Linking Teams Across the Continuum

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OSEP Center on Positive Behavioral Interventions & Supports

Big Ideas
- Understand interaction between behavior and the teaching environment
  
  Behavior is functionally related to the teaching environment

  - Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
  - Create environments to support the use of pro-social behaviors (practice, practice, practice)
    - School-wide
    - Classroom
    - Small Group / Individual

Teams
(Data, Practices, Systems)

- School-wide PBS
  - Universals
  - Connect points to Tier II & III
- Tier II (III) (e.g., CARE, SAT, TAT)
  - Data Decision Rules
  - Match intervention to need
- Classroom Problem Solving
  - Review data
  - Develop function-based interventions

Tier II (III) Process

Basic 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

1. Classroom Universals in place

• Review of essential feature
• Implementation Plan

Essential

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

Systems

• Teach
  – Brief in-service, single topic focus
• Practice (performance feedback)
  – Peer coaching
  – Principal “walk throughs”
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

<table>
<thead>
<tr>
<th>Code:</th>
<th></th>
</tr>
</thead>
</table>

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.

Whole group instruction:
- Small group instruction
- Working with peers
- Alone
- 1-on-1 instruction
- Interacting with peers

Other Please identify below

Minor List: Circle the appropriate code

- (RRK) Office
- (RKS) Plans
- (EKS) Property

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

<table>
<thead>
<tr>
<th>Name of Instrument</th>
<th>Description/Purpose/Use</th>
<th>Age</th>
<th>Method(s)</th>
<th>Administration</th>
<th>Cost</th>
<th>Ordering Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>505 + 1040 = Teacher Rating Scales</td>
<td>Brief behavioral screening instrument that contains mostly Likert type items.</td>
<td>8-12</td>
<td>Teacher Rating Scales (1-5)</td>
<td>Online administration, scoring, and scoring report available</td>
<td>$15</td>
<td><a href="http://www.schooltech.com">www.schooltech.com</a></td>
</tr>
<tr>
<td>505-30240 = Teacher Rating Scales (1-5)</td>
<td>Teacher Rating Scales (1-5)</td>
<td>5-10</td>
<td>Teacher Rating Scales (1-5)</td>
<td>Online administration, scoring, and scoring report available</td>
<td>$15</td>
<td><a href="http://www.schooltech.com">www.schooltech.com</a></td>
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<td>11-17</td>
<td>Teacher Rating Scales (1-5)</td>
<td>Online administration, scoring, and scoring report available</td>
<td>$15</td>
<td><a href="http://www.schooltech.com">www.schooltech.com</a></td>
</tr>
</tbody>
</table>
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

- Check in / Check Out
- Social Skill Groups
- Academic 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
Tools To Assist

- Identify Progress Monitoring Tool
  - Tier I
    - Team Implementation Checklist
    - Benchmarks of Quality
    - School-wide Evaluation Tool
    - School Assessment Survey
    - SWIS
  - Tier II/III
    - CICO Progress Monitoring Tool
    - Benchmark for Advance Tiers (BAT)
    - Individual Student Systems Evaluation Tool (ISSET)

Benchmarks for Advanced Tiers (BAT)

- Allows teams to self-assess implementation status of Tier 2 & Tier 3 behavior support systems within their school.

Benchmarks for Advanced Tiers (BAT)

- Designed to answer 3 questions:
  - Are foundational (organizational) elements for implementing Tier 2 & Tier 3 behavior support practices in place?
  - Is a Tier 2 support system in place?
  - Is a Tier 3 support system in place?
Instructions for Completing BAT

**Who:** The team(s) or individuals involved with Tiers 2 and 3 behavior support

- Before starting the first administration, read through the items to determine who on campus will be likely to have knowledge of the topic(s).
- If there is not currently a team in place, the BAT should be completed by individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.

**How:**

- Team (or individuals involved with Tiers 2 and 3 behavior support) must reach consensus on the score for each item.
- If completed independently, the team reconvenes to review scores on each item.
- As a beginning Tier 2 team complete only sections A – G

**Scoring:** After reviewing the rubric for each item, select the score that most closely matches the current level of implementation at the school

- Rate each item as ...
  - “2” fully in place,
  - “1” partially in place, or
  - “0” not yet started.

**Using the BAT Results**

- The BAT assesses progress over time, as scores on each area can be tracked on a year-to-year basis.
- School teams should use the BAT to build an action plan that defines next steps in the implementation process.

**BAT Scales & Subscales**

**Foundations**
A. Tier 1 Implementation of SW-PBS

**Tier 2 and 3 Foundations**
B. Commitment
C. Student Identification
D. Monitoring & Evaluation

**Tier 2 Targeted or Small Group Interventions**
E. Tier 2 Support System
F. Main Tier 2 Strategy Implementation
G. Main Tier 2 Strategy Monitoring & Evaluation
BAT Scales & Subscales

**Tier 3 Intensive Interventions**
- H. Tier 3 Support System
- I. Tier 3 Assessment & Plan Development
- J. Tier 3 Monitoring & Evaluation

**Additional Tier 2 Targeted or Small Group Intervention**
- Tier 2 Strategy Implementation
- Tier 2 Strategy Monitoring & Evaluation

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**BAT Order of Analysis**

**Summary and Overall Implementation Scores – The Big Picture**
- Compares performance across tiers and over time

**BAT Subscale Results – Digging Deeper**
- A graph with percent implemented for each of the subscales

**BAT Raw Data Scores – The Details**
- A report to analyze raw scores over time

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**BAT Order of Analysis**

**Summary & Overall Implementation Scores – The Big Picture**
- Compares performance across tiers & over time

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**Item G. Main Tier 2: Strategy Monitoring and Evaluation**

28. An information system is used to monitor the impact of the Tier 2 strategy.
   - Assessment 1 0  Assessment 2 1  Assessment 3 0

29. There are documented decision rules to decide which students access the strategy and implemented consistently.
   - Assessment 1 0  Assessment 2 1  Assessment 3 0

30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.
   - Assessment 1 0  Assessment 2 1  Assessment 3 0

31. Fidelity of the Tier 2 strategy is assessed.
   - Assessment 1 1  Assessment 2 1  Assessment 3 0

**Total that you will see in the Individual Benchmarks for Advanced Tiers Chart**
- Assessment 1 13%  Assessment 2 50%  Assessment 3 0%

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**Summary**

**Tier 3 Intensive Interventions**
- H. Tier 3 Support System
- I. Tier 3 Assessment & Plan Development
- J. Tier 3 Monitoring & Evaluation

**Additional Tier 2 Targeted or Small Group Intervention**
- Tier 2 Strategy Implementation
- Tier 2 Strategy Monitoring & Evaluation

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**Total that you will see in the Individual Benchmarks for Advanced Tiers Chart**
- Assessment 1 13%  Assessment 2 50%  Assessment 3 0%
A. Foundations
Universal SW-PBS in Place
• Specific Focus on Classroom
  – Review of essential features
  – Implementation Plan

B. Commitment
• School-wide PBS Team
  – Universals
  – Connect points to Tier II & III
• Tier II (III) Team
  – Partner Universal Team
  – Coordinate and monitor tier II/III supports

C. Student Identification
• Decision Rules
  – Current data
    • Confidence in numbers
    • Consistency across data points
• Teacher Referral
• Screening

D. Monitoring & Evaluation
• Teachers & family members involved in decision making about Tier II/III supports

E. & F. Tier II Support systems
• Centralized assignment
• Each strategy has a coordinator
• Classroom supports continued / modified
• ALL in building aware of their role in supporting students in Tier II Supports
• In line with universal expectations
• Data used to place student in appropriate Tier II support

F. (plus additional) Tier II Strategies
• Check in / Check Out
• Social Skill Groups
• Academic Supports
G: Monitor Student Progress and Evaluate Process

- Original data sources that lead to student identification
  - ODR (major / minor)
  - 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

H. I., & J.: Tier III

- Follow same system structure
  - Data decision rules to identify student(s)
  - Teacher & Family involvement
  - Centrally coordinated
  - Match intervention to student need
    - FBA
    - Other supports
  - Carefully monitor and evaluate