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

Tim Lewis, Ph.D.  
University of Missouri

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

SYSTEMS
PRACTICES
DATA
Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

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

“Well, thank God we all made it out in time... Course, now we’re usually screwed.”
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

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

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

<table>
<thead>
<tr>
<th>RRKS – Time Out of Class</th>
<th>Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: _______________ Date: _______________</td>
<td></td>
</tr>
<tr>
<td>Incident Time: _______________ # of min. out of rm.: _______________</td>
<td></td>
</tr>
<tr>
<td>Teacher: _______________ Subject: _______________</td>
<td></td>
</tr>
<tr>
<td>What did you do/not do that got you sent out of class? _____________________________________________</td>
<td></td>
</tr>
<tr>
<td>Circle the RRKS expectation that was not followed: Respect Responsible Kind Safe</td>
<td></td>
</tr>
<tr>
<td>What will you do differently next time? _____________________________________________</td>
<td></td>
</tr>
</tbody>
</table>
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

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.

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 ___________

Completed the Most Assessment of Function of Behavior & Matching Process with your grade level team.

1. Summary of the Problem

We have the most problems during ____________________________

(If this column is not applicable, enter N/A)

Antecedent (Pre-Event)

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Describe the function of behavior & get or avoid endorsed)

2. Hypothesis (What do we want the student to do instead? An appropriate behavioral skill found in the Schoolwide PBS expectations outline)

(Describe the function of behavior & get or avoid endorsed)

3. Intervention Plan

(See Assessment Intervention, Page 26 of Handbook)

4. Progress Monitoring

(See Assessment Intervention, Page 26 of Handbook)

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%

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

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

Parkade Elementary Tier 2 Team Structure

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

Baseline Behavior Data Spring 2008

- 15% Tier 3
  - Goal 5%
  - 57 students with 9+ Referrals
- 16% Tier 2
  - Goal 15%
- 69% Tier 1
  - Goal 80%
- 1712 referrals
- 6+ Referrals
- 2-5 Referrals
- 0-1 Referral
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

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

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

ENVIRONMENTAL INVENTORY

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

Physical Space
- A physical space is arranged to allow access to instructional materials.
- Work stations are clearly marked in a consistent manner.
- Materials flow from station to station with a consistent routine.

Attention
- A consistent and clear attention signal is used across instructional contexts.
- Uses a variety of techniques to gain, maintain, and regain student attention to task.

Time
- Does the teacher make instructional cues and materials to gain, maintain, and regain student attention?
- **Remarks are prepared and ready to go.**
- **Preparations are given prior to transitions.**

Communication
- Common questions are anticipated and handled with a consistent routine. Unexpected questions are minimized with an emphasis on resorting to instruction.
- Students engaged at high rates during individual work.
- Classroom time including transitions is minimal.

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.

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
  - Antecedents
  - Observable Problem Behavior
  - 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

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

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

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:** ______________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before Lunch</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>After Recess</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Check Out</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Today's goal**

**Today's total points**

### 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.

### 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

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

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”