity Score: _____ Date administered: _____
2. Outcomes data shows that at least 80& of students are responding to Tier 1.	Office Referrals: _____ Suspensions Expulsions: _____ Other Data Tracked:_____
3. System in place to document classroom minors (for example, Stop and Think Forms)	Yes____ No____
4.Tier 2 Behavioral Support Team is Identified	Yes____ No____
5. Consistent use of school-wide data for making decisions as evidenced in team meeting notes.	Yes____ No____
6. Administrator and core group of staff who will serve as Tier 2 team: • Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise) • Crossover membership with Tier 1 team • At least one member with behavioral expertise • At least one general education member • Access to district level support	**Decisions:** ___ Proceed with Tier 2 Implementation ___ Develop Action Plan to improve Tier 1 implementation ___ Investigate Tier 2 implementation further

STOP!
If Tier 1 practices and systems are not firmly in place, reconsider implementation of Tier 2 practices and systems at this time.

Tier 2 Installation Phase
Creating the essential features of PBIS

The purpose of the installation phase is to determine team roles, define school-wide expectations, and to solidify your data-collection system.

Steps to Follow:

1. Select your Tier 2 PBIS team
2. The team meets and defines roles, complete **Tier 2 Team Roles and Responsibilities Worksheet**
3. Establish Meeting Norms, including a meeting schedule, standard agenda and note-taking, and means of communicating to staff
4. Action Plan the team will complete **Tier Two Action Plan Checklist** and use it to develop an Action Plan for the year
5. Determine Entry Criteria into Interventions (Screening)
6. Investigate Interventions
7. Determine the implementation of interventions
8. Determine how student progress will be monitored, and when students will exit
9. Introduce to whole staff.

Step 1: Selecting the PBIS Tier 2 Team

Membership in the Tier 2 team should be selected to ensure primary functions in the team will be fulfilled. Individuals in the following positions are often included on the Tier 2 team:

1. Administrator (Principal or Asst. Principal)
2. Tier 2 Coach
3. Intervention Coordinators: Each individual designated to coordinate one Tier 2 intervention
4. School Psychologist, or other behavior specialist
5. Special Ed. Representative
6. A classroom teacher

Team members may fulfill multiple roles. For example, a classroom teacher or special education teacher may also be an Intervention Coordinator.

The following questions may guide in the selection of Tier 2 Team members:

Who?	• Who might be effective members for our Tier 2 team? • Do we have the talent and skill sets that we need?
What?	• What is the charge of our Tier 2 team? • What is the relationship of the Tier 2 team with other school teams and structures?
How?	• How will team members for the Tier 2 team be selected? • How long will team member serve? How will rotation occur? • How can we ensure full representation of our staff?

Step 2: Defining PBIS Leadership Team Roles

1. **Team Leader:** Ensures that meetings are occurring, allocates resources, provides time for PD, provides final approval of Tier 2 plans, ensures progress is being made on the action plan, and recognizes efforts of participating staff. Assembles meeting agenda and ensures team is on-track during the meeting.

2. **Tier 2 Internal Coach:** Responsible for PBIS Tier 2 data collection throughout the year; a mentor for teachers and a liaison between teachers and the team leader, and ensures that progress is being made on the action plan.

3. **Intervention Coordinator(s):** an individual designated to coordinate a specific Tier2 intervention.

4. **Note-taker:** Communicates to team where and when meetings will take place. Takes notes at the meeting and disseminates them to all team members and to external coach within 24 hours of the meeting.

5. **Behavior Specialist:** Understands the functions of behavior and can use student data to select appropriate interventions. Provides behavioral coaching and input.

6. **Staff Communicator:** Shares updates from the team meetings at school staff meetings; communicates to staff pertinent information. Also facilitates communication between the School-Wide Tier 1 PBIS team and the Tier 2 team.

Sample Tier 2 Team Roles and Responsibilities

	Before Meeting	During Meeting	After Meeting
Team Leader	Develop agenda with input from team; send to team members	Facilitate meeting	Follow up on assigned tasks; seek input from team members/staff
Tier 2 Internal Coach	Ensure data that must be gathered is on agenda, and that Action Plan items are included	Keep team on-track. Assist in developing agenda for next meeting using Action Plan	Complete data tools or other assigned tasks
Intervention Coordinator	Prepare summary of student progress monitoring data. Prioritize which student's data will be reviewed. Gather any new nominations, and suggest if a student should be exited.	Present update on data and facilitate focused conversation Discuss any nominations of new students Discuss exiting of students	Collect any other necessary data Contribute to implementation of intervention Coordinate with necessary personnel Communicate to teachers/parents if necessary
Note-Taker	Provide meeting reminder to team	Keep meeting minutes	Distribute minutes to team and external coach within 24 hours
Behavior Specialist	Analyze behavioral data or conduct observations as requested by team	Contribute behavioral expertise and functional knowledge as it pertains to the discussion.	Complete assigned tasks
Staff Communicator	Collect and compile any feedback and/or input from staff	Share compiled feedback/input from staff Lead planning for stakeholder communication	Provide updates to staff. Coordinate stakeholder communication (such as email, newsletter or website)
All Members	Review meeting notes Preview agenda Bring completed materials	Follow meeting norms Provide input	Set the positive tone and example Compete assigned tasks

Tier 2 Team Roles and Responsibilities Worksheet

	Before Meeting	During Meeting	After Meeting

Step 3: Establish Meeting Norms

1. **Team Meeting Schedule**
   Team meeting frequency will vary somewhat as you begin planning and move to implementing Tier 2 practices. During the initial development, it is important for the Tier 2 team to meet frequently. At a minimum, teams should meet once per month, with additional meetings scheduled as personally needed to achieve your goals and planning needs. Teams are encouraged to schedule the length of meetings so as to allow ample uninterrupted time to plan; at a minimum one hour.

Tier 2 Team Meeting Dates and Times

August	September	October	November	December
January	February	March	April	May

2. Team Meeting Agenda and Note-Taking

- Items on the Agenda should focus on:
  1. Review newly identified students
  2. Review progress of students in targeted interventions
  3. Review if students have achieved goals and should be exited
  4. If students are not making progress determine next steps
  5. Review interventions provided, and determine if an additional or different intervention is necessary
  6. Determine the means of implementing a new or different intervention

- The Agenda should be used to follow-up on tasks not completed in the past meeting, as well as to add items from the Action Plan that are due to be completed.

- The Agenda should also be used to guide the team in following data based decision rules. Data should be examined at every meeting. In reviewing Tier 2 data, address the following questions:
  - Are appropriate students being referred?
  - Are students receiving support quickly?
  - Has entire staff been trained?
  - Are data reviewed on a regular basis?
  - Have data based decision rules been established for accessing, monitoring progress, and fading the intervention?
  - Are interventions implemented as planned?
  - Is adequate training provided to individuals who will implement interventions?
  - Are students actively participating in the intervention?
  - Is effectiveness of intervention and support being monitored?

  - It is recommended that TIPS Meeting notes be utilized. An example is included below

Tier 2 PBIS Meeting Review

School _____ Date _____

Meeting Facilitator _____ Observer _____

Yes	No	Meeting Preparation
		1. Are the right people at the meeting? □ Administrator □ Behavior Specialist □ Targeted Intervention manager(s), □ General Education representative □ Special Education representative
		2. Was a meeting agenda presented?
		3. Were meeting roles established? □ Facilitator □ Time Keeper □ Recorder □ Data Analyst
		Review Action Items
		4. Reviewed Action Items & tasks assigned at previous meeting
		Screening & Student Identification
		5. Was data prepared and reviewed to identify students requiring individual behavioral support? □ Screening data □ ODR data □ Referral (teacher, parent, etc.)
		6. Were interventions assigned for students identified for secondary/targeted behavioral interventions in an efficient manner (< 2 minutes per student)?
		Progress Monitoring – Secondary Interventions
		7. Was data prepared and reviewed to monitor progress of students currently receiving secondary/targeted interventions?
		8. Was student success reported and celebrated?
		9. Was data used (e.g. ODR's, CICO, Brief FBA) to inform intervention decisions for students?
		10. Were decision rules followed to identify students requiring add'l intervention?
		11. Were interventions for individual students documented w/ assigned tasks?
		12. Were individual student conversations completed in an efficient manner (< 2 minutes per student)?
		Progress Monitoring – Tertiary Interventions
		13. Was data prepared and reviewed to monitor progress of students receiving tertiary interventions?
		14. Was student success reported and celebrated?
		15. Was data used (e.g. ODR's, CICO, FBA) to inform intervention decisions for students?
		16. Were decision rules followed to identify students requiring add'l intervention?
		17. Were interventions for individual students documented w/ assigned tasks?
		18. Were individual student conversations completed in an efficient manner (< 2 minutes per student)?
		Systems Monitoring
		19. Were data reviewed to identify the need, implementation fidelity and effectiveness of targeted/secondary interventions (CICO, etc.)?
		Meeting Follow-Up
		20. Was the meeting agenda followed during the meeting?
		21. Was data prepared in advance for quick review and presentation?
		22. Was the meeting completed in the scheduled time?
		23. Is a next meeting scheduled within the next 2 school weeks?

_____ / 23   I-PBS Meeting Score

NOTES: _____

_____

_____

Team Matches Student to Intervention That Addresses Function of Behavior

Function of Behavior / Student Needs	Blazer Check	Mentoring	Academic Seminar/ Boot Camp	Behavior Contract	Small Group Counseling	Ripple Effect
Adult Attention	X	X	X	X	X	
Peer Attention			X		X	
Encouraging Adult Relationship	X	X		X	X	
Learn Replacement Behavior	X	X	X		X	X
Prompts for Behavior Expectations	X	X	X	X	X	X
Monitor Risk Factors	X	X			X	
Learn Problem Solving Skills	X	X			X	X
School/Home Communication System	X	X		X	X	

Blank Quick Sort: Team Matches Student to Intervention Based on Function of Student Behavior

Function of Behavior/Existing Supports						
Gain Adult Attention						
Gain Peer Attention						
Gain Items/Tangible						
Gain Sensory Stimulation						
Avoid Sensory Simulation						
Avoid Adult Attention						
Avoid Peer Attention						
Enhance Relationship						
Increase social and/or academic skills						

3. Staff Communication

Keeping staff, students, and families informed on Tier 2 activities is a critical component in implementing Tier 2 activities. Communication is critical to ensure staff buy-in and support throughout the implementation process. Having parents know what is occurring with their students, and keeping them informed of student progress is also of great importance in Tier 2 implementation.

Team should build time into their meetings to consider communication needs relative to agenda items discussed. At the conclusion of the meeting, consider the following questions:

Communication Questions for Team Meetings:
• *What* needs to be communicated? • *How* should it be communicated? • *To Whom* do we need to share this? • *Who* will be responsible for the communication?

The team member whose role is the Communicator should make efforts to consider the means in which information can be relayed to multiple stakeholders:

Stakeholder	Strategies	Responsible Person
Staff		
Students		
Parents		

Step 4: Action Plan

Action Planning is a critical component of the Tier 2 team, and is used to drive the activities of the team throughout the year. Team meeting agendas should utilize the Action Plan to determine topics to address in the meeting.

1. The team should complete the **Tier Two Action Plan Checklist**
2. The team will use the checklist to develop an **Action Plan** for the year

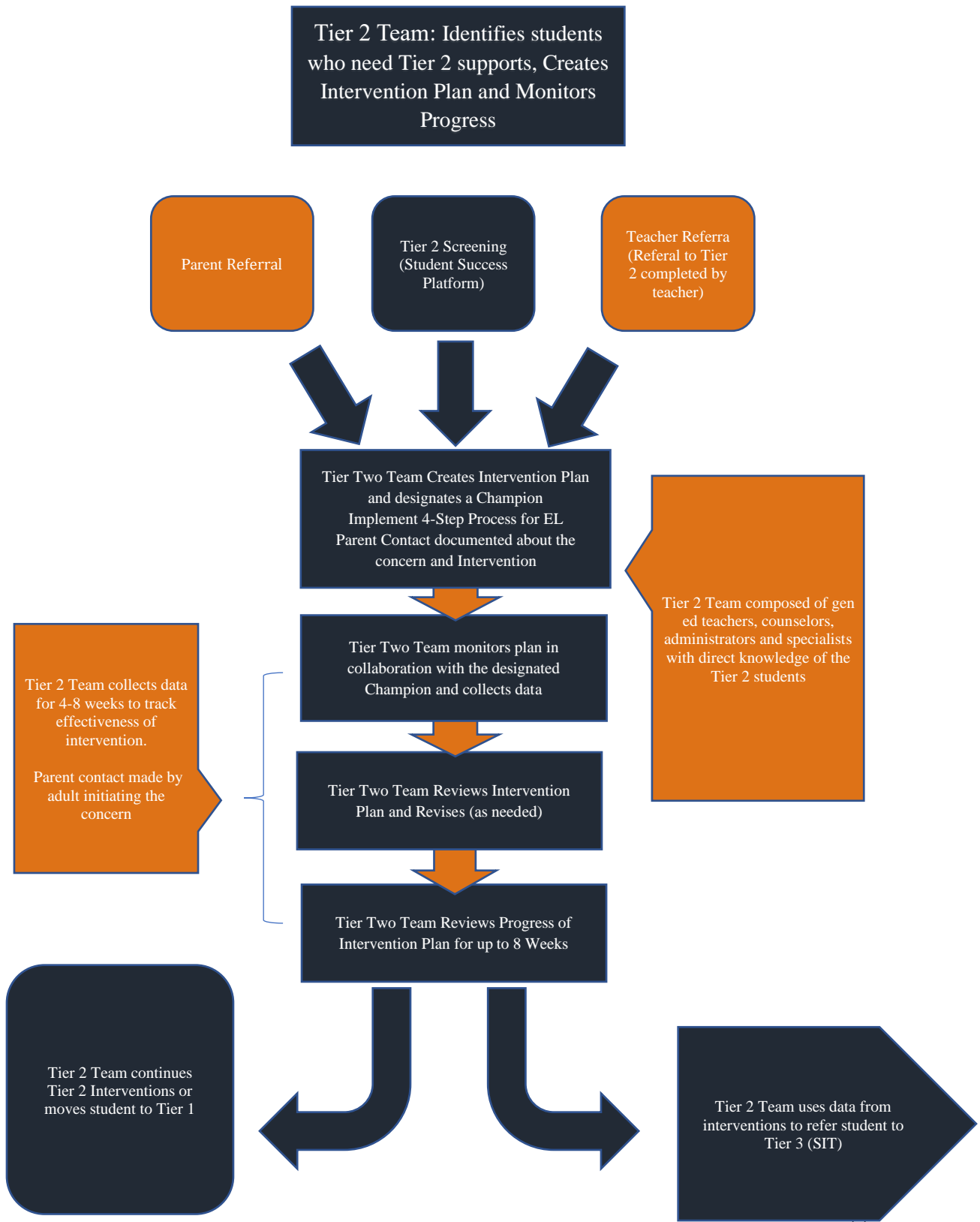|	Schoolwide Positive Behavior Support **Tier Two Action Plan Checklist** *The purpose of the inventory is to assist Tier Two Leadership teams in a) assessing current status, b) determining items to add to the Team Action Plan and c) developing suggested artifacts and documentation to evaluate outcomes.*			
School:		**Date:**		
	Feature	**Evaluation**	**Y**	**N**
1. Tier 2 Team	1. A Tier 2 team, including an administrator is identified to: a) develop a Tier 2 process in the school b) develop interventions and c) make decisions about students receiving small group and/or targeted supports.	List of team members		
	2. Team roles and responsibilities are designated.	List of team members with assigned role and responsibility.		
	3. The Tier 2 team meets at least monthly and a schedule of meeting dates is developed.	Team meeting schedule.		
	4. Meetings are organized and employ a standard format.	Copies of agenda.		
	5. The Tier 2 team is formally provided information about systems, data and practices required for implementation of Tier 2 supports.	Professional development calendar; Attendance at trainings.		
	6. The team conducts an audit to determine existing interventions that are readily available.	Copy of audit; list and description of interventions that are continually available.		
	7. Team provides information, modeling, feedback, support and recognition for staff that implement Tier 2 interventions.	Professional development schedule, faculty meeting agenda, or written documentation of procedures.		

	Feature	Evaluation	Y	N
2. Student Identification Process	1. The school uses a data-based process for identifying students who need additional support.	Check each process used: _____ Screening Instrument _____ Nomination Form _____ Progress Monitoring _____ ODR Data _____ Classroom Minor Data _____ Academic Indicators _____ Attendance		
	2. All school staff is trained in and knows the process for initiating additional support for students.	Written procedures and professional development schedule.		
	3. The Tier 2 Team systematically schedules time for review of data decision rules and/or screening results to identify students who are at-risk/non-responsive to Tier 1 supports.	Team meeting minutes.		
	4. Students identified for additional support have full access to Tier 1 supports.	Written procedures.		
	5. The process for access to intervention is designed such that student/staff needing assistance receive support within 3-10 school days of identification.	Advanced Tier Data Collection Spreadsheet.		
3. Function-based Matching Process	1. A system for collecting, reviewing and documenting student data is established.	Written procedures.		
	2. A brief process to identify function of behavior is established.	Written procedures or flow chart of process.		
	3. A set of research-based interventions, which can be matched to function of concern, is readily available.	Description of each intervention available.		
	Feature	Evaluation	Y	N
4. Intervention Implementation	1. Interventions are consistent with school-wide expectations.	Description of interventions and/or copy of Daily Progress Report (DPR).		

	Feature	Evaluation	Y	N
	2. Each intervention has written materials to describe the core features and purpose of the strategy.	Description of interventions that include: entry criteria, goal and purpose, method to monitor progress and exit criteria.		
	3. A coordinator is designated for each intervention available and has time scheduled to complete responsibilities.	Description of interventions.		
	4. Each intervention includes a formal process for teaching appropriate behaviors.	Teacher interview.		
	5. Each intervention includes regular opportunities for students to perform appropriate behaviors.	Teacher interview.		
	6. Implementation of intervention requires no more than 10 minutes per day from any staff – other than the coordinator.	Teacher interview.		
	7. A process for teaching staff how to implement each intervention is in place.	Professional development schedule and/or faculty meeting agenda.		
5. Monitoring Progress, Evaluating Outcomes and Making Decisions	1. An information system is used to monitor the impact of interventions and the system allows for daily collection of behavior ratings. Monitoring of data occurs weekly by the intervention coordinator and/or the Tier 2 Team. 2.	Individual student behavior rating graphs.		
	2. Each intervention uses accurate and objective data for monitoring student progress and making decisions.	Individual student behavior rating graphs and/or written materials.		
	Feature	**Evaluation**	**Y**	**N**
6. Strategies for Communication	1. Teachers of students participating in an intervention receive progress updates at least monthly.	Format for progress updates is identified and includes who is responsible for updates(s) and how often they will be completed. Teacher interview.		

	2. Faculty/Staff is informed at least quarterly about the number of students receiving interventions and the progress of all.	Format for progress updates is identified and includes who is responsible for updates(s) and how often they will be completed. Faculty/Staff interview.		
	3. There is a documented process for notifying and routinely updating family /guardian when a student is identified for and receives additional support.	Format for progress updates is identified and includes who is responsible for updates(s) and how often they will be completed. Family interview.		

Step 5: Use Everett's Student Success Platform and Tier 2 Process To Identify Students with Needs

EPS Tier 2 Process

Tier 2 Team: Identifies students who need Tier 2 supports, Creates Intervention Plan and Monitors Progress

Parent Referral

Tier 2 Screening (Student Success Platform)

Teacher Referra (Referal to Tier 2 completed by teacher)

Tier Two Team Creates Intervention Plan and designates a Champion Implement 4-Step Process for EL Parent Contact documented about the concern and Intervention

Tier 2 Team composed of gen ed teachers, counselors, administrators and specialists with direct knowledge of the Tier 2 students

Tier Two Team monitors plan in collaboration with the designated Champion and collects data

Tier 2 Team collects data for 4-8 weeks to track effectiveness of intervention.

Parent contact made by adult initiating the concern

Tier Two Team Reviews Intervention Plan and Revises (as needed)

Tier Two Team Reviews Progress of Intervention Plan for up to 8 Weeks

Tier 2 Team continues Tier 2 Interventions or moves student to Tier 1

Tier 2 Team uses data from interventions to refer student to Tier 3 (SIT)

Everett Tier 2 Referral

Name of Student _____   Parent Contact Dates: _____

Reading	Math
____ Readiness- letter names and sounds ____ Decoding ____ Phonological awareness ____ Basic vocabulary ____ Fluency (phrasing & rate) ____ Following written directions ____ Comprehension ____ Recalling details and making inferences ____ Other _____	____ Readiness- counting objects, identifying shapes and numbers ____ Basic facts ____ Number sense ____ Problem solving/reasoning ____ Understanding concepts ____ Math computation ____ Practical math skills (time, money, measurement) ____ Basic fact fluency ____ Other _____
Writing	**Organization/Academic behavior**
____ Writing alphabet letters ____ Developing sentences ____ Use of punctuation & capitalization ____ Spelling & grammar ____ Idea development ____ Organization ____ Writing fluency ____ Ability to put thoughts on paper ____ Other _____	____ Completing assignments ____ Turning in assignments ____ Consistent performance ____ Coming to class prepared ____ Working independently ____ Organizing binder/desk/backpack ____ Managing time ____ Quality of work ____ Other _____
SOCIAL/EMOTIONAL & BEHAVIOR	**ADAPTIVE/SELF-HELP**
____ Developing/maintaining friendships ____ Appropriate social interactions ____ Working cooperatively with partner/group ____ Inappropriate comments/behavior ____ Focusing/staying on task ____ Hyperactive/impulsive ____ Disrespectful/defiant ____ Appears sad/withdrawn ____ Tolerating change ____ Anxious ____ Other _____	____ Toileting ____ Managing clothing (coat, zippers, buttons) ____ Personal hygiene (runny nose, dirty hands) ____ Finding way to variety of locations ____ Eating (opening snack, messy eater) ____ Cleaning up work area at end of activity ____ Following school rules/routines ____ Asking for help when needed ____ Maintaining expected pace in class work ____ Other _____
COGNITIVE DEVELOPMENT	**HEALTH/MEDICAL**
____ Retaining information day to day ____ Retaining information over time ____ Problem-solving skills diagnosis: ____ Other _____	____ Vision problems ____ Wears glasses ____ Hearing problems ____ Known medical _____ ____ Other _____
SPEECH AND LANGUAGE	**MOTOR**
____ Struggles to understand spoken instructions ____ Gives an off-topic response to a question ____ Does not speak in complete sentences ____ Difficulty sequencing pictures or events ____ Limited speaking vocabulary ____ Difficulty expressing ideas ____ Reluctant to speak ____ Phonological/articulation errors ____ Stuttering ____ Other _____	____ Difficulty drawing, coloring, cutting, and/or copying ____ Letter formation ____ Handwriting legibility ____ Crossing midline of body (shifts body, switches hands) ____ Clumsy, bumps into others/objects ____ Difficulty hopping, jumping, skipping, or running ____ Confused by visual spatial concepts (e.g., up-down; left-right) ____ Sensory concerns ____ Other _____

Tier 1 Strategies and Supports

Classroom Environment	Curriculum & Instruction
□ **Verbally explained expectations** Effective: Y or N Duration_____ Frequency_____	□ **Re-teaching** Effective: Y or N Duration_____ Frequency_____
□ **Post daily schedule** Effective: Y or N Duration_____ Frequency_____	□ **Re-assessing after re-teaching** Effective: Y or N Duration_____ Frequency_____
□ **Preferential seating** Effective: Y or N Duration_____ Frequency_____	□ **Allow extended time for assignments** Effective: Y or N Duration_____ Frequency_____
□ **Use of teacher proximity** Effective: Y or N Duration_____ Frequency_____	□ **Oral tests** Effective: Y or N Duration_____ Frequency_____
□ **Use study carrels or screens** Effective: Y or N Duration_____ Frequency_____	□ **Reduce assignment length** Effective: Y or N Duration_____ Frequency_____
□ **Use of time out or supervised isolation** Effective: Y or N Duration_____ Frequency_____	□ **Shorten or simplify directions** Effective: Y or N Duration_____ Frequency_____
□ **Provide free time** Effective: Y or N Duration_____ Frequency_____	□ **Student orally repeats directions** Effective: Y or N Duration_____ Frequency_____
□ **Provide physical activity/sensory activity** **Describe _____** Effective: Y or N Duration_____ Frequency_____	□ **Other**_____ Effective: Y or N Duration_____ Frequency_____
□ **Other**_____ Effective: Y or N Duration_____ Frequency_____	□ **Other**_____ Effective: Y or N Duration_____ Frequency_____
Study Skills & Behavior	**Student/Peers**
□ **Homework contract** Effective: Y or N Duration_____ Frequency_____	□ **Use peer tutors with student** Effective: Y or N Duration_____ Frequency_____
□ **Individual conference with student** Effective: Y or N Duration_____ Frequency_____	□ **Classroom discussion and group problem solving** Effective: Y or N Duration_____ Frequency_____
□ **Provide leadership opportunities** Effective: Y or N Duration_____ Frequency_____	□ **Positive Note Home** Effective: Y or N Duration_____ Frequency_____
□ **Special recognition for achievement/behavior** Effective: Y or N Duration_____ Frequency_____	□ **Binder/locker/Backpack Cleanout** Effective: Y or N Duration_____ Frequency_____
□ **Involve student in planning goals for improvement** Effective: Y or N Duration_____ Frequency_____	□ **Positive Recognition for goal attainment** Effective: Y or N Duration_____ Frequency_____

□ **Behavior chart/contract/plan** Effective: Y or N Duration_____ Frequency_____	□ **Positive recognition for specific goal attainment** Effective: Y or N Duration_____ Frequency_____
□ **Prepare student for changes in routine** Effective: Y or N Duration_____ Frequency_____	□ **Incentive system** Effective: Y or N Duration_____ Frequency_____
□ **Other:** _____ Effective: Y or N Duration_____ Frequency_____	□ **Other:** _____ Effective: Y or N Duration_____ Frequency_____

Step 6: Investigate Interventions

- The team should first conduct an audit of what behavioral interventions or groups are already being provided in the school setting, and determine if any of these would be appropriate to utilize.

- The team should then investigate other Social-Emotional Interventions to implement. Some are included below.

- In examining interventions, the team should consider if this intervention is the right fit for their school, and briefly consider the logistics of implementation. A thorough development of logistics will follow the selection of an intervention by the entire school staff.

- The team should narrow down their Intervention choices to the top two interventions they feel they can implement effectively in their school at this time. These are the interventions that will be presented to the entire school staff to vote on.

We will review a core group of interventions at day two of the training. Below is information on two of those interventions.

Check In/Check Out (CICO)

What: assignment of an adult mentor who develops a positive relationship with the student and provides feedback on behaviors, behavioral teaching and goals, and a way to communicate between school and home.

Check in/Check out Critical Features:
- Continuously Available
- Rapid access to the intervention
- Very low effort by teachers
- Positive system of support
- Implemented by all staff/faculty
- Flexible intervention based on assessment
- Adequate resources allocated
- Continuous monitoring for decision-making
- Transition to self management

Why does Check in/Check out work?

- **Improved structure**
    - Prompts/reinforcement provided throughout the day
    - System for linking student with at least 1 positive adult
- **Student is "set up" for success**
    - First contact each day is positive
    - "Blow-out" days are pre-empted
- **Increase in contingent feedback**
    - Feedback occurs more often
    - Feedback is tied to student behavior
    - Inappropriate behavior is less likely to be ignored or rewarded

Who is Check in/Check out for?

APPROPRIATE	INAPPROPRIATE
– Low-level problem behavior (not severe)	– Serious or violent behaviors/ infractions
– 3-7 referrals	– Extreme chronic behavior
– Behavior occurs across multiple locations	– (8-10+ referrals)
– Examples	– Require more individualized support

• talking out • minor disruption • work completion	– Functional Assessment – Wrap Around Services

Developing the plan:
1. Team selects the behavior(s) that need to be targeted, and defines the positive behavior expected for the student
2. Team modifies behavior card, including the individualized positive behavior
3. Team selects and trains the CICO mentor
4. Baseline data- the teacher collects 3-5 days of data on the selected behaviors using the behavior card before the intervention is implemented
5. Following the baseline collection the CICO mentor or another appointed I-team member teaches the student about the CICO card, including:
   a. When, where, and how to check in and check out
   b. Clearly defining and practicing the expected behaviors
   c. Completing the reinforcement survey with the child to determine appropriate rewards
6. Discussion with parents explaining the CICO program, and the parental role: parents are expected to review the card with their child at home, encourage reaching the goal, sign the card, and assist in the card being returned to the teacher

The intervention:
1. The student checks in at the established time in the morning.
   a. The student gives the mentor the card signed by parents from the previous day
   b. Mentor provides a positive greeting and checks for school readiness- cut off/attempt to prevent possible problems
   c. Reminds and teaches about the expected behaviors
   d. Talks about the reward to be earned
   e. Gives student monitoring chart for day
2. During the school day, at the expected time, the card is on the student's desk
   a. Classroom teacher reminds about the card if necessary
3. After each designated subject/time, the teacher gives the student a rating, and quick, direct feedback about their behavior and why they earned the rating (Note: the direct feedback is essential to this intervention)
4. At the end of the day, the student checks out with their mentor
   a. The mentor calculates the points earned, and the card is copied and sent home for parents to review
   b. Completed cards are graphed to monitor progress
   c. If reward has been earned, it is given
5. Parents sign card from the day and send back with student the next morning

Daily Behavior Report Card

Student: _____ Grade:____ Teacher: _____

Goals	Reading	Math	Break	Science	Computer
Be respectful	**2 1 0**	**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**	**2 1 0**
Be Safe: **Hands & Feet** **to Self**	**2 1 0**	**2 1 0**	**2 1 0**	**2 1 0**	**2 1 0**
Target Behavior:	**2 1 0**	**2 1 0**	**2 1 0**	**2 1 0**	**2 1 0**
Total Points:					

2 = excellent (no problems)

1 = good (one or two prompts, but desired behavior occurred)

0 = unacceptable (three or more prompts, with no compliance)

Notes:

Parent Signature:_____

Daily Behavior Rating

Student: _____ Grade:____ Teacher: _____

Target Behavior	Morning to AM Recess	AM Recess to Lunch	Lunch to PM Recess	PM Recess to End of School
Stay on task	2 1 0	2 1 0	2 1 0	2 1 0
Follow directions the 1st time	2 1 0	2 1 0	2 1 0	2 1 0
Have fun	2 1 0	2 1 0	2 1 0	2 1 0
Total Points:				

2 = Yes!

1 = Somewhat

0 = No

Notes:

Parent Signature:_____

Targeted Social Emotional Learning Instructional Groups

Social Skills Instructional Groups are designed to provide an intense dose of explicit instruction for students who have not acquired appropriate and/or adequate social skills.

Purpose: To teach and reinforce specific skills for those students who demonstrate deficits in social skills.

Essentials Elements: Methodological approach for small group instruction (tell, show, do, practice, monitor progress and generalize)

Who can benefit? Students who demonstrate skill deficits in specific areas can benefit. Some of the most common skills students demonstrate difficulties with include the following:
- o   Active Listening
- o   Following directions
- o   Staying calm when receiving feedback
- o   Compromising
- o   Asking for help
- o   Self-Calming strategies

Who will not benefit? Students who have the requisite social skills, but are not engaging in the skill under the appropriate conditions (performance deficit).

Steps for Implementation:
1. Assess Deficits: Identify most common social skill problems.
2. Develop Curriculum: Organize a bank of lessons that are readily available to address identified skills
3. Establish Procedures: Determine the logistics of facilitating the intervention (who will teacher, when, where, and how long)
4. Teach the Lessons: Tell, Show, Practice, Practice, Practice
5. Plan for Maintenance & Generalization: Set up systems that encourage consistent use of skills over time and across variety of settings

Example Lesson Approach: Establish a need for learning the skills. Identify skill components. Model how to use the skill. Include examples and non-examples. Rehearse the skill. Provide specific feedback.

Sample Evidence-Based SEL Curriculum:

CASEL Guide to Effective Social Emotional Programs

Free guide that reviews and summarizes numerous evidence based social skills curricula and programs to help schools identify what programs will best meet their needs. There is a Pre-K- Elementary level guide and a Middle – High School Guide. Both can be downloaded from the website. This website also offers an excellent overview of emerging research and policy in the areas of social emotional learning.

http://www.casel.org/guide

Skillstreaming

Originally developed by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis, *Skillstreaming* is a highly acclaimed, research-based pro-social skills training program.

Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential pro-social skills to children and adolescents. Each book provides a complete description of the *Skillstreaming* program, with instructions for teaching a wide variety of pro-social skills and a CD including reproducible forms and handouts.

http://www.skillstreaming.com/

We Have Skills

Teachers have fun teaching and students have fun learning good behavior skills with *We Have Skills*, a K-3 curriculum that focuses on the 7 social skills teachers say they want their students to know and practice in the classroom. These skills include learning how to: **• Listen • Follow Directions • Do the Best They Can • Ask For Help • Follow the Rules • Work Out Strong Feelings • Get Along With Others**

Simple songs and animated animal friends enliven 7 short video lessons. Video examples show students in multiple classrooms practicing, improving and enjoying learning social skills. In recent evaluations, students who used *We Have Skills* showed **twice the social skill growth** than those in a control group.

We Have Skills comes with a DVD of the video episodes, a CD of the songs, 7 colorful classroom posters, and a good-job ticket pad. Numerous activities, practices lessons,

and certificates for students and teachers are available online for easy printing. Take-home packets with songs and skill-building, practice-ideas get parents involved, too.

Supported by funding from the US Department of Education, this research-based curriculum is a perfect blend of PBIS (Positive Behavior and Intervention Support) and RtI (Response to Intervention).

https://www.irised.com/products/k_12/we_have_skills#.UZ_5DaJwrEY

Ripple Effects

A computerized training intervention to build personal strengths, change behavior and address personal problems. As it is software based it is used under adult supervision but the adults do not have to formally present the skills. Randomized control trials have shown that Ripple Effect starts to positively impacts student behavior after just hours of time. It is designed to be used with both elementary and adolescents.

Ripple Effects is designed to be used across all three tiers of PBIS. The data management system designed into the software allows for easy tracking of student progress

www.rippleeffects.com

Step 7: School Staff Selects Interventions

- After the team has selected their top two interventions, these interventions are then presented to the whole staff.

- A brief description of the intervention is provided, as well as a summary of the estimated time and effort involved in each one, as well as how data would be measured and student entered and exited.

- Allow the staff time to ask questions and clarify aspects of the intervention

- The staff will then vote on the intervention they would like to support and implement first

- The PBIS Tier 2 team will then meet to discuss the logistics of intervention implementation.

Step 8: Determine the Logistics of Implementation

Following the selection of a program by the entire school-wide staff, the team will meet to discuss the logistics of implementation. They will use the **Implementation Planning Worksheet** below.

Following the completion of the worksheet, the team will report again to the entire school body so that all staff members are aware of the program, and the details of how the program will be implemented.

Tier 2 Implementation Planning Worksheet	
Name of Program:	
Intervention Coordinator:	
Student Selection	
How will students be selected?	
How many students can be served?	
How will parents be notified/consent gained?	
Implementation	
When will the intervention occur during the day?	
How long will it last?	
Who will provide intervention?	
Where will it occur?	
How will students be oriented?	
Progress Monitoring	
How will student progress be monitored?	
How frequently will PM occur?	
Who is responsible for PM?	
When will the PM data be looked at by the team?	
What is the average length of time in program?	
How will the team determine if a student is ready to be exited?	
What will the team do if a student is not making progress?	
Communication	
What will parent, student and teacher communication look like?	

Implementation Phase
Teaching and doing

The purpose of the implementation phase is to begin providing Tier-2 interventions to students who are in need of more support, and to ensure that they are exited from the intervention once they have reached their goal, or are referred for more intensive supports.

Year 1: Development Steps to Follow:

1. Implement a Tier-2 Intervention

3. Monthly Tier-2 Team Meetings, or more frequently as needed
   a. Utilize Action Plan during team meetings

4. Use progress monitoring data to determine next steps for student

5. Begin investigating a second intervention to utilize for students in your school, which meets a different function of behavior, or student skill need.

6. Utilize Implementation data
   a. Complete the Monitoring Advanced Tiers Tool (MATT) or Tiered Fidelity Inventory (TFI) annually with your team and district coach

Year 2: Establishing Sustainability:

1. Begin the implementation of a second Tier-2 Intervention for students, meeting different skill deficit needs

2. Use your behavior specialist to ensure students are placed in the intervention that fits the function of their behavior

3. Continue to Action Plan and work to strengthen and expand Tier-2 Implementation

4. Use the TFI to determine when your team is ready to move on to Tier-3 Implementation

EPS Tier 3 Process

Tier 2 Team refers student for Tier 3 supports based on data from interventions Tier 2 Interventions

Tier 3 Team Composed of Counselor, Administrators, Gen Ed Teachers, and potentially School Psychologist EL Facilitator depending on data gathered during Tier 2

Tier 3 team looks at data, reviews cum file and student history and determines Tier 3 individualized interventions based on specific student needs:

--Academic

--Behavior

--SEL

Parent Meeting with focused Tier 3 Team Members (Counselor, Admin, student's teacher, and potentially School Psych/EL Facilitator as deemed relevant by Tier 3 Team

504

Individual Student Support Plan

Referral for Special Education Evaluation