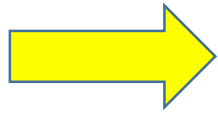


# PBIS

**Positive Behavioral Interventions and Supports**

**PREPARING FOR TIER II**



Today's resources will be available on our website:

[cce.astate.edu/pbis/resources/](http://cce.astate.edu/pbis/resources/)



# Today's objectives

## Understand what is needed to begin implementing Tier II of PBIS:

- Understand purpose & readiness requirements for Tier II
- Understand critical components of Tier II
- Understand team roles and functions at Tier II
- Learn how to identify students for Tier II interventions
- Use TFI to guide implementation of Tier II
- Learn key features of Tier II interventions
  - A closer look at CICO
- Understand how data are used with Tier II

# Introductions

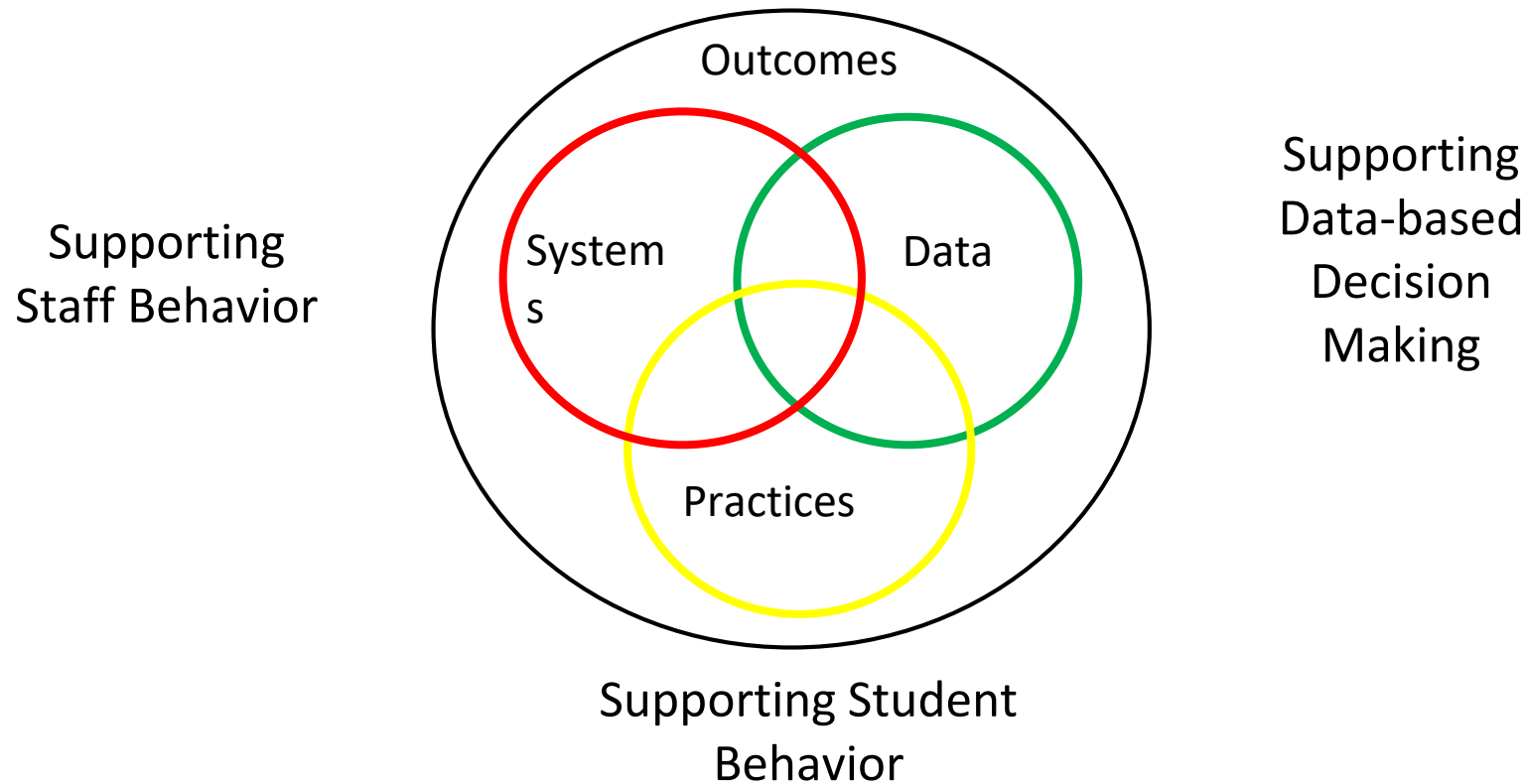
- Name
- Position at your school
- On Tier I team?



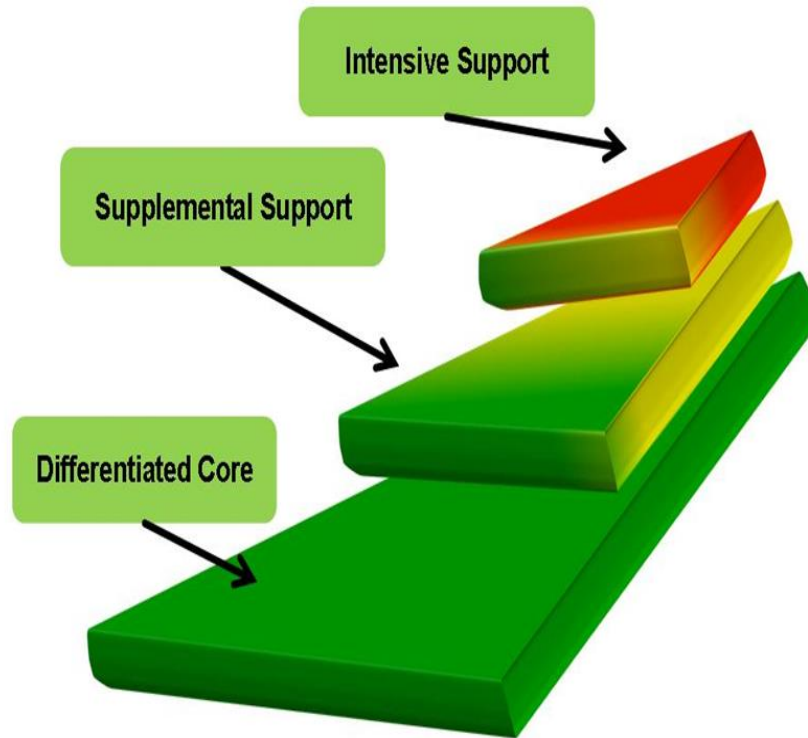
# Review of PBIS

# 4 Basic Elements of PBIS

Supporting Social Competence and Academic Achievement



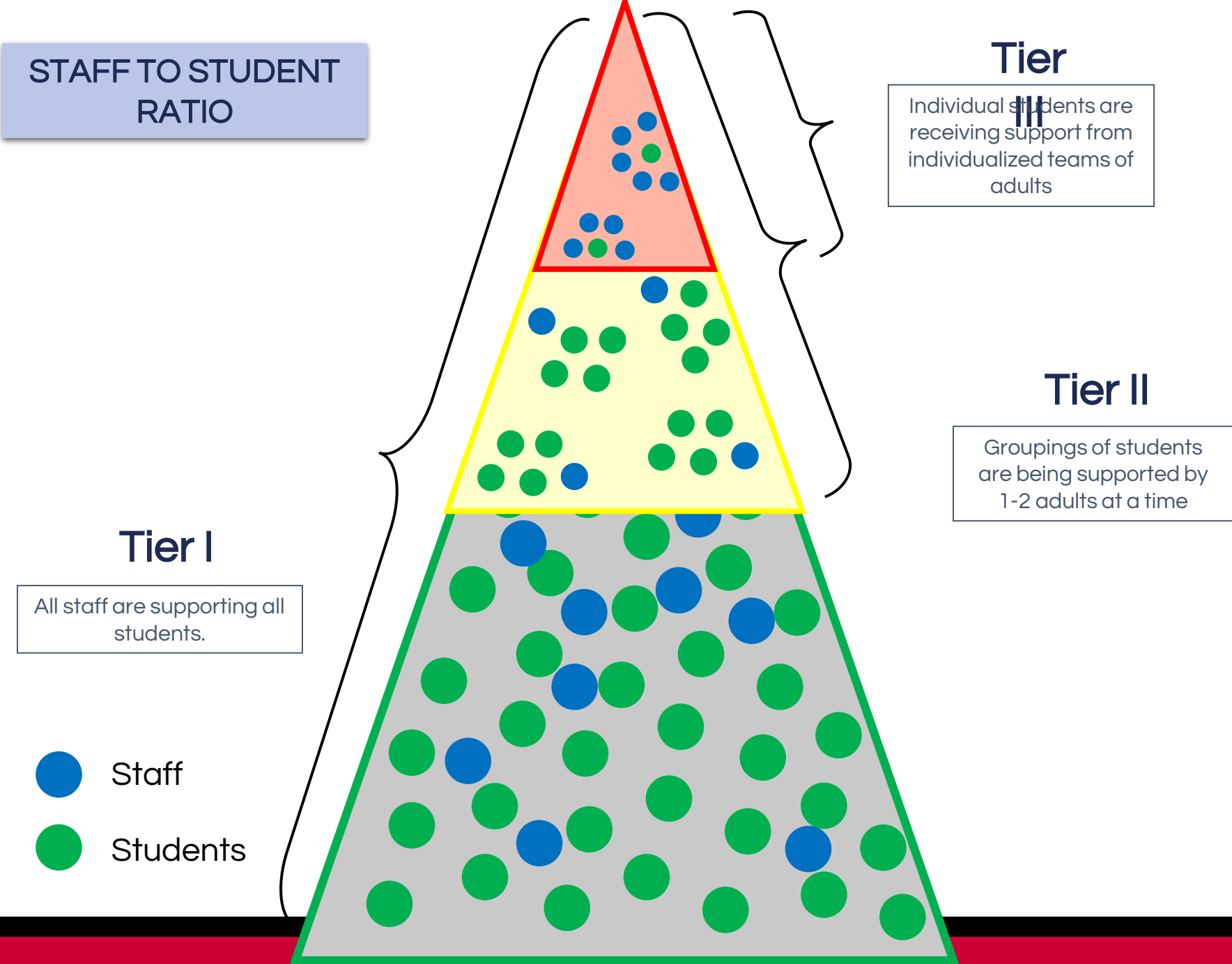
## Layering of Support



## A continuum of practices: 3 levels of **Prevention**

- **Tier 1**: Core instruction for **all** students
- **Tier II**: Targeted supports for **small groups** of students
- **Tier III**: **Individualized** supports

# STAFF TO STUDENT RATIO



## Tier III

Individual students are receiving support from individualized teams of adults

## Tier II

Groupings of students are being supported by 1-2 adults at a time

## Tier I

All staff are supporting all students.

● Staff

● Students

# Essential Components Of Tier 1

1. Develop common philosophy
2. Provide leadership
3. Define expected behavior
4. Teach expected behavior
5. Encourage appropriate behavior
6. Discourage inappropriate behavior
7. Progress monitor
8. Develop classroom component

# Classroom Component

Classroom teachers are very important in the Tier II process:

- Identify & recommend students for Tier II
- Implement classroom and small group interventions
- Communicate with students' families

# Effective Classroom Practices

- Expectations & Rules clearly defined AND taught
- Procedures & Routines clearly defined AND taught
- Strategies to Acknowledge Appropriate Behavior
- Strategies to Respond to Inappropriate Behavior
- Active Supervision

# ★ Activity

## TFI: Assess & Action Plan

1. Assess each item in the Tier I section of the TFI.
2. Use the Action Plan form to record your scores.

(word doc: <http://cce.astate.edu/pbis/pbis-assessments/>)

3. Record any actions that need to be taken.

# Overview of Tier II

# Why use Tier II interventions?

- Some students don't respond well to Tier I
  - Prevent escalating behavior
- Not all students need individual plans
  - Use fewer resources
- Match interventions to student's need
  - Externalizing and internalizing behaviors

# Which students?

- Low level problems; at risk behaviorally/academically
  - ODR 2-5, classroom minor 4-6 range
- Frequent misbehavior, across multiple locations
- Need enhanced Tier I supports *before* crisis
- Internalizing or externalizing

(adapted from Crone, Hawken & Horner, 2010)

# Goals of Tier II

- Menu of interventions
- Support at-risk students (about 15%)

# Characteristics of Tier II

1. Continuously available
2. Rapid access
3. Minimal teacher time
4. Easy for teachers to learn
5. Aligned with Tier I
6. Staff aware of all interventions
7. Implemented the same for all
8. Objective data used

# Critical steps for Tier II

- Identification
- Placement Assessment
- Progress Monitoring
- Link to Universal PBIS Systems

# Readiness for Tier II

# Are you ready for Tier II?

## Some guiding questions:

- Do 80% of students have only 0-1 ODRs?
- Are Tier I data recorded & used consistently for decision making?
- Is there a system to record classroom minors?
- Are there faculty w/expertise in behavioral/academic assessment & interventions on team?
- Are school AND district admin committed to Tier II?

# Who owns Tier II?

**Ideally**, districts should own Tier II (and III)

- Move expertise away from ‘case by case’
- Develop district-wide expertise
- Conduct training/TA district-wide
- Develop standard Tier II system district-wide:
  - identification process
  - screening
  - limited range of practices

# District example

Millard NE (Omaha suburb, 24,000 students, 3<sup>rd</sup> largest in NE)

- Experienced major shift in population demographics
- Immediate response was reactionary – high expulsion rate
- Developed a district-wide Tier II/III system
- Created a behavioral model
- Created a ‘Build Team’ – focused on building capacity instead of \$\$ for outside help

# **Activity:** Tier 2 Readiness

See Readiness Guide (handout):

- Determine status of each item for your school (think about what sources you can use for evidence)

**For each item not in place, develop action plan items.**

DATA INDICATORS	IN PLACE	NOT IN PLACE	NOTES – Action Plan
1. TFI score of 70% or higher			
2. SAS Schoolwide 80% or higher			
3. SAS Non-Classroom 80% or higher			
4. SAS Classroom 80% or higher			
5. 80% or more students in the 0-1 ODR range or within national range for school's grade levels.			
6. Consistent use of schoolwide data for making decisions as evidenced by monthly Data Reports.			
7. System in place to collect classroom minor referrals.			
8. Tier 2 Team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise.			
9. Effective Classroom Practices taught to all staff and evident in all classrooms.			
10. Access to district level support			

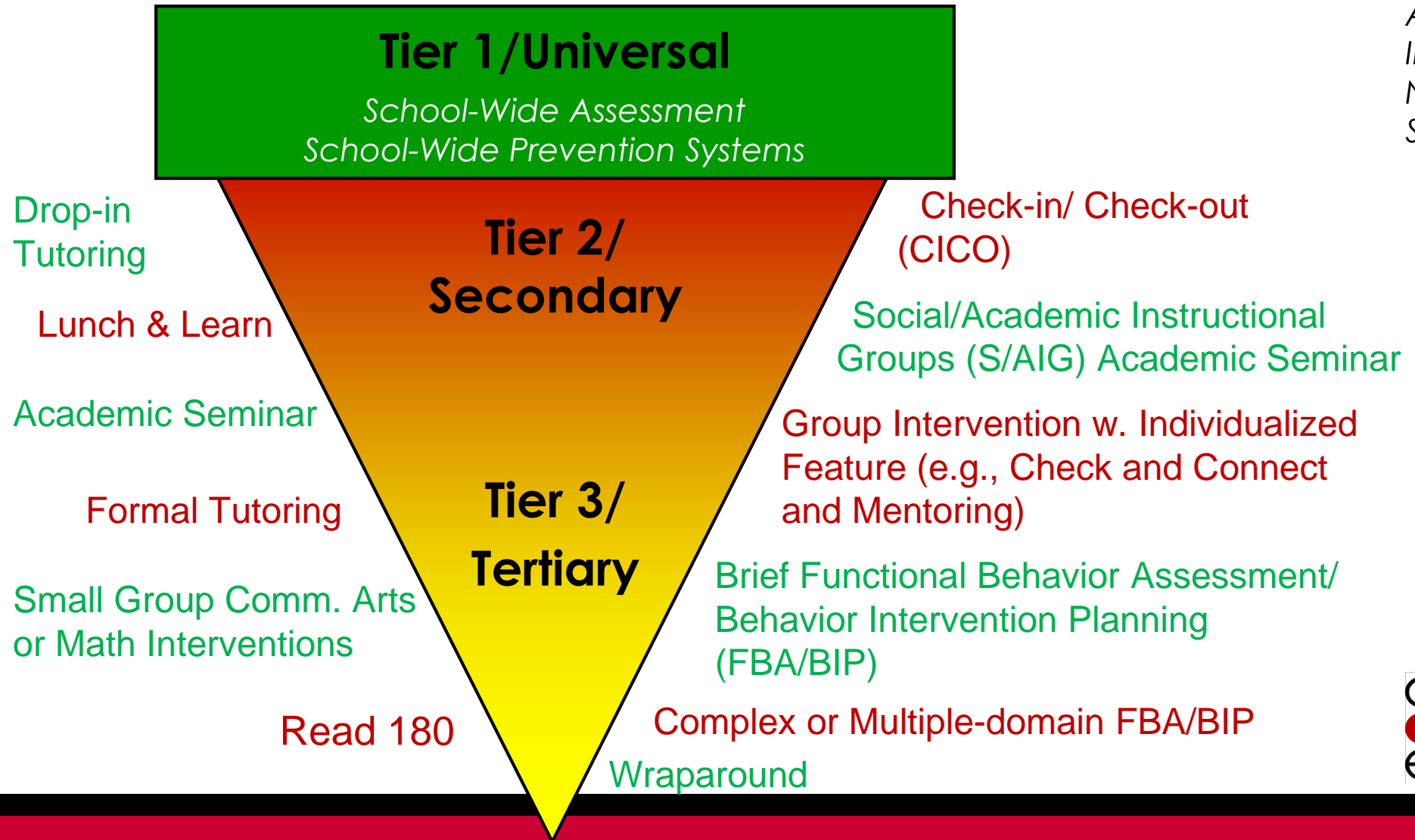
# **Activity:** Tier 2 Action Planning

See Resource Mapping template (handout):

- Document any current supports you have in place for groups or individual students.
- Example of interventions on next slide.

# Create a **continuum** of support

*(ordered by intensity of intervention & effort needed to implement)*



Adapted from Illinois PBIS Network, & T. Scott

## PBIS Tier II Resource Mapping



Practices, Supports, Groups, Initiatives, Frameworks	Purpose/ Goal	Who receives support?	Who is responsible for supporting it? (school, CMH, YMCA...)	Which staff or others are involved?	Connection to SIP?	Who Knows About It?

# BREAK TIME



# PBIS Team Roles & Functions At Tier II

# Team Discussions at Tier 2

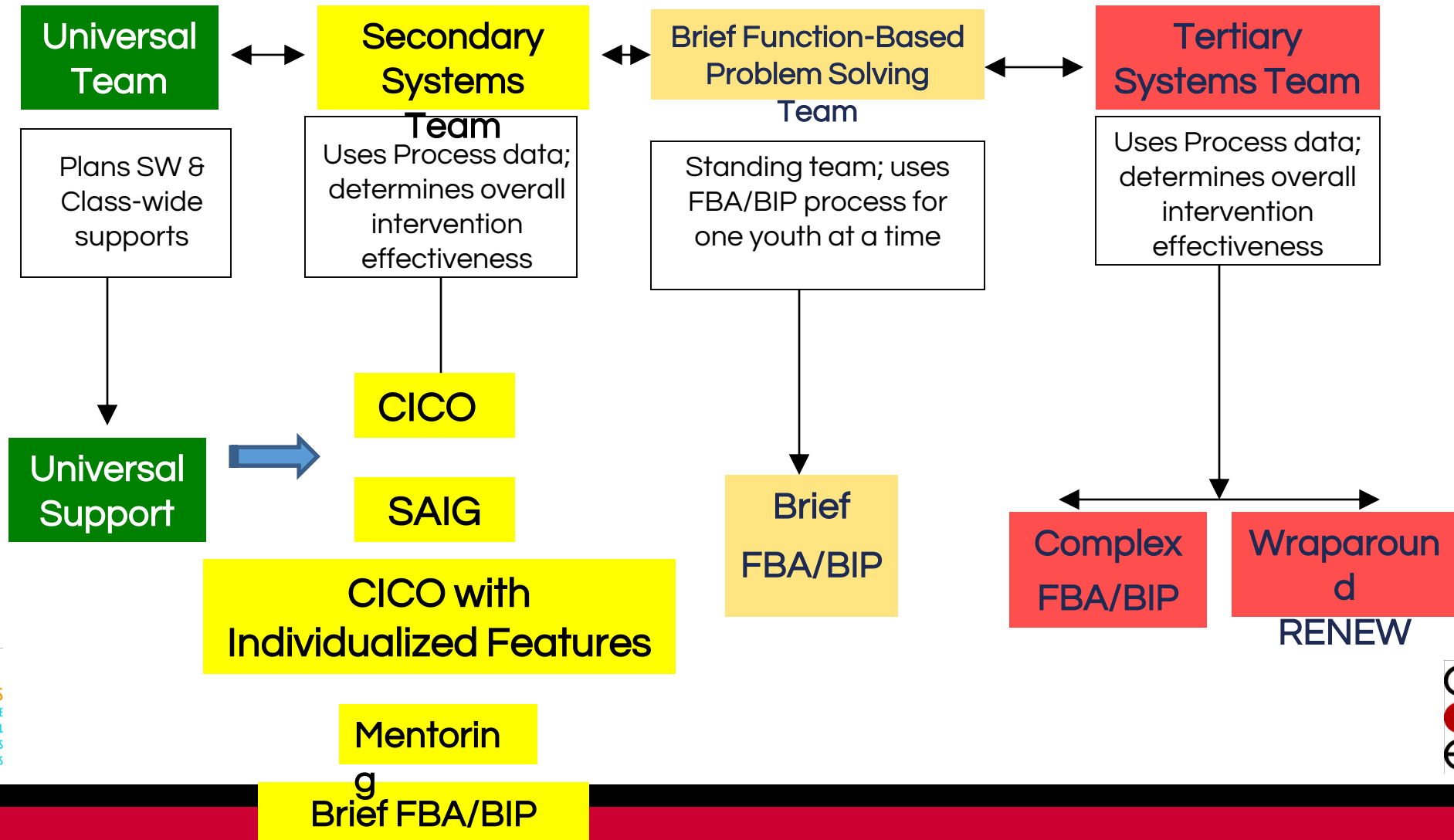
## Secondary Systems

- Monitor effectiveness of interventions
- Make data-based decisions on **interventions**

## Problem Solving

- Develop plans for each student
- Make data-based decisions for each student
- Can include teachers and family

# 3-Tiered System of Support Necessary Conversations (Teams)



# Team Responsibilities

- Develop targeted interventions
- Develop formal system for getting referrals
- Match student need w/intervention
- Training on interventions w/staff, parents, subs, etc.
- Monitor implementation of interventions
- Monitor student progress
- Provide monthly/regular data to teachers
- Review data to recommend future actions

# Tier II Team members

## Essential Team Members:

- Coordinator/facilitator
- Administrator
- School Psychologist
- Behavior Intervention Specialist

## Additional Team Members

Other staff, as elected by each school.

## These staff should have expertise with:

- (a) Tier II interventions
- (b) Tier I systems and practices
- (c) Understanding behavior of students within the school

# Administrator responsibilities

- Identify & access available resources
- Provide information on fidelity of Tier I implementation
- Relay information on student behavior, previously used consequences & interventions
- Ensure staff receive info on student progress
- Ensure support & professional development for staff

# School Psychologist responsibilities

- Provide specialized information related to behavior assessment, interventions, supports
- Provide expertise on replacement behavior and functional analysis
- Provide professional development for staff

# Behavior Intervention Specialist responsibilities

- Coordinate pre-identification & intake of student information
- Coordinate parent/guardian consent and contact
- Provide direct intervention services to students
- Track progress of students
- Coordinate and support staff providing intervention services
- Provide professional development for staff

# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Item 2.1 and assess where you are right now
2. Score this item on the Action Plan form (word doc: <http://cce.astate.edu/pbis/pbis-assessments/>)
3. Record any actions that need to be taken to improve your score for this item

## 2.1 Team Composition

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.1 Team Composition:</b> Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</p>	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier II team meeting minutes</li> </ul>	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise</p> <p>1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%</p> <p>2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>

**Main Idea:** Tier II team needs individuals with specific skills and perspectives to implement Tier II supports.

# Team Meetings

## Tier II (problem solving) team

- meets at least every 2 weeks
- establishes agenda in advance, during the previous meeting
- makes data-based decisions regarding student placement and progress

# Example from Missouri: Pre-meeting Organizer (handout)

Intervention	# of Students Participating	# of Students with Positive Response	# of Students with Questionable Response	# of Students with Poor Response
Check-In, Check-Out				
Social Skills Intervention Group				
Self-Monitoring				
Check & Connect				
FIRST STEP <i>Next</i>				

Students with <b>Positive Response</b> , Not Ready for Fading ( <i>These students do not need to be discussed at this time</i> )	Students with <b>Positive Response</b> Eligible for Fading or Graduating ( <i>Demonstrating positive response and meeting data decision rule for fading or graduating</i> )	Students with <b>Questionable Response</b>	Students with <b>Poor Response</b>

# Efficient/Effective meetings

- Establish roles and norms
- Have a facilitator, note-taker, & time-keeper
- Establish procedures for resolving disagreements and unexpected absences of team members

## Tier 2 Team Roles and Responsibilities

	<b>Responsibilities Before Team Meeting</b>	<b>Responsibilities During Team Meeting</b>	<b>Responsibilities After Team Meeting</b>
Chairperson	<ul style="list-style-type: none"> <li>Develop agenda with input from team</li> <li>Send to team members</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate meeting</li> </ul>	<ul style="list-style-type: none"> <li>Follow up on assigned tasks</li> <li>Seek input from team members/ staff</li> </ul>
Secretary	<ul style="list-style-type: none"> <li>Provide meeting reminder to team</li> </ul>	<ul style="list-style-type: none"> <li>Keep meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>Distribute team minutes to members</li> </ul>
Intervention Coordinator(s)	<ul style="list-style-type: none"> <li>Prepare summary of student progress monitoring data (Pre-Meeting Organizer)</li> <li>Prioritize which student's data will be reviewed</li> <li>Gather any new nominations.</li> </ul>	<ul style="list-style-type: none"> <li>Present update on data and facilitate focused conversation</li> <li>Discuss any nominations of new students</li> </ul>	<ul style="list-style-type: none"> <li>Share data highlights with staff</li> <li>Collect any other necessary data</li> </ul>
Communication Coordinator	<ul style="list-style-type: none"> <li>Collect and compile any feedback and/or input from staff</li> </ul>	<ul style="list-style-type: none"> <li>Share compiled feedback/ input from staff</li> <li>Lead planning for stakeholder communication</li> </ul>	<ul style="list-style-type: none"> <li>Provide updates to staff</li> <li>Coordinate stakeholder communication (e-mails, newsletters, website, etc.)</li> </ul>
Time Keeper	<ul style="list-style-type: none"> <li>Review time slots on agenda</li> </ul>	<ul style="list-style-type: none"> <li>Maintain time parameters</li> <li>Use established signal to keep team on task</li> </ul>	<ul style="list-style-type: none"> <li>Lead conversation for evaluation of meeting</li> </ul>
Cheerleader	<ul style="list-style-type: none"> <li>Prepare summary of status of staff recognition activities</li> </ul>	<ul style="list-style-type: none"> <li>Provide update on staff recognition activities.</li> <li>Lead the planning for targeted recognition for staff</li> </ul>	<ul style="list-style-type: none"> <li>Carry out recognition activities with staff.</li> </ul>
Historian/Archivist	<ul style="list-style-type: none"> <li>Disseminate updates of products</li> </ul>	<ul style="list-style-type: none"> <li>Lead discussion on any new files</li> </ul>	<ul style="list-style-type: none"> <li>Maintain electronic database of team products and back up database regularly</li> </ul>
All Members	<ul style="list-style-type: none"> <li>Review meeting notes</li> <li>Preview agenda</li> <li>Bring completed materials</li> </ul>	<ul style="list-style-type: none"> <li>Follow meeting norms</li> <li>Provide input</li> </ul>	<ul style="list-style-type: none"> <li>Set the positive tone and example</li> <li>Complete assigned tasks</li> </ul>

2017-2018 MO SW-PBS Tier 2 Team Workbook

Example from Missouri:  
Team Roles & Responsibilities



# Regular Agenda Topics

- Identification & placement of students
- Implementation of interventions
- Progress monitoring of students
- Communication

**MO SW-PBS Tier 2 Meeting Agenda, Minutes and Problem-Solving Action Plan Form**  
**“Behavior is functionally related to the teaching environment”**

<b>Tier 2</b>	<b>Data Decision Rule:</b>
---------------	----------------------------

	Date:	Time:	Location:	Norms:
Today's Meeting				
Next Meeting				

**Team Members Present and Roles:**

Chairperson	Communication Coordinator	Advanced Tier Spreadsheet Coordinator
Secretary:	Time Keeper/Task Master:	Intervention Coordinator(s):
All Members:		

Agenda	Function Identified and Intervention Selected	Who?	By When?
<b>1. List/Discuss Students Newly Nominated:</b>	<b>Document Identified Function and Intervention Selected</b>	<b>Staff Responsible to Notify/Train</b>	<b>Start Date</b>
1.			
2.			
3.			
4.			
5.			
6.			

Example: Problem Solving Meeting Agenda (from Missouri) – page 1



Agenda	Intervention Modifications Made	Who?	By When?
2. List/Discuss Students in interventions having <b>Questionable Response:</b>	<b>Document Intervention Modifications Made</b>	<b>Staff Responsible to Notify/Train</b>	<b>Start Date</b>
1.			
2.			
3.			
4.			

Agenda	Intervention Modifications Made	Who?	By When?
3. List/Discuss Students in interventions having <b>Poor Response:</b>	<b>Document Intervention Modifications Made</b>	<b>Staff Responsible to Notify/Train</b>	<b>Start Date</b>
1.			
2.			

Agenda Item	Function Identified and Intervention Selected	Who?	By When?
4. List/Discuss Students in interventions having <b>Positive Response: Not Ready for Fading</b> (These students do not need to be discussed at this time)	<b>Document Intervention Modifications Made</b>	<b>Staff Responsible to Notify/Train</b>	<b>Start Date</b>

# Agenda, page 2



# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Item 2.2 and assess where you are right now
2. Score this item on the Action Plan form
3. Record any actions that need to be taken to improve your score for this item

## 2.2 Team Operating Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.2 Team Operating Procedures:</b> Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> <li>• Tier II team meeting agendas and minutes</li> <li>• Tier II meeting roles descriptions</li> <li>• Tier II action plan</li> </ul>	<p>0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier II team has at least 2 but not all 4 features</p> <p>2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

**Main Idea:** Tier II teams need meeting foundations in order operate efficiently and to implement effective supports.

# Where do teams begin?

- 1) Standard identification criteria (early identification)
- 2) Data for appropriate intervention placement
- 3) Standard bank of research-based interventions
- 4) Data for progress monitoring each student
- 5) Standard exit criteria

# Identifying Students

# Implementation Guidelines

- Rules in place for considering students (data-based)
- Procedures in place for requests for Tier II support
- Staff and community informed of these procedures
- ODR data examined regularly (potential students)
- *Screening tools can identify potential at-risk students*

# Identify 5 students that might benefit from Tier II support



**Activity  
handout**

First Quarter of School Year					
Name	Grade Level	Time out of Class (nurse, counselor visits)	Major Behavior Referrals/Minor Classroom Reports	Core Grades	Attendance
Jana	2	0	4 minors	1 D 1 F	82%
Blake	5	Average 3 visits to nurse/week	0	3F	70%
Toby	5	0	16 minors; 3 majors	2D 1F	84%
Doug	5	Average 2 visits to counselor/week	22 majors; 3 suspensions	4 F	62%
Yvonne	2	0	2 minors	2 D 1 F	86%
Lin	1	Average 4 visits to nurse /week	0	1 F	90%
Maria	K	0	16 minors; 1 suspensions	4 D 1 F	74%
Tyrone	4	0	2 majors	1 F	81%
Paul	3	0	5 minors	2 D	89%
Sam	3	0	13 majors; 1 suspension	2D 1F	87%
Carlos	2	0	1 major	1 D	86%
Tia	1	0	1 minor	2 C	60%

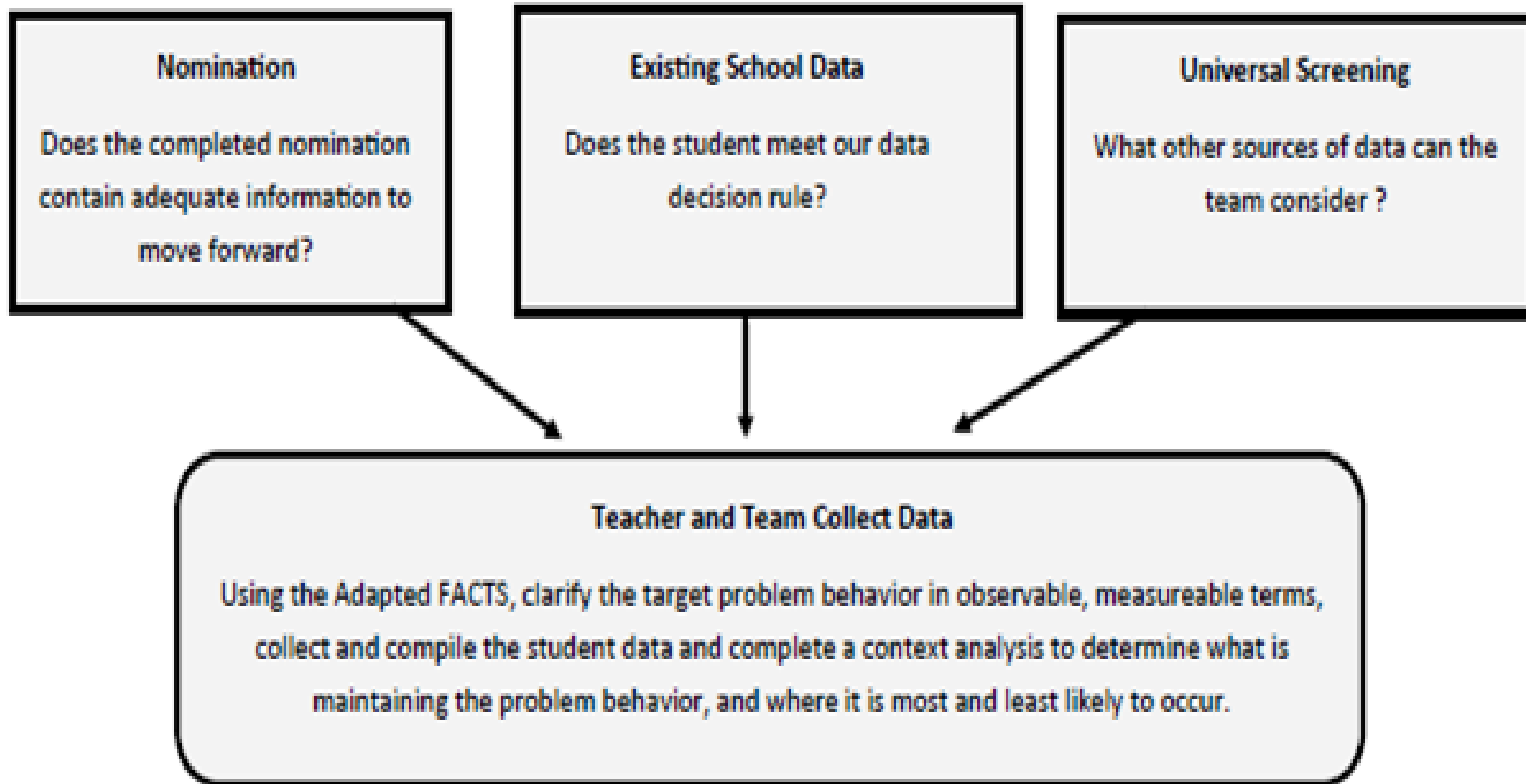
# Sample Decision Rules

<u>Measure</u>	<u>Proficient Score</u>	<u>At-Risk</u>	<u>High Risk</u>
<b>1. Classroom Minors</b>	0-4	5 or more	15 or more
<b>2. Major/ODR</b>	0-1	2 – 5	6 or more
<b>3. Absences</b>	<5/trimester	5+/trimester	10/trimester
<b>4. Tardy</b>	<4/trimester	4+/trimester	10/trimester
<b>5. ISS</b>	0-1	2	4 or more
<b>6. OSS</b>	0	1	2
<b>7. Course Grades</b>	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
<b>8. Reading Inventory</b>	800+	799 or lower	599 or lower
<b>9. Writing Assessment</b>	3 or 4	2	NS; 1
<b>10. Nurse (non-medication)</b>	0-1 (no pattern)	2 – 5 (patterns of regular visits)	6 or more (pattern of regular visits)

# MO SW-PBS Tier 2 Student Identification Process Guide

Did the student receive instruction on School-wide and Classroom Expectations, Rules, and Procedures?

Did the student receive recognition recently for following School-wide and Classroom Expectations, Rules, and Procedures?



Example from  
Missouri –  
Student  
Identification  
Guide (part 1)

# Part 2

**Determine Function of Behavior**  
 What conditions are most likely to lead to the problem behavior?  
 What response reliably follows the problem behavior?

**Obtain Attention or Item/Activity**

**To Get Attention**

- From adult and/or peers

**To Get a Tangible**

- Object, Event, or Activity

**To Get Sensory Stimulation**

- Visual, Auditory, Olfactory, Kinesthetic

**Escape/Avoid Attention or Task/Activity**

**To Avoid/Escape Attention**

- From adult and/or peers

**To Avoid/Escape Tangible**

- Demanding or boring task

**To Avoid/Escape from Sensory Stimulation**

- Stimulation that is painful or discomforting
- Setting, Activity, or Event



	Check In/ Check Out	Social Skill Groups	Check and Connect	Self Monitoring	Academic Intervention
Get Adult Attention	X	X	X		X
Get Peer Attention		X	X		
Avoid Adult Attention		X	X	X	
Avoid Peer Attention		X	X	X	
Avoid Tasks		X	X	X	X
Access to Activities or Tangibles		X	X		

Adapted from Umbreit, Ferro, Liaupoin, & Lane, 2007

**Add student to Advanced Tiers Spreadsheet.**



# Resources

- The Student Risk Screening Scale (SRSS) is available from the Michigan Integrated Behavior and Learning Support Initiative  
<https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale>
- Sample Staff request Form at <http://pbissmissouri.org>

# EXAMPLE OF TEACHER REFERRAL

## Request for Assistance Form

Date:

Student's Name:

Teacher/Team:

Grade:

IEP: Yes No

**Please identify the student's strengths.** Some possible strengths include academic interests, social skills, hobbies, sports, etc.

1.

2.

**Problem Behaviors:** (please circle those are areas of concern) Verbally Harasses Others

Disrupts Class Activities

Noncompliant

Difficulty completing work

Withdrawn Tardy Inattentive

Other

**Academic Concerns:**

Math

Reading

Writing

Study Skills/Organization

All academic areas

**Why do you believe this student is engaging in problem behavior?** (please circle primary function)

Adult Attention

Peer Attention

Escape from difficult work/tasks

Escape from adult/peer attention

Gain access to preferred activity/item

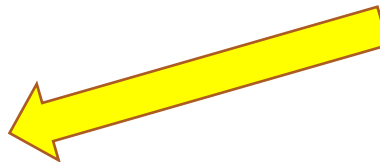
**Teacher Gathers:**

Academic Performance Data

Behavior data and strategies tried

**Office Gathers:** SWIS/ODR Data Attendance Data

**TEACHERS EXPECTED TO  
COLLECT DATA TO  
ACCOMPANY THE FORM**



# Request for Assistance Form

(See Pg 94 in Crone et al. text)

- Elements to include:
  - Student's name
  - Date
  - Name of referring person
  - Reason for referral
    - (description of problem behavior)
  - Hypothesized reason for the problem behavior
    - (what does the student gain by misbehaving)?
  - Behavior strategies tried thus far
- All staff should know how to use form to make referral
- Easily accessible to all staff



**TCCE Teacher Referral Form**

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

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

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

\_\_\_\_\_ Student was previously on hold

\_\_\_\_\_ Student previously on TCCE. Needs re-activation.

\_\_\_\_\_ New student

Risk Indicators:

\_\_\_\_\_ SWISS data (# of write ups)

\_\_\_\_\_ Teacher information

\_\_\_\_\_ Attendance

\_\_\_\_\_ Nurse Visits

Reading MAPS: \_\_\_\_\_ Math MAPS: \_\_\_\_\_

Reason for referral: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Request for Assistance

*Addressed to: Secondary Systems Planning Team*

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

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

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

**1) I am a (circle one):**      **Teacher/team**      **Family Member**      **Student**

**Name:** \_\_\_\_\_

**Relationship to student:** \_\_\_\_\_

**2) Type of Concern:**

\_\_\_\_ Academic only

\_\_\_\_ Behavior only

\_\_\_\_ Both Academic and Behavior

**3) Briefly describe concern and interventions tried.**

Examp  
e from  
Indiana



# Reverse request for assistance

- When a student isn't responding to the Tier II intervention, the Tier II team can request additional feedback from student's teacher

*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 support/s, 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!*



# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Items 2.3 and 2.4 and assess where you are right now
2. Score the items on the Action Plan form
3. Record any actions that need to be taken to improve your score for each item

## 2.3 Screening

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.3 Screening:</b> Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</p>	<ul style="list-style-type: none"> <li>Multiple data sources used (<i>ODRs/Time out of instruction, Attendance, Academic performance</i>)</li> <li>Team Decision Rubric</li> <li>Team meeting minutes</li> <li>School Policy</li> </ul>	<p>0 = No specific rules for identifying students who qualify for Tier II supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports</p>

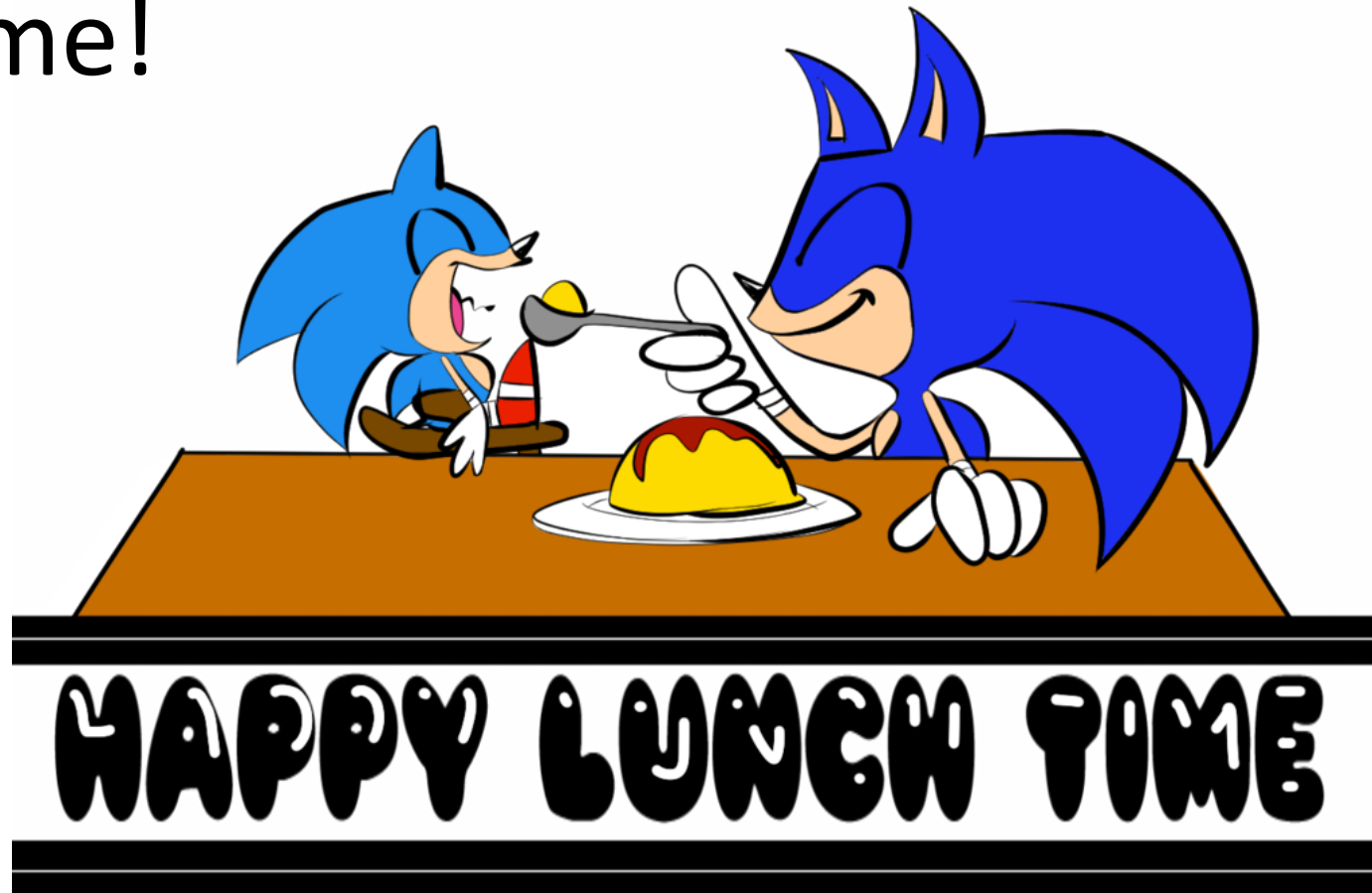
**Main Idea:** Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.

## 2.4 Request for Assistance

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.4 Request for Assistance:</b> Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.</p>	<ul style="list-style-type: none"> <li>• School Handbook</li> <li>• Request for Assistance Form</li> <li>• Family Handbook</li> </ul>	<p>0 = No formal process</p> <p>1 = Informal process in place for staff and families to request behavioral assistance</p> <p>2 = Written request for assistance process is in place and team responds to request within 3 days</p>

**Main Idea:** Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.

Lunch time!



# Tier II Interventions

# Check-in Check-out (CICO)

- **What?** Standard Tier 2 intervention
- **When?** Student's function of behavior is to gain adult attention
- **How?** Utilizes adult attention and feedback

# Social/Academic Instructional Groups

- **What?** Standard Tier 2 intervention
- **When?** Students are missing appropriate social skills from their repertoire.
- **Outcomes:** Students acquire and build fluency in appropriate behaviors.

- [Pbissmissouri.org](http://Pbissmissouri.org)

# Mentoring

- **What?** Building relationships
- **When?** Students are not engaged in school
- **How?** Can be very basic, or a formal program
- *Outcomes:*
  - Increased attendance, persistence in school, accrual of credits, school completion rates
  - Decreased truancy, tardies, behavior referrals, dropout rates

# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Item 2.5 and assess where you are right now
2. Score your item using the Action Plan form
3. Record any actions that need to be taken to improve your score for this item

## 2.5 Sufficient Array of Tier II Interventions

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.5 Sufficient Array of Tier II Interventions:</b> Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>	<ul style="list-style-type: none"> <li>School Tier II Handbook</li> <li>Targeted Interventions Reference Guide</li> </ul>	<p>0 = No Tier II interventions with documented evidence of effectiveness are in use</p> <p>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</p> <p>2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need</p>

**Main Idea:** A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.

# Critical Features of Tier II Interventions

- Linked to school wide expectations
- Continuously available
- Implemented within 3 school days of identification
- Can be modified based on assessment
- Students receive structured prompts (cont'd>)

# Critical Features cont'd

- Positive, corrective feedback
- Daily opportunities to practice skills
- School-home communication exchange weekly
- Students receive orientation to materials
- Staff/sub's/volunteers receive orientation, necessary materials, ongoing information

# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Items 2.6, 2.8, and 2.9 and assess where you are right now
2. Score your items on the Action Plan form
3. Record any actions that need to be taken to improve your score for these items

# Reference: Critical Features

- Linked to school wide expectations, academic goals.
- **Continuously available.**
- Implemented within 3 school days of identification.
- **Can be modified based on assessment.**
- Students receive structured prompts.
- **Students receive positive, corrective feedback.**
- Students given daily opportunities to practice skills.
- **School-home communication exchange weekly.**
- Students receive orientation to materials.
- **Staff/sub's/volunteers receive orientation, necessary materials, ongoing information.**

## 2.6 Tier II Critical Features

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.6 Tier II Critical Features:</b> Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> <li>• Universal lesson plans</li> <li>• Tier II lesson plans</li> <li>• Daily/weekly progress report</li> <li>• School schedule</li> <li>• School Tier II handbook</li> </ul>	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback</p> <p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>

**Main Idea:** Tier II supports should focus on improving the skills and context needed for student success.

## 2.8 Access to Tier I Supports

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.8 Access to Tier I Supports:</b> Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p>	<ul style="list-style-type: none"> <li>• Universal Lesson plans &amp; teaching schedule</li> <li>• Acknowledgement system</li> <li>• Student of the month documentation</li> <li>• Family communication</li> </ul>	<p>0 = No evidence that students receiving Tier II interventions have access to Tier I supports</p> <p>1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports</p> <p>2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports</p>

**Main Idea:** Tier II supports are more effective when layered within Tier I.

# 2.9 Professional Development

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.9 Professional Development:</b> A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</p>	<ul style="list-style-type: none"> <li>Professional Development Calendar</li> <li>Staff Handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	<p>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress</p>

**Main Idea:** Effective Tier II supports require participation of many adults in the school.

# Function-based Thinking

A student needs to be matched with the appropriate intervention.

First, we need to know why the student misbehaves.

# Function of Behavior

1. Why do students misbehave?
  - to **GET** something, or
  - to **AVOID** someone or something.
2. How can we find appropriate replacement behaviors?

# The ABCs of Behavior

- Antecedent (predictor or trigger)
- Problem Behavior
- Consequence
- Function or Payoff

# Problem Solving

- Set up a new Antecedent
- Give the student a replacement Behavior or skill
- Provide positive Consequence when student uses skill

# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Item 2.7 and assess where you are right now
2. Score this item on the Action Plan form
3. Record any actions that need to be taken to improve your score for this item

## 2.7 Practices Matched to Student Need

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.7 Practices Matched to Student Need:</b> A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p>	<ul style="list-style-type: none"> <li>• Data sources used to identify interventions</li> <li>• School Policy</li> <li>• Tier II Handbook</li> <li>• Needs assessment</li> <li>• Targeted Interventions Reference Guide</li> </ul>	<p>0 = No process in place</p> <p>1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>

**Main Idea:** Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.

# Break time!



**It's Time For A Break**



# CHECK-IN CHECK-OUT (CICO)

# Overview of CICO

- For students whose problem behaviors
  - (a) are unresponsive to Tier 1 practices and systems
  - (b) do not require individualized interventions
  - (c) are observed across multiple settings or contexts
  
- Efficient and cost-effective

Adapted from [Pbissmissouri.org](http://Pbissmissouri.org)

# CICO is appropriate for...

- Reoccurring minor behaviors
- 2-5 office referrals
- Behaviors occurring across multiple locations

## Examples:

talking out  
minor disruption  
work completion

# CICO is **not appropriate** for...

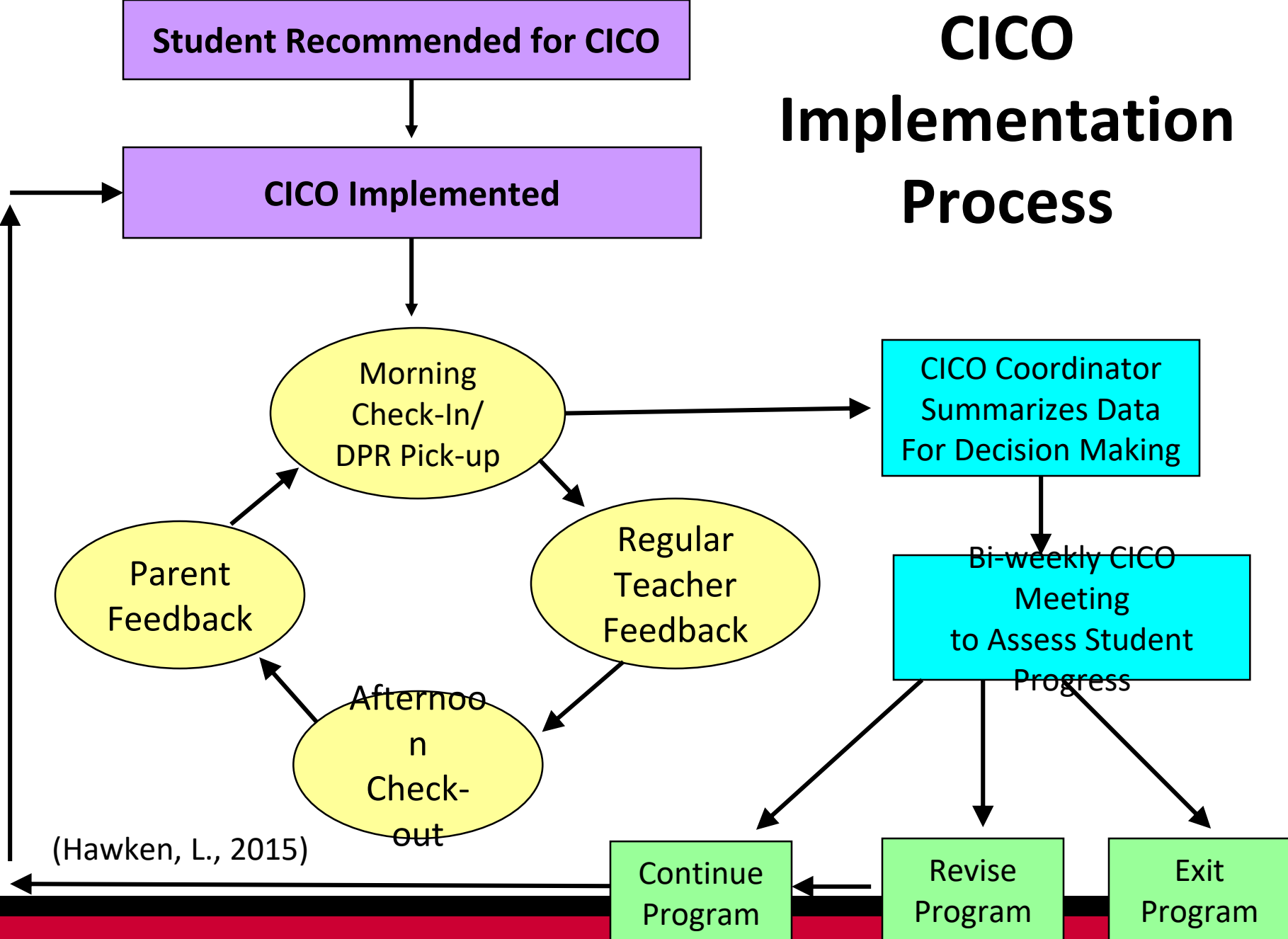
- Serious or violent behaviors/ infractions
- Extreme chronic behavior
  - **(8-10+ referrals)**
- Students requiring more individualized support, such as
  - functional assessment
  - wrap around services

# Approach/Process

1. Student identified
2. Student given Daily Progress Report (DPR)
3. Student receives prompts and feedback
4. Student data generated daily (through DPR)
5. Data used to monitor progress, make decisions

Adapted from [pbissmissouri.org](http://pbissmissouri.org)

# CICO Implementation Process



(Hawken, L., 2015)

# 5 Daily components

## 1. CHECK-IN

- Students “check-in” with facilitator
- Facilitator offers pre-corrects for meeting daily goals
- We’ll see a video example in a few slides 😊



**Wonderful Middle School EAGLES Program**  
*Excel and Gain Life Educational Skills*

Student Name \_\_\_\_\_

Date \_\_\_\_\_

3 = 0-1 reminder

2 = 2 reminders

1 = 3+ reminders

	<b>Be Safe</b> Keep hands & feet to self	<b>Be Respectful</b> Use polite language	<b>Be a Learner</b> Follow directions	<b>Teacher Initials</b>	<b>Success Notes</b>
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		
<b>Today's Goal:</b> 50%   55%   60%   65%   70%   75%   80%					
<b>Today's Points</b> _____ <b>Points Possible</b> _____ <b>Today's Percent</b> _____%					

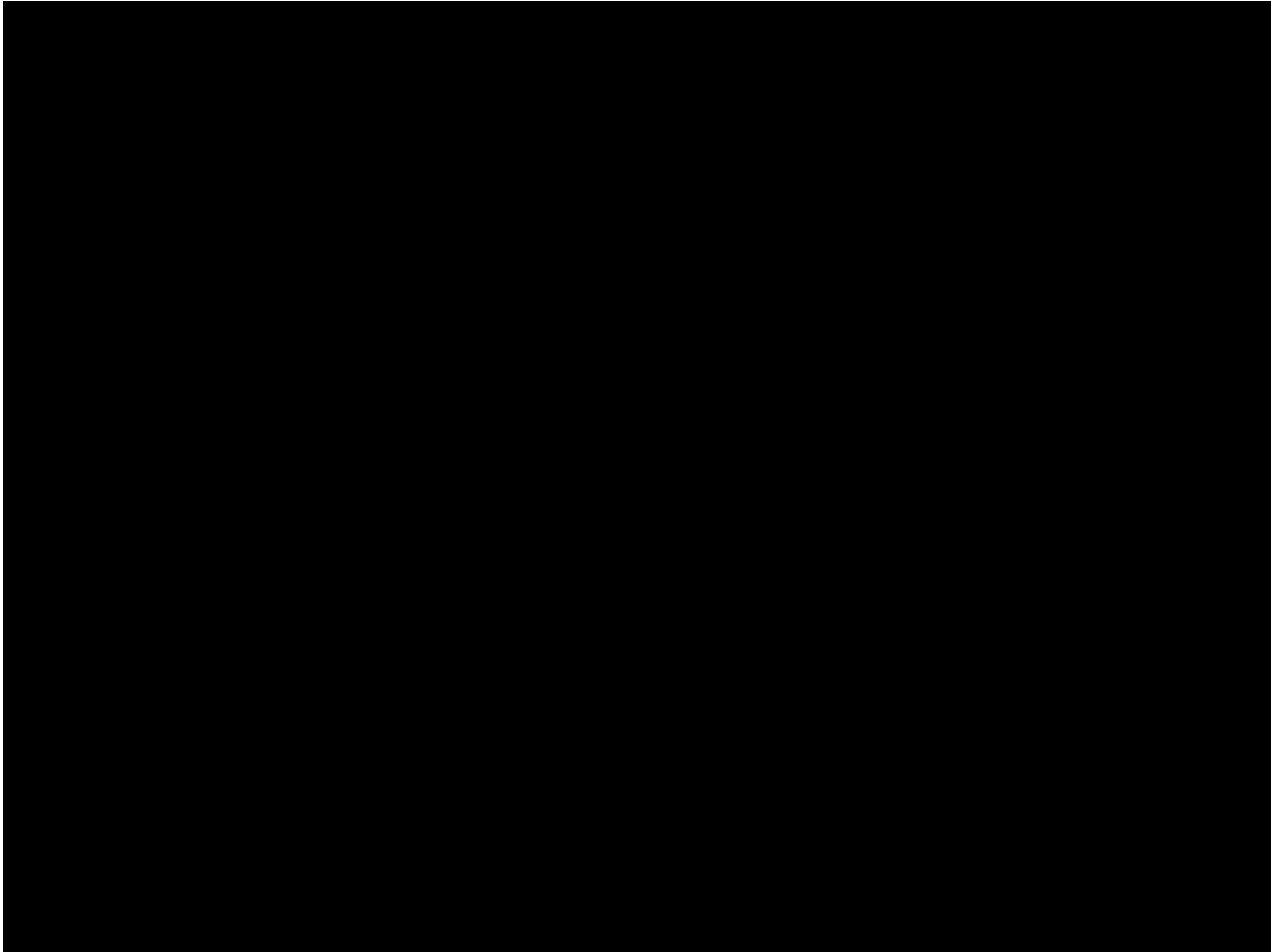
Parent/Guardian Signature \_\_\_\_\_

Congratulations for \_\_\_\_\_

## 2. REGULAR TEACHER FEEDBACK

- positive, specific praise for appropriate behavior
- corrective feedback when needed
- rates student demonstration of expectations

Video: <https://www.youtube.com/watch?v=V5X9RpvC6u4>



## Component & Features

### Regular Teacher Feedback

- Initiate feedback opportunity. Prompt student to come to chart if necessary. It is the teacher's responsibility to ensure feedback occurs.

Y N

- Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred)

Y N

- Mark student chart (i.e., points or sticker) and provide explanation for the rating given.

Y N

- Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.

Y N

- Use a positive tone throughout interaction.

Y N

*Total Number of Y Circled =*

*Percent Implemented (total Y / total number of features x 100) =*

### 3. CHECK-OUT

- Students return to facilitator
- Points are totaled
- Facilitators provide verbal praise
  - *May* offer a (Tier 1) acknowledgement
  - If needed, provide re-teaching & encouragement

Adapted from  
Pbissmissouri.org

## 4. DATA COLLECTION & PROGRESS MONITORING

- Facilitators enter % of points earned
- Data graphed & reviewed
- Monitor progress & make decisions

# CICO-SWIS Daily Progress Report

Name: \_\_\_\_\_  
 Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Parent/Guardian Signature: \_\_\_\_\_

**Rating Scale**

2 = Met all expectations (Great job!)  
 1 = Met some expectations (Good work)  
 0 = Met few or no expectations (Room for improvement)

CICO-SWIS Goal: \_\_\_\_%

Points Earned: \_\_\_\_\_

Points Possible: \_\_\_\_\_

Goal Met: \_\_\_\_ YES \_\_\_\_ NO

Defined number times for feedback (10 or less)

Built upon 3-5 school-wide expectations

**Generalizable across student schedules**

Three point rating scale

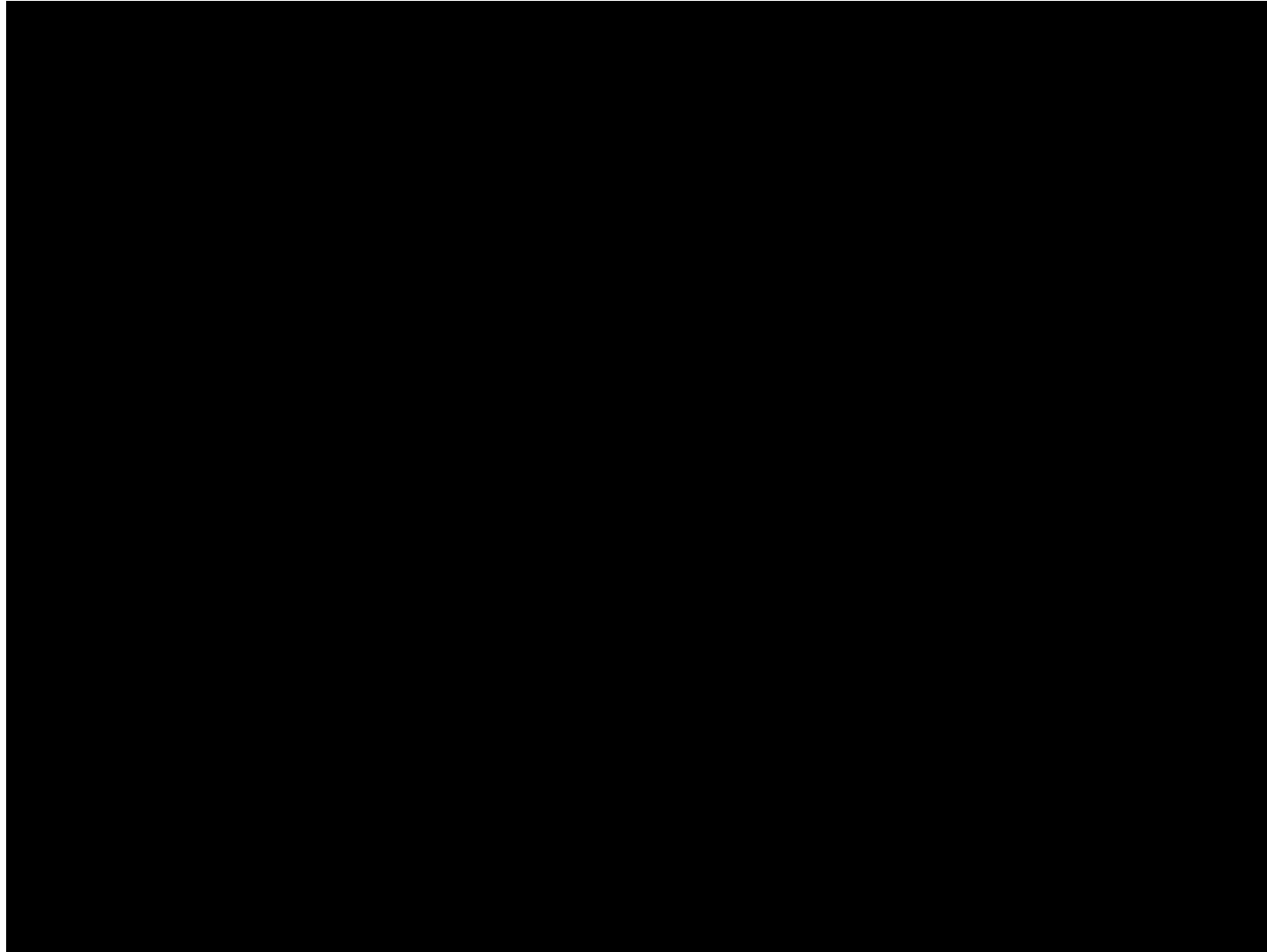
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							



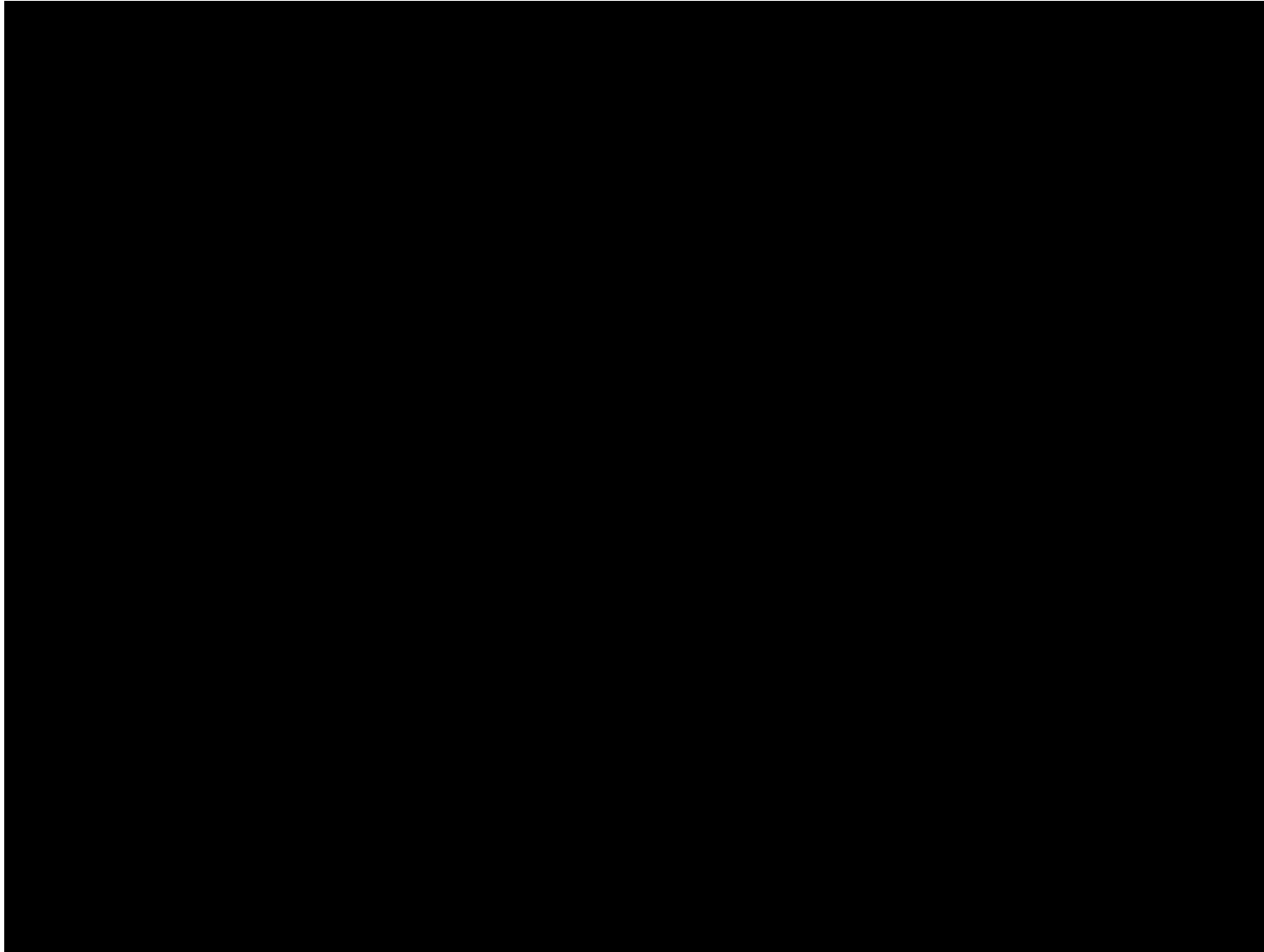
## 5. FAMILY PARTICIPATION

- Students reminded to take DPR home
- Parents sign and return DPR
- Provide re-teaching, encouragement if DPR not signed

Video example of morning & afternoon check in & out:  
<https://www.youtube.com/watch?v=e2VE56hEumc>



Example of a daily cycle of checking in and out:  
<https://www.youtube.com/watch?v=GMo5aAm2rVw>



# Weekly components – CICO coordinator

- Examines data
  - Prioritizes students to be discussed
  - Graphs data
- Provides update on students' progress
- Presents names and data for potential new students

# Weekly (or bi-weekly) components - team

- Makes decisions about students
- May discuss student awards or recognition
- Consider recognition for staff members

# Quarterly – Coordinator & Administrator

➤ Give feedback to families and staff

- recognizes accomplishments of p
- identifies areas for improvement

Adapted from  
Pbis.org

# Example – quarterly report

During a scheduled staff meeting the CICO Coordinator might have 10 minutes to report

- # students currently participating in the program
- rate of positive student response
- data on how well interventions are being implemented

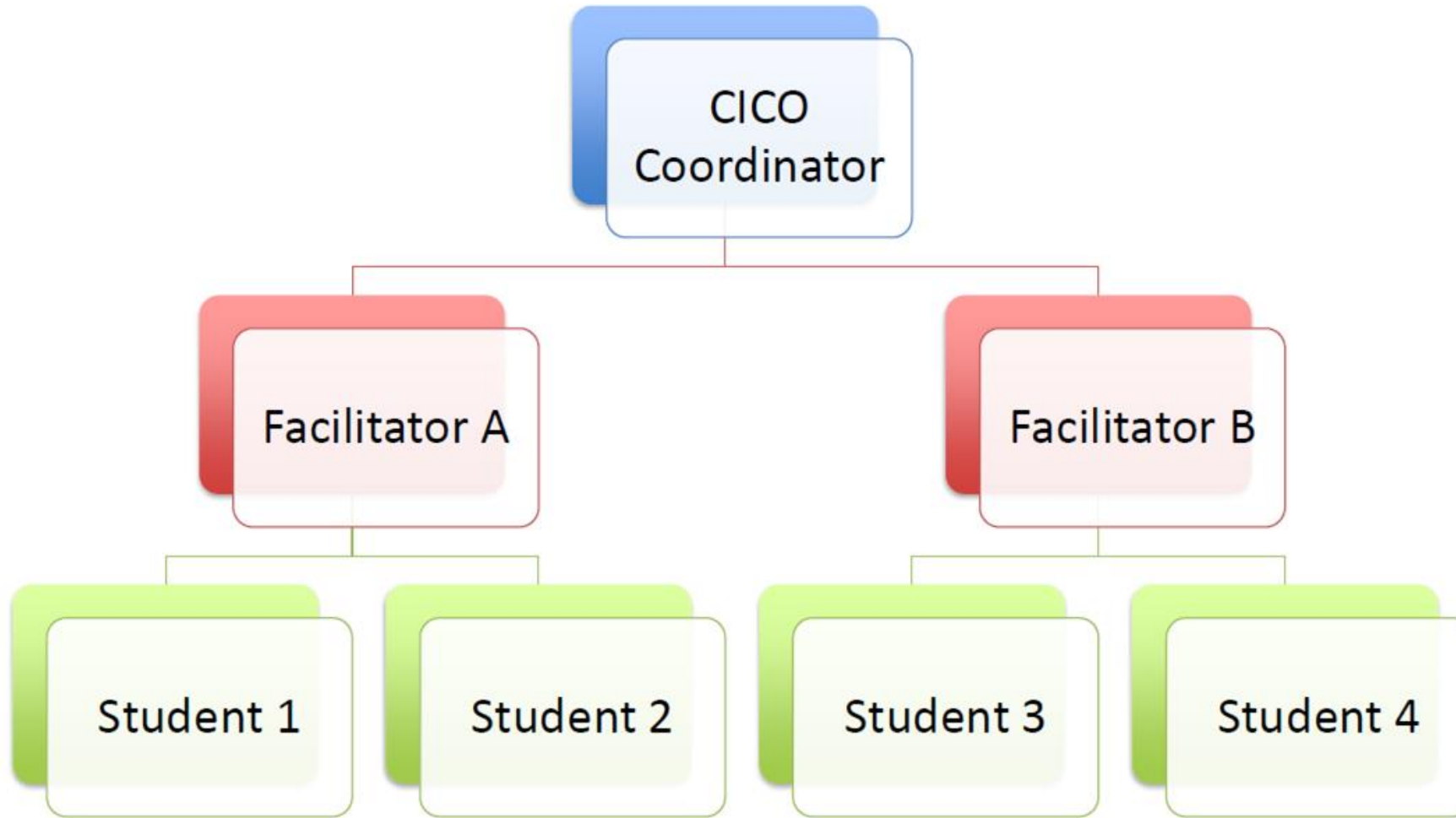
# Reinforcement system

- Emphasize social aspects
  - personal connection with an adult
- Increase adult attention, positive peer attention, or offer extra activities
- Reinforce for checking in, checking out, meeting daily and weekly point goals



Students who participate in the CICO intervention will still participate in the schoolwide system of encouraging appropriate behavior.

# What Resources Are Needed?



# Personnel

## 1. CICO COORDINATOR

### Qualifications:

- Fluent with CICO procedures
- Regarded positively by students
- Communicates with students, staff, family
- Will always follow through
- Effective in data decision making

### Duties:

- Generates data graphs for team meetings
- Completes tasks as assigned

# Personnel

## Facilitator(s)

### Duties:

- Morning check-ins
- Afternoon check-outs
- Recording DPR points
- Maintaining records of parent reports and DPRs

# Duties shared by coordinator & facilitator

- Introduce/train students entering CICO
- Introduce parents and new teachers to CICO
- Communicate with teachers and families

# Examples of CICO DPR

## Check-In/Check-Out Form

### Daily Progress Report

A-Day      B-Day

Name: Jeremy Walker      Date: 9/18/02

Teachers: Please indicate YES (2), So-So (1), or No (0) regarding the student's achievement for the following goals:

Goals	1/5	2/6	3/7	HR	4/8
Be respectful	2 1 0	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	2 1 0
Keep Hand & Feet to Self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Follow Directions	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be There – Be Ready	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>TOTAL POINTS</b>	8	8	7	10	8
<b>TEACHER INITIALS</b>	A.K.	B.D.	R.S.	J.T.	B.L.

Daily Goal      40/50

Daily Score      41/50

Jeremy Walker Student Signature

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress. (If additional space is required, please attach a note and indicate so below)

Period 1/5 Behavior is improving!

Period 2/6 \_\_\_\_\_

Period 3/7 \_\_\_\_\_

Period 4/8 \_\_\_\_\_

Home Room Excellent behavior today!

Parent/Caregiver Signature: Angel Walker

Parent/Caregiver Comments: Keep up the good work!



LAKESWOOD



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

BULLDOGS

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
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: \_\_\_\_\_



# 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) 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  
Percentage \_\_\_\_\_

BEP daily score \_\_\_\_\_ / \_\_\_\_\_

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)

# For younger students

Goals	Am to Mid-morning	Mid-morning to Lunch	Lunch	PM		
Be Safe	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️
Be Kind	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️
Be Responsible	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️	😊 · ☹️
Total Points						
Teacher Initials						

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

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

# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Item 2.6 and assess where you are right now
2. Score your item on the Action Plan form
3. Record any actions that need to be taken to improve your score for this item

## 2.6 Tier II Critical Features

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.6 Tier II Critical Features:</b> Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> <li>• Universal lesson plans</li> <li>• Tier II lesson plans</li> <li>• Daily/weekly progress report</li> <li>• School schedule</li> <li>• School Tier II handbook</li> </ul>	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback</p> <p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>

**Main Idea:** Tier II supports should focus on improving the skills and context needed for student success.

# Tier II data-based decision making

# Numbers to Keep in Mind

- **80-90**
  - % of students whose **needs will be met by Tier I alone**
- **5-15**
  - % of students expected to need **Targeted/Tier II interventions** (7-12% respond well to CICO)
- **1-5**
  - % of students **expected to need Tier III interventions**

# Why 7-12% on CICO?

- Students who would not have gotten any support “until things got worse”
- All teachers expect to have students who need higher rate of positive contact
- Quicker/easier to support student who needs Tier III

# ★ Activity

## Quick Exercise

- Note your total school population
- Calculate 7-12% of your enrollment
- Share out with the larger group

**This is the # of students you can accommodate for CICO.**

# Data-Based Decision Making

✓ **70%** should respond positively to the intervention

✓ **Data-based Decision-Rules must be defined**

✓ Data sources defining response are **efficient**

➤ *Example: student maintains an 80% average on DPR for 4-6 weeks*

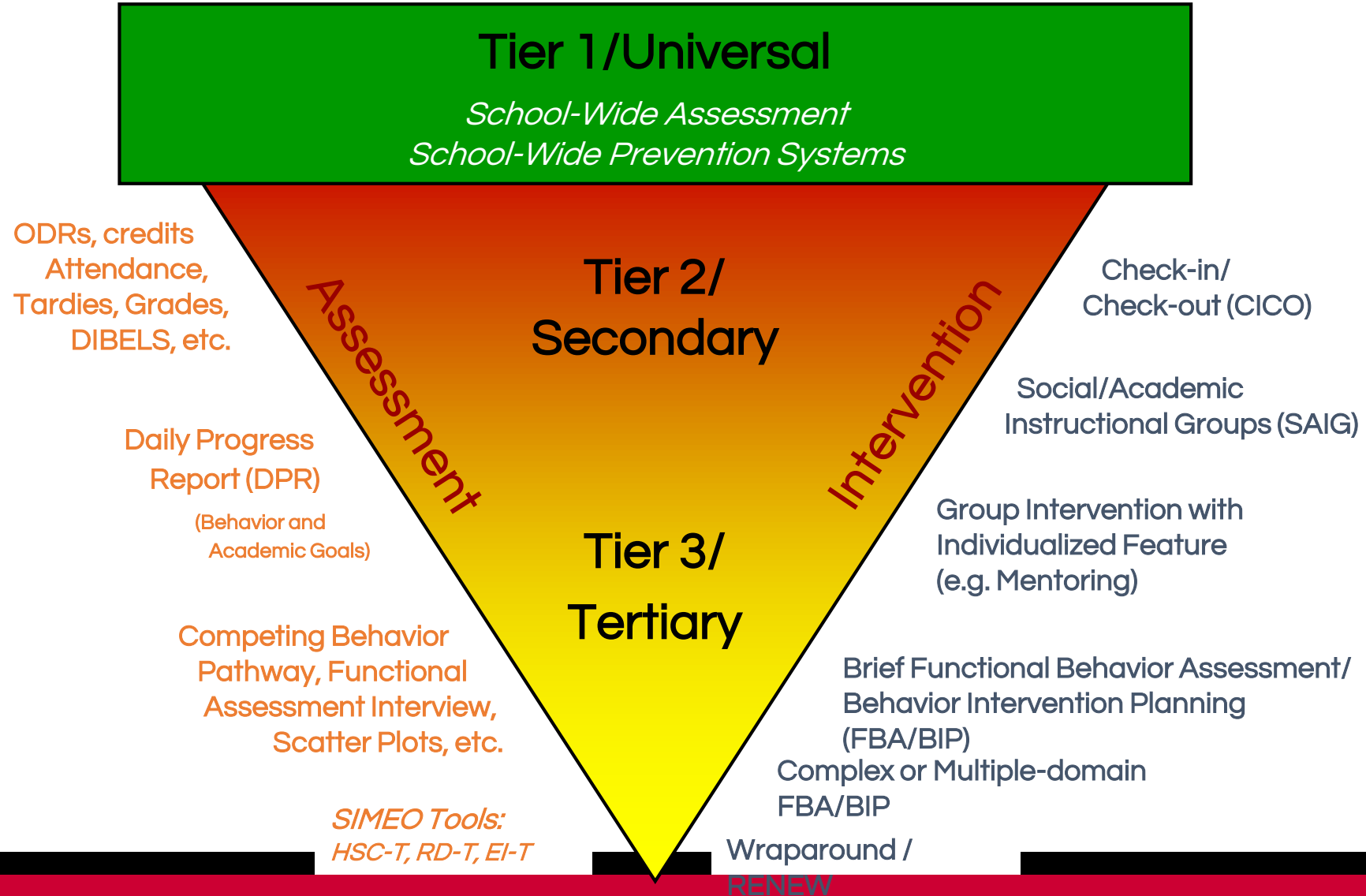
# Data Decision Rules needed:

- IN = Identification
- ON = Progress Monitoring
- OUT = Exiting or Transitioning

# Progress monitoring

- Points earned on Daily Progress Report (DPR)
- Reduction in ODRs
- Attendance improvement
- Reduction in Suspensions (in- and out-of-school)
- Improvement in grades
- Reduction of tardies

# Example: Multi-Tiered System of Support for Behavior – Assessment Tools & Corresponding Interventions



Adapted from T. Scott, 2004

# Student Progress Monitoring Guide (from Missouri) Part 1

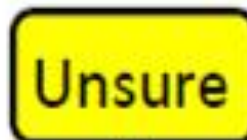
## MO SW-PBS Student Progress Monitoring Guide

Review the *Pre-meeting Organizer*. Answer the questions below for each student requiring action by the team.

Was intervention implemented with fidelity?

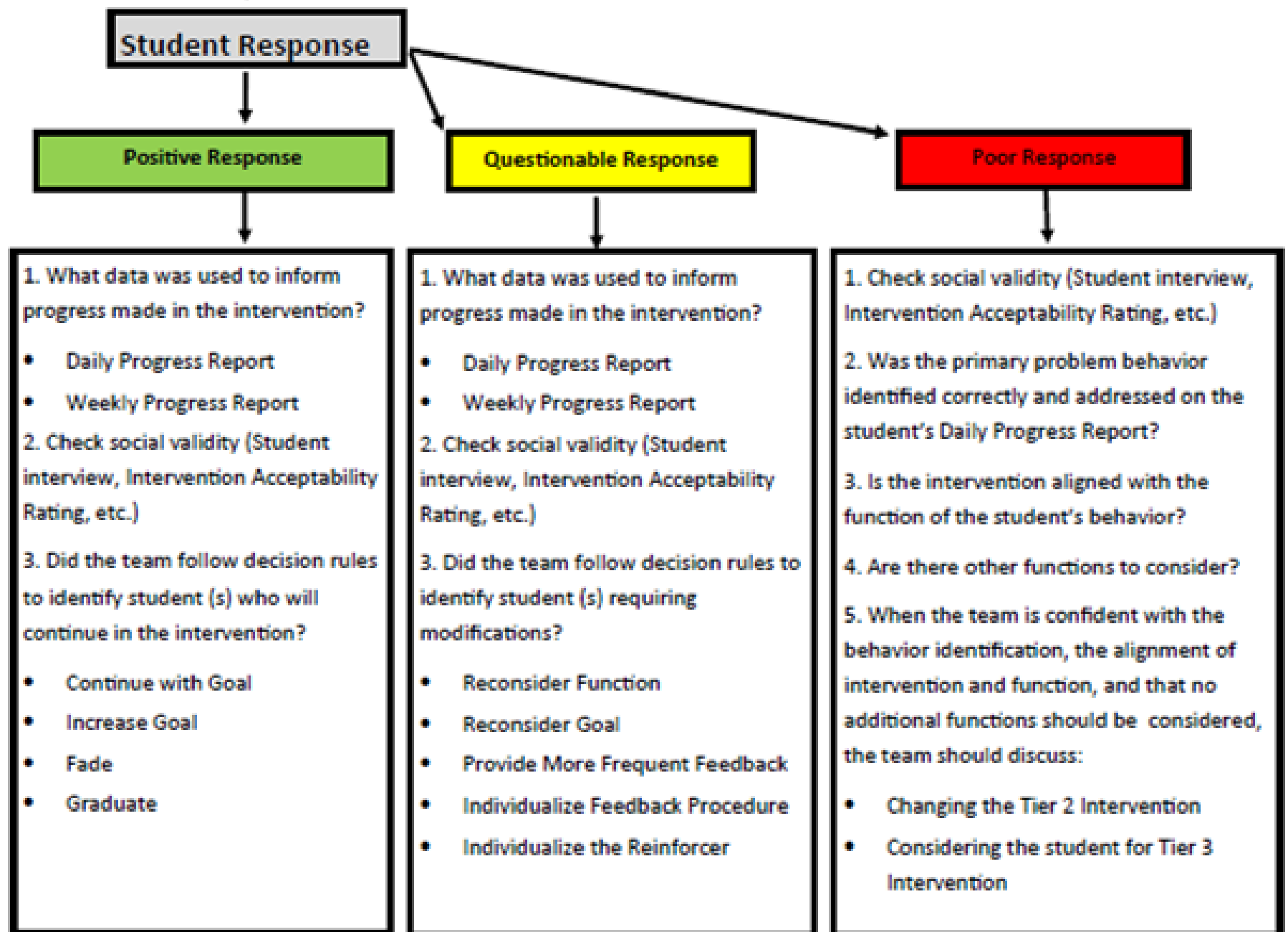
Use *Intervention Essential Features Document*.

What data was used to document fidelity (e.g. Daily Progress Report Review, Observation Checklist, Session Fidelity Checklist, etc.)?



1. Go back to *Intervention Essential Features (IEF) & Tier 2 Workbook*
2. Problem solve possible barriers to staff implementation, intervention satisfaction (social validity) for students and staff, and/or system deficits.
3. Document decisions made and steps to take in *meeting minutes*.

# Part 2



# Sample Tier II/III Spreadsheet

<http://pbissmissouri.org/tier-2-and-tier-3-data-tools/>

Example (Excel document)

# CICO-SWIS

- <https://app.swis.org/#cico/dashboard%7B%22school%22:%220CC395E6-460D-DF11-8DDA-0019B9C99BEB%22%7D>



# Activity

- Develop IN, ON, OUT criteria
- Determine how you will progress monitor

# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Items 2.10 and 2.11 and assess where you are right now
2. Score your items on the Action Plan form
3. Record any actions that need to be taken to improve your score for these items

## 2.10 Level of Use

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.10 Level of Use:</b> Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>	<ul style="list-style-type: none"> <li>• Tier II enrollment data</li> <li>• Tier II team meeting minutes</li> <li>• Progress monitoring tool</li> </ul>	<p>0 = Team does not track number of students responding to Tier II interventions</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</p>

**Main Idea:** Tier II supports that are used too little (e.g. 1%) or too much (e.g. 20%) are not sustainable.

# 2.11 Student Performance Data

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.11 Student Performance Data:</b> Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>	<ul style="list-style-type: none"><li>• Student progress data (e.g., % of students meeting goals)</li><li>• Intervention Tracking Tool</li><li>• Daily/Weekly Progress Report sheets</li><li>• Family communication</li></ul>	<p>0 = Student data not monitored</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>2 = Student data (% of students being successful) monitored and used at least monthly , with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders</p>

**Main Idea:** Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.

# Fidelity Data

# Tier II fidelity

- Are at least 70% of students successful?
- Check for fidelity of implementation of interventions
  - Teachers, students, subs properly trained
  - Teachers, students participating fully
  - Sufficient time scheduled
  - Parent communication

# Evaluation

- Tier I, Tier II implementation fidelity (TFI, SAS)
- Smallest changes to improve implementation
- Is PBIS Benefiting Students?
  - Social Behavior
  - Academic Gains

# ★Activity

## TFI: Assess & Action Plan

1. Go through TFI Items 2.12 and 2.13 and assess where you are right now
2. Score these items on the Action Plan form
3. Record any actions that need to be taken to improve your score for these items

# 2.12 Fidelity Data

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.12 Fidelity Data:</b> Tier II team has a protocol for on-going review of fidelity for each Tier II practice.</p>	<ul style="list-style-type: none"><li>• Tier II coordinator training</li><li>• District technical assistance</li><li>• Fidelity probes taken monthly by a Tier II team member</li></ul>	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</p>

**Main Idea:** Fidelity assessments should always be included as part of implementation practice.

## 2.13 Evaluation

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.13 Annual Evaluation:</b> At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers, and evaluations are shared with staff and district leadership.</p>	<ul style="list-style-type: none"> <li>• Staff and student surveys</li> <li>• Tier II handbook</li> <li>• Fidelity tools</li> <li>• School Policy</li> <li>• Student outcomes</li> <li>• District Reports</li> </ul>	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, outcomes not used to shape the Tier II process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation</p>

**Main Idea:** Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.

# Some Great Resources

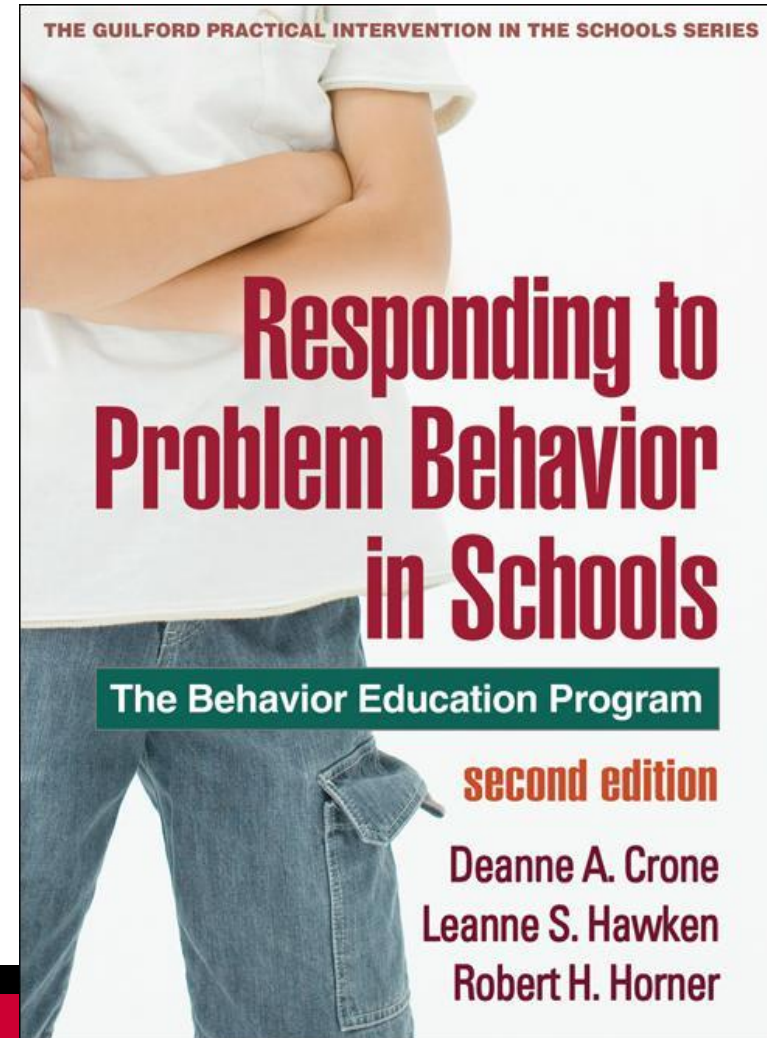
- Missouri Schoolwide PBS <http://pbissmissouri.org/tier-2-workbook-resources/>
- PBIS Apps – resources for Tier II (CICO intervention assessment, examples of DPRs, etc.)  
<https://www.pbisapps.org/Resources/Pages/CICO-SWIS-Publications.aspx>
- Fidelity of PBIS – presentation:  
[https://www.pbis.org/Common/Cms/files/Forum15\\_Presentations/D1\\_Horner-et-al.pdf](https://www.pbis.org/Common/Cms/files/Forum15_Presentations/D1_Horner-et-al.pdf)

# Research on CICO

- More effective with students with attention-maintained problem behavior (March & Horner, 2002; McIntosh, et., al., 2009, Campbell & Anderson, 2008)
- Effective across behavioral functions (Hawken, O’Neill, & MacLeod, 2011)
- Students who do not respond to CICO benefit from function-based, individualized interventions (Fairbanks, et., al., 2007, March & Horner, 2002; Macleod, Hawken, & O’Neill, 2010)

# Manual on How to Implement BEP/CICO (also a DVD available)

**Crone, Hawken, & Horner  
(2010).** *Responding to  
Problem Behavior in Schools:  
The Behavior Education  
Program* (2<sup>nd</sup> ed). New York,  
NY: Guilford Press



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