The Hotel California, students can check in but never leave: exiting students with data decision rules/progress monitoring

Brooke Wagner, MSC-SC
Kaci Fleetwood, M.Ed, BCBA
Let’s get to know each other
Let’s get to know each other
What barriers do you encounter with your current Tier II systems?
Session Objectives

• Objective #1: prevention strategies in a MTSS to identify students need at advanced tiers. How to structure services to meet the identified need.

• Objective #2: How to create data decision rules in an MTSS, and structure supports for students at advanced tiers.

• Objective #3: Describe how to monitor student outcomes. Using data to know when to fade, modify, or sustain Tier II interventions.
Prevention isn’t sexy….but it is important

"An ounce of prevention was worth a pound of cure, but that was before Medicare."
PREVENTION STRATEGIES
PBIS Tier I Core Features

- Consequences for Problem Behavior
- Classroom Systems
- Data and Decision System
- Bully Prevention
- Family Engagement
- Leadership Team
- School-wide Expectations
- System to Acknowledge Behavior

Tier I PBIS
Tier I: Universal strategies for prevention: (antecedent strategies to prevent problem behavior).
- Universal Expectations
- Teaching Expectations
- Acknowledgement (Reinforcement of appropriate behavior)
- Discipline (Consistent ways of dealing with inappropriate behavior).
- Data collection: to understand where and what behaviors occur most often
- Classroom PBIS Systems
- Bully Prevention

Tier II Supports: small group services based on student need:
- Data decision rules to support structure of small groups
- Small Group Intervention based on need
- Teacher Referral, Universal Screeners, & Discipline Referrals

Tier III Supports: Based on Individual student need
- Basic & Full Functional Behavior Assessments
- Wrap Around Services
- Mental Health Services
Strong Universal Systems

Elementary School: 4 Most Prevalent Problem Behaviors

- M-Contact: 169 (15-16), 107 (16-17)
- M-Disrespect: 121 (15-16), 63 (16-17)
- Physical Aggression: 66 (15-16), 52 (16-17)
- Defiance: 36 (15-16), 28 (16-17)
Let’s do the math...

- One middle school had a reduction of 850 referrals in one year.

<table>
<thead>
<tr>
<th>Savings in administrative time</th>
<th>Savings in Student Instructional Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR = 15 mins</td>
<td>ODR = 45 mins</td>
</tr>
<tr>
<td>850 X 15 =</td>
<td>850 X 45 =</td>
</tr>
</tbody>
</table>

- $15,060
Mean Proportion of Students

Distribution based on Fidelity of PBIS Implementation

Met SET N = 28
Not Met SET N = 11

- 6+ ODR: 04%
- 2-5 ODR: 08%
- 0-1 ODR: 88%

- 6+ ODR: 14%
- 2-5 ODR: 17%
- 0-1 ODR: 69%

North Illinois Schools (Elem, Middle)
Triangle Summary 03-04
Distribution based on Fidelity of PBIS Implementation
Objective 2
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)
### Student Risk Screening Scale (SRSS)

#### Internalizing Behaviors

**as a Percent of Students Screened**

<table>
<thead>
<tr>
<th>Percent</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
</table>

**Legend:**
- **High Risk** = 4+, 4.12%
- **Moderate Risk** = 2-3, 12.35%
- **Low Risk** = 0-1, 83.54%

---

**Student Risk Screening Scale (SRSS)**

<table>
<thead>
<tr>
<th>Number of Students Screened</th>
<th>Student ID</th>
<th>Student Name</th>
<th>Grade</th>
<th>Peer Rejection</th>
<th>Low Academic Achievements</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>Emotional Flat</th>
<th>Withdrawn</th>
<th>Sad</th>
<th>Depressed</th>
<th>Anxious</th>
<th>Loney</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09245</td>
<td>Henry Johnson</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>07869</td>
<td>Fragile Rocks</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>09636</td>
<td>Mrs. Bryant</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>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>07894</td>
<td>Kiko Strand</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>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>08905</td>
<td>Uncle Nathy</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>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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**Love Lock Elementary**

**Nevada PBIS Technica**
**College of Education**
**University of Nevada, Reno, NV 89557-050**
Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Fall Screeners

Percentage of Students

- High
- Moderate
- Low

N=534
N=502
N=454
N=470
N=477
N=476
N=524
N=539

Lane & Oakes
## Universal Screening: Sample of Evidence-Based Screening Instruments

<table>
<thead>
<tr>
<th>Screener</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
| Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990) http://store.cambiumlearning.com | • 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) http://www.pearsonassessments.com | • 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 hand-scored protocols  
• Online access via AIMSweb: Additional $1.00 per student for subscribers and $4.00 per student for non-subscribers  
• Hand-scoring is time-consuming and reduces access to validity measures  
• Computer software is expensive ($620) |
### Universal Screening: Sample of Evidence-Based Screening Instruments

<table>
<thead>
<tr>
<th>Screener</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
| Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) [http://www.sdqinfo.org](http://www.sdqinfo.org) | • Measures internalizing/externalizing behaviors  
• Free  
• Option of completing pencil and paper, or online version  
• Can be scored online  
• Technically sound: Large, representative normative group | • Perceived length of administration time  
• Items skewed toward externalizing behaviors |
| Student Risk Screening Scale (SRSS; Drummond, 1993) | • Measures internalizing/externalizing behaviors  
• Free  
• Quick to administer (less than 5 minutes per student; 15 minutes for entire class, depending upon number of students)  
• Easy to understand and interpret score results  
• Technically adequate | • Not as accurate as the SSBD regarding identification of internalizers |
| Social Skills Improvement System (SSIS; Gresham & Elliott, 2008) [http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm](http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm) | • Measures problem behaviors, social and academic competence  
• Computer and web-based (AIMSweb) administration and scoring available | • Expensive: Technical manual=$105.60; Rating forms= $43.75 for package of 25 hand-scored forms; scoring software= $270.00; Scanning software= $640  
• Can be time-consuming. It takes 10-25 minutes per student to complete the screening instrument |
Conduct Universal Screening

- ????????
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

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>
</table>
| Small group social skills instruction: Skills Streaming Curriculum | 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. | 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 | ODRs earned for social/peer challenges  
Scores on Weekly Progress Report  
Attendance in group | SRSS-IE low risk  
ODRs earned=0  
Improvement on report card social indicators  
Mastery of lessons related to target skill(s) in group |
## DDR Template

- Completed Support
- Description
- Entry Criteria
- Data to Progress Monitor
- Exit Criteria

<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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</tbody>
</table>

27
The main point

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

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

Nevada PBIS Technical Assistance Center
College of Education
University of Nevada, Reno/0285
Reno, NV 89557-0502
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!”
Exemplar District
Objective 3

Tier II Services or Interventions?
TIER II SERVICES
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
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

Intervention = Instruction + 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”
Where We are Headed
Tier II Organizational Elements

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.....
Where We are Headed
Tier II Critical Elements

Tier II interventions are available that
• Are implemented with regular measurement of fidelity
• Have progress toward behavioral goals assessed at least weekly

The team as an efficient and accurate data system for monitoring the impact of the Tier II interventions
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
PROGRESS MONITORING
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
Elementary/Middle Example

CHECK IN CHECK OUT POINT SHEET

Points Possible: ___ 
Points Received: ___ 
Goal Points: ___ Goal Met: ___

2 = Great Job! 
1 = So so 
0 = Doesn’t meet goal

Name: ___________________________ 
Date: __/___/___

GOALS:

<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

Graph showing daily % of Total CICO Points and ODR Count over school days from May 9 to June 14, 2011.
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

Period | Number of Periods with Score
1 | 17
2 | 20
3 | 20
4 | 14
5 | 20
6 | 19
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

Referrals by Location
Drill Down

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.
INTERVENTION FIDELITY CHECKLIST

Student: ____________________________
Referring Teacher: ____________________________
Administrator Conducting Fidelity Check: ________________
Target Behavior #1: ____________________________
Target Behavior #2: ____________________________
Intervention: ____________________________
Data Measure: ____________________________

Date

<table>
<thead>
<tr>
<th>Date</th>
<th>Accurate Intervention Implementation?</th>
<th>Progress Monitoring Data Turned in Weekly and is Current?</th>
<th>Correct Target Behavior Being Monitored?</th>
<th>Does Data Show Frequency of Reinforcement (if applicable)?</th>
<th>Are Changes Needed?</th>
<th>Does TIPS Team Need to Re convene?</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
### Daily Behavior Plan Assessment

<table>
<thead>
<tr>
<th>Teacher/Observer:</th>
<th>Student:</th>
<th>Date:</th>
<th>Steps of Intervention:</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CICO</td>
<td></td>
</tr>
</tbody>
</table>

1. Greeted/prompted student(s) at beginning of each class/activity  
   *Was the intervention implemented?*  
   *Fidelity Score*  
   - Y=1  
   - N=0  
   - NA=NA

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. 

*Implementation Scores*  
Total Ys/Total Ys + Ns in column
In their own words.....

Quotes from MTSS and MH
Thank You!

• Brooke Wagner

• Kaci Fleetwood