

Positive Behaviour for Learning  
School-wide Conference 2015  
New Zealand

# Installing Tier 2 Systems, Data and Practices

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Concurrent Session #1  
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# Content

- Understanding Tier 2 Systems
- Using Data at Tier 2
- Critical Features of Tier 2 Interventions
  - Check-In Check-Out
  - Social Academic Instructional Groups
  - CICO w/Individualized Features
  - Social Skills Instruction w/Individualized Features

# Consider **what is in place** at Tier 1 as you move forward

(There may be holes that need to be repaired)

- 3-5 clearly defined behavioral expectations
- Matrix developed with plan for daily/weekly teaching
- Teaching system established and teaching taking place at least monthly (ideally weekly or every other week)
- Data system established, data entered daily, analyzed at least monthly
- Acknowledgement system established and implemented with fidelity (short term, intermittent, and long term schedules)
- Utilizing problem solving process to make continuous improvements based on data
- Communication in place to key stakeholders
- Roles (subcommittees?) on your Universal team that cover
  - a) data, b) teaching, c) acknowledgments, d) communication

# A Response to Intervention System: A Focus on Tier 2

## Academic Systems

### Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

### Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

## Behavioral Systems

### Tier 3/Tertiary Interventions

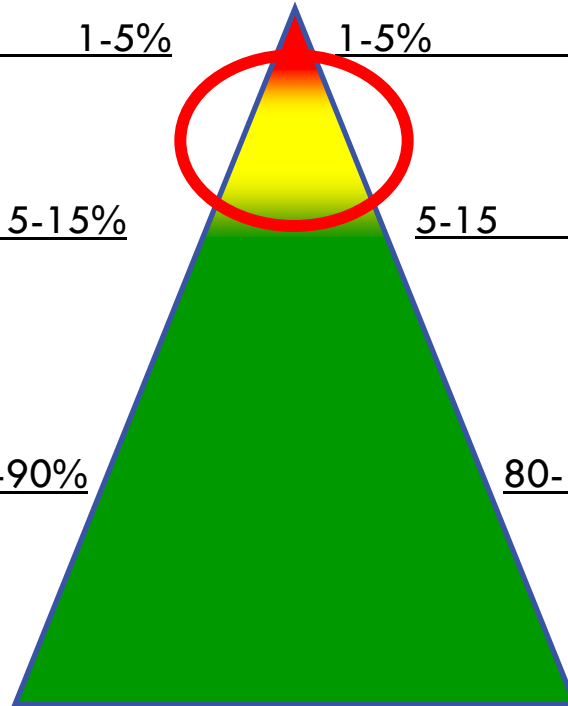
- Individual students
- Assessment-based
- Intense, durable procedures

### Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

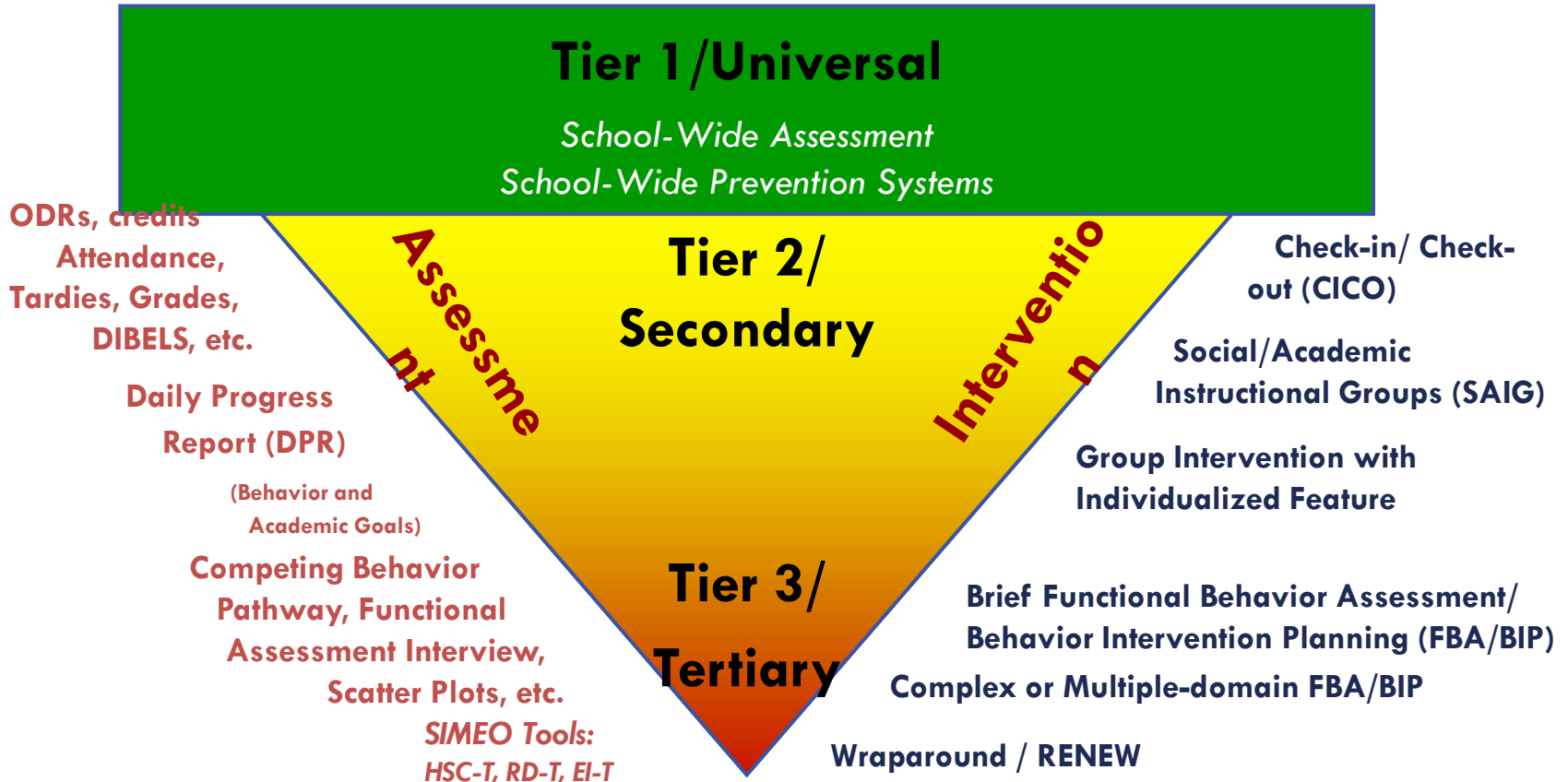
- All settings, all students
- Preventive, proactive



# **SYSTEMS**

Tier 2

# A Multi-Tiered System of Support for Behavior



# Understanding Roles/Functions

## Coordinator

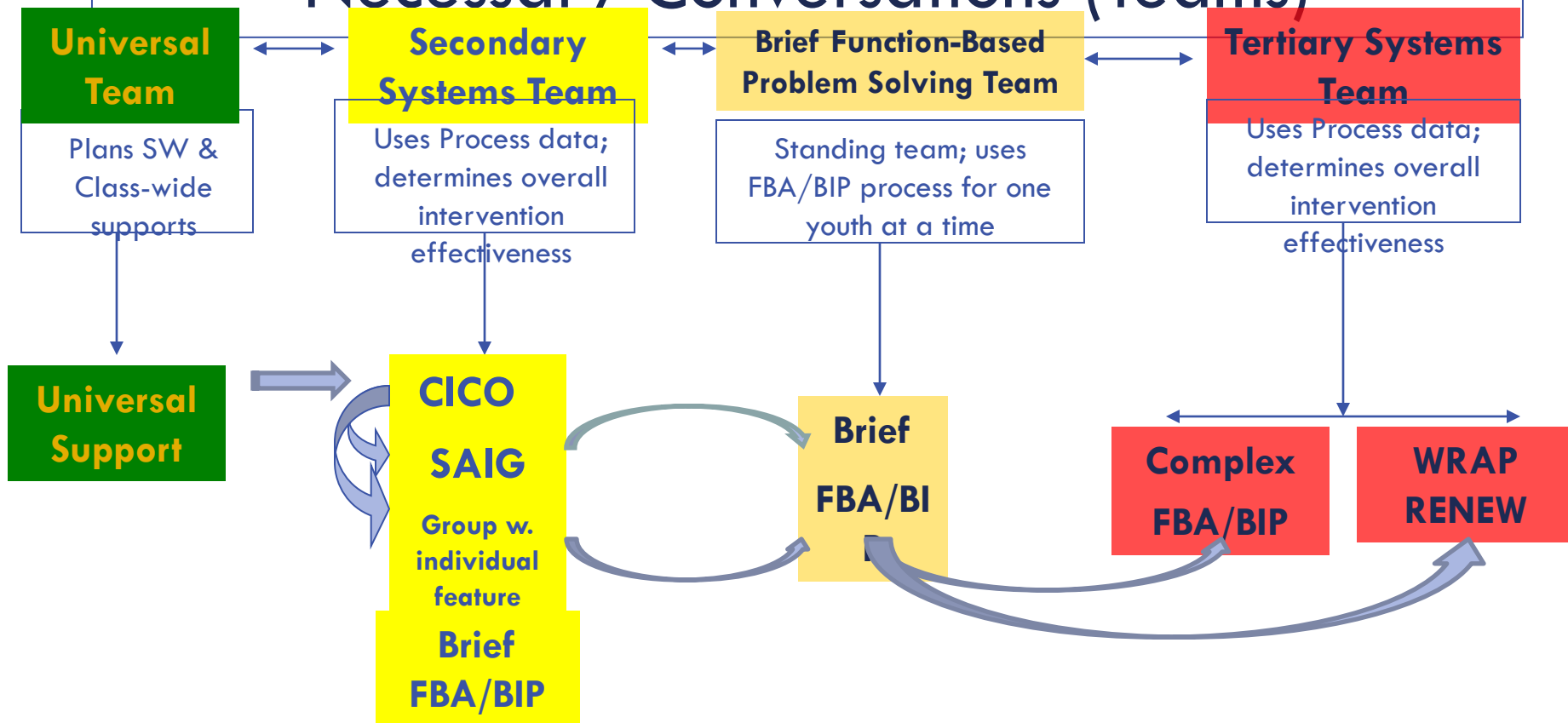
- Organizes and/or oversees the specific interventions such as CICO, S/AIG & Group with Individual Features
- Roles include: scheduling meetings, review & collect data to share during team meetings, etc...

## Facilitator

- Directly provides intervention support services to youth/families
- Roles include: meeting with students for CICO, running groups

# 3-Tiered System of Support

## Necessary Conversations (Teams)





# Teaming at Tier 2

- **Secondary Systems Planning ‘conversation’**
  - Monitors fidelity & impact of Tier 2 Interventions
  - Review data to make decisions on improvements to the **interventions**
  - Individual students are **NOT** discussed

# Secondary Systems Team Roles

Meet at least monthly for maximum of 1 hour

- **Team Leader:** responsible for agenda & facilitation of meeting
- **Intervention Coordinators (CICO, S/AIG community agencies who may be providing or facilitating interventions, etc.):** report out on aggregate student data from interventions they facilitate (ex. “50 youth in CICO, 40 are responding”)
- **Action Plan Recorder:** a.k.a. note taker
- **Time Keeper:** keeps team on topic and manages time per topic
- **Family Representative:** provide family voice on modifying interventions, need for additional interventions, and improving family involvement with interventions

# Tier 2 Team Roles

## Roles Needed:

- Team leader
- CICO coordinator
- Action plan recorder
- Time keeper
- Family Representative
- Community partner

## Who can fill these roles?

- General Education Teachers
- Special Education Teachers
- Paraprofessionals
- Special teachers (music, PE, librarian, etc)
- Social worker, school psychologist, guidance counselor
- Etc.

# PRACTICES

Review of Tier 1

# Critical Features of Tier 2 Interventions

1. Intervention linked directly to school wide expectations and/or academic goals.
2. Intervention continuously available for student participation.
3. Intervention is implemented within 3 school days of determining the student is in need of the intervention

# Critical Features continued

5. Intervention includes structured prompts for what to do in relevant situations.
6. Intervention results in students receiving positive and/or corrective feedback from staff.
7. Intervention includes a school-home communication exchange system at least weekly.

# Critical Features continued

8. Orientation process and introduction to materials is provided for students as they begin the intervention
9. Orientation to and materials provided for staff/ sub' s/volunteers who have students using the intervention. Ongoing information shared with staff.
10. Opportunities to practice new skills are provided daily.

# Data-Based Decision Making

## Numbers to Keep in Mind

- **80-90%**: Percent of total population whose needs will be met by Tier 1 alone
- **5-15%**: Percent of total population expected to need and be supported by Tier 2 interventions
  - 7 -12% could be supported in CICO
- **1-5%**: Percent of total population expected to need and be supported by Tier 3 interventions
- ✓ **70%**: Percent of youth (receiving intervention “X”) that should be responding to intervention

**Data-based Decision-Rules** for ‘determining response’ must be defined

Data sources defining response are **efficient**

Ex: Daily Progress Report (DPR) cards: *Student maintains an 80% average on DPR for 4 weeks*



**CHECK IN CHECK OUT**

# Why do you want 7-12% on CICO?

- Students in the past who would not have gotten any support “until things got worse” will now get a positive boost of support
- All teachers will expect that every day they will have kids cross their threshold who need higher rate of positive contact
- Quicker/easier to support kids who need Tier 3
- Structure to build transference and generalization from Social

# Data-Based Decision-Rules:

## Sample to Consider

### **a) Identification for CICO (IN):**

- Youth is identified by Universal Screener, teacher or family referral, has 2 or more ODRs, 10% out of class time,

### **b) Progress-monitoring (ON):**

- DPR data is collected daily & reviewed every other week. Data is collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

### **c) Exiting/transitioning (OUT):**

- Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or attendance concerns. Youth will be transitioned into being a CICO student mentor.

# Development of Data-Based Decision Rules



- All staff need to know how students are eligible for the intervention.
- All staff need to know how progress is monitored.
- All staff need to know how students exit the intervention.

# Check-in-Check-out (CICO)

- Merely an extension of Tier 1
- Some get high frequency scheduled positive contact with adults
- Low effort for teachers if built on strong, already existing Tier 1
- Need to have 7-12% accessing if it is to become a routine in your school(s)
- If you only have 1-2% on CICO, those are likely to be kids who need more higher levels of support

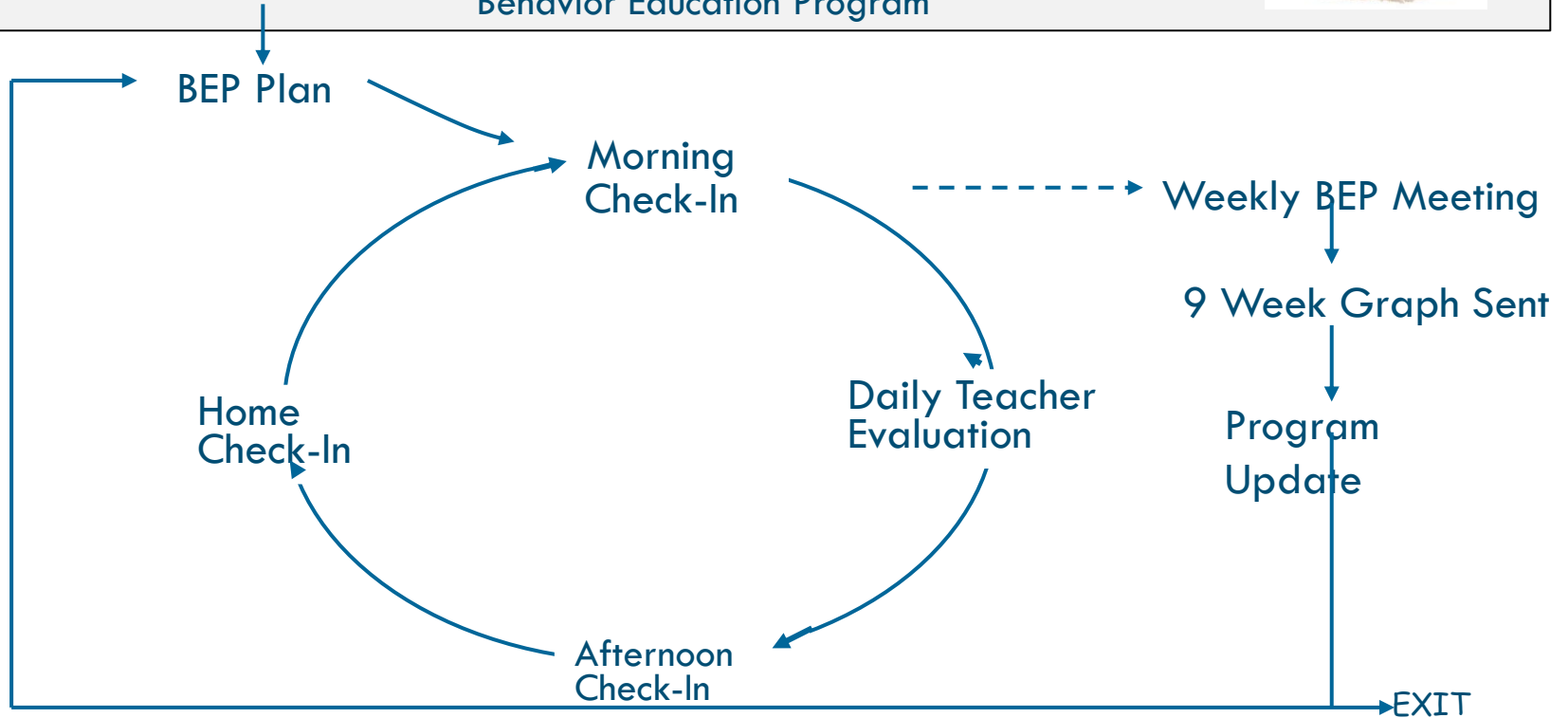
# Targeted Groups for CICO

- New students entering building mid-year (like orientation to the building)
- Children with low-level problem behavior (identified by # of ODRs, teacher referral based on classroom management charts, etc.)
- Children who are internalizers (identified by visits to nurses office, sits alone at lunch, etc.)
- As part of a more complex/individualized plan for a youth (as one layer of intervention)



# CICO (BEP\*) Cycle

Behavior Education Program



# CICO Daily Cycle

(March & Horner, 1998)

1. Check-in with assigned adult upon arrival to school
  - \* Adult positively greets student
  - \* Review School-wide expectations (daily goals)
  - \* Students pick up new Daily Progress Report card
  - \* Provide materials (pencil etc.) if needed
  - \* Turn in previous day's signed form (optional)
  - \* Provide reinforcer for check-in (optional)



# CICO Daily Cycle continued...

## 2. At each class:

- \* Teacher provides positive and/or corrective behavioral feedback
- \* Teacher completes DPR **or**
- \* Student completes self-monitoring checks and initials card DPR/teacher  
*(self-monitoring normally happens as students begin to exit the intervention)* *successfully*

## 3. Check-out at end of day:

- \* Review points & goals
- \* Reinforce youth for checking-out (token/recognition optional, think beyond school-wide token)
- \* Receive reinforcer if goal met (optional, but good idea)
- \* Take DPR card home (optional)

# CICO Daily Cycle continued...

## 4. Give DPR to parent (optional)

- \* Receive reinforcer from parent
- \* Have parent sign card
- \* Students are not “punished” if their parents don’t cooperate

## 5. Return signed card next day – celebrate (if not returned, simply go on)

**VIDEO: Check-In, Check-Out clip**  
from You Tube on the BEP (Behavior Education  
Program) by Leann Hawken

[http://www.youtube.com/watch?v=AKwMbLNI\\_zI](http://www.youtube.com/watch?v=AKwMbLNI_zI)

References in video: BEP (Behavior Education  
Program) Coordinator aka CICO coordinator

# Staff Training and Overview

## Tier 2 Systems and CICO Training for ALL staff

- Comprehensive understanding for all
- How will the Tier 2 system operate
  - Data used to identify students
  - Referral/Request for Assistance
  - Reverse Request for Assistance
- How to connect to Tier 1 (expectations)
- Explain your CICO DPR and detailed explanation of how the intervention will work
  - Model for Teachers
  - Clarify how to give supportive feedback (regardless of points)

# Student Orientation

- For all youth about intervention... 'some youth may have a card sometimes'
- For youth on intervention
  - Who, what, when, where
  - Pre-correct: Teach students what to do when they disagree with a score
- For youth who become CICO mentors/facilitators

# Family Orientation

- All families...what is CICO
  - Inform during registration process
  - Address at open house, through newsletters, newspaper and other...
- Families of youth on CICO...process for explaining/consent
  - Phone call is made directly to family
  - Followed by letter
  - Consent: check with your district's decision makers

# CICO – what makes it work

- An extension of Tier 1
- A **boost** of Tier 1 messages
- Opportunity for staff to communicate with youth who “need a little bit more”: “nudge students”
- An intervention that should take less than 1 min.
- An intervention that provides positive adult contact and direct feedback/learning opportunities

# DATA

- Using the DPR Card to layer up interventions



# Recommended Time-Frames for Data Review

## CICO:

- Student outcome data (student effectiveness):
  - Intervention facilitator/coordinator to review individual student data at least every 2 weeks
  - Multiple data points to consider. For example, DPR percentage AND reduction in ODRs.
- Intervention Integrity data (Intervention effectiveness):
  - Student aggregate data should be reviewed at least once a month by Secondary Systems Team

# Grant Middle School STAR CLUB

(Students tracking Awesome Results)

Daily Progress Report

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Teachers please indicate YES (2), SO-SO (1), or NO (0) according to 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)

Goals	Am to Midmorning	Midmorning to Lunch	Lunch	PM		
Be Safe	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Be Kind	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Be Responsible	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Total Points						
Teacher Initials						

Daily Goal \_\_\_\_/\_\_\_\_

Daily Score \_\_\_\_/\_\_\_\_

# CICO Card (PALS Point Sheet)

LAKWOOD



BULLDOGS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Key 2= Great Job 1= Did OK 0= Tough	RESPECT Property	RESPECT All Others	RESPECT Learning	RESPECT Self
Homeroom	2 1 0	2 1 0	2 1 0	2 1 0
Language Arts	2 1 0	2 1 0	2 1 0	2 1 0
Mathematics	2 1 0	2 1 0	2 1 0	2 1 0
Social Studies Science	2 1 0	2 1 0	2 1 0	2 1 0
Exploratory	2 1 0	2 1 0	2 1 0	2 1 0
PE	2 1 0	2 1 0	2 1 0	2 1 0
Lunch	2 1 0	2 1 0	2 1 0	2 1 0

Daily Goal: ---\_\_\_\_\_/56                      Daily Score: \_\_\_\_\_/56  
 Comments: State briefly any achievements that demonstrate progress.  
 Parent Signature: \_\_\_\_\_

# “Social & Academic Instructional Groups”

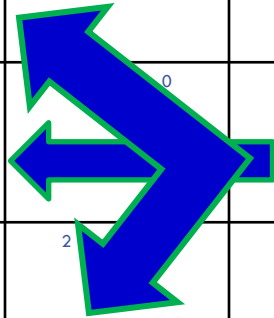
(sample academic skills group)

# Daily Progress Report (DPR) Sample

“Individualized Student Card for Mark”  
(FBA/BIP)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
<b>Be Safe</b> Walk to class Mark will keep hands Keep hands to self to self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Respectful</b> Use appropriate language Raise hand to speak	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b> Mark will fill out assignment notebook notebook	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							



Possible behaviors taught in previous SAIG groups  
Replacement behavior

# The card is NOT the intervention!

- **Positive adult interactions**
- **Constructive corrective feedback**

Reverse Request for Assistance: Interventions Change

*(Addressed to Student's Teacher)*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ IEP (circle one) Yes No

Teacher: \_\_\_\_\_

Based on preliminary data, it has come to our attention that the \_\_\_\_\_ Intervention (CICO) is NOT having a significantly positive effect on your student (i.e. he/she "is not responding" well to the intervention). Please identify which additional supports, you feel, would be the best fit for this youth.

1) \_\_\_\_\_ No change in behavior support requested at this time, please continue CICO.

2) **Social/Academic Instructional Groups:**

\_\_\_\_\_ Problem-Solving: To learn replacement behaviors for fighting, arguing etc. (externalizing behaviors)

\_\_\_\_\_ Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc. (internalizing behaviors)

Academic:

\_\_\_\_\_ Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

\_\_\_\_\_ Academic skills/content area

3) **Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:**

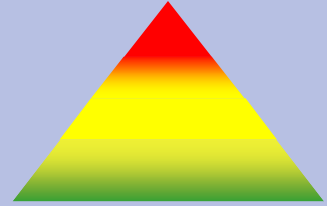
\_\_\_\_\_ Change location of Check-In and/or Check-Out

\_\_\_\_\_ Change Check-In/Check-Out person (change adult or use a peer instead)

\_\_\_\_\_ Change Check-In and/or Check-Out time (or add addition time's)

4) \_\_\_\_\_ **Mentoring** (Focus is on connection/relationship between one adult and youth, designed, individualized, based on youth needs)

*Thank you!*



Reverse  
Request for  
Assistance  
Form  
(example)

**SAIG**

Social Academic Instructional Groups



# Social Academic Instructional Groups

## Three types of skills-building:

1) **Pro-social skills** (replacement behaviors for avoidance, withdrawal, etc.) *Friendship Skills/Social Awareness/Relationship Building*

2) **Problem-solving skills** (replacement behaviors for fighting, arguing, etc.) *Conflict Resolution Skills/Anger Management Skills/Self Management*

3) **Academic Behavior skills** (replacement behaviors for getting out of seat, poor study habits, talking out during instruction, etc.) *Study/Organizational Skills/Focus/Self-Management Skills/Responsible Decision-Making*

# Social Academic Instructional Groups

- Selection into groups should be based on youths' **reaction to life circumstance**, not existence of life circumstances
  - Example: fighting with peers, not family divorce
- Skills taught are **common** across youth in same group
  - Example: “Use your Words” for all students in problem-solving skills group
- Data should measure if skills are being **used** in natural settings,
  - Is there a transference of skills to classroom, cafeteria, etc.?
- **Stakeholders** (teachers, students, family) should have input into success of intervention
  - Example: Daily Progress Report (DPR) Card

# Choosing or Designing Group Interventions

- Choose and modify lessons from pre-packaged material based on the skill needed for the group

**and/or**

- Use already created universal behavior lesson plans (Cool Tools) or create lesson plans to directly teach replacement behaviors

# SAIG Template Considerations

- Type of group
  - Pro-social skills
  - Problem-solving skills
  - Academic behavior skills
- Purpose of the group
- Identify skills that will be taught
- Opportunities to practice new skill
- Culturally appropriate behavior lesson plans that addresses skill set

# Create Your Own Lesson Plans: Teaching Behavioral Expectations

- 1) **State** behavioral expectations
- 2) **Specify** observable student behaviors (rules)
- 3) **Model** appropriate student behaviors
- 4) Students **practice** appropriate behaviors
- 5) **Reinforce** appropriate behaviors

# Packaged Behavior Lesson Plans

- Second Step (Grades PreK-8)
- Thinking, Feeling, Behaving (Grades 1-12)
- Tough Kids Social Skills (Grades 3-7)
- Walker Social Skills Curriculum (Grades 6-12)
- Skillstreaming (Grades PreK-12)
- Stop & Think Social Skills (Grades PreK-8)
- Passport (Grades 1-12)
- I Can problem Solve (Grades PreK-6)
- Aggression Replacement Training

**All of above examples could be used to develop universal behavior lesson plans.**

# Pro-Social Skills (Friendship)

## From Skill Streaming

- Introducing Yourself
- Beginning a Conversation
- Ending a Conversation
- Joining In
- Playing a Game
- Asking a Favor
- Offering Help to a Classmate
- Giving a Compliment
- Accepting a Compliment
- Suggesting an Activity
- Sharing
- Apologizing

## From Strong Kids (Grades 3-5)

- About My Feelings
- Ways of Showing Feelings

# Problem-Solving Skills

## From Skill Streaming

- Knowing Your Feelings
- Expressing Your Feelings
- Recognizing Another's Feelings
- Showing Understanding of Another's Feelings
- Expressing Concern for Another
- Dealing with Your Anger
- Dealing with Another's Anger
- Expressing Affection
- Dealing with Fear
- Rewarding Yourself
- Using Self-Control
- Asking Permission
- Responding to Teasing
- Avoiding Trouble
- Staying Out of Fights
- Problem Solving
- Accepting Consequences
- Dealing with an Accusation
- Negotiating

## From The Peace Curriculum

- Using Positive Self-Talk to Control Anger
- Homework #3 Anger Control: Consequences for Your Actions
- Keeping Out of Fights



# Academic Behavior Skills

## From Skill Streaming

- *Listening*
- *Asking for Help*
- *Saying Thank You*
- *Bringing Materials to Class*
- *Following Instructions*
- *Completing Assignments*
- *Contributing to Discussions*
- *Offering Help to an Adult*
- *Asking a Question*
- *Ignoring Distractions*
- *Making Corrections*
- *Deciding on Something to Do*
- *Setting a Goal*

## From Getting Organized Without Losing It

- *Homework Checklist*
- *After School Scheduler*
- *9 Great Reasons to Use a Student Planner*

# Who Should Facilitate the SAIGs?

- Consider using non-clinical staff for running simple secondary intervention such as SAIGs
  - Simple secondary interventions are skill based interventions that do not need to be provided by clinicians
  - Remember these interventions are used to provide additional opportunities for students to see, practice, and internalize Universal expectations

Consider using clinical based staff for higher level interventions such as simple and complex FBA/BIP, Wraparound, and RENEW

# SAIG Facilitator Qualifications

- Accepting of diversity
- Organized; keeps data, starts/end on time
- Establish/enforce ground rules (confidentiality, mandated reporter)
- Background check
- Personal boundaries
- Discussion facilitation skills (active listening, paraphrasing, modeling)

# SAIG Procedures

- Welcome
  - Introductions (if necessary, new members to SAIG)
- Purpose of Group
- Group Norms – expectations of group aligned to school-wide expectations
- Curriculum with practice
- Closing
  - Reflection
  - Application
  - Goal Setting

# Training the Staff on SAIG

- How will you explain/model the skills that are outlined for SAIG?
- What do teachers need to know:
  - How a student gets into the intervention
  - How long a student will participate
  - How transference of the skill(s) will be measured
  - How to use Daily Progress Report Card
  - Their role in teaching, pre-correcting, shaping, and reinforcing noted skills
  - Common questions/concerns

# Use of Daily Progress Report

- Assesses transference and generalization of skills
  - Is youth using new skills in actual settings? (not just while in group lesson)
- Prompts replacement behaviors
- Reinforcement of replacement behaviors
- Stakeholder feedback and buy-in

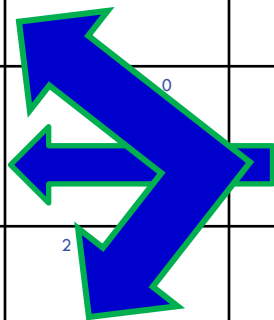
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<b>Be Respectful</b> Use appropriate language Mark will hold up a yellow card to indicate needing a break Raise hand to speak	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b> Bring with list Fill out assignment notebook	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							



Possible behaviors taught in previous SAIG groups  
Replacement behavior

# Data Decision Rules

- Staff need to know how students are eligible for the intervention (IN), how progress is monitored (ON), and how students exit the intervention (OUT)
  - IN = Identification
  - ON = Progress Monitoring
  - OUT = Exiting/Transitioning
- Examples of data points used to progress monitor
  - Points earned on Daily Progress Report (DPR)
  - Reduction in ODRs
  - Attendance improvement
  - Reduction in In School Suspensions
  - Reduction in Out of School Suspensions
  - Improvement in grades
  - Reduction of tardies
- Reverse Request for Assistance Form
  - Secondary systems team gives RRA Form to student's teacher(s) to determine any intervention changes



# “In” Decision Rule Examples

- Student has not been responding to CICO after 6 weeks of the intervention
  - Based off the responding decision rules from the CICO intervention
- SAIG was chosen as next step from the Reverse Request for Assistance Form
- Student received a “Request for Assistance” from staff, parent, or self

# “On” Decision Rule Examples

- Data is collected daily and reviewed every 1-2 weeks to see if the students are responding to SAIG
  - The student maintains an average of 80% of their DPR card points
  - The student has zero or only one new ODR
  - The data/criteria that placed them in SAIG has not increased

# “Out” Decision Rule Examples

- After 6 weeks on SAIG, the coordinator assesses whether the student is responding
  - Youth received a total of 80% of DPR points averaged per day/week for 6 weeks, has had no new ODRs, and/or increase in entrance criteria
    - Student continues on CICO for 2 weeks
    - Student self-monitors on CICO for 2 weeks
    - Student will be transitioned into being a CICO student mentor
- If a student is not responding to SAIG after 6 weeks, the student is referred to the problem-solving team

# Reflections & Next Steps

- Understanding Tier 2 Systems
- Using Data at Tier 2
- Critical Features of Tier 2 Interventions
  - Check-In Check-Out
  - Social Academic Instructional Groups
  - CICO w/Individualized Features
  - Social Skills Instruction w/Individualized Features

# Resources

- [www.pbis.org](http://www.pbis.org)
- Summer Institute 2-Day Training for Tier 2 Teams (to be found at [www.midwestpbis.org](http://www.midwestpbis.org))
  - Guiding Questions Document