The background of the slide features a large, faint watermark of the University of Delaware seal. The seal is circular and contains the text "UNIVERSITY OF DELAWARE" around the perimeter. Inside the circle, there is a shield with the words "GRAMM", "METAPH", "PHIOL", "LOGICA", "RHETOR", "MATHEN", and "ETHICA". Below the shield, the year "1743" is visible. The seal is rendered in a light blue color that blends with the dark blue background.

Skill Development Building for Success: Refining Your Tier 2 Programming Through a Systems-Based Lens

Delaware Positive Behavior Support Project

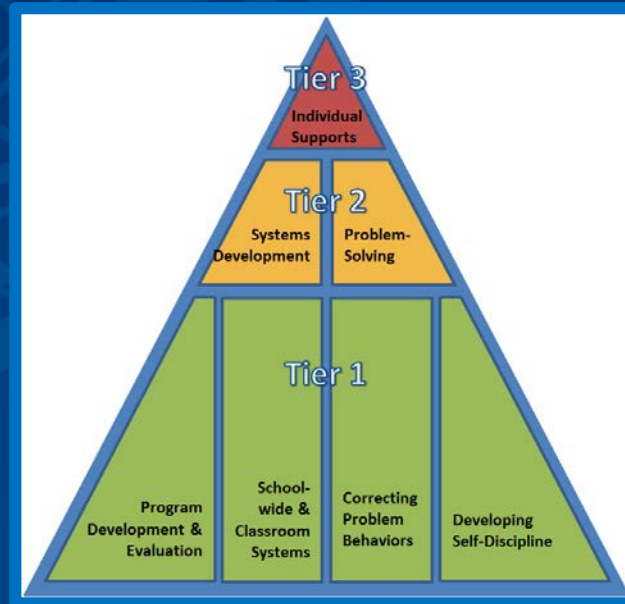
Megan Pell, Ph.D. and Debby Boyer, M.S.

APBIS March 2018



DE-PBS Project

is on going collaboration between the Delaware Department of Education and the UD Center for Disabilities Studies



Overview

Learn how to improve systems-level components of your Tier 2 programming

- Identify strategies and tools for planning, implementing, and evaluating a Tier 2 system using the 5 Ps:
 - Procedures
 - People
 - Promotion
 - Programming
 - ImPact
- Hear and share examples for maximizing the effectiveness of your tier 2 interventions





Delaware Positive Behavior Support Project

Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

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- Contact Us
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Latest DE-PBS Updates

- 2017-2018 DDRT Templates
- Administrators Page
- DE-PBS Key Feature Evaluation Q&A
- DE-PBS Overview Presentation
- DE-PBS Phase Recognition
- NASP 2017
- PD Calendar

Project Partners

- Delaware Department of Education
- Center for Disabilities Studies

DE-PBS Annual Report

- 2016-2017 DE-PBS Annual Report




Tier 2: Targeted Tools

Multi-tiered interventions are your alternatives to suspension and expulsion.



PD

Fall 2017 New Targeted (Tier 2) Teams Workshop

- [Participant PowerPoint for Targeted Tier 2 Training](#)
- [Tier 2 Interventions – General](#)
- [Tier 2 Interventions – Internalizing](#)
- [Tier 2 Interventions – Externalizing](#)
- [Tier 2 Targeted Team Examples Resources Packet](#)

Fall 2017 Targeted (Tier 2) Teams Networking Workshop

- [Participant PowerPoint for Tier 2 Networking Training](#)
- [Gallagher CR-PBS Phase 4 PowerPoint](#)
- [North Lake Forest Tier 2 Presentation](#)
- [LF North Sample DPR Card for Data](#)

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General Resources

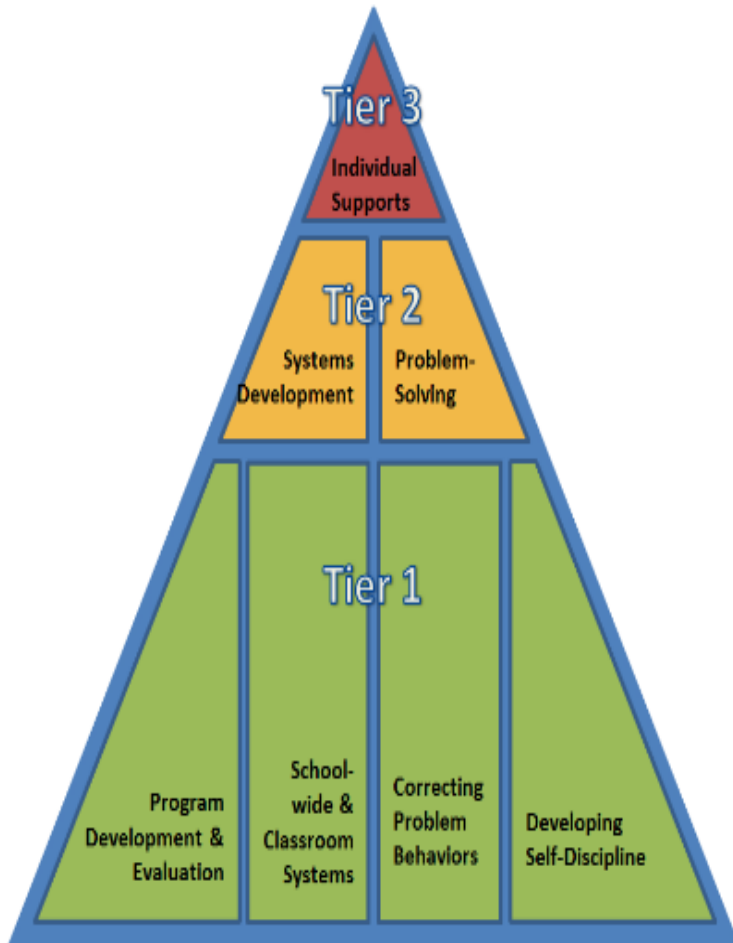
- Delaware Key Features
- History of DE-PBS

March 2018

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

« Aug

PBIS in Delaware



High	14
Middle	24
Elementary	81
Pre-K	2
Alternative	5
Charter	5
Special Population	6
Total	137

Common problems within Tier 2

- **Tier 3 overgeneralization**
 - Too many students
 - Great deal of man power
- **Tier 2 strategy mismatch**
 - Limited Tier 2 intervention- unable to attend to needs
- **Data collection and tracking**
 - Interventions not being evaluated

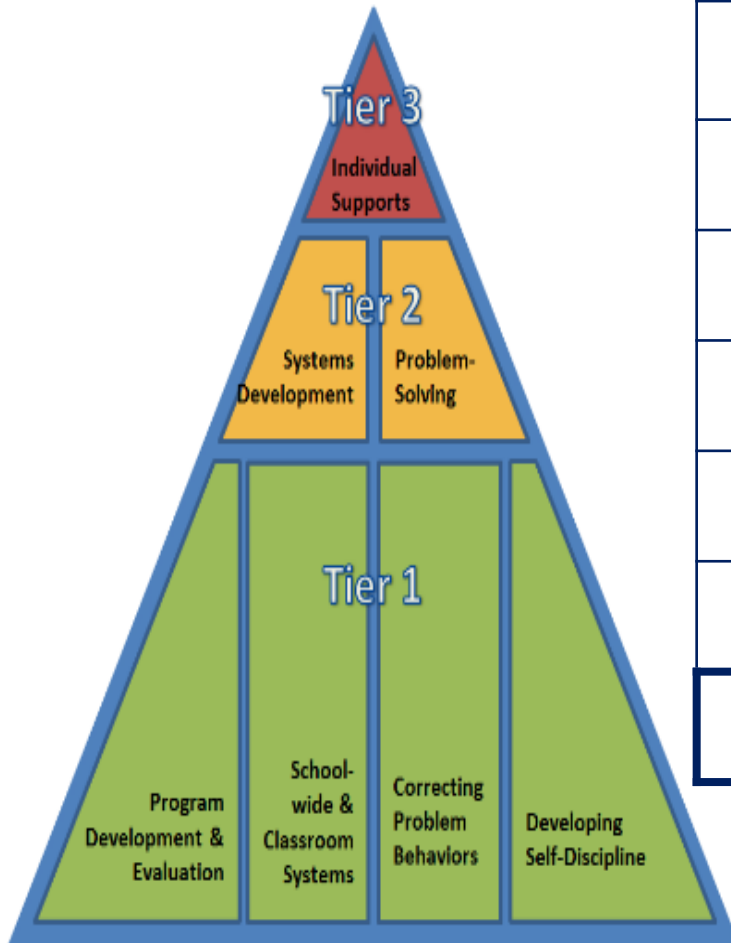
Professional development overview

- State-level PD Opportunities
 - ✓ 1 day PD for teams new to Tier 2 PD
 - ✓ ½ day PS for teams who have attended 1 day PD

Agenda for both include:

- *Asset mapping activities*
- *Data analysis tools*
- *Exploration of existing interventions*

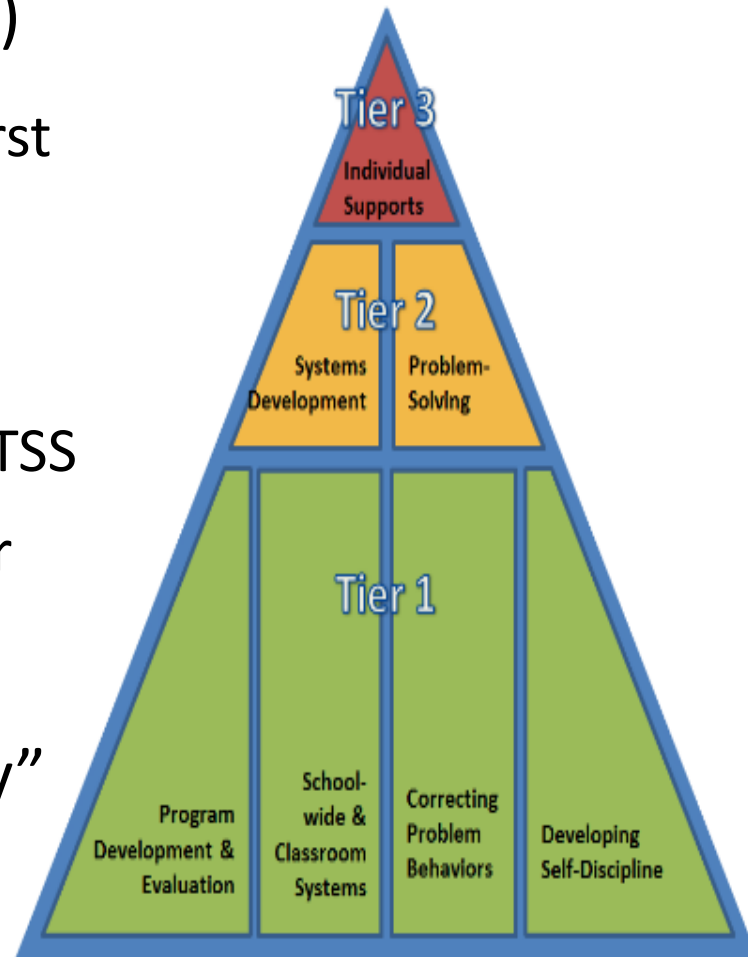
PBIS in Delaware – Tier 2



	Initial Team	Networking
High	1	1
Middle	7	3
Elementary	46	18
Pre-K	1	0
Special	4	0
Total Trained	59	22

The SYSTEM is key

- Fixsen, Blase, Horner, & Sugai (2008)
 - To scale up interventions, we must first scale up implementation capacity
 - Building implementation capacity is essential to maximizing the use of MTSS frameworks such as Positive Behavior Support
- Teams need to be “willing and ready”



The SYSTEM is key

“When a school implements an intervention without careful consideration of the **systems features** necessary to guide **implementation**, the intervention is likely to

- [1] disappear quickly,
- [2] be implemented with poor fidelity, or
- [3] become part of a hodgepodge of interventions, none of which have documented effects.”

—Anderson & Borgmeier, 2010



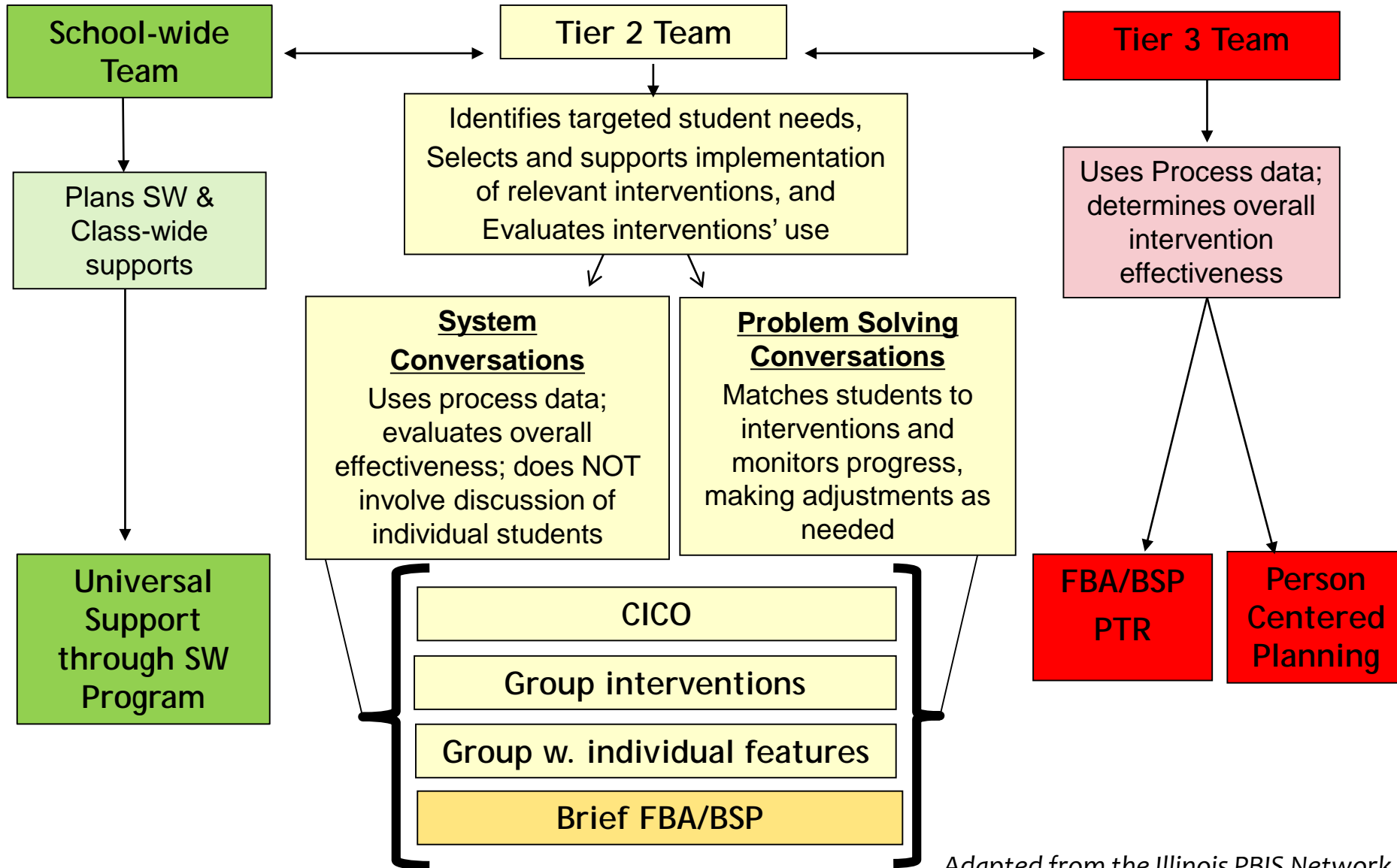
Classroom Systems:

*Tier 2 is just intensifying or **double dosing** what we already do at Tier 1*

- Teach Skills
- Prompt use
- Reinforce the use of skills
- Monitor effectiveness
- Communicate



3-TIERED SYSTEM OF SUPPORT NECESSARY CONVERSATIONS (TEAMS)



Adapted from the Illinois PBIS Network

Tiered Fidelity Inventory (TFI)

Tier 2

TEAM

- 2.1 Team Composition
- 2.2 Team Operating Procedures
- 2.3 Screening
- 2.4 Request for Assistance
- 2.5 Options for Tier II

INTERVENTIONS

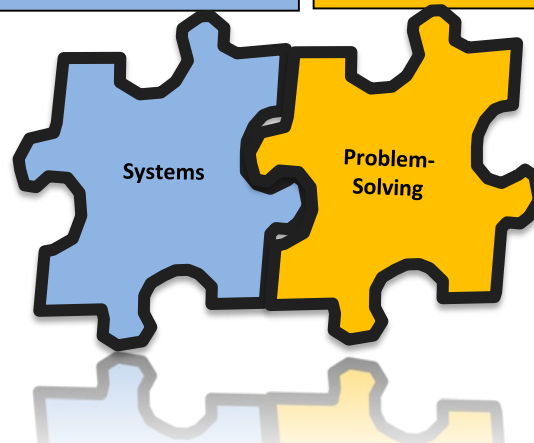
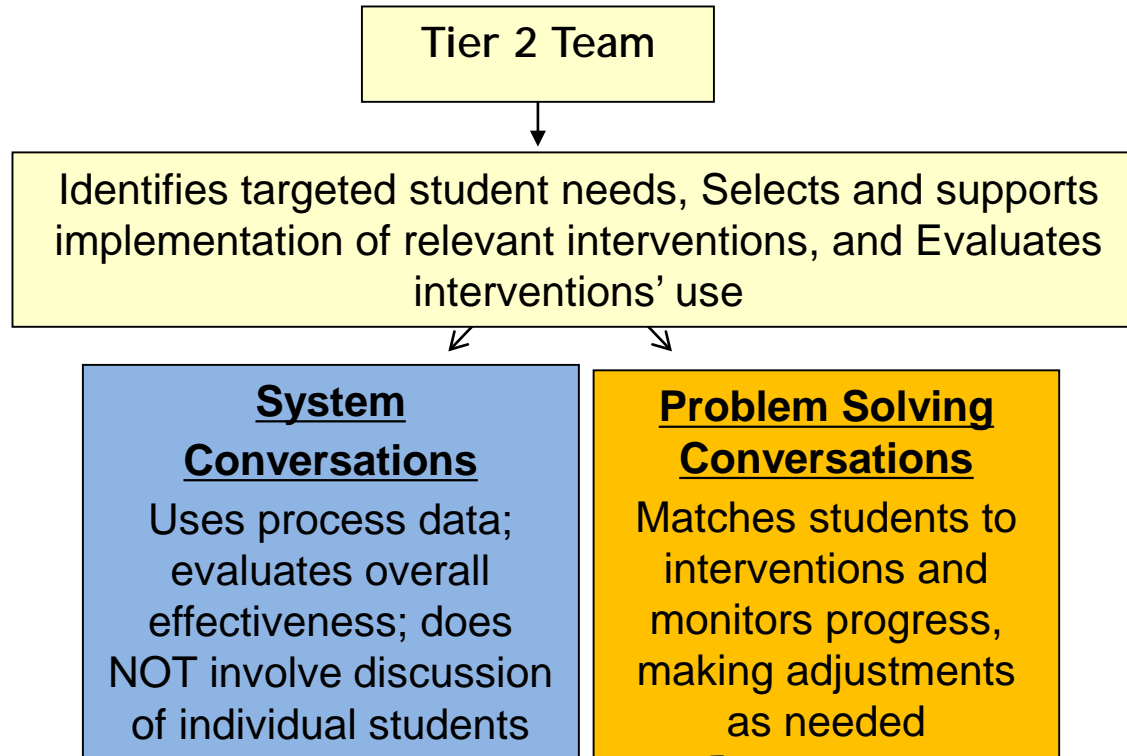
- 2.6 Tier II Critical Features
- 2.7 Practice Matched to Student Need

- 2.8 Access to Tier 1 Supports
- 2.9 Professional Development

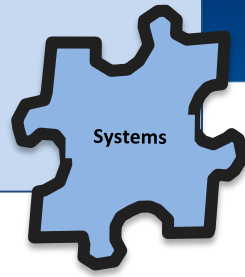
EVALUATION

- 2.10 Level of Use
- 2.11 Student Performance Data
- 2.12 Fidelity Data
- 2.13 Annual Evaluation

3-TIERED SYSTEM OF SUPPORT NECESSARY CONVERSATIONS (TEAMS)



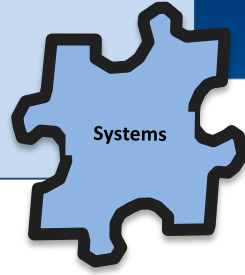
TIER 2 SYSTEM CONVERSATION OUTCOMES



- Gaps in available Tier 2 interventions are examined & addressed
- Interventions for implementation and those needing refinement are identified *
- Percentages of students *successful* in group interventions are identified*
- Students for problem solving conversations are identified *

** Data will guide yours systems team in these activities.*

TIER 2 SYSTEM CONVERSATIONS OUTCOMES



Procedures

People

Promotion

Programming

Impact



TIER 2 SYSTEM CONVERSATIONS



Procedures

Team Logistics

- Monthly meeting schedule
- Agenda, minutes, and use of meeting roles

System Set up Activities

- Develop process for identifying students for Tier 2 support
 - Request for assistance
 - Forms & data rules

TIER 2 SYSTEM CONVERSATIONS



Procedures

Teaming Logistics

System Set-Up Activities



PROCEDURES

Team composition can impact all procedures so choose wisely ...

Required:

Administration
School Psychologist
Staff with RTI experience
Tier 1 – School-wide Team Representative
Intervention Coordinators of each intervention

Knowledge about operation of school across grade levels and programs

Consider:

Counselors, Social Workers, Family Crisis Therapists, Community representatives

Administrative authority

Applied behavioral expertise

Knowledge of students

PROCEDURES

Team handles the logistics of...

- **Conducting meetings with team roles, including:**
 - Designated Team Leader
 - Intervention Coordinators
 - Other roles?
- **Determining regular *systems-level* agenda items, such as:**
 - Status checks for existing interventions
 - Proposals for new interventions
 - Updates to share with staff about interventions

PROCEDURES

Team handles the logistics of...

- **Creating Request Forms**

- Overall format

- Online, paper, other?
 - Teacher, family and student versions

- Information to be asked for, such as:

- Behavior concerns
 - SEL concerns
 - Attendance and grades

PROCEDURES

Team handles the logistics of...

- **Reviewing existing Tier 1 data for outliers in regard to:**
 - Office discipline referrals (ODRS), suspensions
 - Attendance, tardies
 - Nursing/Wellness visits
- **Reviewing data from additional sources, such as:**
 - Universal Screeners (SSBD, BESS etc.)
 - Requests for Assistance made by teachers, family members and/or students



Multiple
data
sources

PROCEDURES

Team handles the logistics of...

- **Creating decision-rules for Tier 2 team discussions about students and interventions:**
 - In general: How might students be prioritized for Tier 2 team conversations related to intervention placement?
 - More specifically: Which data relate most to which interventions? IN criteria



Decision
rules in
place

P.S. duPont Middle School – Pilot Program

Tier 2 intervention:

- Semester-long class including:
 - ✓ Executive Functions[®] curriculum lessons
 - ✓ Social-emotional learning lessons
 - ✓ Visits to college campuses
 - ✓ Enrichment visits to cultural sites

Sample decision-rules for Tier 2 intervention:

- Teacher recommendations: *Teacher Referral Form*
- ODR and suspension history: *Top 5% of ODRs and U-Turn visits, 1 or more suspensions*
- Poor relationships with multiple staff members: *ODRs across 3 or more students*

TIER 2 SYSTEM CONVERSATIONS



People

Team Leader

Intervention Coordinators

Intervention Facilitators



PEOPLE

Tier 2 Team Leader

- Schedules monthly meetings
- Collects and reviews data to share during team meetings
- Provides general staff updates
- Helps to ensure team conversations are at the systems level *and* problem solving level within a month
- Works with administration and district to determine best ways to record Tier 2 related data and notes

PEOPLE

Ensuring there is a network of staff members involved in Tier 2...

- Intervention Coordinators (IC)
 - Attends Tier 2 team mtgs.
 - Share systems-level data regarding specific intervention(s) with team to determine celebrations and re-calibrations
 - Organized, motivated, growth-oriented advocate
- Facilitators
 - May attend Tier 2 team mtgs.
 - Reports to IC
 - Growth-oriented advocate and mentor



Recognize
Staff

Tier 2 & 3 Intervention Responsibilities

Gallagher Elementary School Coordination Chart for SY 2017-2018

Intervention	Point Person	Person(s) Intervening	Data Collection	Data Entry
Mentoring	J. Azzara (School Counselor)	Teachers / Volunteers	Laura S	Laura S
Social Skills Groups	J. Azzara (School Counselor)	Azzara/ Wilson (psych) / ED / Mr. Miller	J. Azzara / M. Wilson	J. Azzara / M. Wilson
Check In / Check Out	T. Lynch (Advanced Academic Program Teacher)	T. Lynch (Advanced Academic Program Teacher)	T. Lynch (Advanced Academic Program Teacher)	T. Lynch (Advanced Academic Program Teacher)
Chill Zone	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher
Behavior Contract	Teacher/Psych/Admin	Classroom Teacher	Classroom Teacher	Classroom Teacher
Peer Mentor	J. Azzara (School Counselor)	Students involved	J. Azzara (School Counselor)	J. Azzara (School Counselor)
Panther Pact / BIP	Mr. Miller	Classroom Teacher	Classroom Teacher	Classroom Teacher

Tier 2 & 3 Intervention Responsibilities Coordination Chart for SY 2017-2018

Intervention	Point Person	Person(s) Intervening	Data Collection	Data Entry
Forced Choice Reinforcement Menu	J. Azzara (counselor) / M. Wilson (Psych)	J. Azzara (counselor) / M. Wilson (Psych)	J. Azzara (counselor) / M. Wilson (Psych)	J. Azzara (Counselor)/ M. Wilson (Psych)
Tier 3 - Behavior Intervention Plan	M. Wilson (Psych)	Classroom Teacher / Tier 3 Team	Classroom Teacher	Classroom Teacher
Tier 3- Functional Behavior Analysis	M. Wilson (Psych)	Classroom Teacher / Tier 3 Team	Classroom Teacher	M. Wilson (Psych)
Tier 3 - Contact with Mental Health Worker	E. Cassel (Admin)	C. Gordon, V. Dougherty	Laura S (as appropriate or necessary)	Laura S (as appropriate or necessary)
Tier 3 - Contact with Family Physician	M. Weeks	N/A	N/A	M. Weeks

Gallagher Elementary School, Delaware

TIER 2 SYSTEM CONVERSATIONS



Promotion

Materials and methods for communicating with:


- Staff
- Students
- Families



PROMOTION

Team handles the logistics of...

- **Creating a shared STAFF understanding of Tier 2 programming by:**
 - Naming the Tier 2 interventions at the school and the purpose of those interventions.
 - Providing contact information for each intervention.
 - Provide Explicit PD that outlines how the interventions work.



TIP: Asset Mapping

MTSS ASSET MAP - EXAMPLE

Reflecting on Our School MTSS for Behavior – **DRAFT/WORKING DOCUMENT**

Our Interventions, The Coordinators, The Intent

School: School Name

Updated Date: 11/29/17

Tier 3

Intervention Name	Coordinator	Intent
Break pass, off-bell transition pass	[Assigned staff member]	
Special education services	[ED, school psychologist]	

Tier 2

	Coordinator	Intent
Achievers Academy (6 th -8 th)	[Outside Agency/Family Liaison]	
All-star's		
DPR- daily progress report/ check in/ check out (all grades)	Teacher-specific	
BHC	[Outside Agency]	Counseling support
Wise guys (referral/in)	[Family Liaison]	Group curriculum for building healthy habits
Princess club (referral/in)	[Family Liaison]	Abstinence program for girls
7 th and 8 th grade Academy	[7 th and 8 th grade classroom teacher]	Character development and strong work habits
Targeted team (all grades)	[Team leader, counselors, ED, school psychologist, Tier 1 TL]	Support groups- CBIT (trauma), New hope (grief)

Tier 1

	Coordinator	Intent
Advisory-SEL combination 2x/month (all grades)	Focus Team and PBS	
Grade-level incentives (6 th -8 th)	TBD	
Acknowledgement for students- Pride Park	Tier 1 Team Leaders	
Den dollars (all grades)	Tier 1 TL	Reinforce behavior matrix
Backpacks	Family Liaison	
Breakfast (SW this year)	Family Services	

Explicit PD about CICO

*SCHOOL-WIDE TIER II INTERVENTIONS:
CHECK-IN CHECK-OUT
GETTING STARTED WORKBOOK*

Susannah Everett

George Sugai

Lindsay Fallon

Brandi Simonsen

Breda O'Keeffe

Version: February 15, 2011

OSEP Center on Positive Behavioral Interventions and Supports

Center for Behavioral Education and Research


University of Connecticut

** Everett, Sugai, Fallon, Simonsen & O'Keeffe (2001) School-wide Tier II Interventions: Check-In Check-Out Getting Started Work. See http://www.pbis.org/common/cms/files/pbisresources/8APBS_Tier2_GettingStartedWorkbook.pdf*

PROMOTION

Team handles the logistics of...

- **Promoting STUDENTS' understanding of Tier 2 programming by:**
 - Naming and teaching the Tier 2 interventions at the school and the purpose of those interventions.
 - Providing contact information for each intervention.
 - Determining how students can be acknowledged for Tier 2 success
 - Acknowledgement planning with the students



TIP: Talk
about
“graduation”

How explicit are we with teaching interventions to students?



Forced-Choice Reinforcement Survey

Name: _____

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. _____ Teacher writes "100" on your paper. (A)
 _____ Be first to finish your work. (CM)
2. _____ A bag of chips. (CN)
 _____ Classmates ask you to be on their team. (P)
3. _____ Be free to do what you like. (I)
 _____ Teacher writes "100" on your paper. (A)
4. _____ Classmates ask you to be on their team. (P)
 _____ Be first to finish your work. (CM)
5. _____ Be free to do what you like. (I)
 _____ A bag of chips. (CN)
6. _____ Teacher writes "100" on your paper. (A)
 _____ Classmates ask you to be on their team. (P)
7. _____ Be first to finish your work. (CM)
 _____ Be free to do what you like. (I)
8. _____ A bag of chips. (CN)
 _____ Teacher writes "100" on your paper. (A)
9. _____ Classmates ask you to be on their team. (P)
 _____ Be free to do what you like. (I)
10. _____ Be first to finish your work. (CM)
 _____ A bag of chips. (CN)
11. _____ Teacher writes "A" on your paper. (A)

40 items
www.pbis.org

Scoring Key

- _____ Adult Approval (A)
_____ Competitive Approval (CM)
_____ Peer Approval (P)
_____ Independent Rewards (I)
_____ Consumable Rewards (CN)

PROMOTION

Team handles the logistics of...

- **Promoting FAMILIES' understanding of Tier 2 programming by:**
 - Providing overview MTSS
 - Explaining the Tier 2 interventions at the school and their purpose.
 - Providing contact information for each intervention.
 - Determining how Tier 2 IC or IF will communicate with families (introduction to the intervention as well as successes and concerns).



TIP:
Develop
outreach
templates

PROMOTION

LAKE FOREST NORTH ELEMENTARY SCHOOL

Dear Parent(s)/Guardians of:

As a part of our Positive Behavior Supports program, your child has been selected to participate in our daily “Check in-Check out” (CICO) program. The purpose of the CICO program is to avoid reoccurring incidents and discipline referrals. The program helps students meet our school-wide expectations in a positive manner. Lake Forest North Elementary School’s expectations are to:



Show kindness,
Take responsibility,
Always be on time,
Respect others,
and put **S**afety first.



Your child will be assigned a staff member and will be responsible for checking-in with that person each morning and checking-out again with them at the end of the day. A report will be filled out daily by the teacher(s) and the coordinator will review the report at check-in/out time. You will also review and sign the daily report each night. A copy of your child’s report is attached so that you can talk with your child about his/her expectations. The student will earn incentives and rewards for appropriate behavior. As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the daily progress report. Together, we can make this a positive experience for your child.

PROMOTION

Other ideas?



TIER 2 SYSTEM CONVERSATIONS



Programming

Your Interventions:

- Follow best practices
and include...
- Relationship-building
- Skill-building



Programming

10 CRITICAL FEATURES OF TIER 2 INTERVENTIONS

1. Intervention linked directly to schoolwide expectations and/or academic goals
2. Intervention can be modified based on assessment and/or outcome data
3. Intervention includes structured prompts for what to do in relevant situations
4. Intervention results in students receiving positive and corrective feedback from staff (with emphasis on positive)
5. Intervention includes a school-home communication exchange system at least weekly.
6. Orientation process and introduction to materials is provided for students as they begin the intervention
7. Orientation to and materials provided for staff/sub's/volunteers who have students using the intervention. Ongoing information shared with staff.
8. Systemic attention to generalization and fading of supports
9. Interventions is continuously available for student participation
10. Intervention is implemented within a few school days of determining the student is in need of the intervention

Illinois PBIS Network

Interventions are culturally- responsive

- Current research is more case-study than empirical for targeted interventions.
- Results of empirical research often do not disaggregate results data by race/cultural consideration.
- School-based service delivery may be less compatible for African-American students, as “African American families were more likely to get help from their families, friends, and religious institutions” (p.63).

Graves et al. (2017)

MTSS ASSET MAP - EXAMPLE

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Updated Date: 11/29/17

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Break pass, off-bell transition pass	[Assigned staff member]	
Special education services	[ED, school psychologist]	

Tier 2

	Coordinator	Intent
Achievers Academy (6 th -8 th)	[Outside Agency/Family Liaison]	
All-star's		
DPR- daily progress report/ check in/ check out (all grades)	Teacher-specific	
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Wise guys (referral/in)	[Family Liaison]	Group curriculum for building healthy habits
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	Coordinator	Intent
Advisory-SEL combination 2x/month (all grades)	Focus Team and PBS	
Grade-level incentives (6 th -8 th)	TBD	
Acknowledgement for students- Pride Park	Tier 1 Team Leaders	
Den dollars (all grades)	Tier 1 TL	Reinforce behavior matrix
Backpacks	Family Liaison	
Breakfast (SW this year)	Family Services	

PROGRAMMING

Team determines which RELATIONSHIP-BUILDING interventions:

...are working or not working (and why)

AND

...are still needed.

PROGRAMMING

Relationship-Building Interventions

How is academic success being addressed?

- For students whose behavior is a function of seeking adult attention
- For students who “can do” appropriate behavior but typically “don’t do”
- Goal: to provide greater reinforcement for desired behaviors than is currently provided for undesired behavior

If the student does not experience the interactions as positive and supportive, the intervention will not work!

PROGRAMMING

Sample RELATIONSHIP-BUILDING interventions:

- Check in/Check out
- Mentoring
- Lunch Bunch
- Interest Groups
- Extracurricular activities



What are your
R-B
interventions?

PROGRAMMING

Team determines which SKILL-BUILDING interventions:

...are working or not working (and why)

AND

...are still needed.

PROGRAMMING

Skill-building interventions:

How is academic
success being
addressed?

- Implemented in small groups, typically outside of the classroom
- Address specific challenging behaviors that are replaced with positive behaviors
- Take place in a natural environment (i.e. in school, with other students)
- Include progress monitoring
- Focus on prevention
- May involve community: parents, teachers, school staff

PROGRAMMING

Sample SKILL-BUILDING interventions for **internalizing behaviors:**

- ACTION
- Adolescent Coping with Stress Course (CWS)
- Coping Cat/C.A.T.
- Camp Cope-A-Lot (CCAL)
- Penn Resiliency Program (PRP)
- FRIENDS/Friends for Life

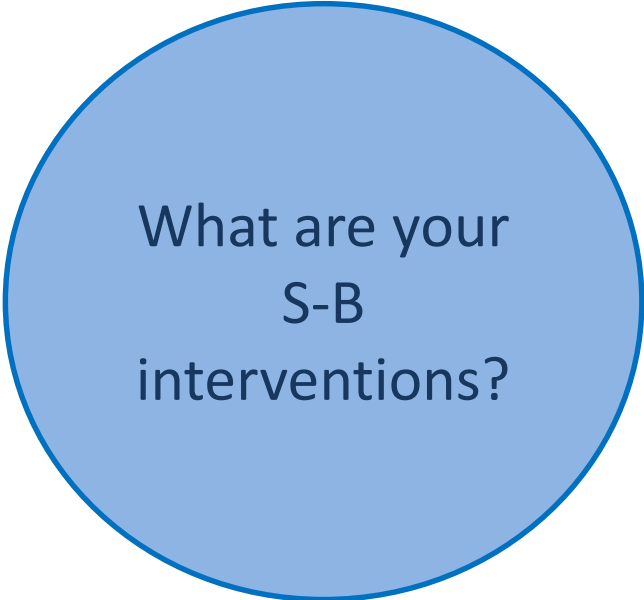


What are your
S-B
interventions?

PROGRAMMING

Sample SKILL-BUILDING interventions for **externalizing behaviors:**

- Anger Coping Program
- Coping Power Program
- First Step to Success → FIRST STEP Next
- Incredible Years Program
- Second Step



What are your
S-B
interventions?

PREPARING FOR NEW PROGRAMMING

TIER 2 Intervention Rating Form

NAME OF THE INTERVENTION _____

FEASIBILITY

How feasible is it for staff to implement this intervention at your school?

0	1	2	3
Not at all feasible	Somewhat feasible	Feasible	Very feasible

BENEFIT

To what extent do you think some students with behavior problems would benefit from this intervention?

0	1	2	3
No benefit	Minimal benefit	Some benefit	Significant benefit

WILLINGNESS

How willing do you think staff would be to implement this intervention as a TIER 2 intervention for students who continue to have behavior problems?

0	1	2	3
Not willing	Somewhat willing	Willing	Very willing

TEAM OPINIONS

What do you like and dislike about this intervention? Why?

Like _____

Dislike _____

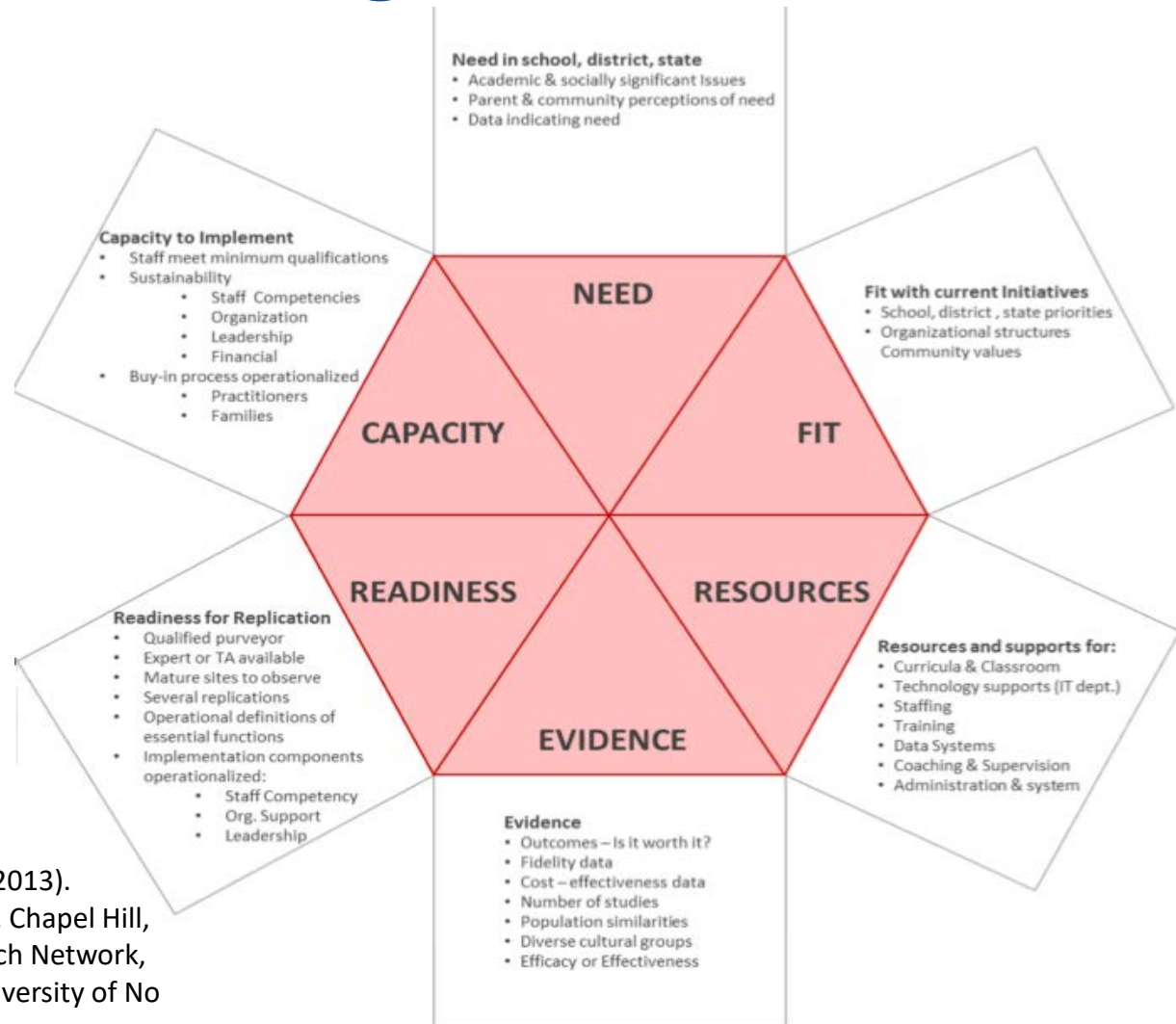
[Tier 2 Intervention Rating Form](#)

This form helps schools to easily measure the feasibility of implementation, benefit of students with behavior problems, willingness of staff to implement, and team opinions of the specific intervention.

DE-PBS Website Resources
DELAWAREPBS.ORG

Hexagon Tool

- Need
- Fit
- Resources
- Evidence
- Readiness
- Capacity



Blase, K., Kiser, L. and Van Dyke, M. (2013).
The Hexagon Tool: Exploring Context. Chapel Hill,
NC: National Implementation Research Network,
FPG Child Development Institute, University of North
Carolina at Chapel Hill.

TIER 2 SYSTEM CONVERSATIONS



Impact

Measuring Your Interventions:

- Use
- Success
- Fidelity



IMPACT

USE of interventions:

- Keep a centralized list of students within interventions and be able to readily identify:
 - The # of students in an intervention
 - The # of interventions a student is enrolled in

Use this information to:

- Demonstrate school commitment to meeting student needs
- Promote staff volunteerism to support Tier 2

IMPACT

SUCCESS of interventions:

- **Track outcomes for all students** related to:
 - Specific behavior
 - Global behavioral, academic and SEL growth
 - Sample ideas:
 - Group Facilitator and Teacher rating scales
 - Reduction in ODRs
 - Improvements in attendance, tardies, skips
 - Improvement in Daily Report Card of school expectations

Use this information to:

- Determine any need for recalibrating existing interventions and/or adding new interventions
- Determine when problem-solving conversations are needed for specific students

IMPACT

SUCCESS of interventions:

SUMMARIZE individual data
for use in tracking the success
of your interventions at the
SYSTEMS level

IMPACT

When an intervention is found to be unsuccessful overall* for most students...

Consider:

- Is this intervention a fit for the school and/or the students in the intervention?
- Is there a better intervention that could be better or worthwhile to pilot?
- ***Is there really an issue of fidelity to the intervention?***

**Example: More than 30% of students are not responding to the intervention.*

TOOLS TO MEASURE IMPACT

Daily Progress Report

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.

EXPECTATIONS	1st block	2nd block	3rd block	4th 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				



BEP Daily Goal _32_/ _40_

BEP daily score ____/____

Percentage_____

In training _____

BEP Member _____

Student Signature_____

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the students progress
(if additional space is required, please staple a note and indicate so below)

TOOLS TO MEASURE IMPACT

Social Skills Data Collection Survey

Social Skills Progress Monitoring

Date: _____

Student: _____

Teacher/Grade: _____

Group Leader(s) Questions (1x/week):

- 1) Was the student engaged in the lesson (i.e., participating, focused on topic)?

0-----1-----2-----3

None Some Most All

- 2) Did the student behave appropriately (i.e., stay in seat, follow group rules) during the lesson?

0-----1-----2-----3

None Some Most All

- 3) Did the student increase his/her knowledge of the skill taught during the lesson?

0-----1-----2-----3

None Some Most All

Teacher Question (1x/end of RTI cycle)

- 1) During this RTI cycle, the student worked on the following skills in group:

Has the student shown improvement in the ability to generalize these skills in the classroom setting?

0-----1-----2-----3

Never Sometimes Often Almost Always

- 2) Do you have any additional comments/concerns regarding his/her social skills?

Gallaher
Elementary
School,
Delaware

TOOLS TO MEASURE IMPACT

	A	B	C	D	E	F	G	H	I	J	K	L	M
1													
2	Student	Day 1	Day 2	Day 3	Day 4	Day 5	Week 1 Average	Day 6	Day 7	Day 8	Day 9	Day 10	Week 2 Average
3	1												
4	2												
5	3												
6	4												
7	5												
8	6												
9	7												
10	8												
11	9												
12	10												
13	11												
14	12												
15	13												
16	14												
17	15												
18	16												
19	17												
20	18												
21	19												

Targeted Data Tracking and Graphing Tool

Schools can use this document to track the number of students receiving Tier 2 interventions. Schools can use this to track daily and weekly performances of students, as well group trends. Weekly comparisons are also generated by this tool.

DE-PBS Website Resources
DELAWAREPBS.ORG

TOOLS TO MEASURE IMPACT

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
1	Tier 2 Intervention Tracking Tool						School: _____										SY: _____							
2	Directions: On a monthly basis, please track the # of students participating and positively responding to each intervention. This spread sheet will calculate the corresponding % Responding and %Not Responding and graph your data on the attached worksheet.																							
3	<i>Please leave columns without data blank.</i>																							
4	Interventions:	#1: [Add Intervention Name Here]				#2: [Add Intervention Name Here]				#3: [Add Intervention Name Here]				#4: [Add Intervention Name Here]				#5: [Add Intervention Name Here]						
5	Months	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding			
6	September																							
7	October																							
8	November																							
9	December																							
10	January																							
11	February																							
12	March																							
13	April																							
14	May																							
15	June																							
17																								
18	Interventions:	#6: [Add Intervention Name Here]				#7: [Add Intervention Name Here]				#8: [Add Intervention Name Here]				#9: [Add Intervention Name Here]				#10: [Add Intervention Name Here]						
19		ing	ng			ing	ng			ing	ng			ing	ng			ing	ng					

Tier 2 Intervention Tracking Tool – BLANK
 Schools can use this document to track the number of students receiving and responding to all Tier 2 interventions. Schools put in data each month and graphs are generated by month and by intervention.

Original from Illinois PBIS Network

Interactive Excel at DE-PBS
 Website Resources
 DELAWAREPBS.ORG

FIDELITY of interventions:

- **Use existing tools**
 - embedded in some published interventions
 - Developed by other Tier 2 teams
- **Develop your own tools**
 - Focus on identifying and tracking specific intervention procedures/steps
 - Include feedback from the intervention coordinators and facilitators
- **Sample fidelity measures:**
 - Frequency of mentoring
 - Frequency of parent contact
 - Student and/or parent satisfaction with match

IMPACT, PROGRAMMING AND PROCEDURE

Using your understanding of student needs and your interventions, your team decides on

each intervention's **IN/ON/OUT** data criteria.

This process is iterative.

IMPACT, PROGRAMMING AND PROCEDURE

Sample IN criteria:

Example: CICO:

Within 1 month, student has earned 2 more office discipline referrals related to attendance, student-staff relationships, class preparation and/or has used time-out space for more than 3 classes for these problems.

Example: *Responding to Anger Management Group*:

Within 1 month, student has earned at least 1 office discipline referrals from a student-student or student-staff anger-related situation (may include foul language, touch, destruction of property).

IMPACT, PROGRAMMING AND PROCEDURE

Sample ON criteria:

Example: *Responding to Check-in Check-out:*

After 2 weeks, student has earned 80% or more of their Daily Progress Report (DPR) points.

Example: *Responding to Anger Management Group:*

Weekly, student has no major office discipline referrals for aggression related behaviors (e.g., fighting, offensive touching).

IMPACT, PROGRAMMING AND PROCEDURE

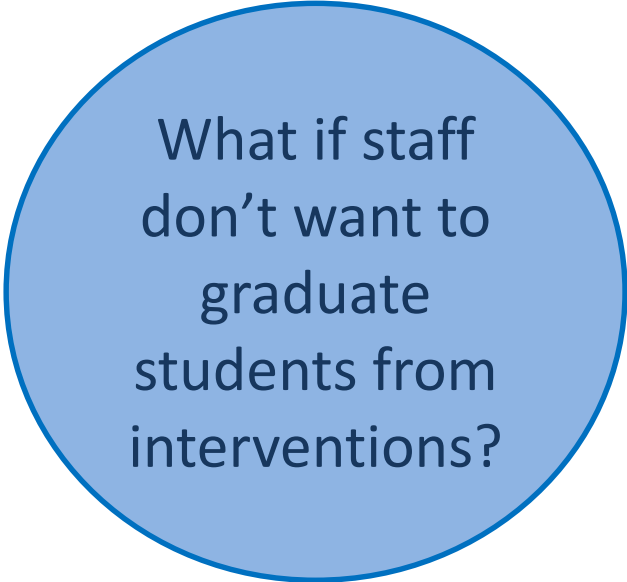
Sample OUT criteria:

Example: *Responding to Check-in Check-out:*

After 6 weeks, student has earned 80% or more of their Daily Progress Report (DPR) points.

Example: *Responding to Anger Management Group:*

After 6 weeks, student has no major office discipline referrals for aggression related behaviors (e.g., fighting, offensive touching).



What if staff don't want to graduate students from interventions?

IMPACT

IN/ON/OUT

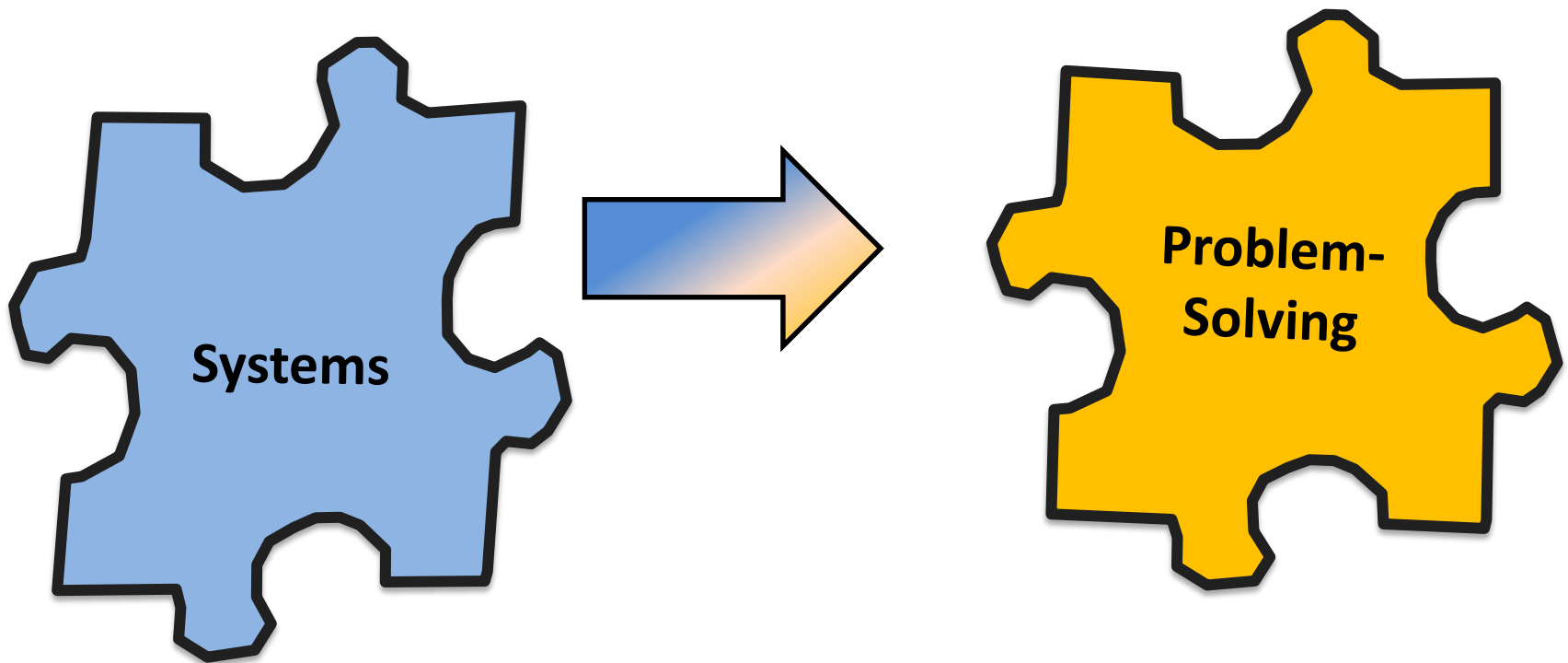
			Decision Rules:		
Intervention Name	Contact Name	Type (S/R)	In	On	Out

Intervention Name	Contact Name	S/R	Data Rules:		
			In	On	Out
Check in-check out	V.B.	R	Frequency of incidents, failing 1 or more subjects, 2+ referrals (discipline), 8+ unexc absences in 1 m.p., attention seeking behavior	Increase in academic performance, fewer referrals, attendance improvement	Passing all academics, 6 weeks of <2 referrals, 6 weeks with <5 absences, decrease in attention seeking behavior
PEERS	S.F.	S	Identified with social skills deficits, could be IEP goals, BIMAS/Universal screener	Attending sessions, participation points	Completion of curriculum, Post test growth, TASSK, teacher rating scales
Fostering resilience & strength	A.S.	R/S	new interventions, still working on criteria		
Overcoming obstacles	J.R	R/S			

IMPACT

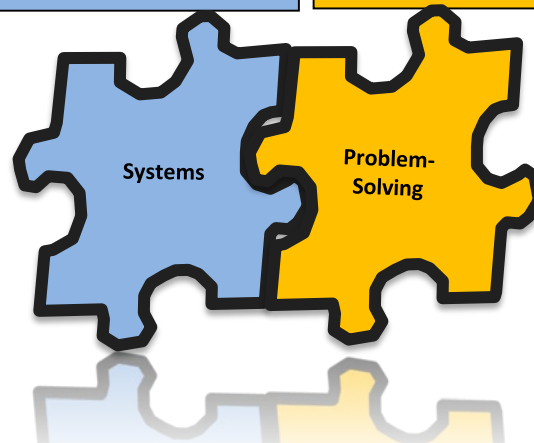
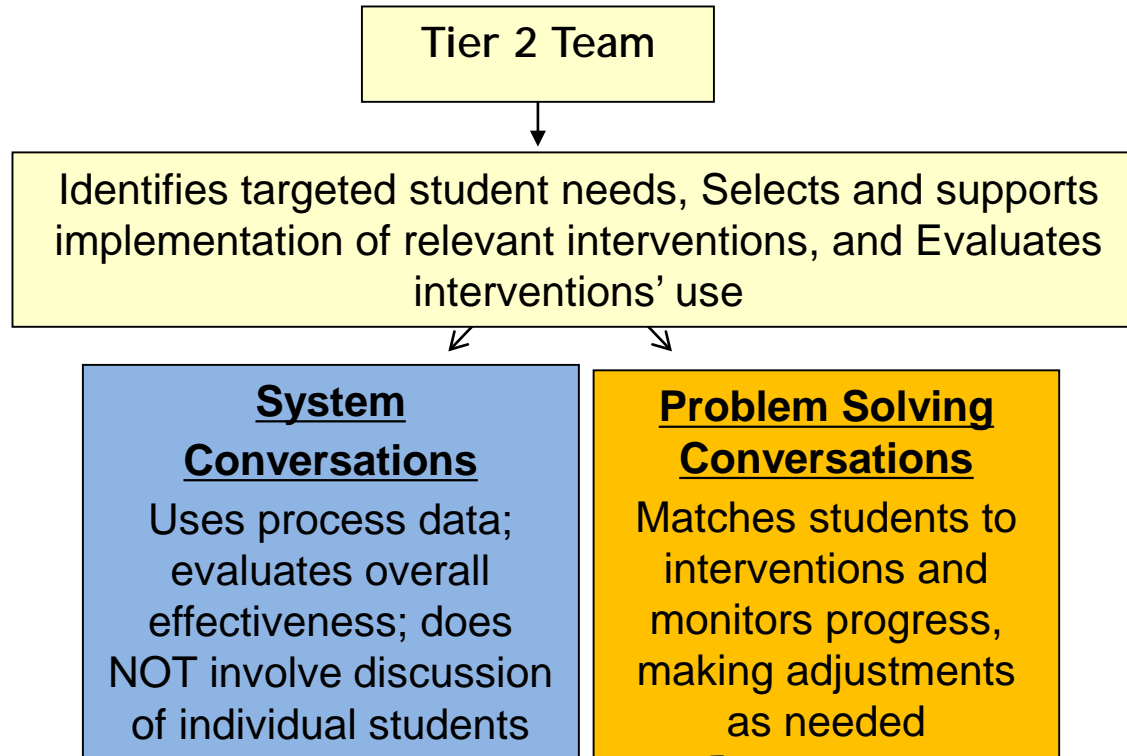
Let's go back to the ON criteria...

When an intervention is found to be successful overall* for most students but not for certain students...



**Example: More than 30% of students are responding to the intervention.*

3-TIERED SYSTEM OF SUPPORT NECESSARY CONVERSATIONS (TEAMS)



TIER 2 PROBLEM-SOLVING CONVERSATION OUTCOMES

Discuss individual students identified for supports

Review new students identified for support:

- Review Request for Assistance
- Review students identified via existing data
- Match students to existing interventions

Always
examine
FUNCTION
of student
behavior

Review students from systems monitoring

Traditional problem-solving:

- Identify need for increased and/or new supports

Refined problem-solving

- Identify readiness for decreased supports
- Identify readiness for graduating from intervention

TIER 2 PROBLEM-SOLVING CONVERSATION LOGISTICS

- ✓ Keep monthly meeting schedule
- ✓ Use meeting roles
- ✓ Keep updated comprehensive calendar of discussions
(completed and needed)
- ✓ Update student files with discussion information (in
alignment with school and district protocols)

What is working...
What lessons learned can we share...
DOVER HIGH SCHOOL



What Has Improved:

- Meeting attendance
- Returned and completed forms
- Monthly Data review
- Behavior Outcomes
- MTSS Coordination

Still Under Construction:

- Number of mentees per teacher
- Over referral by teachers/staff
- Data not returned by a mentor



Word of Wisdom from...

GALLAHER ELEMENTARY SCHOOL



Simple Progress Monitoring Strategies for All Interventions Can Be Developed

Increased Staff Buy-In Is Possible

Frequent communication with teachers about
Tier 2 students
Beginning of year PD

Teamwork Counts

Whole school approach (all hands on deck)
Divide and conquer (dividing tasks)

Communication is Important

Frequent meetings & review of data
(individual & systems level) to make decisions

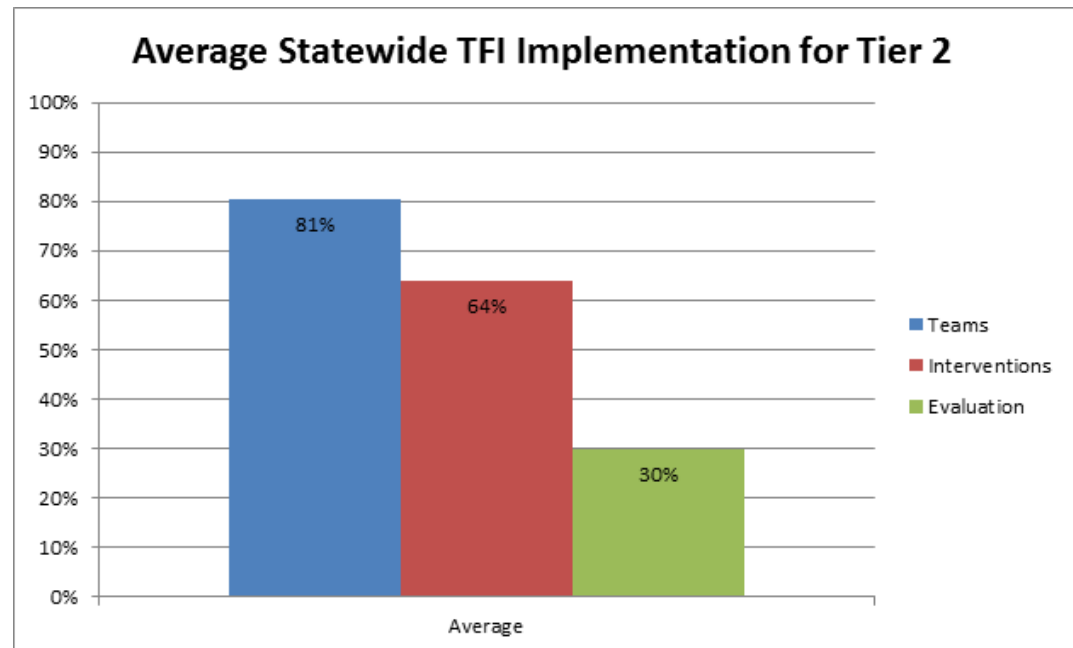
Using the TFI for Tier 2 Fidelity

Teams:

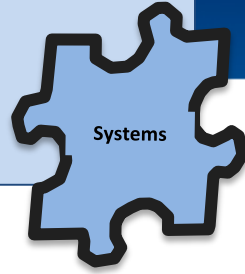
- Check out the Tiered Fidelity Inventory (TFI) for Tier 2

District and State Folks:

- Consider how to use the TFI with your schools
- Consider implications for your current professional development



TIER 2 SYSTEM CONVERSATIONS OUTCOMES



Procedures

People

Promotion

Programming

Impact



Professional Development for Teams

At Whole-Day “New Teams” Tier 2 Workshop (fall),
teams:

- Complete an asset map of MTSS
- Engage in an in-depth overview of 2 conversations
- Complete the TFI throughout the day
- Develop a Tier 2 Action Plan
- Are exposed to Tier 2 website, resources and recognition activities

At Half-Day “Networking” Session (fall), teams:

- Review PD concepts (the systems and problem solving conversations)
- Engage in opportunities for sharing, including formal school presentations
- Update Asset Map, TFI scores and Action plan (can be done during the morning session and/or in the free team time in the afternoon)



Thank you!

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Delaware Positive Behavior Support Project

