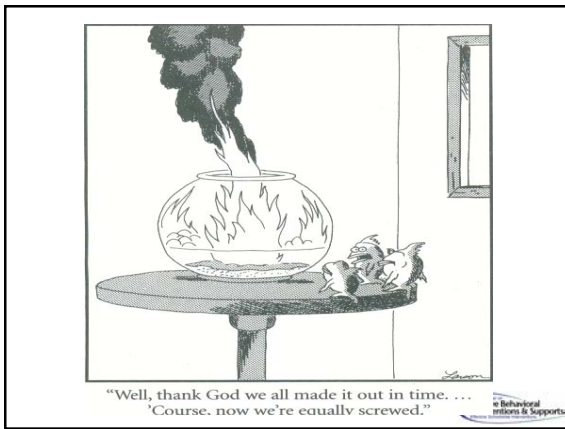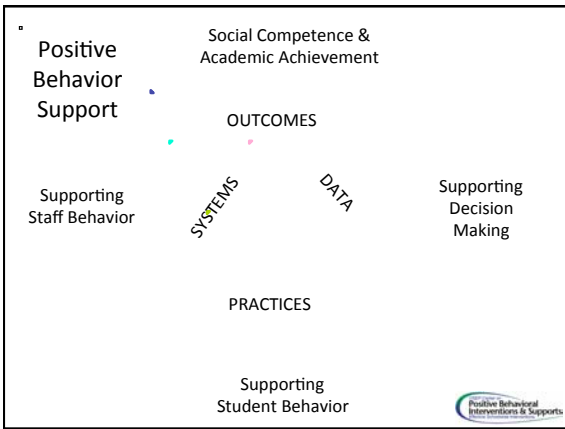## Several Years In: Tier II & III Systems & Classroom Problem Solving

Tim Lewis, Ph.D.
University of Missouri

Center on School-wide Systems of Positive Behavior Support
University of Missouri - Columbia

JIMMY, SIXTH-GENERATION PAIN IN THE ASS

Positive Behavior Support

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

Supporting Staff Behavior

Supporting Decision Making

PRACTICES

Supporting Student Behavior

"Well, thank God we all made it out in time. ... 'Course, now we're equally screwed."

Basic Tier II/III Steps

1. School-wide, including classroom, universals in place
2. Identify students who need additional supports
3. Identify what supports student needs
   – Environment
   – Intervention
4. Monitor & evaluate progress

Starting Point

- Work within current formal and informal systems
- Develop missing steps of efficient process
- Provide training and technical assistance to facilitators
  – Classroom Problem Solving Teams (partnership)
  – Tier II Team
- Guided process with templates for environmental modifications and interventions
- Goal = fluency among all faculty and staff

Tier II/III Support Process

- Step 1 – Insure Universals, including Classroom, in place
- Step 2 – Student Identification Process
  - Decision Rules
  - Referral
  - Screen
- Step 3 – Classroom Problem Solving
  - Classroom supports (function-based)
  - Progress monitor
- Step 4 - Tier II/III supports
  - Non-responders to grade level supports
  - Match function of student behavior to intervention
  - Progress monitor
- Step 5 - Evaluate Process

NIGEL FAILS THE "ATTITUDE" TEST...

Teams
(Data, Practices, Systems)

- School-wide PBS
  - Universals
  - Connect points to Tier II & III
- Classroom Problem Solving
  - Review data
  - Develop function-based interventions
- Tier II/III
  - Partner with Classroom Problem Solving Lead/Coordinator
  - Coordinate and monitor tier II/III supports

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2. Identifying students

- Current data
  - Confidence in numbers
  - Consistency across data points
- Teacher Referral
- Screening

Approximately 10% of total students

Data Decision Rules

- Office Discipline Referral (ODR)
  - Major
  - Minor
- Time out of Instruction
  - Buddy Room
  - Safe Seats
  - "Discipline" Room

RRKS TOC (front side)

RRKS – Time Out of Class　　　　　　**Code: _____**

Student: _____　　Date:_____

Incident Time: _____# of min. out of rm.: _____

Teacher: _____Subject: _____

What did you do/not do that got you sent out of class?
_____
_____

Circle the RRKS expectation that was not followed:
　Respect　Responsible　Kind　Safe

What will you do differently next time?
_____

RRKS TOC (back side)

Processing Checklist:
Processing data & time:

• Review with the student reason he/she was sent out.

• Teach & practice replacement behavior.

• Provide positive reinforcement for replacement behavior.

• Check the setting in which the behavior occurred.

Minor List: Circle the appropriate code

(MDD) Defiance/Disrespect/Non-compliance	(MDS) Disruption	(MI) Inappropriate Verbal Language
(MO) Other	(MPC) Phys. Contact	(MP) Property Misuse

Whole group instruction

Small group instruction

Individual work

Working with peers

Alone

1-on-1 instruction

Interacting with peers

Other: Please identify below

Other Strategies to Identify Students

- Teacher Referral
  - Questions to discuss:
    - Who completes
    - When
    - What data must be used/cited
    - Focus on externalizing and internalizing
- Screening
  - What instrument
  - Schedule

Screening Instruments at a Glance

Name of Instrument	Description/Purpose /Use	Ages	Method(s)	Administration	Cost	Ordering Information
SDQ = Strengths & Difficulties Questionnaire (Goodman, 2001)	Brief behavioral screening questionnaire that asks about 25 attributes, some positive and others negative. Scores for conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior Reports Score As = Low, Medium or High Risk *Internalizing & Externalizing Concerns	K-12	Teacher or Parent Report (ages 4-10) Teacher or Parent Report (ages 11-17) Student Self-Report (ages 11-17)	45 min-1hr/class 25 items On-line administration and scoring available Manual scoring = 10 min/student	No cost if administered and scored online. 1 page per student if administered and scored by hand.	www.youthinmind .net www.sdqinfo.com

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Work Time

- With your neighbor, discuss current data collection strategies in your school and how they might be used to create a data-decision rule to identify students who need tier II supports.

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3. Classroom Problem Solving

- Grade level / combinations
- Once a week focus of meeting = social behavior concerns when decision rule met
- Standard problem solving steps

Classroom Problem Solving

- Process leader
  - Classroom teachers, Specialist teachers
- Tier II Team partner
  - School Psychologist, Counselor, Administrator
- Process
  - Data-based decision making
    - Guiding questions
  - Function-based intervention
    - Teach replacement
    - Environmental alterations / supports
  - Monitor progress

Classroom Problem Solving

- Student meets data decision rule
- Classroom teacher completes preliminary forms (documents student progress to date)
- Grade level lead walks team through problem solving process
- Tier II Team partner attends if team is unable to identify patterns leading to intervention or when significant concerns noted
- Plan put in place
- Student progress monitored and reported at weekly meetings

Classroom Problem Solving Process

- Develop intervention based on function of behavior
  - Environment changes
  - Student skills to teach/practice/reinforce
- Monitor progress
  - Same data that brought them to your attention
  - Problem and Appropriate behavior
  - Teacher observations

Form D
Grade Level Team Tier 2 Function Based Matching Process

Student:_____ Classroom Teacher:_____ Grade: ____
Date:_____

Complete the Brief Assessment of Function of Behavior & Matching Process **with your grade level team.**

1. Summary of the Problem

We have the most problems during _____

_____
(Time of day/class/Activity/Routine)

Antecedent Function/Pay Off (Trigger/Predictor)	Problem Behavior (Student Behavior of concern)	Response	
When...	The student will...	Then this happens (teacher does)	So, the function of behavior is to: Get or Avoid (circle one)

2. Replacement Behavior (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])

3. Student Goal (Measurable; Consider level of typical peer, *see Matching Progress Monitoring Methods to Student Goals: Example, Page 25 of this handbook*):

4. Intervention Plan (See *Antecedent Interventions*, Page 26 of handbook)
Intervention Strategy(ies):

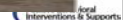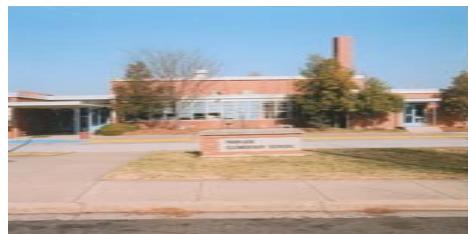| Antecedent Interventions (Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)	Replacement Behavior / Skill (What we want the student to do instead)	Response / Consequence (What happens when student demonstrates behavior / skill)
		Positive Specific Feedback
		Corrective Feedback

5. Progress Monitoring
How will teacher monitor progress toward the student goal? (See example forms on pages 27-30)

Antecedent Intervention Examples

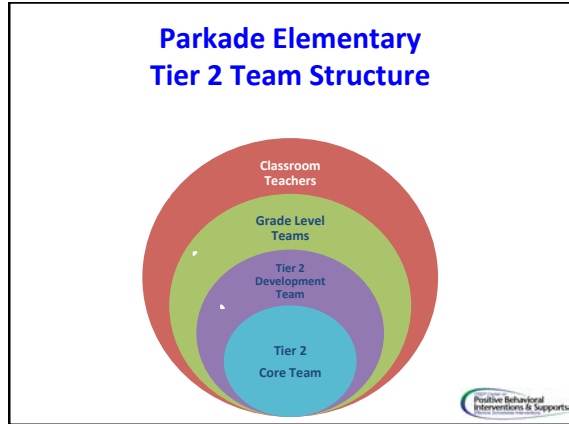| Function	Intervention Strategy	Example
Get Attention	Schedule adult attention	• Have adult work with student • Have adult provide periodic attention • Lunch meeting with teacher • Behavior plan • Grade level or teacher triage
	Schedule peer attention	• Pair student with peer • Use peer tutoring or mentoring
	Increase proximity to student	• Move seating arrangement • Periodically move about classroom
	Provide preferred activity	• When adult is occupied assign more preferred activity
Avoid	Adjust demand difficulty	• Provide easier work

	Offer choices	• Allow student to choose:
		  ○ Task to complete
		  ○ Sequence of tasks to be completed
		  ○ Materials to use
		  ○ Where to complete task
		  ○ When to complete task
		  ○ With whom to complete task

	Increase student preference/interest in activity	• Incorporate student hobbies/interests into activities
	Assure that activities have functional or meaningful outcome	• Provide activities with valued outcome • Write and read Social Stories
	Alter length of task	• Shorten activity • Provide frequent breaks
	Modify mode of task completion	• Change medium/materials • Replace pencil and paper with computer, etc.
	Use behavioral momentum, task dispersal	• Present easy requests prior to difficult requests.
	Increase predictability	• Provide cues for upcoming or change in activities (instructional, visual, auditory)
	Modify instructional delivery	• Use pleasant tone of voice

Parkade Elementary Columbia, MO

School Demographics

- Currently 430 students
- District Multi-Categorical classroom
- District Emotional Disturbance program
- Free and Reduced Percentage: 65%
- Special Education Students: 19%
- Mobility: 23%
- Ethnicity
  - White 46%
  - Minority 53%
  - Black 36%
  - Hispanic 7.5%
  - Asian 4%
  - Multi 2.5%
  - American Indian 2%
  - Pacific Islander 1%

Parkade Elementary Tier 2 Team Structure

- Classroom Teachers
- Grade Level Teams
- Tier 2 Development Team
- Tier 2 Core Team

Grade Level Teams

- Meet Weekly Rotating between Academics and Social Behavior
- Discuss Students Who Meet Data Decision Criteria
- Use Function Base Decision Making
- Collaborate and Generalize for Similar Students' Behavior and Function

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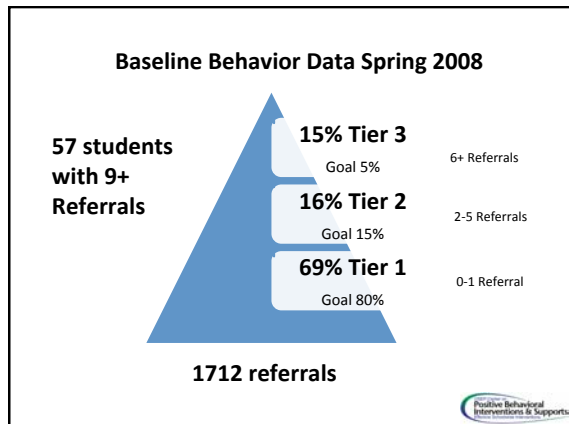## 1. Insure **Universals** Including Classrooms are in Place

- Teams discuss their expectations, rules, procedures and routines before the school year starts and then explicitly teach those in the first few days of school.

- Morning Meetings from 8:50-9:20 school-wide

- Lessons are determined by looking at previous months data

How We Know Universals Are in Place

- Schoolwide Evaluation Tool over 92%
- Administrative Walk-Through's To Observe Classrooms
- Feedback from Parents and Visitors
- Office Discipline Data

Baseline Behavior Data Spring 2008

57 students with 9+ Referrals

- 15% Tier 3 — Goal 5% — 6+ Referrals
- 16% Tier 2 — Goal 15% — 2-5 Referrals
- 69% Tier 1 — Goal 80% — 0-1 Referral

1712 referrals

Slide 1

Current Behavior Data 2010-2011

16 Students with 9+ Referrals

7% Tier 3
Goal 5%
6+ Referrals

10% Tier 2
Goal 15%
2-5 Referrals

83% Tier 1
Goal 80%
0-1 Referrals

516 Referrals

Slide 2
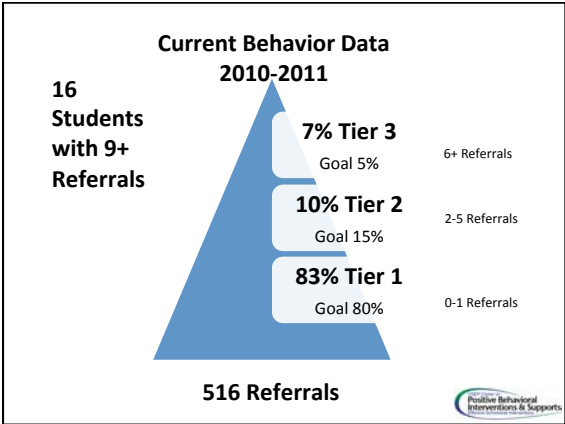
ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:
1 = inconsistent or unpredictable ....5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students engaged at high rates during individual work	1 2 3 4 5
• Down-time (including transitions) is minimal	1 2 3 4 5

Slide 3

1: Insure Universals, including **Classrooms** are in Place

1. **Expectations & Rules**
2. **Procedures & Routines**
3. **Acknowledgment**
4. **Response Strategies & Error Correction**
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty

Slide 4

Classroom Quiz

1. When the teacher _____, most students stop and listen.

   Yes   Sometimes   No

2. When class starts, the teacher has everything ready.

   Yes   Sometimes   No

3. Before we start a new activity, the teacher reminds us what we are supposed to do.

   Yes   Sometimes   No

4. When we are asked to work by ourselves, all students work quietly and do what they are supposed to do.

   Yes   Sometimes   No

5. I often finish my work and do not know what I should be doing while others are still working.

   Yes   Sometimes   No

Slide 5

Tier II Support Process

1. Insure Universals, including Classroom, in place
2. **Student Identification Process**
3. Classroom Problem Solving
4. Tier II Supports
5. Evaluate Process

Slide 6

2. Student Identification Process

Parkade Tier II Data Decision Rules – Behavior:
- 2-5 Office referrals (Major)
- 2+ Buddy Room referrals in a 2 week period (Minor)
- Student is engaging in a repeated pattern of problem behavior in more than one setting or with more than one adult
- Internalizing Behaviors
- Problem behavior is having negative consequences on student's social relationships
- The problem behavior is NOT dangerous to student or others

Behavior Data Review

- On Monday teachers receive Minor and Major office discipline referrals before Grade Level Team Meeting Review and highlight students who meet any Tier II data decision rule
- Describe the Observable Problem Behavior
- Be prepared to discuss student at Grade Level Team Meeting

3. Classroom Problem Solving

Grade Level Teams…

Discuss Individual Students to Identify Strategies that Work for Similar Students in Each Teacher's Class

Just like they do for Academics

The Problem Solving Process

- Write Summary Statements
  - **A**ntecedents
  - Observable Problem **B**ehavior
  - Outcomes/Consequences
  - Determine Function of Behavior
- Identify Replacement Behavior
- Decide on Strategies That Match the Function
  - – Increase the Replacement Behavior
  - – Decrease the Problem Behavior
- Plan to Progress Monitor

ABC Example

Antecedent	Behavior	Outcome	Function
When *Given an independent work task, mostly writing*	Student Will *Walk around the room, put head down, talk to other students*	Because *Teacher works with student 1 on 1.*	Therefore, the function is to <u>avoid</u> or access *hard writing tasks.*

Replacement Behavior: *Begin work, work the entire time and appropriately ask for help.*
Strategies to Increase Replacement Behavior: *Teach student to put a Post-It on desk to ask for help.*
Strategies to Decrease Problem Behavior: *Write to the star then check –in with the teacher.*

How Did We Teach These Steps?

- Multiple practice rewriting generic behaviors into specific observable behavior
- ***ABCs of Behavior***: Dr. Chris Borgmeier, Portland State University.
- Training During Grade Level Team Meetings
- Model, group practice, homework, review
- Practice, practice, practice

We Always Come Back to…
Classroom Effective Practices

1. Expectations & Rules
2. Procedures & Routines
3. Acknowledgment
4. Response Strategies & Error Correction
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty

Tier II Support Process

1. **Insure Universals, including Classroom, in place**
2. **Student Identification Process**
3. **Classroom Problem Solving**
4. Tier II Supports
5. Evaluate Process

Grade Level Problem Solving

http://www.vimeo.com/54954199

How Do We Know if Classroom Environmental Changes Were Effective?

- DATA
  - Office Discipline Referrals (minors and majors)
  - Teacher Progress Monitoring (work completion, Pride Tickets earned, etc)
  - Teacher perception

---

3. Tier II Supports

- Students who do not respond to classroom / informal supports (grade level 2-3 weeks)
- Student brought to Tier II Team
  - Classroom problem solving plan
  - Progress data
- Based on function of problem behavior and response to classroom supports, match student to Tier II intervention

---

Tier II Supports

- Centralized
- Each has a coordinator
- Placed in support by Tier II Team
- Classroom supports continued / modified
- ALL in building aware of their role in supporting students in Tier II Supports

---

Tier II Supports

- Self-Management
  - Check in / Check Out -Primary / middle
  - Check & Connect - Secondary
- Social Skill Groups
- Academic Supports

CICO Record

Name: _____   Date: _____
0 = Need work,   1 = "OK"   2 = Nice Job

	Safe			Responsible			Respectful		
Check In	0	1	2	0	1	2	0	1	2
Before Recess	0	1	2	0	1	2	0	1	2
Before Lunch	0	1	2	0	1	2	0	1	2
After Recess	0	1	2	0	1	2	0	1	2
Check Out	0	1	2	0	1	2	0	1	2

Today's goal _____   Today's total points _____

Comments:

HAWK Report

Date _____   Student _____ Teacher_____

0 = Not Yet 1= Good 2= Excellent	Be Safe — Keep hands, feet, and objects to self			Be Respectful — Use kind words and actions			Be Your Personal Best — Follow directions		Be Your Personal Best — Working in class			Teacher initials
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Recess	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Lunch	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	
Recess	0	1	2	0	1	2	0	1	2				
Class	0	1	2	0	1	2	0	1	2	0	1	2	

Total Points = _____
Points Possible = __50__

Today _____%   Goal _____%

Why does CICO work?

- **Improved structure**
  - Prompts are provided throughout the day for correct behavior.
  - System for linking student with at least one positive adult.
  - Student chooses to participate.
- **Student is "set up for success"**
  - First contact each morning is positive.
  - "Blow-out" days are pre-empted.
  - First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.
- **Increase in contingent feedback**
  - Feedback occurs more often.
  - Feedback is tied to student behavior.
  - Inappropriate behavior is less likely to be ignored or rewarded.

Why does CICO work?

- **Student recruits adult support**
  - Student uses card to recruit adult attention.
  - Very low "effort" for teacher
- **Program can be applied in all school locations**
  - Classroom, playground, cafeteria (anywhere there is a supervisor)
- **Elevated reward for appropriate behavior**
  - Adult and peer attention delivered each target period
  - Adult attention (and tangible) delivered at end of day

Why does CICO Work?

- **Linking behavior support and academic support**
  - For academic-based, escape-maintained problem behavior incorporate academic support
- **Linking school and home support**
  - Provide format for positive student/parent contact
- **Program is organized to morph into a self-management system**
  - Increased options for making choices
  - Increased ability to self-monitor performance/progress

Steps in Social Skill Instruction

- Assessment
- Planning
- Lesson Development
- Teaching
- Generalization

Lesson Components
(practices)

- rule for when to use the skill
- set of useful skill variations
  - teach the rule (TELL)
  - demonstrate the skill (SHOW)
  - students practice the skill (PRACTICE)
  - review and test the skill (PRACTICE)
  - assign homework (PRACTICE)

Teaching social skills follows the same format as teaching academic skills

Positive Behavioral
Interventions & Supports

## 4. Monitor Student Progress and Evaluate Process

- Original data sources that lead to student identification
  - ODR
  - Attendance
  - Academics
  - "time out of class"
  - Teacher perception
- Key = frequent and regular
  - Celebrate success
  - Adjust if student doesn't respond (or problems start reappearing)
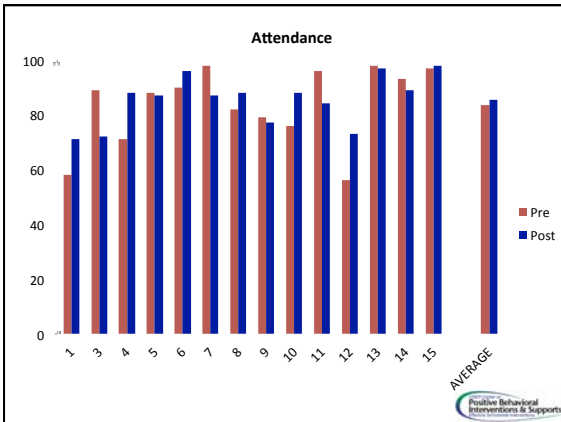- Cost –Benefit Analysis of overall process

Positive Behavioral
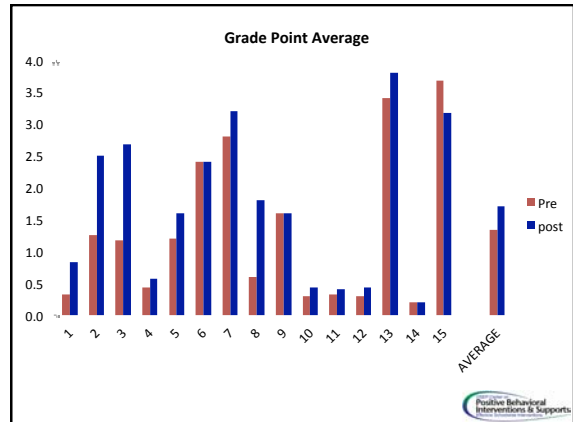Interventions & Supports

Office Discipline Referrals
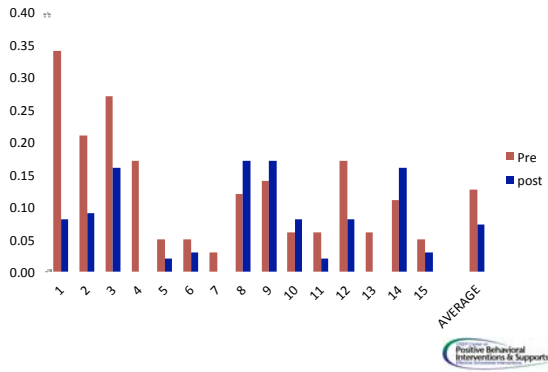
Time Out of Class
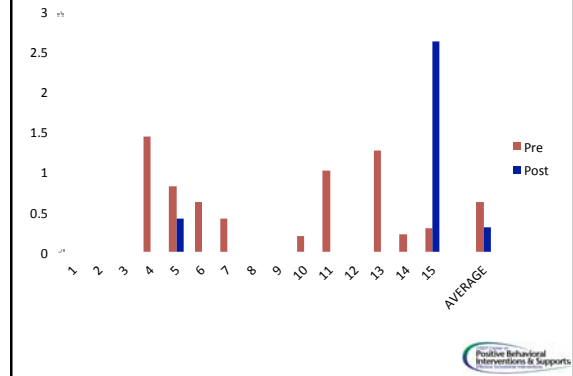
Attendance

Grade Point Average

4. Evaluate Process

- Tier II/III Interventions
  - Integrity of Implementation Checks
  - Student Data Graphs
  - Staff Self Assessment Surveys
  - Student Surveys
- Entire Tier II/III System
  - *Benchmark for Advanced Tiers (BAT)*
  - *Individual Students Systems Evaluation Tool (ISSET)*
  - Office Discipline Data

Lessons Learned

- "Scheduling meetings is tricky"
- "Must take the time to build trust"
- "It is hard to focus on Tier II and not students needing Tier III support"
- "Plan for bringing new staff and new teams up to date"
- "Time for continuing professional development"
- "Having a big enough binder"