

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

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Objectives

Focus on how to...

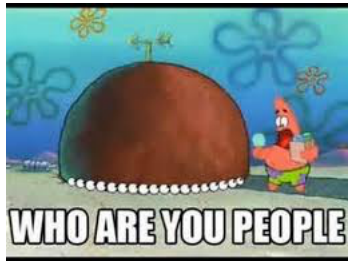
- Understanding complexities with Tier 2
- Identify students for Tier 2 interventions
- Establish data decision rules (DDR)
- Leverage progress monitoring data to evaluate performance of students and group interventions



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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 (SOME)
 - Reduce current cases of problem behavior


Primary (ALL)
 - Reduce new cases of problem behavior



Achieving Fidelity at Tier 2: *The Struggle is Real!*

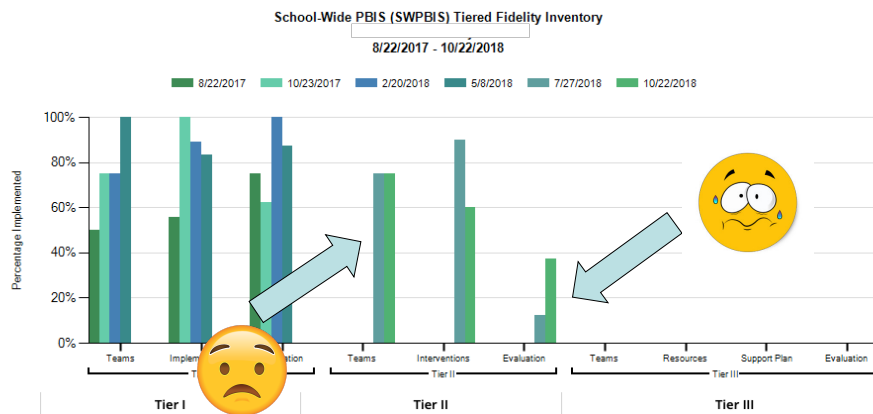
- 65% of schools measuring fidelity are achieving high implementation at tier 1
- Only 19% of schools are reporting high fidelity at advanced tiers



(TA Center on PBIS, 2018)

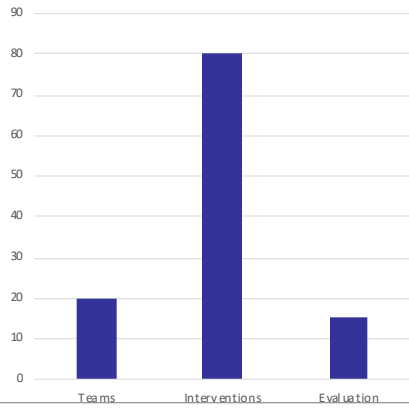
Common Patterns in Implementation

SWPBIS TFI 2.1 - Subscale - SWPBIS TFI 2.1

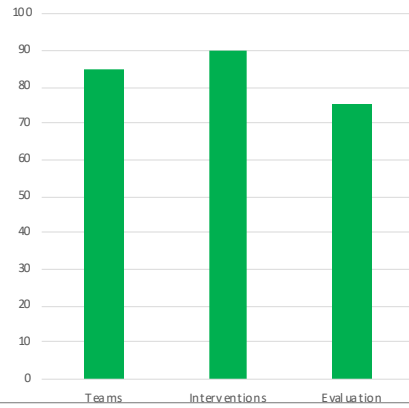


Reconceptualize the Approach

Interventions as a Pogo Stick



Tier 2 as a Three legged-stool

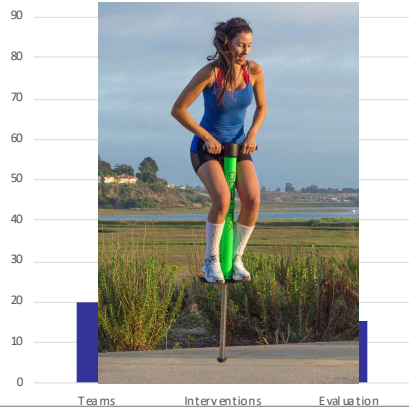


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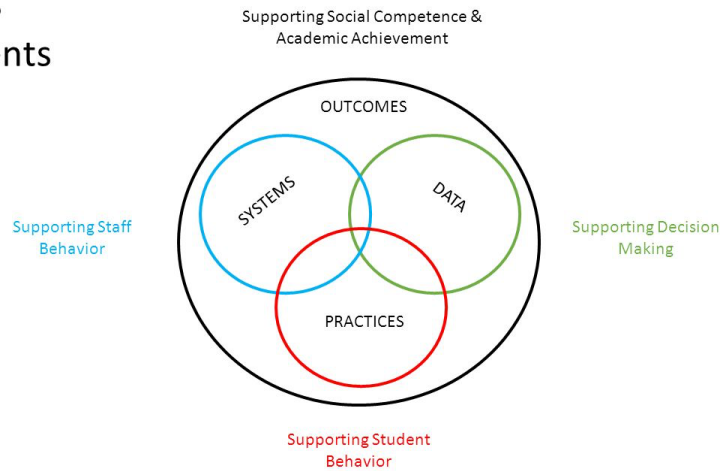
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Often at tier II, significant emphasis is put on the practices, or specific interventions that will be offered within the middle tier. Just as much focus should be emphasized on the systems needed to support tier II efficacy and how to utilize data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

TIER 2 SYSTEMS



4 PBIS Elements



Is My School Ready to Implement Tier II Supports?

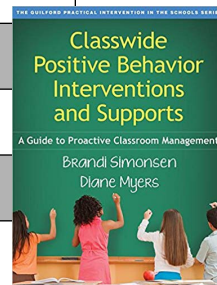
Tier II Essentials

- Administrative support
 - Allocation of resources (planning and meeting time, money, materials, etc)
- Tier I implemented with fidelity ($\geq 70\%$ 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

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



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



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.

IDENTIFYING STUDENTS

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

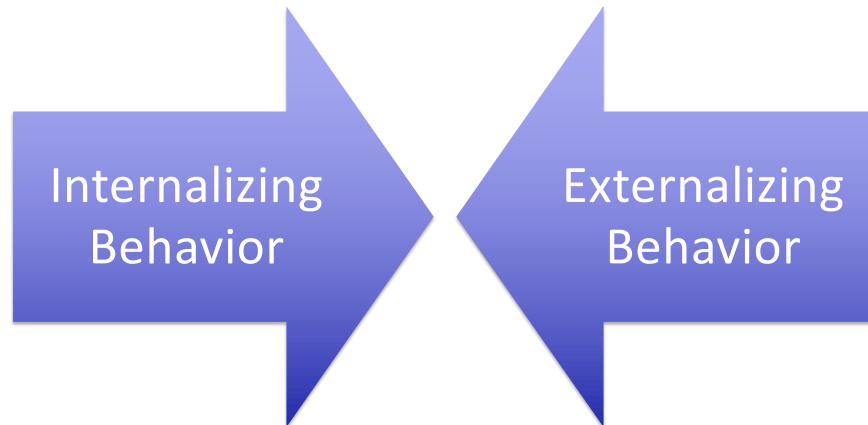
ODRs will not identify all students in need of Tier II supports

- 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



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Universal Screening



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

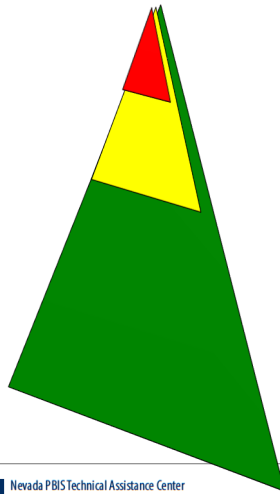
Student	Proficient	Advanced	Emerging
44m	100%	0%	0%
5m	100%	0%	0%
44s	100%	0%	0%

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

Screeners	Pros	Cons
Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990) http://store.cambiumlearning.com	<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
BASC-2/BESS (Kamphaus & Reynolds, 2007) http://www.pearsonassessments.com	<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 AIMSewb 	<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 AIMSewb: <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

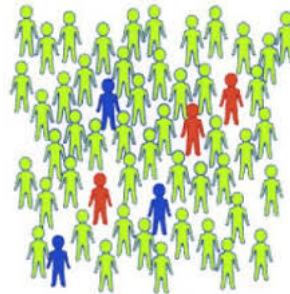
Screener	Pros	Cons
Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) http://www.sdqinfo.org	<ul style="list-style-type: none"> • Measures internalizing/externalizing behaviors • Free • Option of completing pencil and paper, or online version • Can be scored online • Technically sound: Large, representative normative group 	<ul style="list-style-type: none"> • Perceived length of administration time • Items skewed toward externalizing behaviors
Student Risk Screening Scale (SRSS; Drummond, 1993)	<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
Social Skills Improvement System (SSIS; Gresham & Elliott, 2008) http://psychcorp.pearsonassessments.com/pa/i/ca/cahome.htm	<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

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 Name	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	SAD, DEPRESSED	ANXIOUS	Lonely	SRSS-E7 Total	SRSS-15 Total	SRSS-1E Total
1. Jerald Brent	0	0	0	0	0	0	0	0	0	0	0
2. Dan King	0	0	0	0	0	0	0	0	0	0	0
3. Kristen Wells	0	0	0	0	0	0	0	0	0	0	0
4. TNA Foster	0	0	0	0	0	0	0	0	0	0	0
5. Matthew Burt	0	0	0	0	0	0	0	0	0	0	0
6. Ron Roosc	0	0	0	0	0	0	0	0	0	0	0
7. Sherry Anderson	0	0	0	0	0	0	0	0	0	0	0
8. Ashley Truesch	0	0	0	0	0	0	0	0	0	0	0
9. Pat Erickson	0	0	0	0	0	0	0	0	0	0	0
10. Vickie Salton	0	0	0	0	0	0	0	0	0	0	0
11. Jesse Matthews	0	0	0	0	0	0	0	0	0	0	0
12. Jean Coll	0	0	0	0	0	0	0	0	0	0	0
13.	0	0	0	0	0	0	0	0	0	0	0



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

TEACHER NAME: _____

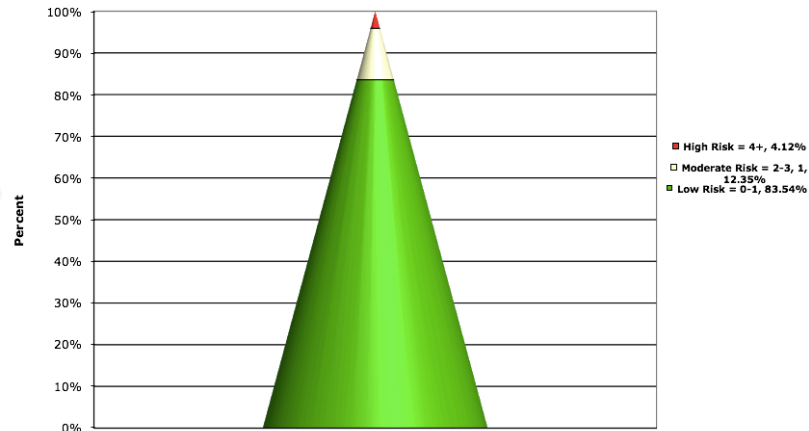
SCREENING USE THIS SCALE TO RATE EACH ITEM FOR EACH STUDENT

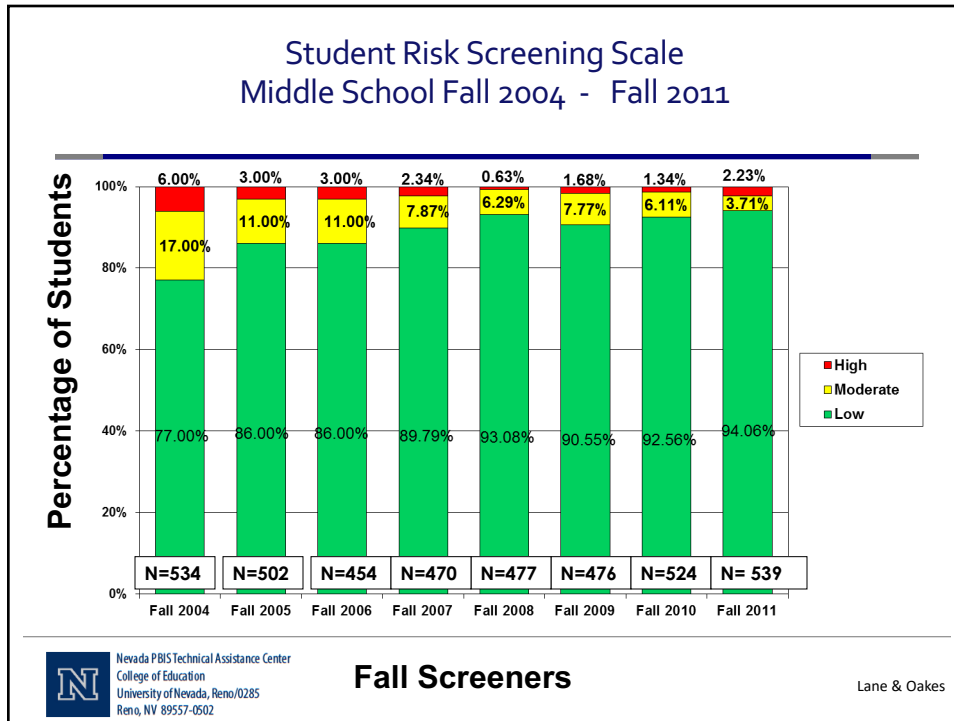
0 = NEVER
1 = OCCASIONALLY
2 = SOMETIMES
3 = FREQUENTLY

NUMBER OF STUDENTS SCREENED	STUDENT ID#	STUDENT NAME	GRADE and/or TEACHER	EXTERNALIZING BEHAVIORS				INTERNALIZING BEHAVIORS				SRSS-E7 Total	SRSS-15 Total	SRSS-1E TOTAL	
				PEER REJECTION	LOW ACADEMIC ACHIEVEMENT	NEGATIVE ATTITUDE	AGGRESSIVE BEHAVIOR	EMOTIONALLY FLAT	WITHDRAWN	SAD, DEPRESSED	ANXIOUS				Lonely
1	12345	Donny Johnny	2	0	1	3	3	0	0	0	0	0	0	0	0
2	87890	Fragile Rock	3	1	0	1	1	1	1	1	1	0	0	0	7
3	56789	Ben Marcus	4	0	0	0	0	0	0	0	0	0	0	0	0
4	97784	Kara Strong	4	0	0	1	0	0	0	0	0	0	0	0	4
5	09808	Oliver Marley	4	0	0	1	0	0	0	0	0	1	0	1	2

Levelock Elementary

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





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

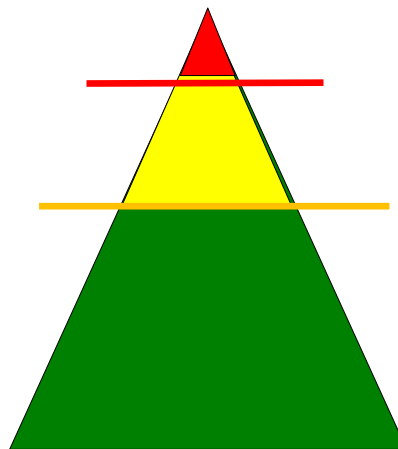
Triangulate data for students at “moderate risk”

5 th Grade Students	Moderate Score (E/I)	ODRS (M/m)	Attendance	Academic Concerns
Kaci	I (3)	1 M 2 m	80%	Low
Jodie	E (11) & I (4)	0	75%	Significant
Kathryn	I (2)	1 m	98%	Moderate

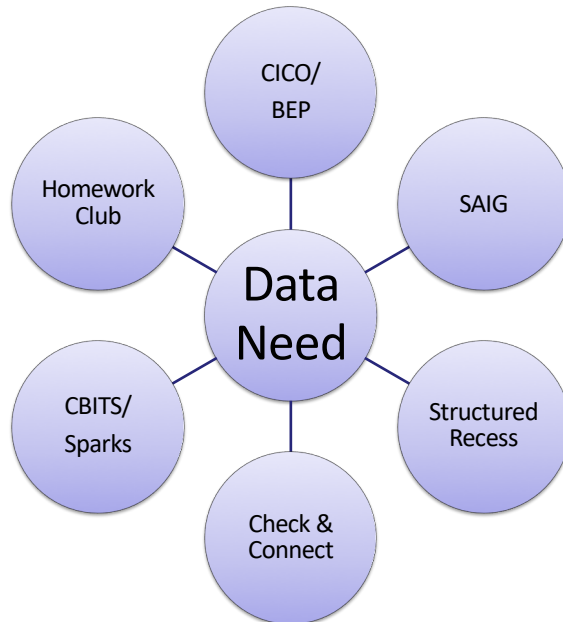
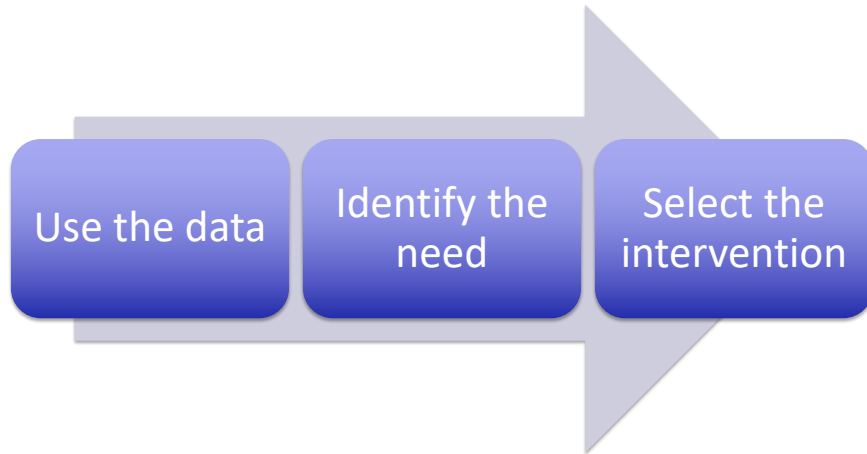


Set Floors and Ceilings with Data

- 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



Positive Behavior Support for At-Risk Students
Intervention Decision Sheet

	Behavior Support Program	Visual/Discipline Education Training	Social Skills Training	Conflict Resolution Training	Anger Management Training
<input type="checkbox"/> Most appropriate					
<input type="checkbox"/> May be appropriate					
<input type="checkbox"/> Additional information needed					
<input type="checkbox"/> Not recommended					
Abusive Language			<input type="checkbox"/>		
Defiance/Disrespect		<input type="checkbox"/>	<input type="checkbox"/>		
Disruption		<input type="checkbox"/>	<input type="checkbox"/>		
Dress Code Violation					<input type="checkbox"/>
Fighting/Physical Aggression			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harassment/Tease/Taunt			<input type="checkbox"/>		
Skip Class/Tuancy					
Tardy					
Vandalism/Property Damage					
Weapons				<input type="checkbox"/>	<input type="checkbox"/>
Large number of students with Multiple Referrals	<input type="checkbox"/>		<input type="checkbox"/>		
Referrals occur in multiple settings	<input type="checkbox"/>		<input type="checkbox"/>		
Referrals made by multiple staff members	<input type="checkbox"/>		<input type="checkbox"/>		
High number of referrals made by small portion of staff			<input type="checkbox"/>		
Frequent non-referred tantrums		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Frequent non-referred reports of student/teacher conflicts		<input type="checkbox"/>			

Data obtained from SWIS



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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.



Positive Behavior Support - Nevada
Nevada Center for Excellence in Disabilities
www.pbisnev.org

Operationally Defining Intervention

What is an intervention?

An intervention ALWAYS involves two things

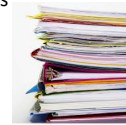
**Intervention =
Instruction + Assessment**



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”

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



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Data Decision Rules

Support/ Interventions	Description	Entry Criteria	Data to Progress Monitor	Exit Criteria
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

Support	Description	Entry Criteria	Data to Progress Monitor	Exit Criteria

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 | 1. Goal to improve behaviors |
| 2. Progress Monitor is a scale | 2. Progress Monitor is the WPR/DPR |
| 3. Structure is buying some equipment, posting a schedule, shopping healthy | 3. Structure is finding a coordinator, finding time, meeting with the student |
| 4. The intervention is actually eating healthy and working out | 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



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Tier II PD 4 Worksheet #1

Tier II Intervention	# of Students in Intervention	Tier II Identifiers (%)		Tier 1 Proportion (%)		Intervention Success Rate (%)
		Ethnicity African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		Ethnicity African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		
		Gender Male Female	Gender Male Female			
		Disability (IEP) Yes No	Status No	Disability (IEP) Yes No	Status No	



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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?

Formative & Summative



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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.

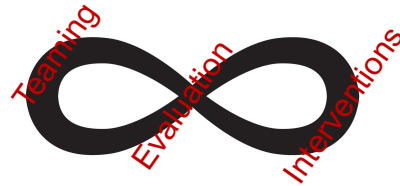
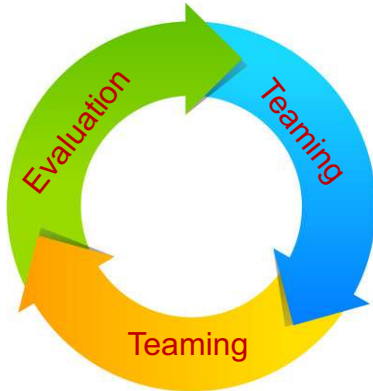
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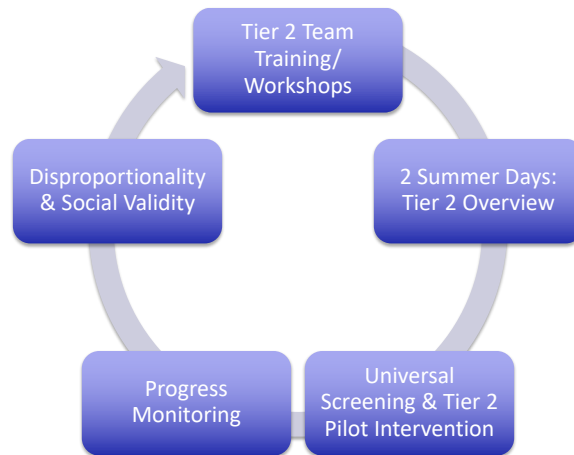
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Evaluation in Tier 1 vs. Tier 2



NEVADA TRAINING OUTLINE

Workshops to Build T2 System



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MTSS/PBIS Training and Coaching Schedule

Nevada PBIS Technical Assistance Center

Tier 1	Tier 2	Tier 3	Coaching
<p>Tier 1 Workshop (2 Days)</p> <ul style="list-style-type: none"> Introduction to MTSS/PBIS Basic integration of PBIS, SEAD, RP, & TIC Critical Elements of Tier 1 Considerations in Implementation <p>Tier 1 Professional Development Series:</p> <p>Data-Based Decision Making (full day)</p> <ul style="list-style-type: none"> Problem Identification and Solution Development Evaluate Evidence & Effectiveness of current Tier 1 Supports <p>Positive Classroom Behavior Supports (full day)</p> <ul style="list-style-type: none"> Positive Classroom Behavior Support Practices and how they fit within the classroom system Professional Development and Teacher Support <p>Data-Based Tier 1 Enhancement in MTSS (full day)</p> <ul style="list-style-type: none"> Using data, teams may enhance Tier 1 Systems to include deeper integration of Bully Prevention, RP, TIC, & SEAD <p>Disproportionality & Sustainability (full day)</p> <ul style="list-style-type: none"> Analyzing/Identifying Disproportionality Addressing Equity Sustaining Tier 1 	<p>Tier 2 Workshop (2 Days)</p> <ul style="list-style-type: none"> Introduction to Tier 2 Screening Tier 2 Practices Tier 2 Critical Features <p>Tier 2 Professional Development Series:</p> <p>Universal Screening and Tier 2 Pilots (half day)</p> <ul style="list-style-type: none"> Triangulating Data Selection of Interventions Data Decision Rules Strategic Action Plan for Pilots <p>Progress Monitoring (half day)</p> <ul style="list-style-type: none"> Tier 2 Teaming Progress Monitoring Data Decision Rules Fidelity Data <p>Communication to Staff, Parents and Community (half day)</p> <ul style="list-style-type: none"> Requests for Assistance Developing Effective Professional Development Family Involvement <p>Disproportionality & Social Validity</p> <ul style="list-style-type: none"> Using Data to Determine Disproportionality Addressing Equity Evaluating Tier 2 Systems & Practices Social Validity 	<p>Tier 3 Workshop (2 Days)</p> <ul style="list-style-type: none"> Introduction to Tier 3 Teaming, Systems, Tier 3 Continuum FBA's and BIP's <p><i>Follow-up Webinar: Data Decision Rules</i></p> <p>Tier 3 Professional Development Series:</p> <p>Brief/Competing Pathway (half day)</p> <ul style="list-style-type: none"> Overview of the process, forms, data collection, progress monitoring, and timeline of a brief FBA & BIP <p><i>Webinar 1.1: what teams will need to do at/by meeting 1.</i> <i>Webinar 1.2: what teams will need to do at/by meeting 2.</i> <i>Webinar 1.3: what teams will need to do at/by meeting 3.</i></p> <p>Comprehensive/PTR (half day)</p> <ul style="list-style-type: none"> Overview of the process, forms, data collection, progress monitoring, and timeline of a comprehensive FBA & BIP <p><i>Webinar 1.1: what teams will need to do at/by meeting 1.</i> <i>Webinar 1.2: what teams will need to do at/by meeting 2.</i> <i>Webinar 1.3: what teams will need to do at/by meeting 3.</i></p> <p>School-Based Wraparound (half day)</p> <ul style="list-style-type: none"> Coming Soon! <p><i>Resource: Supplemental Online Modules (1 hour each)</i></p>	<p>Coaches Kick-Off (1 Day)</p> <ul style="list-style-type: none"> Total Performance System Guidelines for Conduct Self-Management, Feedback, Performance Evaluation <p>Coaches Professional Development Series:</p> <p>Ethics (full day)</p> <ul style="list-style-type: none"> Being an Effective Spokesperson Ethical Decision-Making Coaches Code <p>Pre-Requisite Knowledge & Experience (full day)</p> <ul style="list-style-type: none"> MTSS/PBIS Concepts Working in the School Context Leadership and Teaming Collecting and Using Data <p>Systems Coaching (full day)</p> <ul style="list-style-type: none"> How to Be an Effective Coach Student and System Problem Solving Data-Based Coaching <p>Tier III Network 5 Part Series</p> <ul style="list-style-type: none"> Introduction to Behavior Measuring Behavior Functional Behavior Assessment Behavior Intervention Plans

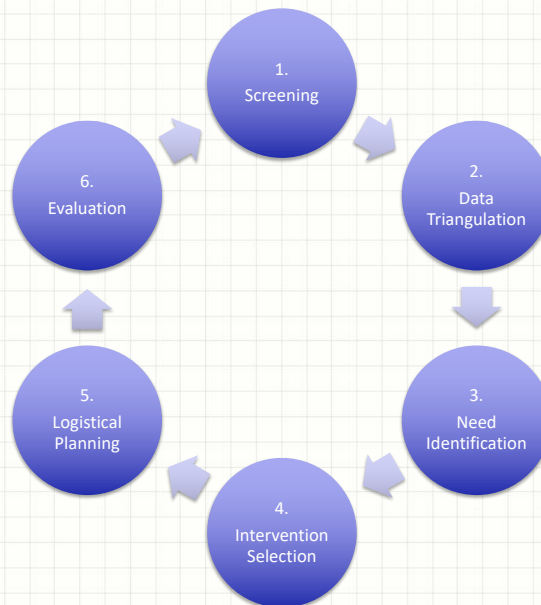
Note: MTSS = Multi-tiered System of Supports; PBIS = Positive Behavior Interventions & Supports; SEAD = Social, Emotional, and Academic Development; RP = Restorative Practices; TIC = Trauma Informed Care; FBA = Functional Behavior Assessment; BIP = Behavior Intervention Plan

8/8/2019

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



Thank You!

Nevada PBIS Technical Assistance Center

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