Navigating the Bermuda Triangle: Navigating Teams to Stay on Course in Tier 2
Who is joining us today?
Session Objectives

• Objective #1: be able to describe how to select Tier II interventions based on site behavior need and function. Additionally, how to create data decision rules to select students in need for intervention.
• Objective #2: List implementation steps and understand how to operate interventions with fidelity monitoring.
• Objective #3: Describe how to evaluate outcomes of Tier II interventions at a system and individual level. Exit and fading of interventions.
Life Cycle of Tier II
1. UNIVERSAL SCREENING
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)
<table>
<thead>
<tr>
<th>STUDENT RISK SCREENING SCALe6g and Externalizing Behaviors (SRSS-IE)-Elem.</th>
</tr>
</thead>
</table>

**Screening**

**Use this scale to rate each item for each student:**
- 0 = Never
- 1 = Occasionally
- 2 = Sometimes
- 3 = Frequently

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS SCREENED</th>
<th>STUDENT ID#</th>
<th>STUDENT NAME</th>
<th>GRADE and/or TEACHER</th>
<th>LOW ACADEMIC ACHIEVEMENT</th>
<th>NEGATIVE ATTITUDE</th>
<th>AGGRESSIVE BEHAVIOR</th>
<th>EMOTIONALITY</th>
<th>WITHDRAWN</th>
<th>SAD, DEPRESSED</th>
<th>ANXIOUS</th>
<th>LONELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>59265</td>
<td>Danny Johnson</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>67645</td>
<td>Fragile Rock</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>67614</td>
<td>Mitt Newton</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>67798</td>
<td>Kids Strand</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>68609</td>
<td>CH-Sep</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**INTERNALIZING BEHAVIORS**

**SRSS-IE Total**

**SRSS-IE Total**

**SRSS-IE Total**

---

**Love Lock Elementary**

**Student Risk Screening Scale (SRSS)**

**INTERNALIZING BEHAVIORS**

as a Percent of Students Screened

- **High Risk = 4+, 41.22%**
- **Moderate Risk = 2-3, 12.35%**
- **Low Risk = 0-1, 83.54%**
Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Fall Screeners

Percentage of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>6.00%</td>
<td>17.00%</td>
<td>77.00%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>3.00%</td>
<td>11.00%</td>
<td>86.00%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3.00%</td>
<td>11.00%</td>
<td>86.00%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2.34%</td>
<td>7.87%</td>
<td>93.08%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>0.63%</td>
<td>6.29%</td>
<td>90.55%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1.68%</td>
<td>7.77%</td>
<td>92.56%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1.34%</td>
<td>6.11%</td>
<td>94.06%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2.23%</td>
<td>3.71%</td>
<td>94.06%</td>
</tr>
</tbody>
</table>

N=534 N=502 N=454 N=470 N=477 N=476 N=524 N=539
### Universal Screening: Sample of Evidence-Based Screening Instruments

<table>
<thead>
<tr>
<th>Screener</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Screening for Behavior Disorders</td>
<td>- Well-validated (Endorsed in 1990 by the Program Effectiveness Panel of the U.S. Department of Education)</td>
<td>- Normed for grades 1-6</td>
</tr>
<tr>
<td>(SSBD; Walker &amp; Severson, 1990)</td>
<td>- Efficient (Screening process can be completed within 45 minutes to 1 hour)</td>
<td>- Dated norms (normed in 1990)</td>
</tr>
<tr>
<td><a href="http://store.cambiumlearning.com">http://store.cambiumlearning.com</a></td>
<td>- Most effective instrument for identifying internalizers (Lane et al., 2009)</td>
<td>- Normative sample skewed to western U.S. region</td>
</tr>
<tr>
<td></td>
<td>- Meets AERA/APA instrument selection criteria</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Inexpensive (Manual= $ 134.49; includes reproducible screening forms)</td>
<td></td>
</tr>
<tr>
<td>BASC-2/BESS (Kamphaus &amp; Reynolds, 2007)</td>
<td>- Measures behaviors associated with internalizing and externalizing problem behaviors and academic competence</td>
<td>- Can be expensive for districts/schools that don’t have access to a scantron machine</td>
</tr>
<tr>
<td></td>
<td>- Incorporates three validity measures to rule out response bias</td>
<td>- Online access via AIMSweb: Additional $1.00 per student for subscribers and $4.00 per student for non-subscribers</td>
</tr>
<tr>
<td></td>
<td>- Utilizes large (N= 12,350 children &amp; youth), nationally-representative sample</td>
<td>- Hand-scoring is time-consuming and reduces access to validity measures</td>
</tr>
<tr>
<td></td>
<td>- Web-based screening capacity available via AIMSweb</td>
<td>- Computer software is expensive ($620)</td>
</tr>
</tbody>
</table>
### Universal Screening: Sample of Evidence-Based Screening Instruments

<table>
<thead>
<tr>
<th>Screener</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001)</td>
<td>• Measures internalizing/externalizing behaviors</td>
<td>• Perceived length of administration time</td>
</tr>
<tr>
<td></td>
<td>• Free</td>
<td>• Items skewed toward externalizing behaviors</td>
</tr>
<tr>
<td></td>
<td>• Option of completing pencil and paper, or online version</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can be scored online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technically sound: Large, representative normative group</td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>• Free</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Quick to administer (less than 5 minutes per student; 15 minutes for entire class, depending upon number of students)</td>
<td></td>
</tr>
<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>
<tr>
<td></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>
</tr>
</tbody>
</table>
Conduct Universal Screening
1. Screening
2. Data Triangulation
3. Need Identification
4. Intervention Selection
5. Logistical Planning
6. Evaluation
2. DATA TRIANGULATION
Identify 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 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>Teacher asked for help from counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaci</td>
<td>I (3)</td>
<td>1 M 2 m</td>
<td>80%</td>
<td>No</td>
</tr>
<tr>
<td>Jodie</td>
<td>E (11) &amp; I (4)</td>
<td>0</td>
<td>75%</td>
<td>Yes</td>
</tr>
<tr>
<td>Kathryn</td>
<td>I (2)</td>
<td>1 m</td>
<td>98%</td>
<td>No</td>
</tr>
</tbody>
</table>
## Data Decision Rules

<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 I5= 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 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>
## DDR Template

### Completed

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Entry Criteria</th>
<th>Data to Progress Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
The main point

1. Use the data
2. Identify the need
3. Select the intervention
Big Ideas

• Student can and will move up and down the continuum of supports

• Say, “students who require tier 2 supports” NOT “Tier 2 students!”
1. Screening
2. Data Triangulation
3. Need Identification
4. Intervention Selection
5. Logistical Planning
6. Evaluation
3. NEED IDENTIFICATION
The main point

Use the data
Identify the need
Select the intervention
Teacher Mentoring

• Teachers are assigned frequent fliers to monitor
• Mentor and student meet weekly
• Time can be structured
  – Lunch
  – Homeroom
  – End of day
Special Activities

- Certain activities are designated for the yellow zone students
- They may have the opportunity to earn a specific reward or choose from a menu
  - Faculty – student basketball game
  - Game room
  - Lunch table with friends
Breakfast Club / Lunch Club

• Identified students meet with a staff member to eat breakfast (or lunch), socialize, and discuss behavior
• Often the students have point sheets
• Focus is on the opportunity to socialize and form a strong relationship with a supportive adult
Personalized Behavioral Report Card

• Students have behavioral point sheets designed to reflect their specific needs (social skills, hallway behaviors, homework behaviors, compliance, etc.)
• Point sheets are completed by staff and sent home for parents to review
• Weekly progress is noted
Gentlemen’s Club / Ladies’ Club

- Students are identified and are matched with a staff member willing to work with a group
- The students meet and discuss problems and solutions
- Relationship building is key to success
Homework Club

• Students who have difficulty completing homework have the opportunity to finish homework in school with a supportive staff member
• Specific times are identified and the students are expected to attend
• Student can and will move up and down the continuum of supports

• Say, “students who require tier 2 supports” NOT “Tier 2 students!”
1. Screening
2. Data Triangulation
3. Need Identification
4. Intervention Selection
5. Logistical Planning
6. Evaluation
4. INTERVENTION SELECTION
TIER II INTERVENTION
Intervention based on need
Strategic Interventions

• Develop your intervention strategies based on your data
• What need does your data show?
• Plan what data you need to collect in order to evaluate the effectiveness of your intervention
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”
Data-based process is used for **identifying students** in need of **Tier II** interventions

The team as an efficient and accurate data system for monitoring the **fidelity** of the **Tier II interventions**
Data is Our Friend....

Without intervention data, you are just another person with an opinion.....
• Insert -Function intervention form
Screening

Data Triangulation

Need Identification

Intervention Selection

Logistical Planning

Evaluation
5. LOGISTICS
1. Screening
2. Data Triangulation
3. Need Identification
4. Intervention Selection
5. Logistical Planning
6. Evaluation
6. EVALUATION
Use the Data

• Problems that seem large and hard to deal with can be easily solved once there is a clear picture of the problem
  – Do we need to sustain, modify or fade the intervention?
Linking it to the TFI

**TFI 2.11a** Tracks *proportion of students experiencing success*

**TFI 2.11b** Uses Tier II intervention outcomes *data and decision rules for progress monitoring* and modification.

**TFI 2.12** Has a protocol for ongoing *review of fidelity* for each Tier II practice.
Why Monitor Progress?

- Assists Tier II 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
Data Used to Progress Monitor

- DPR (Daily Progress Report) points earned each day (data entered into Excel or SWIS)
- AND
- Shift in Tier I data as well:
  - ODR/Minor
  - Suspensions/Attendance
  - Tardies
  - Follow-up questionnaire for teachers, family member, or student who made referral
# TFI 2.11a

**Elementary/Middle Example**

## Check In Check Out Point Sheet

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Points Possible</th>
<th>Points Received</th>
<th>Grade Points</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name:** __________________________  
**Date:** __/__/__

### Target Behaviors

<table>
<thead>
<tr>
<th>Target Behaviors</th>
<th>Math</th>
<th>Social Studies</th>
<th>Specials</th>
<th>Recess</th>
<th>Language Arts</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td>Responsible</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td>Safe</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
</tbody>
</table>

**Parent Signature:** __________________________
Daily Progress Reports

REMEMBER these are examples of DATA COLLECTION tools.

The form is NOT the intervention.
Individual Student Data

Let’s look at some examples!
How Effective is the Intervention?
How Effective is the Intervention?

CICO Individual Student Count Report
May 4 - June 14, 2011

Student: Brian Bender
How Effective is the Intervention?

CICO Individual Student Period Report
May 4 - June 2, 2011

Max Number of Days where Score Possible: 22

Avg Daily % of Total CICO Points

<table>
<thead>
<tr>
<th>Period</th>
<th>Number of Periods with Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
</tr>
</tbody>
</table>
Individual vs Group Data

Why does it matter?

• Group data allows us to evaluate the effectiveness of the intervention overall; allows us to measure fidelity

• Individual data allows us to evaluate the effectiveness of the intervention for individual students
Use Data

- How can we be efficient and effective with our intervention at Tier II?
- Create Interventions based on need
- Monitor Interventions for effectiveness
Modify: Site Exemplar

LES: Social Skills Group
Mental Health professional: modify her groups based on data
Sustain: Structured Recess

Referrals by Location

Drill Down

December

January
Structured Recess Video
FIDELITY DATA
System data analysis:

- Is the intervention implemented with fidelity across students?
- Is the intervention effective overall? (i.e., Is it working for anyone?)
Checklists can break down the components, mark if implemented and calculate a % of parts implemented.
# Daily Behavior Plan Assessment

<table>
<thead>
<tr>
<th>Steps of Intervention:</th>
<th>Fidelity Score</th>
<th>Was the intervention implemented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CICO</td>
<td></td>
<td>Yes/No/IA</td>
</tr>
</tbody>
</table>

1. Greeted/prompted student(s) at beginning of each class/activity

2. Reinforced/prompted student during class

3. Rated Daily Progress Report (DPR) at end of each class/activity

4. Reviewed DPR ratings with student at end of each class/activity

5. 

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Implementation Scores

Total Ys/Total Ys + Ns in column
• Completed
Thank you!!

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Make sure to “like” us at  
www.facebook.com/nevadasctp
Thank You!

• Brooke Wagner

• Kaci Fleetwood