

Navigating the Bermuda Triangle: Navigating Teams to Stay on Course in Tier 2



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Who is joining us today?



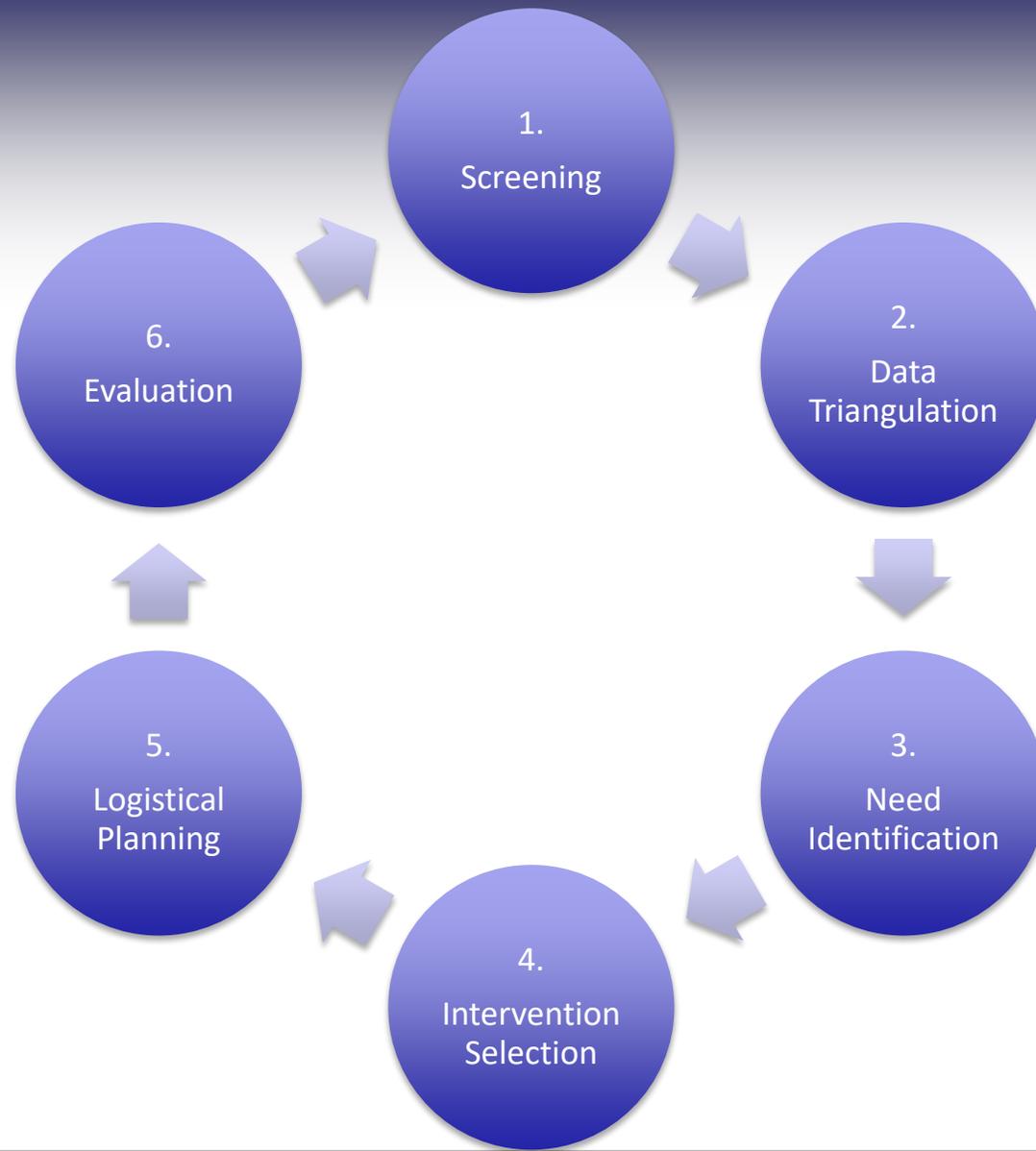
Session Objectives

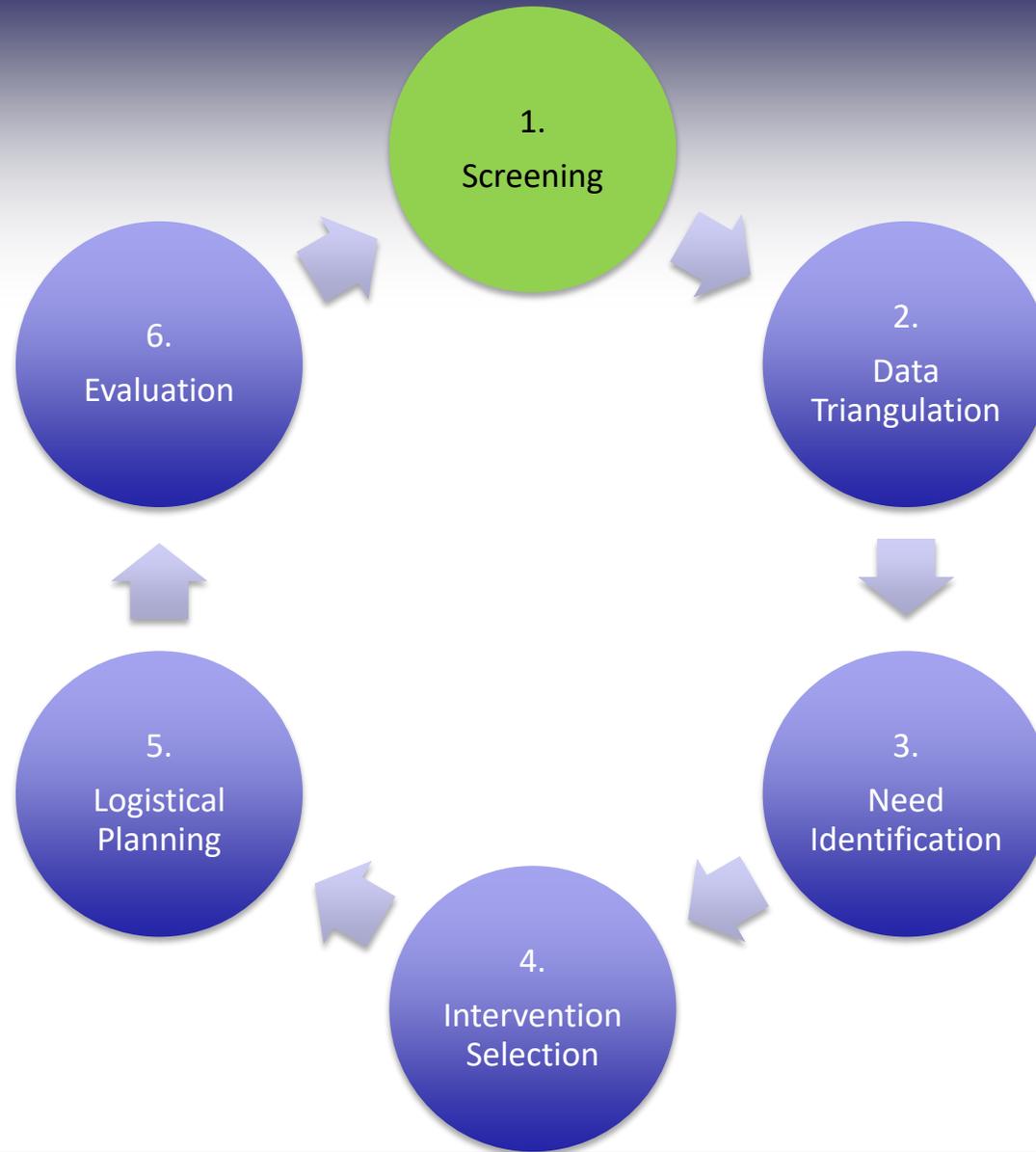
- **Objective #1:** be able to describe how to select Tier II interventions based on site behavior need and function. Additionally, how to create data decision rules to select students in need for intervention.
- **Objective #2:** List implementation steps and understand how to operate interventions 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





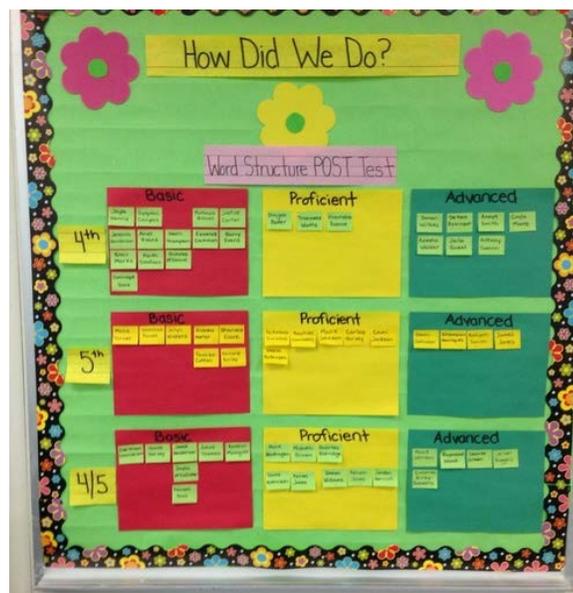


1. UNIVERSAL SCREENING



Universal Screening is Not New

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



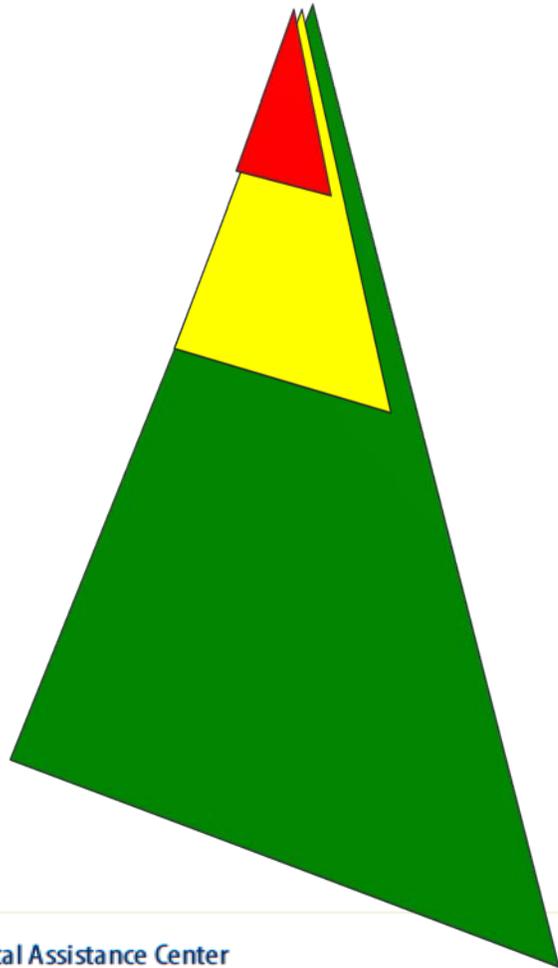
Same Purpose, Different Skills



- 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)



STUDENT RISK SCREENING SCALING and Externalizing Behaviors (SRSS-IE)-Elem.

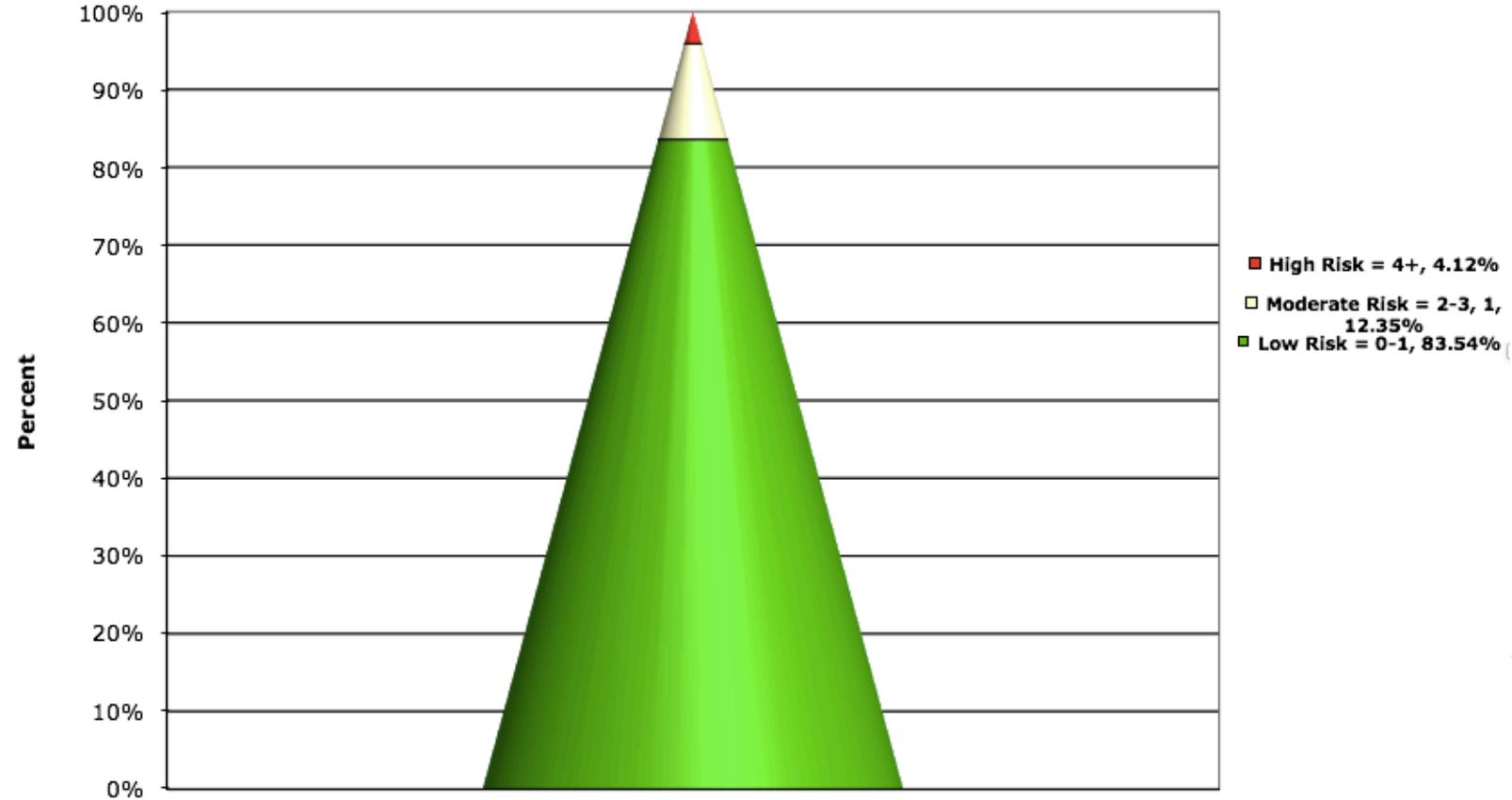
TEACHER NAME
 SCREENING
 USE THIS SCALE TO RATE EACH ITEM FOR EACH STUDENT
 0 = NEVER
 1 = OCCASIONALLY
 2 = SOMETIMES
 3 = FREQUENTLY

NUMBER OF STUDENTS SCREENED	STUDENT ID#	STUDENT NAME	GRADE and/or TEACHER	EXTERNALIZING BEHAVIORS				INTERNALIZING BEHAVIORS					SRSS-E7 Total	SRSS-I5 Total	SRSS-IE TOTAL
				PEER REJECTION	LOW ACADEMIC ACHIEVEMENT	NEGATIVE ATTITUDE	AGGRESSIVE BEHAVIOR	EMOTIONALLY FLAT	SHY, WITHDRAWN	SAD, DEPRESSED	ANXIOUS	LONELY			
1	12345	Donny Johnny	2	0	1	3	3	0	0	0	0	0	13	0	13
2	67890	Fragile Rock	3	1	0	1	1	1	1	1	1	0	3	4	7
3	45674	Mini Maltais	4	0	0	0	0	0	0	0	0	0	0	0	0
4	97784	Kara Strand	4	0	0	1	0	0	0	0	0	0	4	0	4
5	98908	Draco Malfoy	4	0	0	1	0	0	0	0	1	0	1	1	2

DO NOT COPY BEYOND THIS COLUMN!

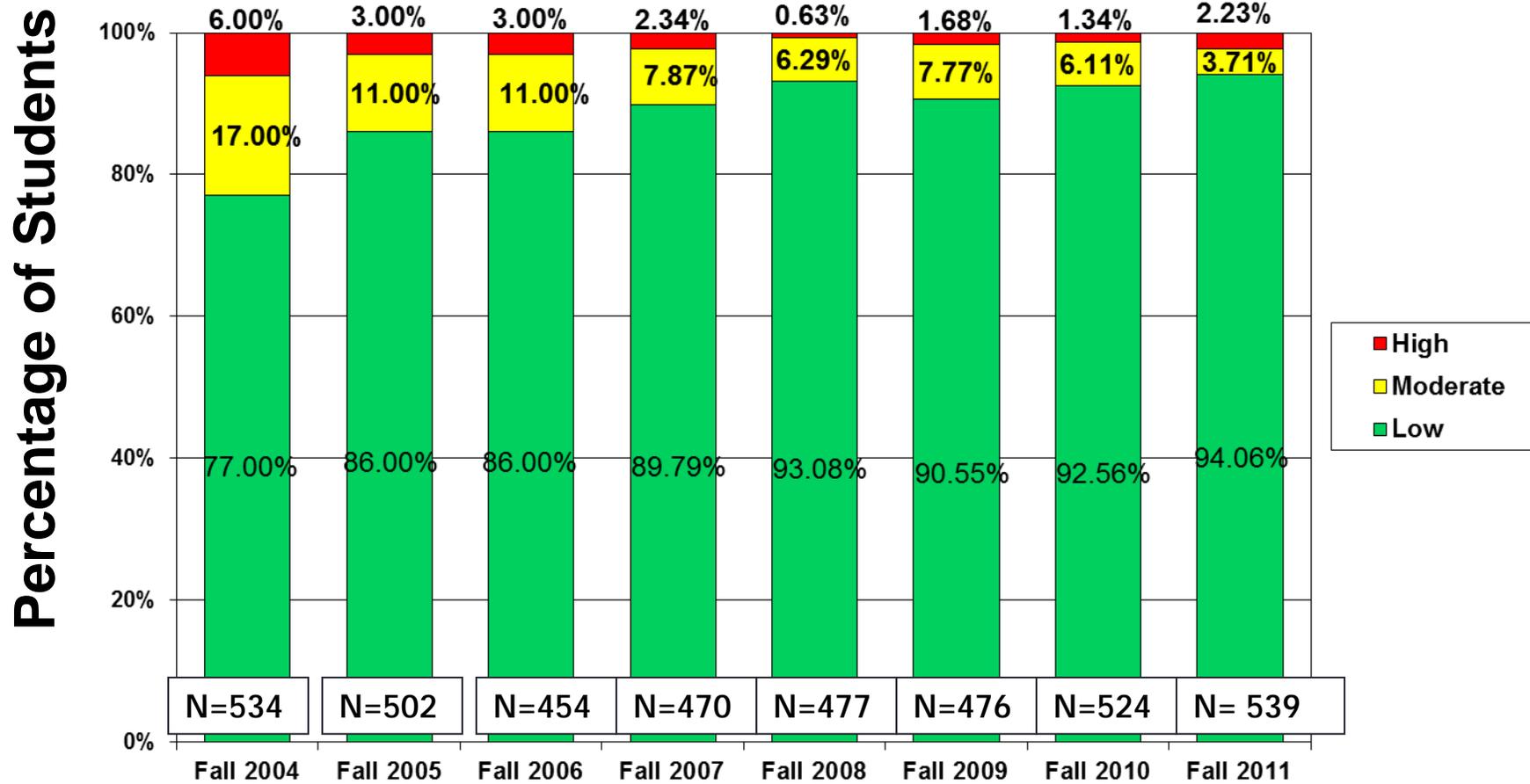
Lovelock Elementary

Student Risk Screening Scale (SRSS) INTERNALIZING BEHAVIORS as a Percent of Students Screened



Student Risk Screening Scale

Middle School Fall 2004 - Fall 2011



Universal Screening: Sample of Evidence-Based Screening Instruments

Screener	Pros	Cons
<p>Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990) http://store.cambiumlearning.com</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Normed for grades 1-6 • Dated norms (normed in 1990) • Normative sample skewed to western U.S. region
<p>BASC-2/BESS (Kamphaus & Reynolds, 2007) http://www.pearsonassessments.com</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: <u>Additional</u> \$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

Screener	Pros	Cons
<p>Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) http://www.sdqinfo.org</p>	<ul style="list-style-type: none"> • Measures internalizing/externalizing behaviors • Free • Option of completing pencil and paper, or online version • Can be scored online • Technically sound: Large, representative normative group 	<ul style="list-style-type: none"> • Perceived length of administration time • Items skewed toward externalizing behaviors
<p>Student Risk Screening Scale (SRSS; Drummond, 1993)</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Not as accurate as the SSBD regarding identification of internalizers
<p>Social Skills Improvement System (SSIS; Gresham & Elliott, 2008) http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm</p>	<ul style="list-style-type: none"> • Measures problem behaviors, social and academic competence • Computer and web-based (AIMSweb) administration and scoring available 	<ul style="list-style-type: none"> • 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

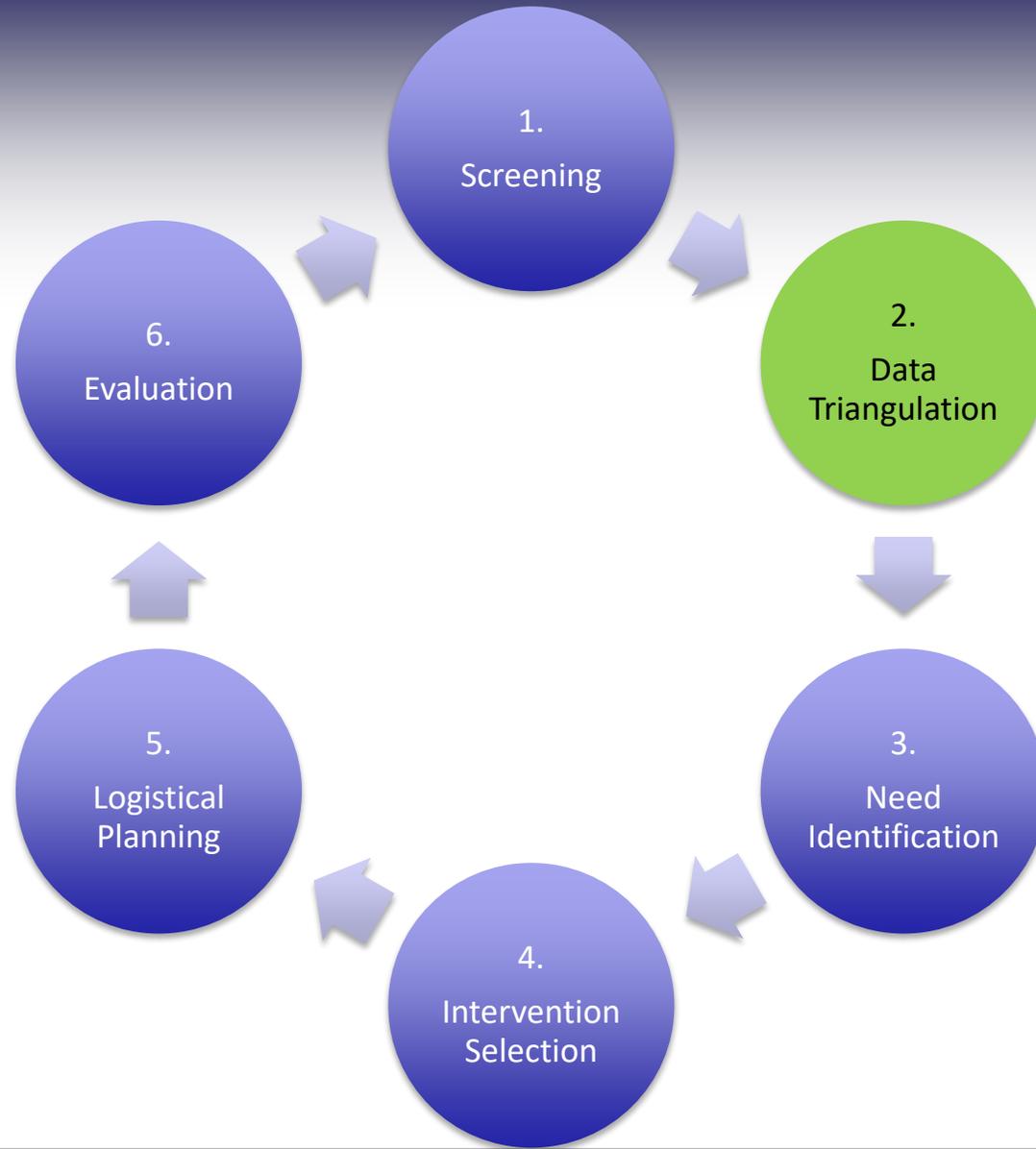


Conduct Universal Screening

- ????????

Student Name	Staff	Use, Chose, Sinks	Behavior problems	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Sly Withdrawn	Sad depressed	Anxious	Lonely	E	I	T
1 Jamal Brent	1	2	3	0	0	0	0	0	0	0	0	0	4	4	12
2 Dan Ring	0	1	0	0	0	0	0	0	0	0	0	0	4	4	7
3 Kristen Wells	0	0	1	0	0	0	0	0	0	0	0	0	6	4	10
4 Tina Forster	0	0	2	0	0	0	0	0	0	0	0	0	3	3	6
5 Morgan Barr	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
6 Ron Roose	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7 Sherry Banderson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8 Ashley Traqash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9 Pat Erickson	3	3	2	0	0	0	0	0	0	0	0	0	11	0	11
10 Vickie Subern	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11 Dave Maltais	0	0	1	0	0	0	0	0	0	0	0	0	2	2	4
12 Jean Coll	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4





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

Triangulate data for students at “moderate risk”

5 th Grade Students	Moderate Score (E/I)	ODRS (M/m)	Attendance	Teacher asked for help from counselor
Kaci	I (3)	1 M 2 m	80%	No
Jodie	E (11) & I (4)	0	75%	Yes
Kathryn	I (2)	1 m	98%	No



Data Decision Rules

Support/ Interventions	Description	Entry Criteria	Data to Progress Monitor	Exit Criteria
Small group social skills instruction: Skills Streaming Curriculum	<p>Small group instruction by counselor or other trained interventionist.</p> <p>Lessons taught based on identified needs in student group. 20 min, 4x per week. “Internalizers” group separate from “externalizers” group</p>	<p>SRSS-IE: E7 or I5= Moderate or High Risk</p> <p>AND</p> <p>Office Discipline Referrals (ODR): 2+ for social/peer challenges</p> <p>AND</p> <p>“Needs Improvement” on Report Card social indicators</p>	<p>ODRs earned for social/peer challenges</p> <p>Scores on Weekly Progress Report</p> <p>Attendance in group</p>	<p>SRSS-IE low risk</p> <p>ODRs earned=0</p> <p>Improvement on report card social indicators</p> <p>Mastery of lessons related to target skill(s) in group</p>



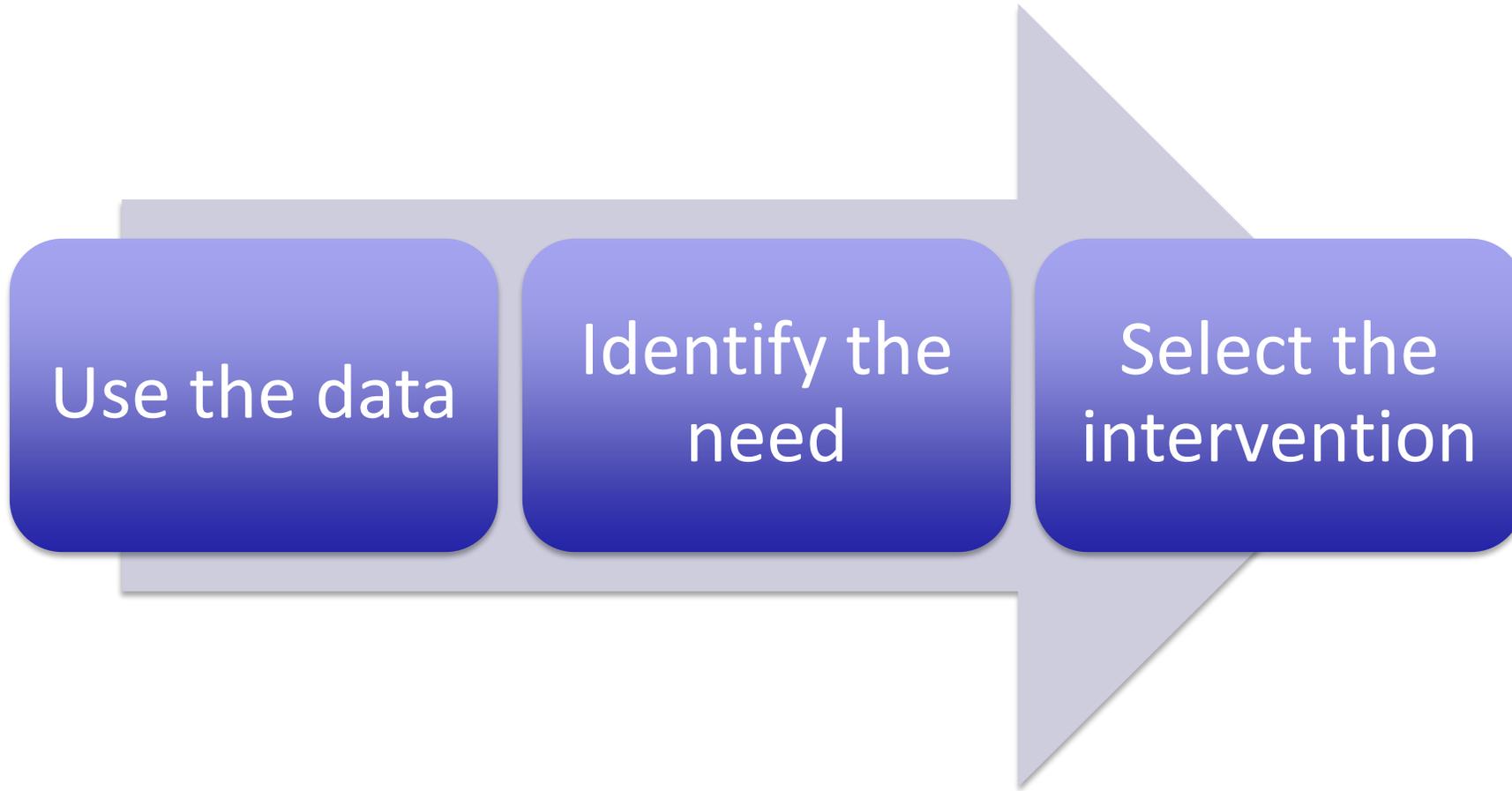
DDR Template

- Comple

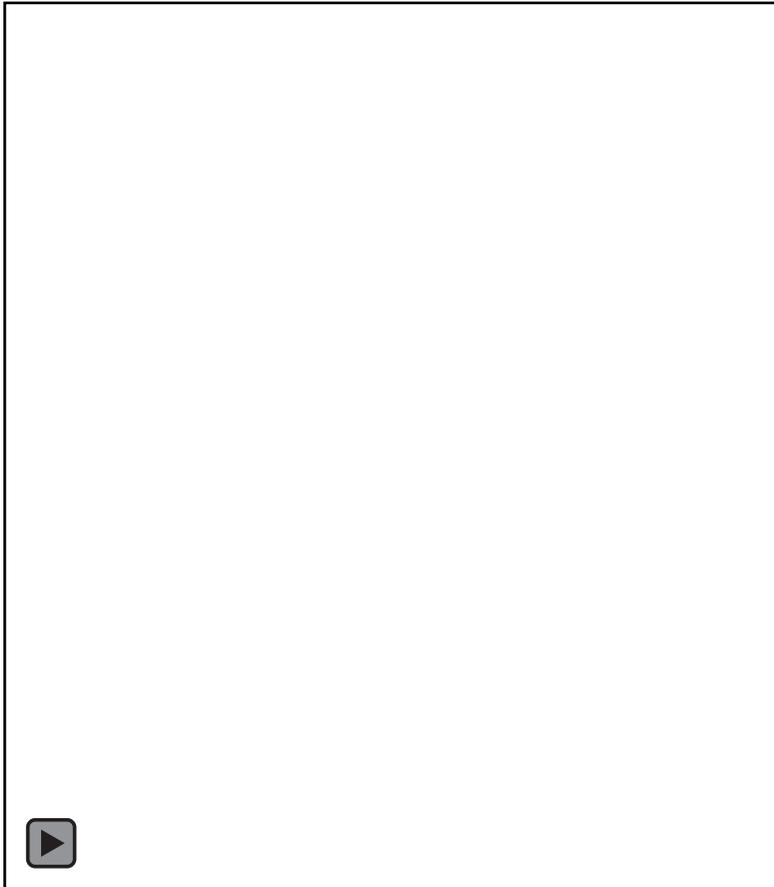
Support	Description	Entry Criteria	Data to Progress Monitor	Exit Criteria



The main point

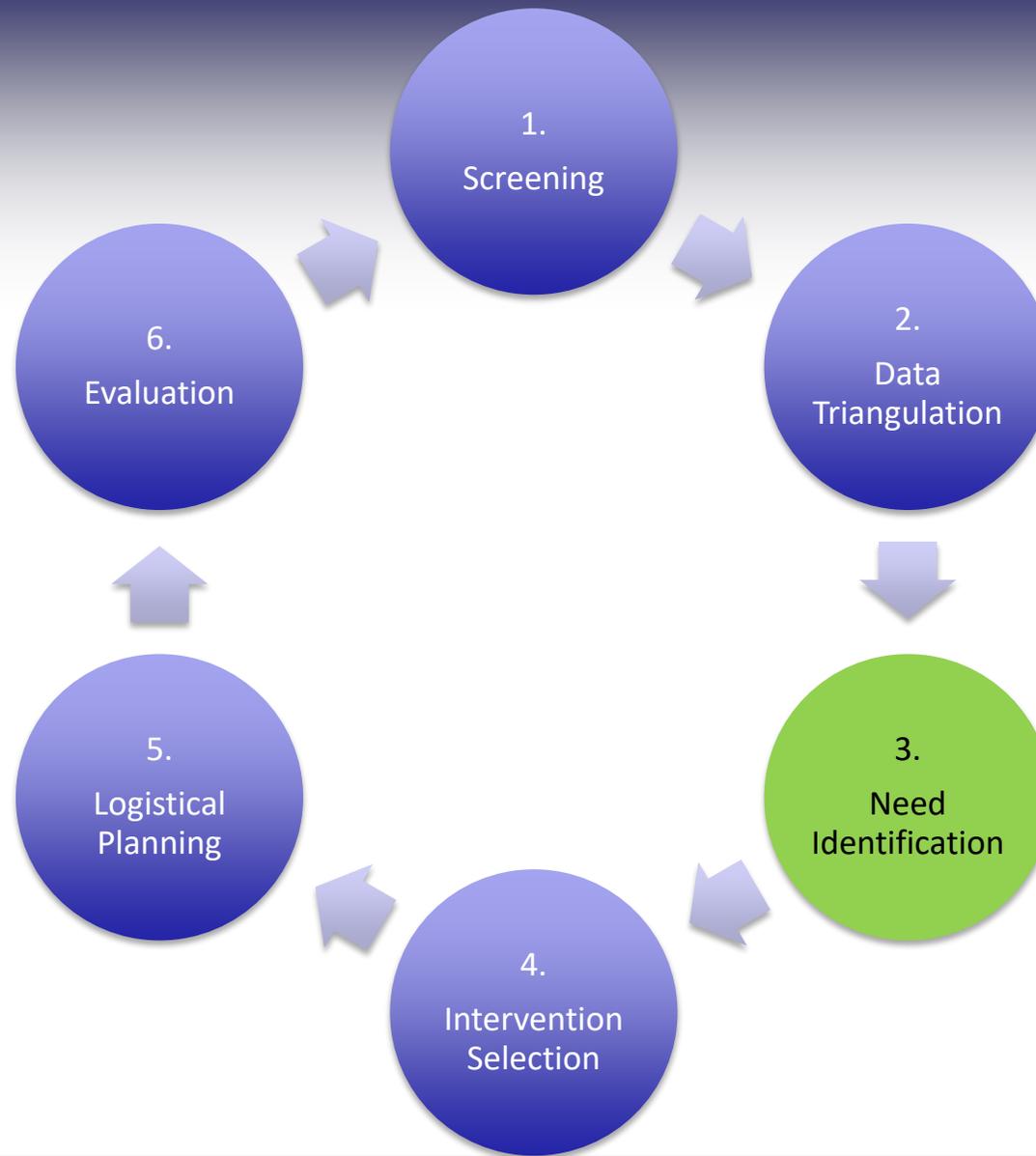


Big Ideas



- Student can and will move up and down the continuum of supports
- Say, “students who require tier 2 supports” NOT
“~~Tier 2 students!~~”

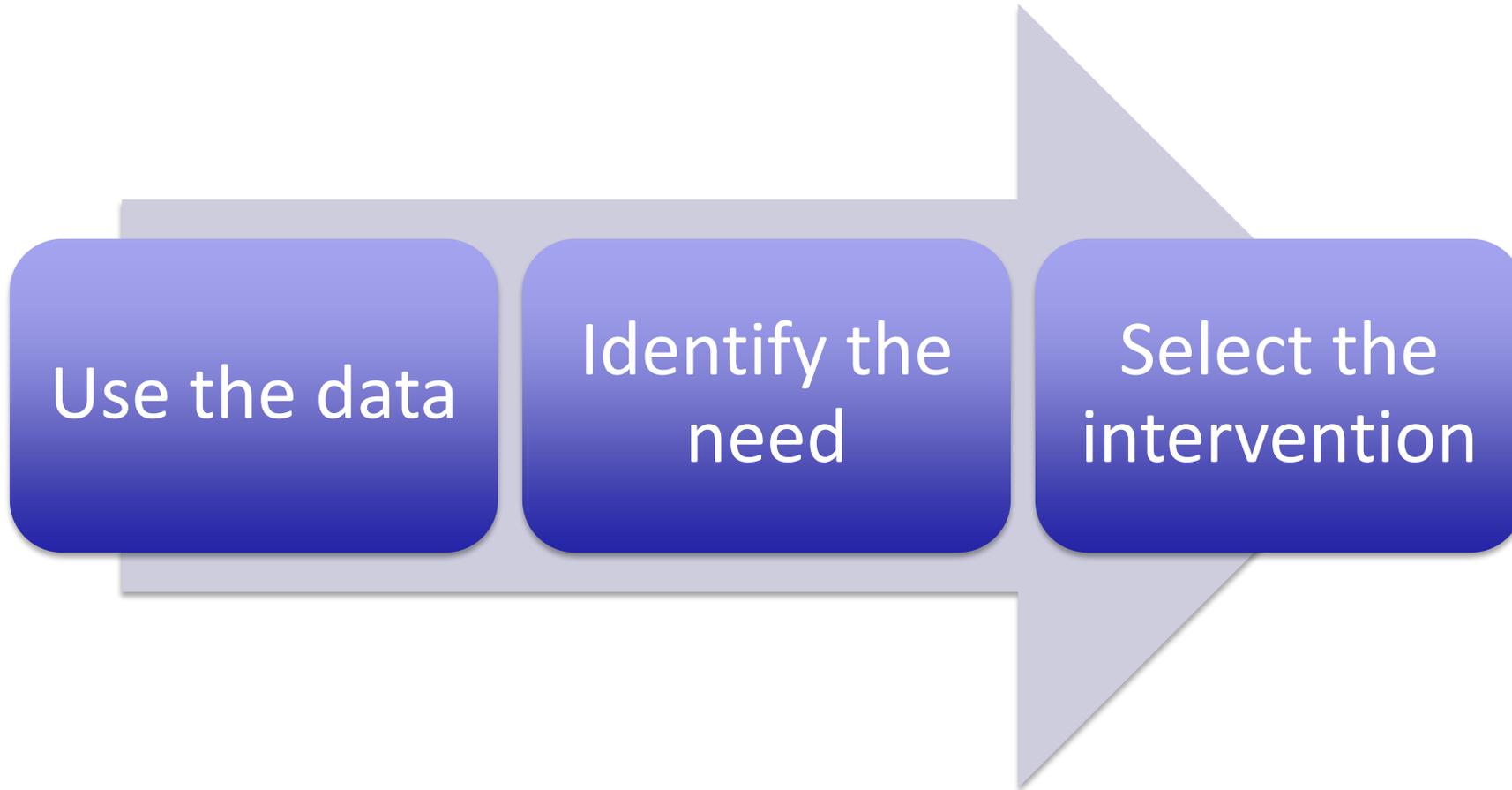


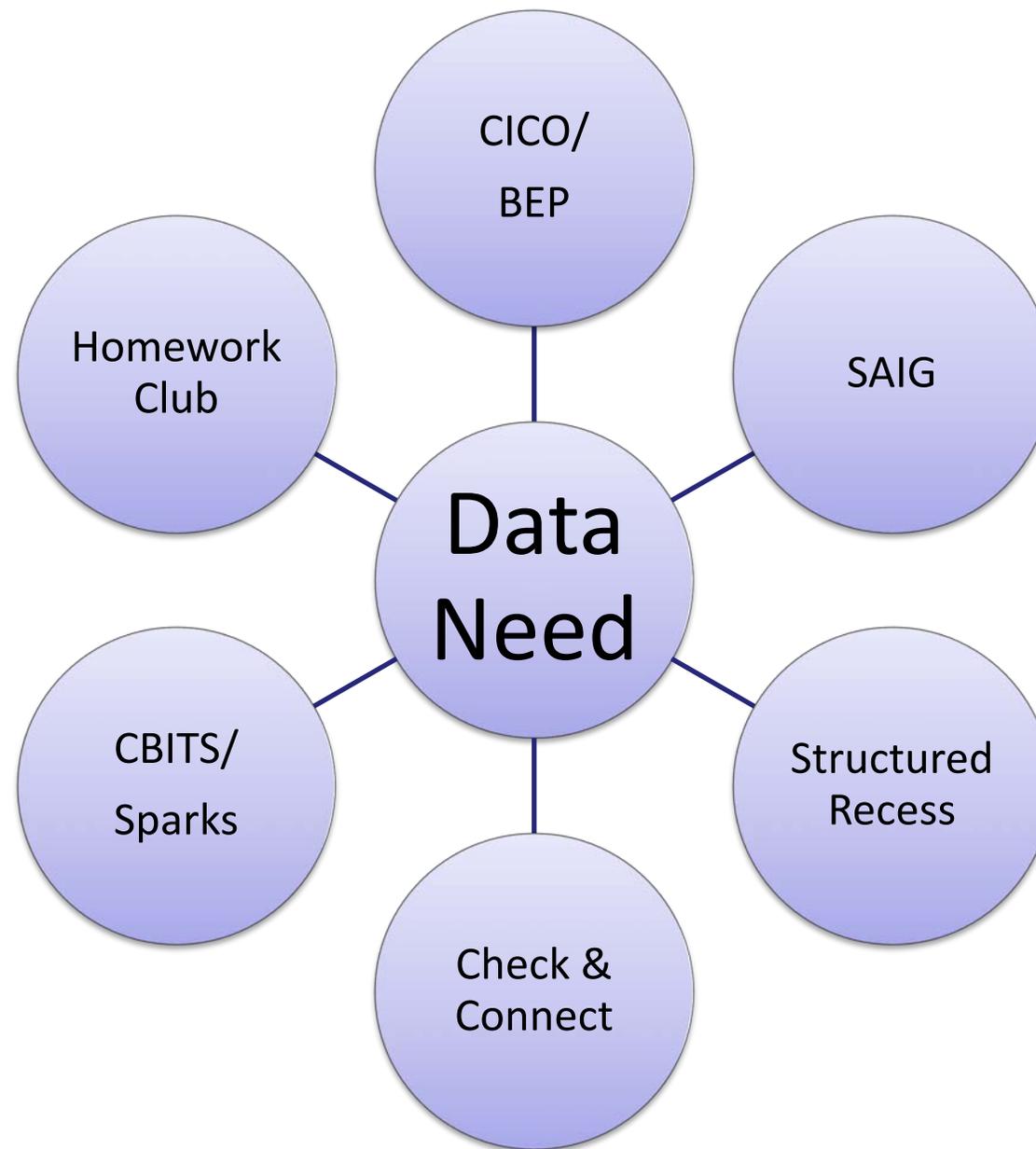


3. NEED IDENTIFICATION



The main point





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

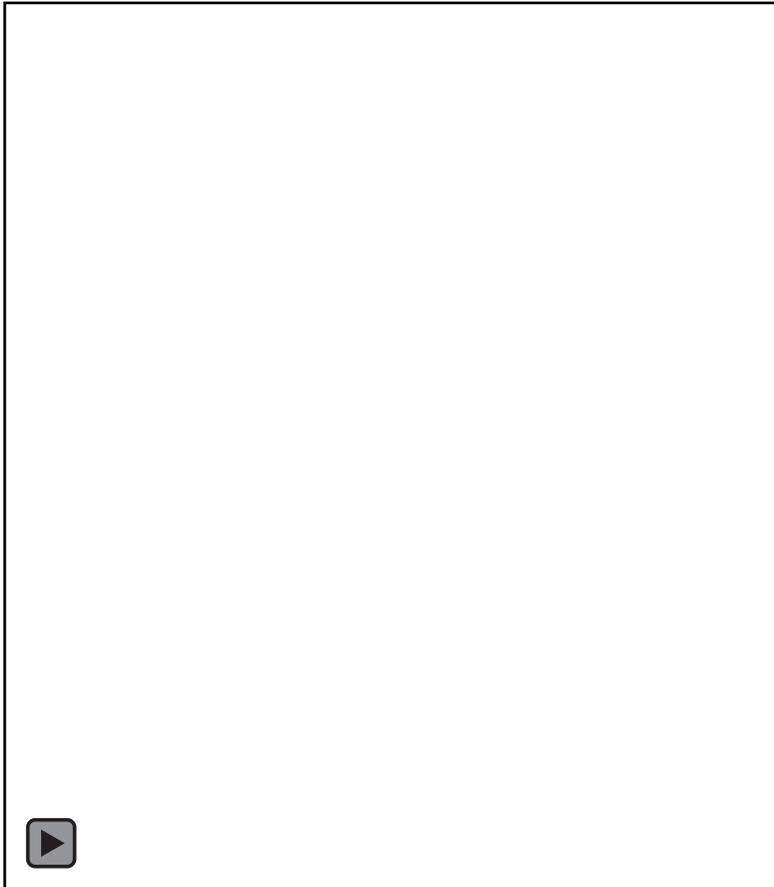


Homework Club

- 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

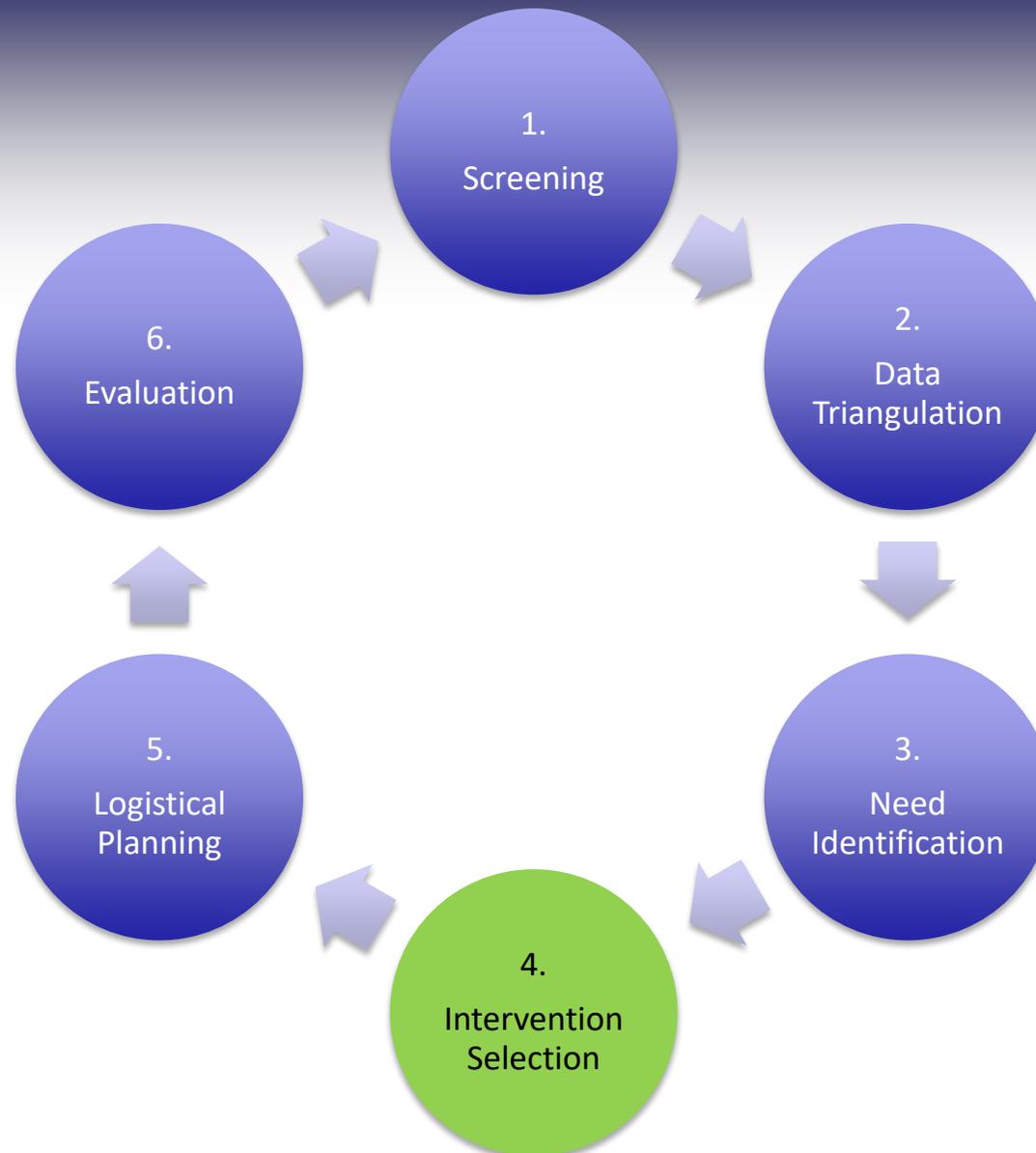


Big Ideas



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“~~Tier 2 students!~~”





4. INTERVENTION SELECTION



TIER II INTERVENTION



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www.pbsnv.org

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

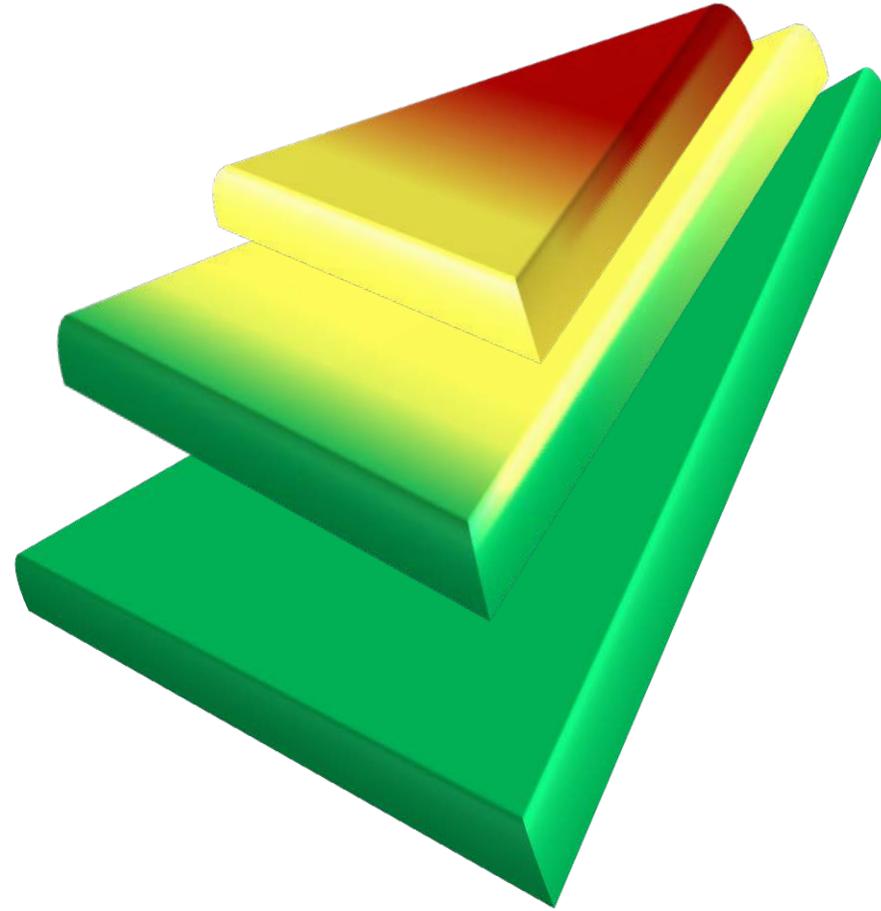


Where We are Headed

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.....



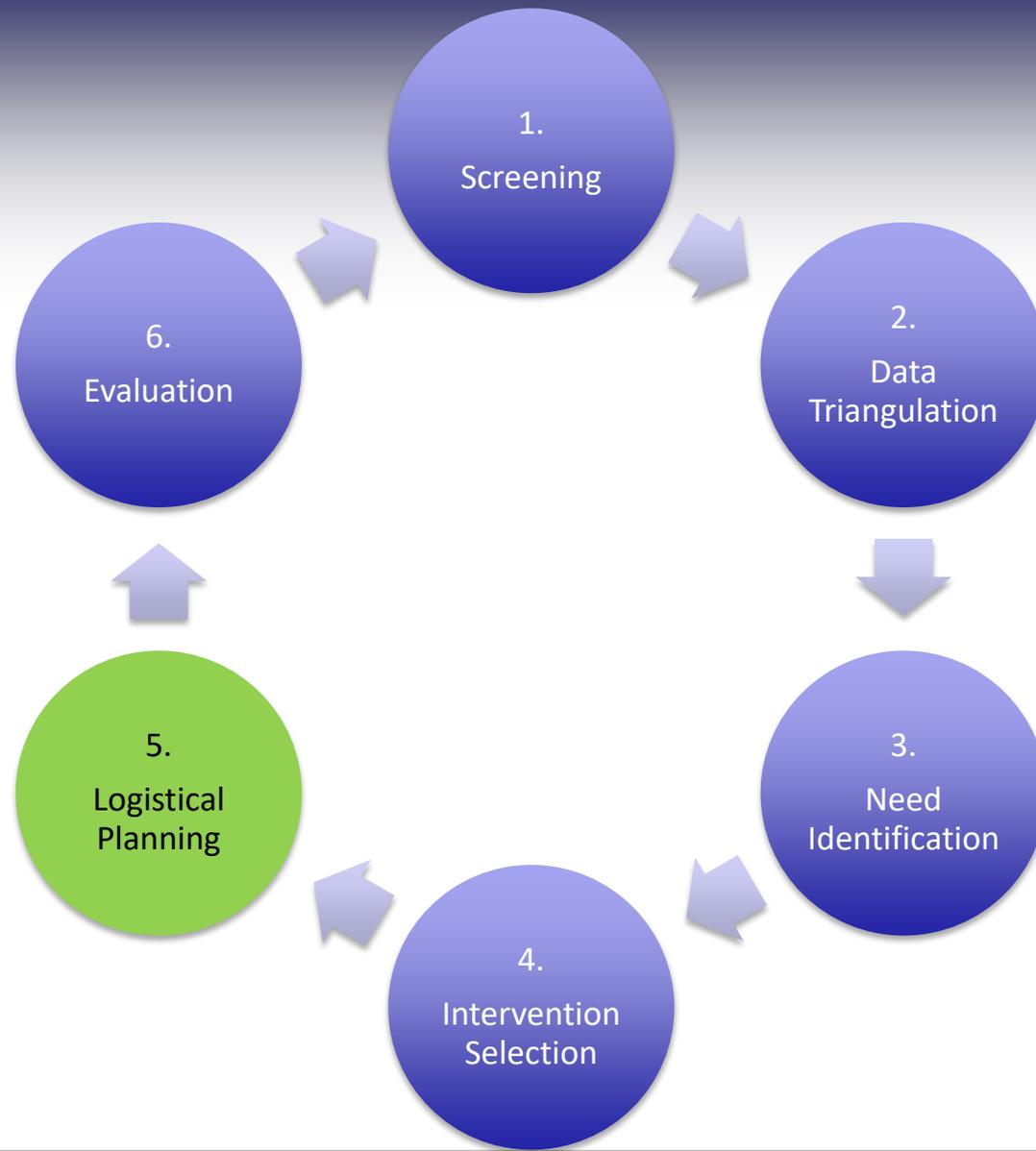
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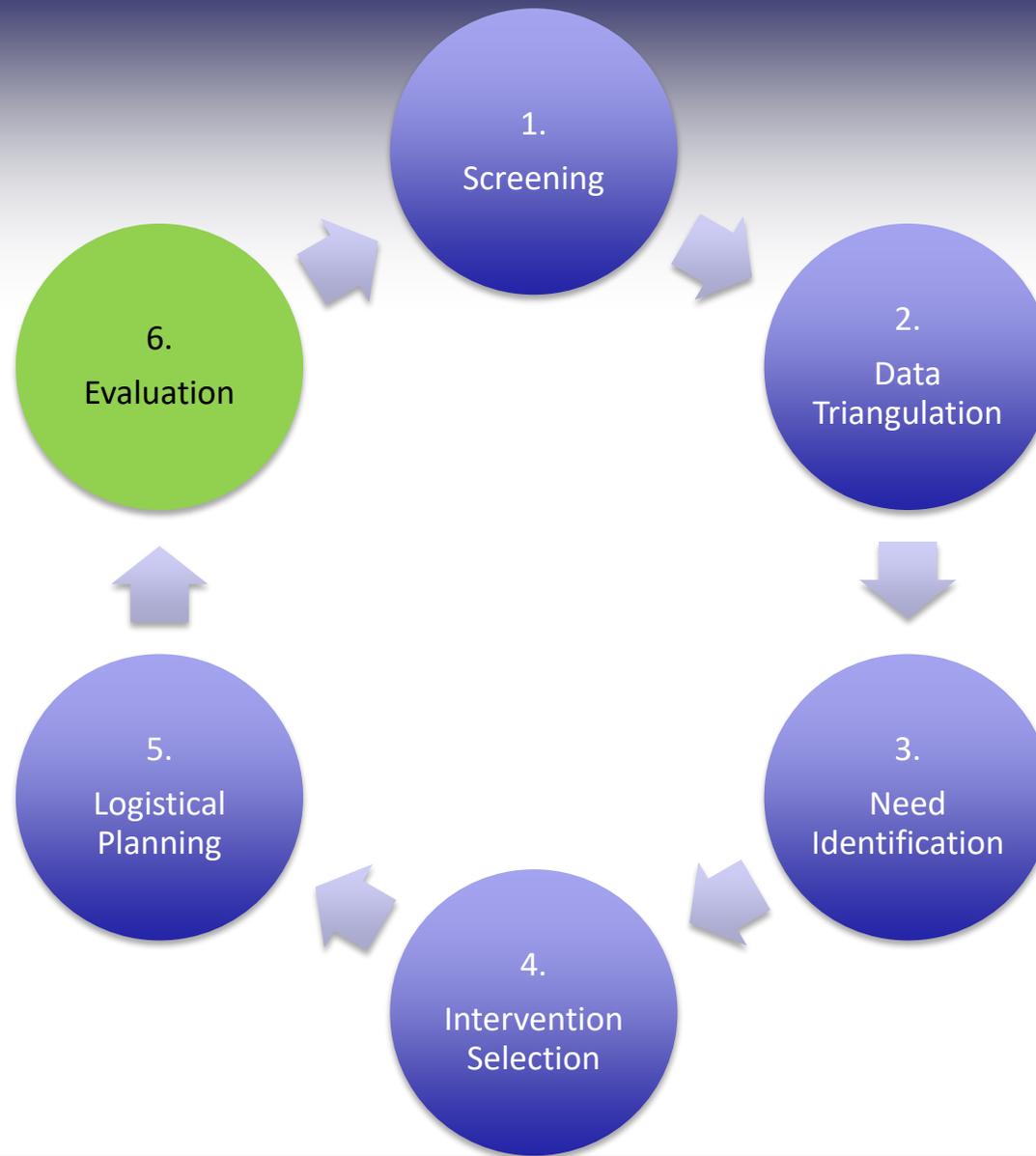
-
- Insert -Function intervention form





5. LOGISTICS





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

TFI
2.11a

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

VISTA Elementary ROAR Program
WILD CARD

Name: _____ Date: _____

GOAL	Reading	Lang Arts	Spelling	Math	Science	Social Studies	Health
Follow Directions 1st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be on Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Initials _____

Successes _____ Assignments: _____

KEY
0 = No
1 = Somewhat...
2 = YES!!

Goal for Today: _____ %
Total for Today: _____ %
Parent Signature: _____



TFI
2.11a

Elementary/Middle Example

Add Your School
Logo Here!

CHECK IN CHECK OUT POINT SHEET

Points Possible _____
Points Received _____
% of Points _____
Goal Met _____

2 – Great Job!
1 – So, so
0 – Doesn't meet goal

Name: _____
Date: ___/___/___

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Respectful	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
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature: _____



TFI
2.11a

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!



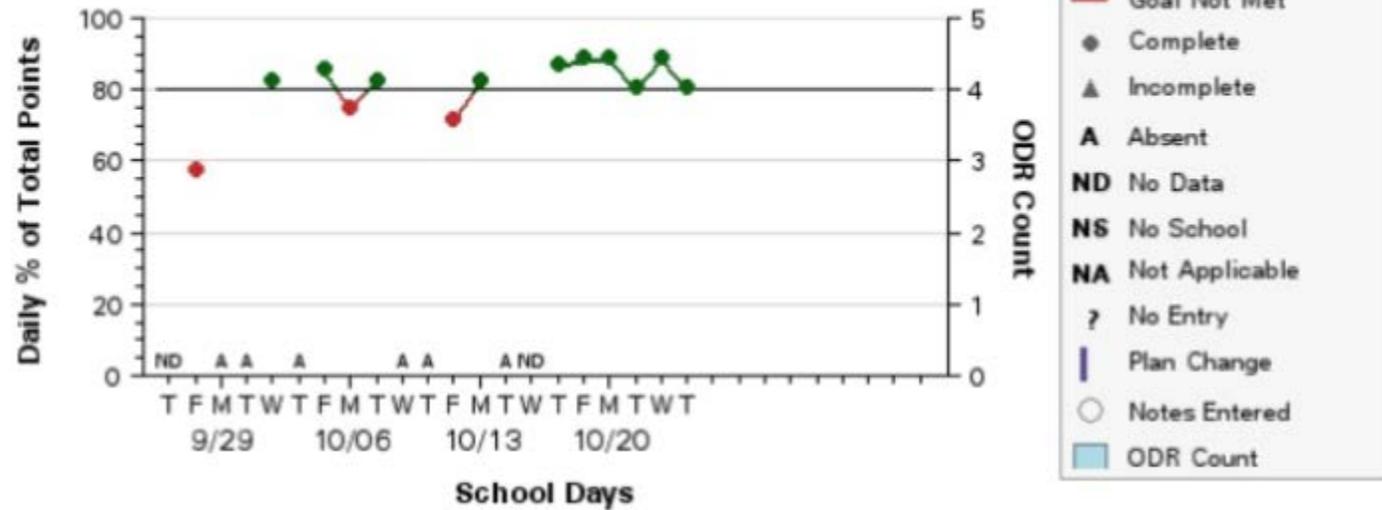
**TFI
2.11b**

How Effective is the Intervention?

Individual Student Count Report

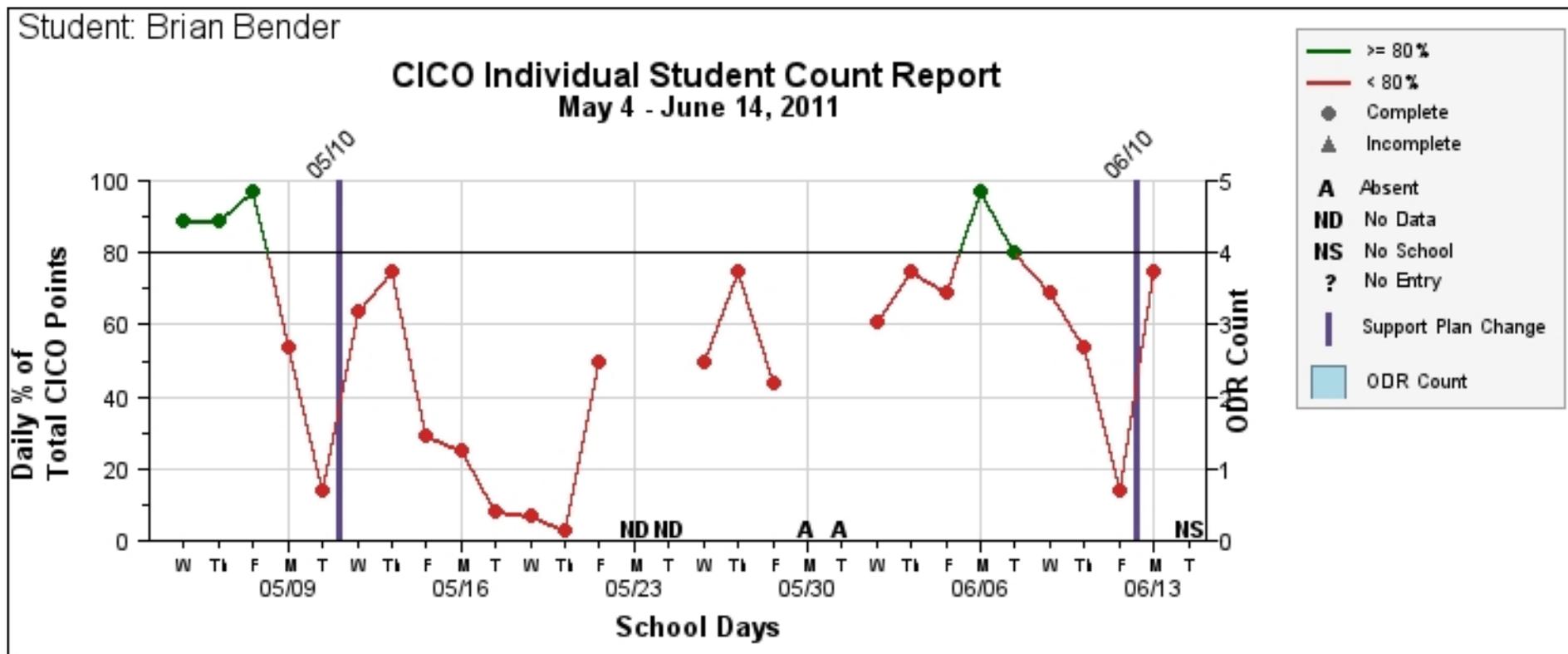
CONFIDENTIAL

Dana Jarvis, All, Sep 25, 14 to Oct 23, 14



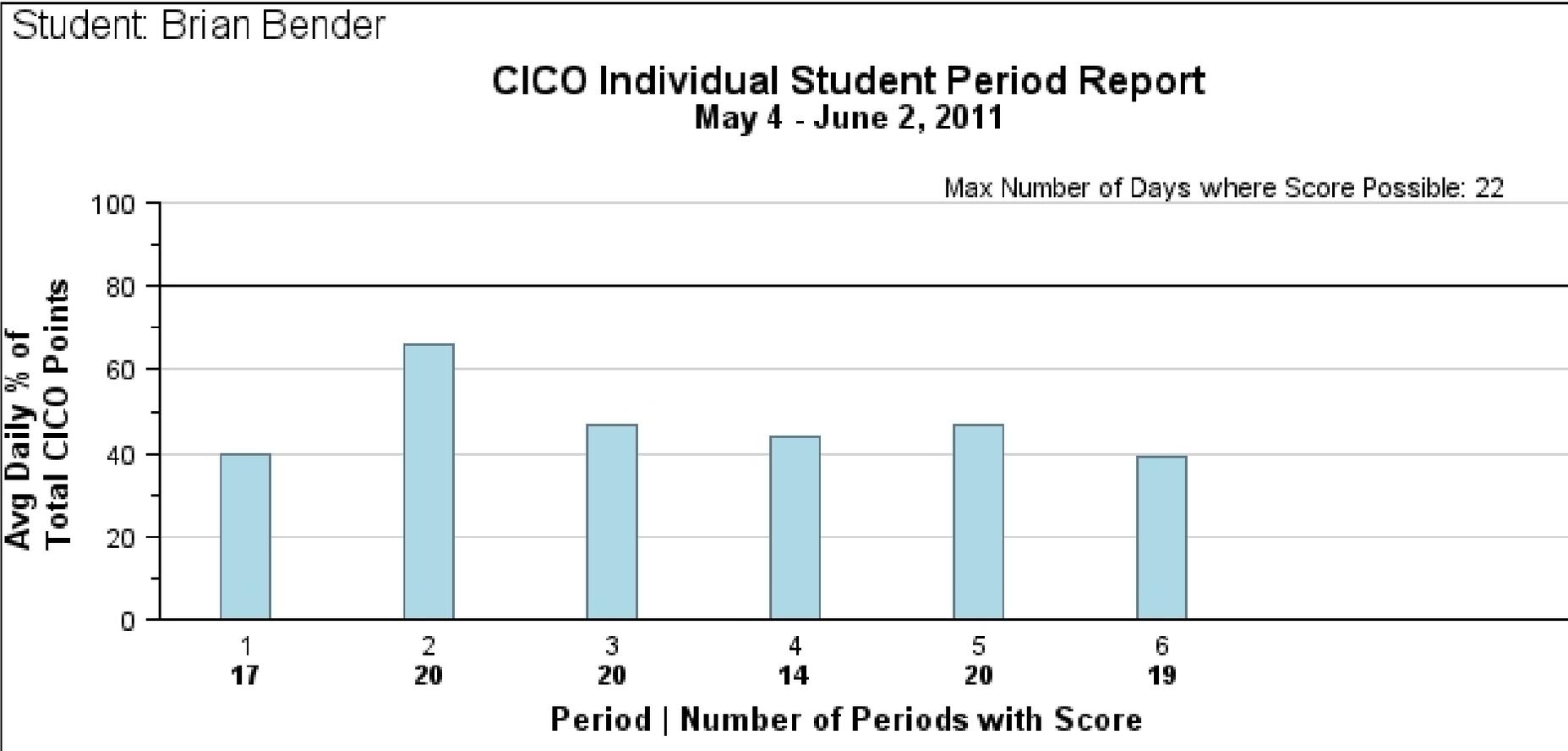
**TFI
2.11b**

How Effective is the Intervention?



TFI
2.11b

How Effective is the Intervention?



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





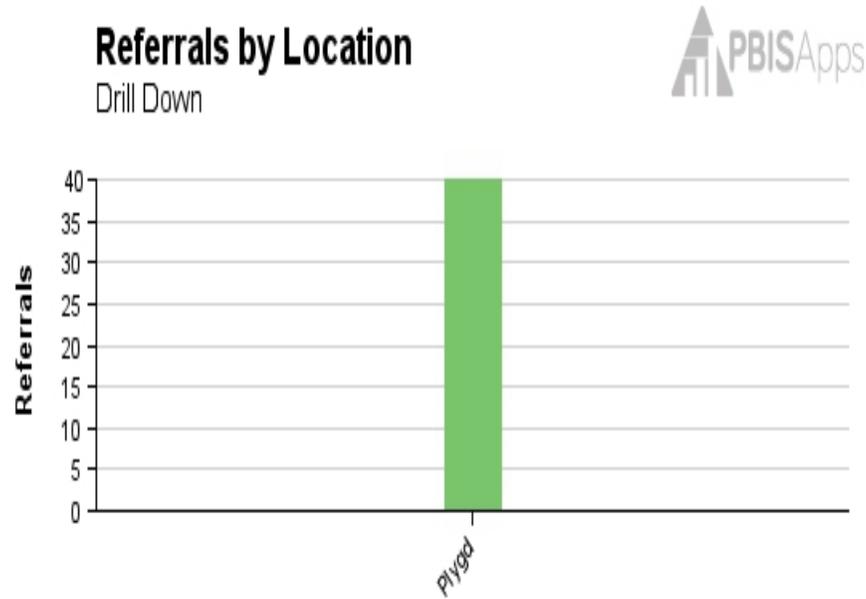
Modify: Site Exemplar

LES: Social Skills Group

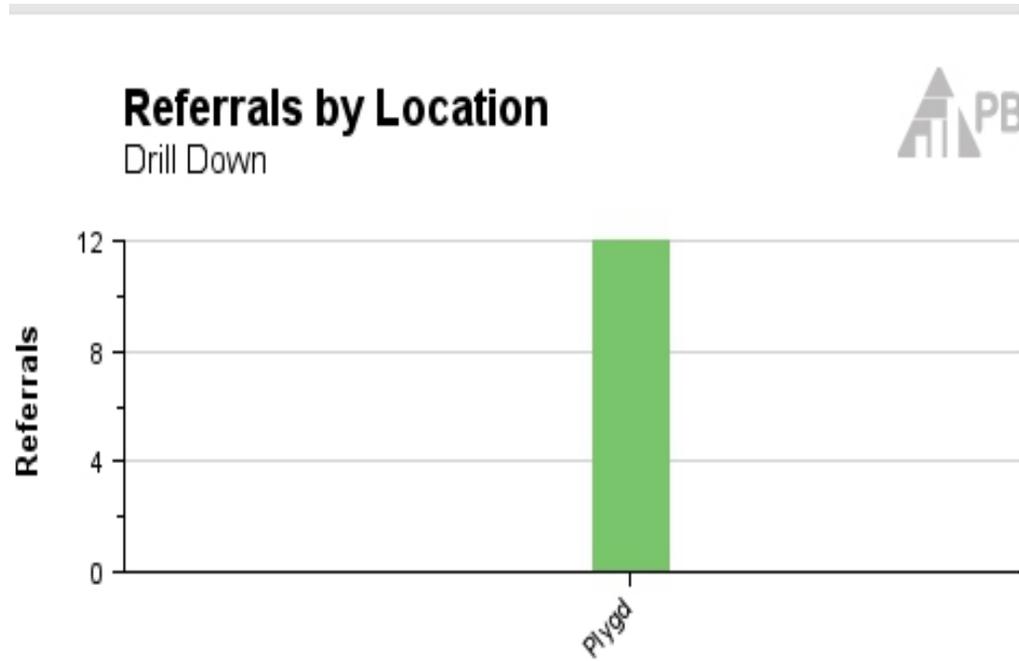
Mental Health professional: modify her groups based on data



Sustain: Structured Recess



December



January



Structured Recess Video



FIDELITY DATA



Tier II Systems Level Fidelity

System data analysis:

- Is the intervention implemented with fidelity across students?
- Is the intervention effective overall? (i.e., Is it working for *anyone*?)



TFI
2.12

Example

Checklists can break down the components, mark if implemented and calculate a % of parts implemented

Corrective Reading, Level A

Integrity Checklist

Implementer _____

Date _____

Tier _____ Grade Level _____

RTI Monitor _____

Observation Checklist	Yes	No	N/A
<i>Materials</i>			
Teacher and student materials are organized and readily available.			
Teacher can see all students, students can see the teacher.			
<i>Duration & Frequency</i>			
Session length is 30-45 minutes.			
Student uses the program 4-5 times a week.			
<i>Implementing Corrective Reading</i>			
Teacher delivers instruction according to the script			
Teacher provides clear signals.			
Students respond, 100%, to the signal using "inside" voices.			
Teacher provides appropriate "think time".			
Teacher follows the correction procedures for every student mistake.			
Teacher implements individual turns.			
Students track in their books throughout the lesson.			
Students meet the error criterion or the section is reread.			
Teacher directs instruction during workbook exercises.			
Teacher monitors independent workbook exercises.			
<i>Monitoring Student Progress</i>			
Student meets the error criterion or the section is reread.			



INTERVENTION FIDELITY CHECKLIST

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

Date										
Accurate Intervention Implementation?										
Progress Monitoring Data Turned in Weekly and is Current?										
Correct Target Behavior Being Monitored?										
Does Data Show Frequency of Reinforcement (if applicable)?										
Are Changes Needed?										
Does TIPS Team Need to Reconvene?										

TFI
2.12

Daily Behavior Plan Assessment

Teacher/Observer: _____ Student: _____ Date: _____

Steps of Intervention: CICO	Was the intervention implemented?	Fidelity Score Y=1 N=0 NA=NA
1. Greeted/prompted student(s) at beginning of each class/activity	Yes/No/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		



-
- Completed



Thank you!!

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Thank You!

- Brooke Wagner



- Kaci Fleetwood



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