Effectively Using Data to Select, Implement, and Evaluate Tier 2 Systems

2019 Annual Conference on Advancing School Mental Health
Austin, Texas
November 2019

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Objectives

Focus on how to...

• Understanding complexities with Tier 2
• Identify students for Tier 2 interventions
• Establish data decision rules (DDR)
• Leverage progress monitoring data to evaluate performance of students and group interventions
Let’s Get Acquainted

Who has....

• Never implemented Tier 2 supports
• Is implementing Tier 2 with difficulty
• Implemented tier 2 supports well
• Has no idea?

Tier 2 (Targeted Interventions)

- Tertiary (FEW)
  - Reduced complications, intensity, severity of current cases
- Secondary (SOMBR)
  - Reduce current cases of problem behavior
- Primary (ALL)
  - Reduce new cases of problem behavior
Achieving Fidelity at Tier 2: The Struggle is Real!

- 65% of schools measuring fidelity are achieving high implementation at tier 1
- Only 19% of schools are reporting high fidelity at advanced tiers

(TA Center on PBIS, 2018)

Common Patterns in Implementation
Reconceptualize the Approach

Interventions as a Pogo Stick

Tier 2 as a Three legged-stool
Often at tier II, significant emphasis is put on the practices, or specific interventions that will be offered within the middle tier. Just as much focus should be emphasized on the systems needed to support tier II efficacy and how to utilize data to work smarter—not harder.

**TIER 2 SYSTEMS**

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**4 PBIS Elements**

- Supporting Staff Behavior
- Supporting Student Behavior
- Supporting Social Competence & Academic Achievement
- Supporting Decision Making

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**Systems**

**Data**

**Practices**

**Outcomes**
Is My School Ready to Implement Tier II Supports?

Tier II Essentials
• Administrative support
  – Allocation of resources (planning and meeting time, money, materials, etc)
• Tier I implemented with fidelity (≥ 70% TFI)
• Staff buy-in
• No significant changes in school climate
  – i.e., morale, funding, restructuring
• Tier II implementation is a top priority

Readiness for Tier 2 Supports
• Data determine when your team is READY to build supports beyond universals
• SWPBS universal systems are consistently implemented with fidelity
  – School-wide
  – Non-classroom
  – Classroom
  *Evidence of implementation of the Nine Classroom Essential Practices & a process developed for ongoing training faculty/staff

Lewis & Mitchell, 2015
Classroom Interventions and Supports Self-Assessment

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Partial</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The classroom is physically designed to meet the needs of all students.</td>
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<tr>
<td>2. Classroom routines are developed, taught and predictable.</td>
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<td>3. Three to five positive classroom expectations are posted, defined, and explicitly taught.</td>
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<td>4. Prompts and active supervision practices are used proactively</td>
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<td>5. Opportunities to respond are varied and are provided at high rates.</td>
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<tr>
<td>6. Specific praise and other strategies are used to acknowledge behavior.</td>
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<tr>
<td>7. Reminders are consistently given before a behavior might occur.</td>
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<tr>
<td>8. The responses to misbehaviors in the classroom are appropriate and systematic</td>
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<tr>
<td>9. Data Systems are used to collect information about classroom behavior.</td>
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</table>

Goals of Tier II Supports

- Provide remediation
- Prevent problems from getting worse
- Provide a continuum of supports
- Identify and support students at-risk for not reaching behavioral expectations
- Provide sufficient and appropriate interventions
  - Teach new skills to assist students in reaching and exceeding behavioral expectations
Tier II Process Includes...

- Data Based problem solving
- Pre-determined data decision rules
  - Selecting and prioritizing students
  - Making changes to interventions
  - Changing levels of support
- Appropriate, evidence-based interventions
- Checks for fidelity of implementation

Out of Proportion

- These students represent less than 25% of school enrollment
- They often account for over 50% of behavioral incidents
- They consume significant amounts of time and resources
Catch them *before* they fall:

- Interventions are more efficient and effective the earlier we intervene.
- Many children do NOT outgrow problem behaviors—they grow into them.

**IDENTIFYING STUDENTS**

Teams must appropriately select students for interventions in ways that are comprehensive and enhance equity. Universal screening methods and tools will be presented as well as how to utilize screening data to determine what interventions are needed. As populations and needs at specific school sites evolve over time, so should tier II interventions.
System or Student Problem?

Problem Identification

If a student spends a lot of time in an environment that generates a high rate of problem behavior...

OR

If a student spends time with adults who do not teach and/or reward appropriate behavior...

The environment likely contributes to the student’s problem.

Student Identification:
A System or a Student Problem?

Tier I SWPBS:
- Was the student taught the school-wide expectations and rules?
- Did the student earn reinforcers for engaging in the school-wide expectations?

Gap Analysis (Classroom):
- Is the student’s problem behavior significantly different from his/her peers?
- Are effective instruction and behavior management occurring within the classroom?

If the answer is “No” to any of these questions, address the classroom environment before considering Tier II supports.
Student Support Model

- Phase 1 = Provide Adequate Instruction
- Phase 2 = Identification Process
- Phase 3 = Function-informed Intervention
  - Collect Student Information
  - Select Intervention
  - Implement Intervention
- Phase 4 = Evaluate Outcomes & Make Decisions

*Team based support throughout each phase

Office Discipline Referrals (ODRs) May Not Be Enough

ODRs will not identify all students in need of Tier II supports

- Settings with persistent or more disruptive behaviors may not generate office referrals
  - E.g., alternative placements, self-contained classroom

- **Internalizing behaviors**

- Multiple minor, but few major referrals

- Low or non-referring teachers
Universal Screening

Internalizing Behavior

Externalizing Behavior

Identification Process

Externalizing Behavior Examples...
• Aggression to others or things
• Hyperactivity
• Non-compliance
• Disruptive
• Arguing
• Defiance
• Stealing
• Not following directions
• Calling out

Internalizing Behavior Examples...
• Exhibits sadness or depression
• Sleeps a lot
• Is teased or bullied by peers
• Does not participate in games
• Very shy or timid
• Acts fearful
• Does not stand up for self
• Self-injury (cutting, head banging)
• Withdrawn
Universal Screening is Not New

• In education, schools have been implementing universal screening procedures decades
  – DIBELS AIMSweb
  – easyCBM
  – edSpring

Same Purpose, Different Skills

• Screening results are utilized for guiding instruction/interventions
• Results may/may not be shared with students & families
• Screening assessments are not diagnostic
• One data point does not define a student
When does US take place?

- Universal screening is conducted with entire population
- BUT—not until advanced tier supports are in place
- Fidelity measures assess screening procedures at tier 2 (TFI)

Universal Screening: Sample of Evidence-Based Screening Instruments

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<th>Screener</th>
<th>Pros</th>
<th>Cons</th>
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<tr>
<td>Systematic Screening for Behavior Disorders (SSBD; Walker &amp; Severson, 1990) <a href="http://store.cambiumlearning.com">http://store.cambiumlearning.com</a></td>
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<td></td>
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<tr>
<td>BASC-2/BESS (Kamphaus &amp; Reynolds, 2007) <a href="http://www.pearsonassessments.com">http://www.pearsonassessments.com</a></td>
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Screener

- Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990)
- Well-validated (Endorsed in 1990 by the Program Effectiveness Panel of the U.S. Department of Education)
- Efficient (Screening process can be completed within 45 minutes to 1 hour)
- Most effective instrument for identifying internalizers (Lane et al., 2009)
- Meets AERA/APA instrument selection criteria
- Inexpensive (Manual= $134.49; includes reproducible screening forms)
- Normed for grades 1-6
- Dated norms (normed in 1990)
- Normative sample skewed to western U.S. region

BASC-2/BESS (Kamphaus & Reynolds, 2007)

- Measures behaviors associated with internalizing and externalizing problem behaviors and academic competence
- Meets AERA/APA instrument selection criteria
- Incorporates three validity measures to rule out response bias
- Utilizes large (N=12,350 children & youth), nationally-representative sample
- Web-based screening capacity available via AIMSweb

- Can be expensive for districts/schools that don't have access to a scantron machine
- $26.25 for 25 hard-scored protocols
- Online access via AIMSweb: Additional $1.00 per student for subscribers and $4.00 per student for non-subscribers
- Hand-scorings is time-consuming and reduces access to validity measures
- Computer software is expensive ($620)
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<td>Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001)</td>
<td>• Measures internalizing/externalizing behaviors</td>
<td>• Perceived length of administration time</td>
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<tr>
<td><a href="http://www.sdqinfo.org">http://www.sdqinfo.org</a></td>
<td>• Free</td>
<td>• Items skewed toward externalizing behaviors</td>
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<td></td>
<td>• Option of completing pencil and paper, or online version</td>
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<tr>
<td></td>
<td>• Can be scored online</td>
<td></td>
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<tr>
<td></td>
<td>• Technically sound: Large, representative normative group</td>
<td></td>
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<tr>
<td>Student Risk Screening Scale (SRSS; Drummond, 1993)</td>
<td>• Measures internalizing/externalizing behaviors</td>
<td>• Not as accurate as the SSBD regarding identification of internalizers</td>
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<tr>
<td></td>
<td>• Free</td>
<td></td>
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<tr>
<td></td>
<td>• Quick to administer (less than 5 minutes per student; 15 minutes for entire class, depending upon number of students)</td>
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<tr>
<td></td>
<td>• Easy to understand and interpret score results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technically-adequate</td>
<td></td>
</tr>
<tr>
<td>Social Skills Improvement System (SSIS; Gresham &amp; Elliott, 2008)</td>
<td>• Measures problem behaviors, social and academic competence</td>
<td>• Expensive: Technical manual=$105.60; Rating forms=$43.75 for package of 25 hand-scored forms, scoring software=$270.00; Scanning software=$640</td>
</tr>
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<td><a href="http://psychcorp.pearsonassessments.com/pa/scis/hub/home.htm">http://psychcorp.pearsonassessments.com/pa/scis/hub/home.htm</a></td>
<td>• Computer and web-based (AIMSweb) administration and scoring available</td>
<td>• Can be time-consuming: It takes 10-25 minutes per student to complete the screening instrument</td>
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Where to start?
Universal Screening

1. Select screening tool
2. Have teacher rate their class list (1 period secondary)
3. Team scores screenings
4. Triangulate score with other data sources
Conduct Universal Screening

STUDENT RISK SCREENING SCAN for Externalizing Behaviors (SRSS-IE)-Elem.

Lowlock Elementary

INTERNALIZING BEHAVIORS as a Percent of Students Screened

- High Risk = 4+, 4.12%
- Moderate Risk = 2-3, 1.12%
- Low Risk = 0-1, 83.9%

Percent
Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>534</td>
<td>6.00%</td>
<td>17.00%</td>
<td>87.00%</td>
</tr>
<tr>
<td>2005</td>
<td>502</td>
<td>3.00%</td>
<td>11.00%</td>
<td>86.00%</td>
</tr>
<tr>
<td>2006</td>
<td>454</td>
<td>3.00%</td>
<td>11.00%</td>
<td>86.00%</td>
</tr>
<tr>
<td>2007</td>
<td>470</td>
<td>2.34%</td>
<td>7.87%</td>
<td>89.79%</td>
</tr>
<tr>
<td>2008</td>
<td>477</td>
<td>0.63%</td>
<td>6.29%</td>
<td>93.08%</td>
</tr>
<tr>
<td>2009</td>
<td>476</td>
<td>1.68%</td>
<td>7.77%</td>
<td>90.55%</td>
</tr>
<tr>
<td>2010</td>
<td>524</td>
<td>1.34%</td>
<td>6.11%</td>
<td>92.56%</td>
</tr>
<tr>
<td>2011</td>
<td>539</td>
<td>2.23%</td>
<td>2.15%</td>
<td>95.62%</td>
</tr>
</tbody>
</table>

Identify Additional Data Sources

PICK AT LEAST THREE:

- Universal Screening Score
- SWIS Majors/Minors Discipline Referrals
- Attendance
- Teacher “Referral”
- Grades/GPA
- Credit Accrual
- Early Warning System (EWS) alerts
- Visits to the nurse’s office
Triangulate Data

Triangulate data for students at “moderate risk”

<table>
<thead>
<tr>
<th>5th Grade Students</th>
<th>Moderate Score (E/I)</th>
<th>ODRS (M/m)</th>
<th>Attendance</th>
<th>Academic Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaci</td>
<td>I (3)</td>
<td>1 M 2 m</td>
<td>80%</td>
<td>Low</td>
</tr>
<tr>
<td>Jodie</td>
<td>E (11) &amp; I (4)</td>
<td>0</td>
<td>75%</td>
<td>Significant</td>
</tr>
<tr>
<td>Kathryn</td>
<td>I (2)</td>
<td>1 m</td>
<td>98%</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Set Floors and Ceilings with Data

- Determine what the threshold is for students who need tier 2 support
- ALSO determine the cap for students who need more intensive supports
- Avoid the “rookie mistake”
The main point

- Use the data
- Identify the need
- Select the intervention

Data Need

- CICO/BEP
- SAIG
- Structured Recess
- Check & Connect
- CBITS/Sparks
- Homework Club
Critical Features Checklist

Tier II behavior support interventions provide:

- Additional instruction/time for student skill development
- Additional structure/predictability
- Increased Opportunity for feedback

Fidelity Goal:
All Tier II Interventions include all 3 core Tier II features.
Operationally Defining Intervention

What is an intervention? An intervention ALWAYS involves two things

\[ \text{Intervention} = \text{Instruction} + \text{Assessment} \]

What isn’t an intervention? Beware of things that may seem like interventions, but are not

- Policies & Laws
- Initiatives that have no practices
- One-time events

“Policies live on paper; intervention lives in practice”

Creating equitable and consistent data decision rules for entry and exit of specific interventions need to be determined prior to implementing Tier 2 interventions.

DATA DECISION RULES
Data Decision Rules (DDR)

Having predetermined criteria for:
- How students get access to, &
- How students graduate out of interventions

<table>
<thead>
<tr>
<th>Support/Interventions</th>
<th>Description</th>
<th>Entry Criteria</th>
<th>Data to Progress Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group social skills instruction: Skills Streaming Curriculum</td>
<td>Small group instruction by counselor or other trained interventionist. Lessons taught based on identified needs in student group. 20 min, 4x per week. “Internalizers” group separate from “externalizers” group</td>
<td>SRSS-IE: E7 or IS= Moderate or High Risk AND Office Discipline Referrals (ODR): 2+ for social/peer challenges AND “Needs Improvement” on Report Card social indicators</td>
<td>ODRs earned for social/peer challenges AND Scores on Weekly Progress Report AND Attendance in group</td>
<td>SRSS-IE low risk ODRs earned=0 Improvement on report card social indicators Mastery of lessons related to target skill(s) in group</td>
</tr>
</tbody>
</table>
Progress monitoring will be discussed through two lenses; the success of individual students, and the success of the intervention as a whole.

**PROGRESS MONITORING & INTERVENTION EVALUATION**
Why Monitor Progress?

- Assists team in determining how students are responding to the intervention
- Provides data for decision-making on next steps
- Addresses fidelity of implementation
- Monitor both student progress and system progress

A helpful analogy

Which do you need to lose weight?
1. Exercise Equipment
2. A scale
3. Healthy food in fridge
4. A weight goal & incentive to reach it
5. All of the above

Which is the INTERVENTION?
1. Creating and exercise schedule
2. Going on the scale
3. Eating healthier daily
4. Reading literature about healthy living
Metaphor of Losing Weight

1. Goal to lose weight
2. Progress Monitor is a scale
3. Structure is buying some equipment, posting a schedule, shopping healthy
4. The intervention is actually eating healthy and working out

1. Goal to improve behaviors
2. Progress Monitor is the WPR/DPR
3. Structure is finding a coordinator, finding time, meeting with the student
4. The intervention is the relationship/interaction between student and teacher

Data-Based Decision Making

Student outcome data is used:
- To identify youth in need of support and to identify appropriate intervention
- For on-going progress monitoring
- To exit or transition youth off of interventions
- To aggregate the overall effectiveness of group intervention(s)

Intervention fidelity data is used:
- To monitor the effectiveness of the intervention itself
- To make decisions regarding the supported offered within multi-tiered continuum
Evaluate the Outcomes of Tier 2

1. Identify the number of students in the tier/intervention(s)
   - 7-15% of students school-wide

2. Consider the intervention success rate
   - Approximately 70% of students should respond to the intervention
Speak to the Outcomes

For each of our Tier 2 interventions:
1) How well did it meet the need?
2) For whom was it most effective?

When you plant lettuce, if it does not grow well, you don’t blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.

*Thich Nhat Hanh*
Evaluation in Tier 1 vs. Tier 2

NEVADA TRAINING OUTLINE
MTSS/PBIS Training and Coaching Schedule

<table>
<thead>
<tr>
<th>NEVADA MTSS</th>
<th>Tier 3</th>
<th>Tier 2</th>
<th>Tier 1</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 3</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tier 1 Workshop (2 Days)</td>
<td>Introduction to MTSS/PBIS</td>
<td>Baseline Integration of PBIS, SEAD, RP, TIC, &amp; SEAD</td>
<td>Critical Elements of Tier 1</td>
<td></td>
</tr>
<tr>
<td>Tier 2 Workshop (2 Days)</td>
<td>Introduction to Tier 2</td>
<td>Screening</td>
<td>Tier 2 Practice</td>
<td>Tier 2 Critical Features</td>
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<tr>
<td>Tier 2 Professional Development Series:</td>
<td>Universal Screening and Tier 2 Pilots (half day)</td>
<td>Translating Data</td>
<td>Selection of Interventions</td>
<td>Data Decision Rules</td>
</tr>
<tr>
<td>Tier 2 Professional Development Series:</td>
<td>Progress Monitoring (half day)</td>
<td>Tier 2 Training</td>
<td>Progress Monitoring</td>
<td>Data Decision Rules</td>
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<tr>
<td>Tier 2 Professional Development Series:</td>
<td>Communication to Staff, Parents and Community (half day)</td>
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<td>Requests for Assistance</td>
<td>Developing Effective Professional Development</td>
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<td>Tier 2 Professional Development Series:</td>
<td>Disproportionality &amp; Social Validity (full day)</td>
<td>Analyzing/Identifying Disproportionality</td>
<td>Addressing Equity</td>
<td>Evaluating Tier 2 Systems &amp; Practices</td>
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<td>Tier 2 Professional Development Series:</td>
<td>Disproportionality &amp; Social Validity (full day)</td>
<td>Selecting Data for Data Decision Rules</td>
<td>Monitoring Progress</td>
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<td>Disproportionality &amp; Social Validity (full day)</td>
<td>Tier 2 Systems</td>
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Crosswalk Fidelity Measure & Training Content

Use a Backwards Planning Design:

- Start with your fidelity measure at tier 2
  - If you have a training sequence: Identify what components are missing vs. accounted for
  - If you do not yet have training sequence: Sequence training outline to cover all components across teaming, interventions AND evaluation

Wagner & Fleetwood, 2018
Questions & Dialogue

lets talk!

Thank You!

Nevada PBIS Technical Assistance Center
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Kaci Fleetwood: kacif@unr.edu