K03: Using a Model School Process to Guide Improvements at Tiers 2 and 3

Karen Elfner[1]

Nichole Fintel[1]

Robyn Vanover[1]

Therese Sandomierski[1]

Betsy Lazega[1]

Stephanie Vlahakis[2]

Tarah Allen[2]

[1]University of South Florida

[2]Sarasota County Schools

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20th International Conference on Positive Behavior Support, March 2023

Agenda

- Introductions
- <u>Recognizing schools</u> for PBIS implementation at Tiers 2 & 3
- Adapting <u>statewide project</u> support for continuous improvement at Tiers 2 & 3
- Adapting <u>district</u> training and technical assistance to improve Tier 2 & 3 implementation
- Questions/comments

Recognizing Schools for PBIS Implementation at Tiers 2 and 3
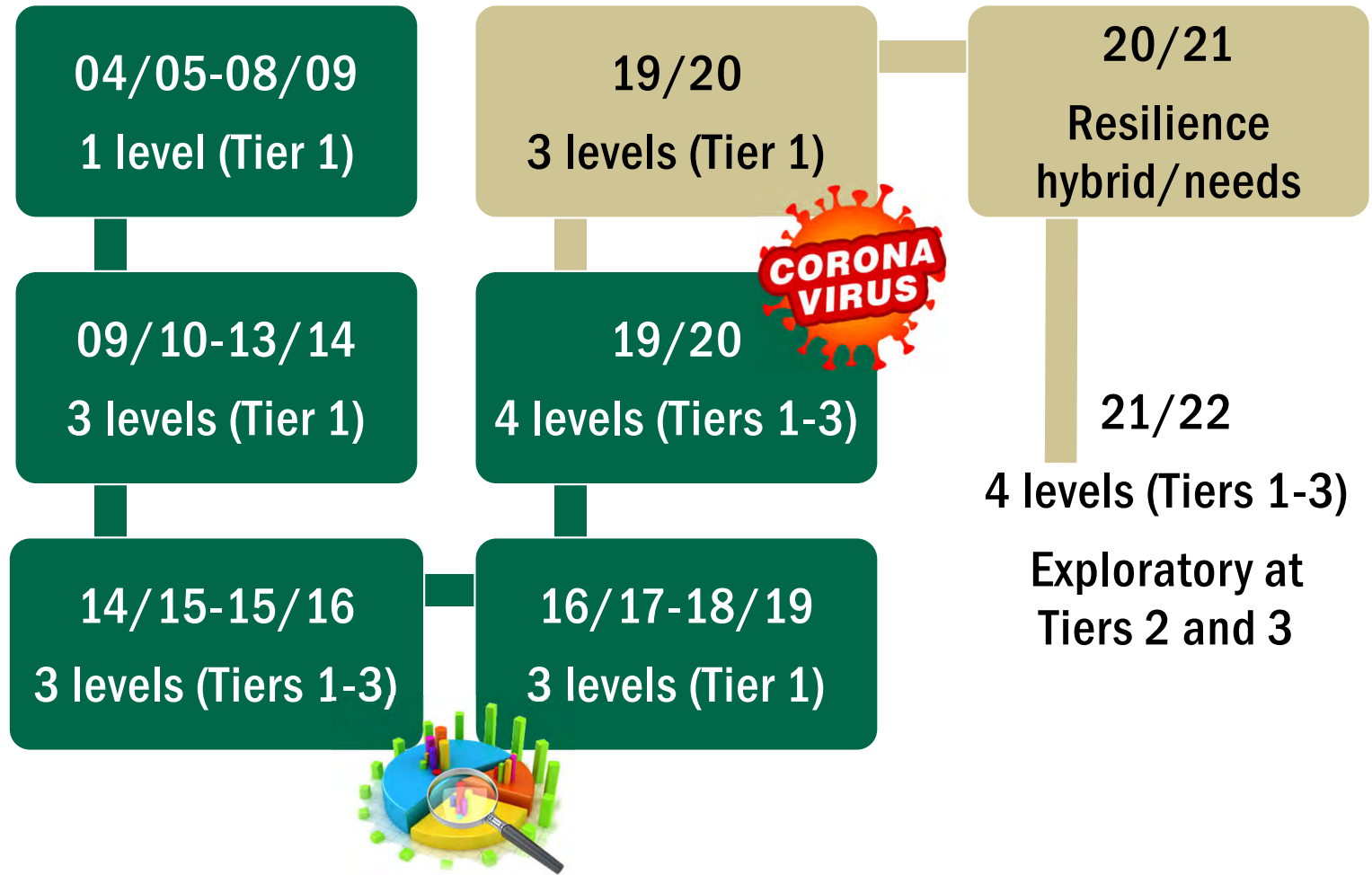
Karen Elfner, MA
kchilds2@usf.edu

Nichole Fintel, MSPH
nsnyder@usf.edu

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Why Recognize Model/Exemplar Schools?

✓ Reinforces schools that implement well and achieve good outcomes

- Caution, as many schools will do *anything* to achieve recognition.

✓ Encourages schools to collect and use evaluation data

✓ Identifies demonstration sites for potential schools to visit or interview

✓ Provides a public relations tool to increase support for PBIS (e.g., present at school board meetings, publish in local papers)

The 18-Year History of our Model Schools

04/05-08/09

1 level (Tier 1)

09/10-13/14

3 levels (Tier 1)

14/15-15/16

3 levels (Tiers 1-3)

16/17-18/19

3 levels (Tier 1)

19/20

3 levels (Tier 1)

19/20

4 levels (Tiers 1-3)

CORONA VIRUS

20/21

Resilience hybrid/needs

21/22

4 levels (Tiers 1-3)

Exploratory at Tiers 2 and 3

Challenges Identifying Tier 2 & 3 Exemplar Schools

- Validity of self-report fidelity measures at Tiers 2/3 when completed without a highly knowledgeable person

- Lack of standard measures of outcomes for Tiers 2/3 (access is not enough)

- Lack of coordination between teams when completing the Model School application

- Training at Tiers 2/3 is not highly controlled by PBIS projects.
  - Training may be delivered in-house, not by PBIS projects
  - Standardized procedures/practices defined by schools and districts may not align precisely to PBIS
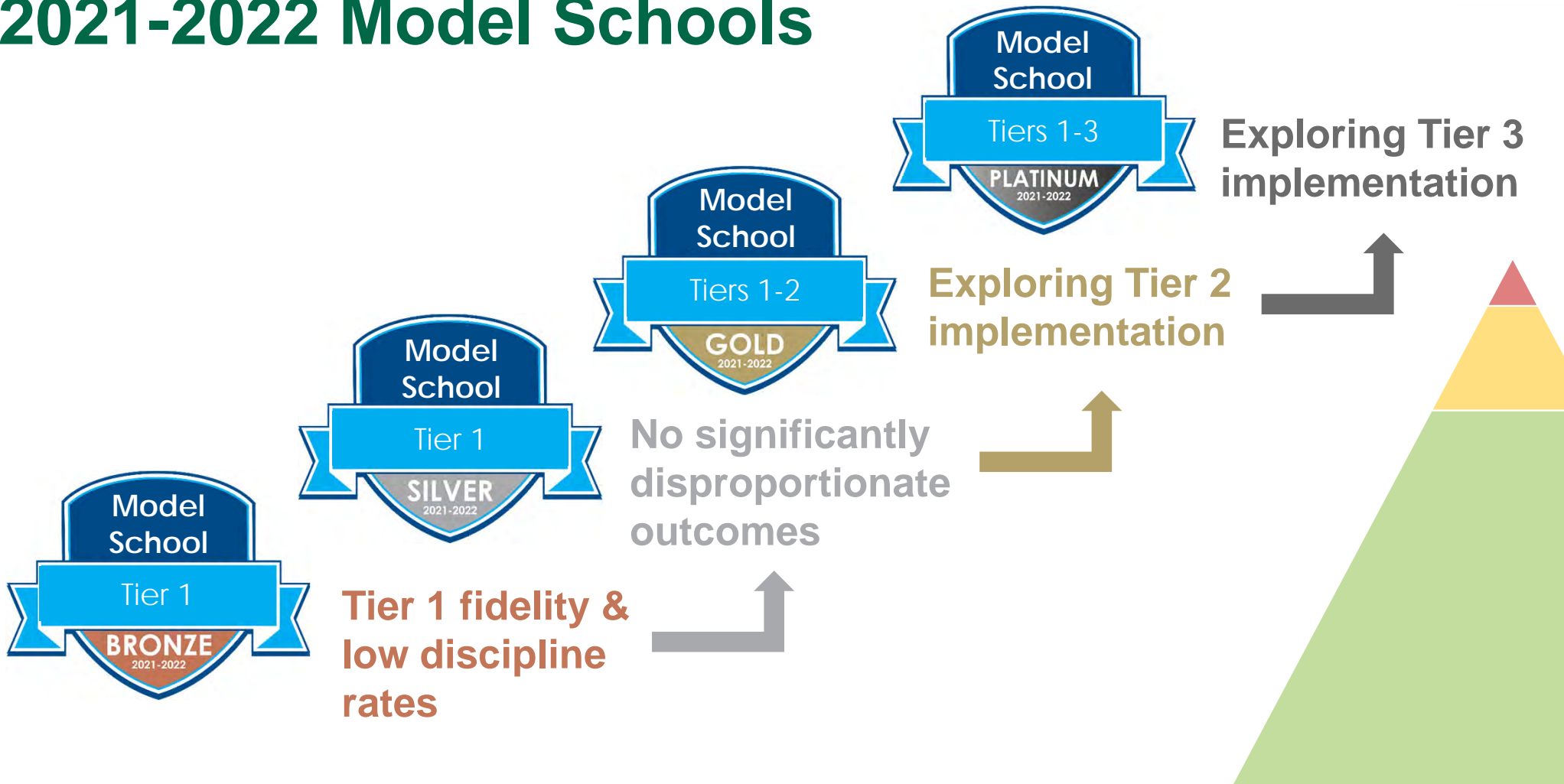
Gold Model School Requirements: Exploring Implementation at Tier 2

- Tiered Fidelity Inventory (TFI) Tier 2 Score ≥ 80%

- Recommendation from District Coordinator to apply at Gold level

- Describe Tier 2 practices:
  - Process for identifying students for Tier 2 supports
  - Process for grouping and matching students to Tier 2 supports
  - Name of at least one Tier 2 intervention implemented with students
  - Number of students who participated
  - Process for monitoring student progress
  - Number of students who experienced progress towards goals
  - Process and results of monitoring implementation fidelity

Platinum Model School Requirements: Exploring Implementation at Tier 3

- TFI Tier 3 Score ≥ 80%

- Recommendation from District Coordinator to apply at Platinum level

- Describes Tier 3 practices:
  - Required upload of anonymous Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)
  - Process for monitoring implementation fidelity of uploaded BIP
  - Process for monitoring student progress of uploaded BIP
  - Description of Tier 3 supports provided outside of special education documented services
  - Number of students who received Tier 3 supports
  - Number of students who experienced progress towards goals

Reviewing Tier 2 and 3 Applications

275
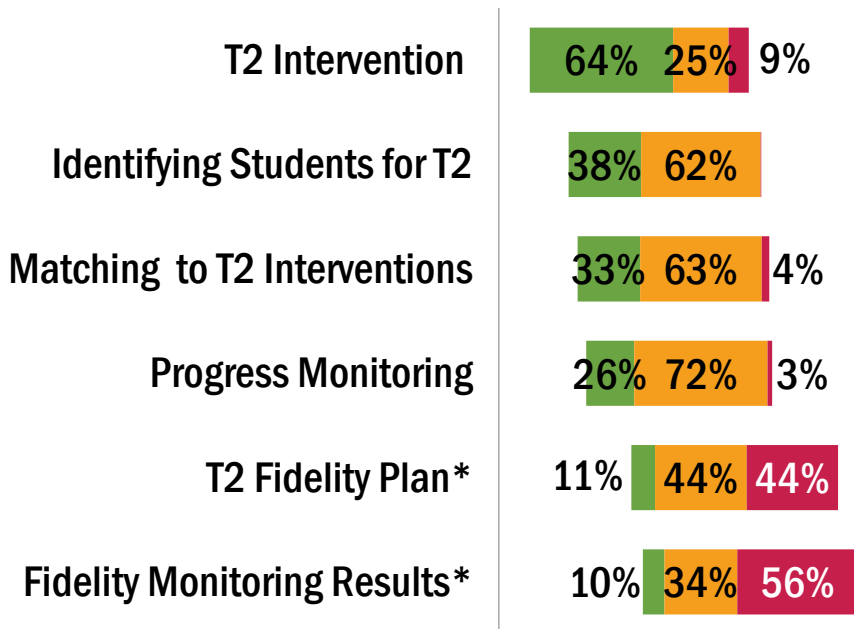Schools submitted <u>Tier 2</u> practices for review

244
Schools submitted <u>Tier 3</u> practices for review

- 2021-2022 was an *exploratory year* at Tiers 2 and 3
- Scored all responses on a three-point scale from 0 (did not address) to 2 (ideal)
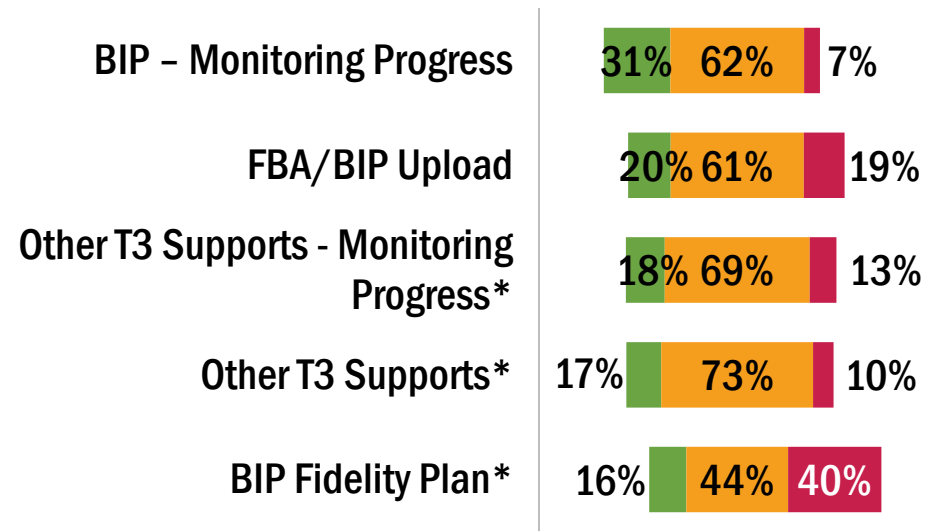- Weekly meetings with review team

Findings

Many schools **did not identify** an appropriate process for monitoring implementation fidelity at Tiers 2 and 3, while nearly all schools described an **acceptable** or **ideal** process for monitoring student progress.

Tier 2 Response Scores (*n*=275)

T2 Intervention	64%	25%	9%
Identifying Students for T2	38%	62%	
Matching to T2 Interventions	33%	63%	4%
Progress Monitoring	26%	72%	3%
T2 Fidelity Plan*	11%	44%	44%
Fidelity Monitoring Results*	10%	34%	56%

Tier 3 Response Scores (*n*=244)

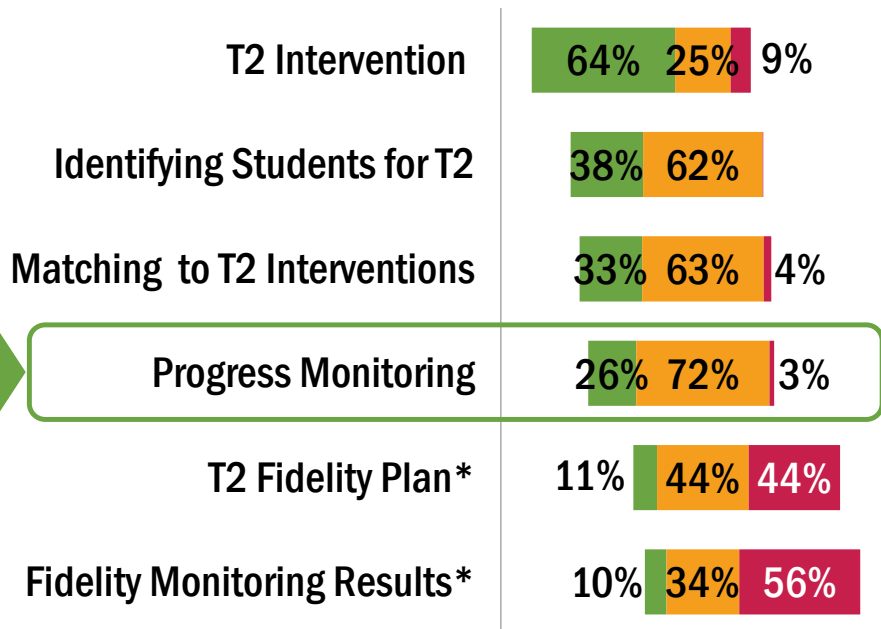|			
BIP – Monitoring Progress	31%	62%	7%
FBA/BIP Upload	20%	61%	19%
Other T3 Supports - Monitoring Progress*	18%	69%	13%
Other T3 Supports*	17%	73%	10%
BIP Fidelity Plan*	16%	44%	40%

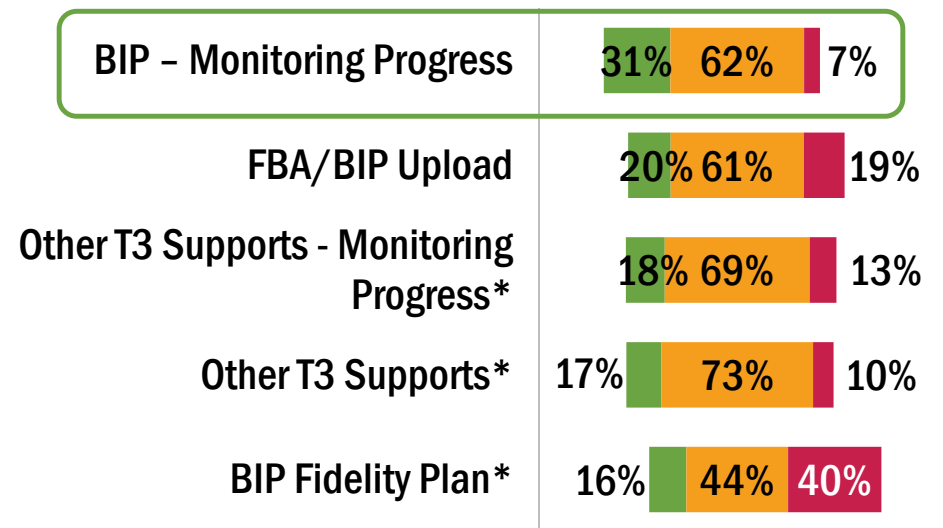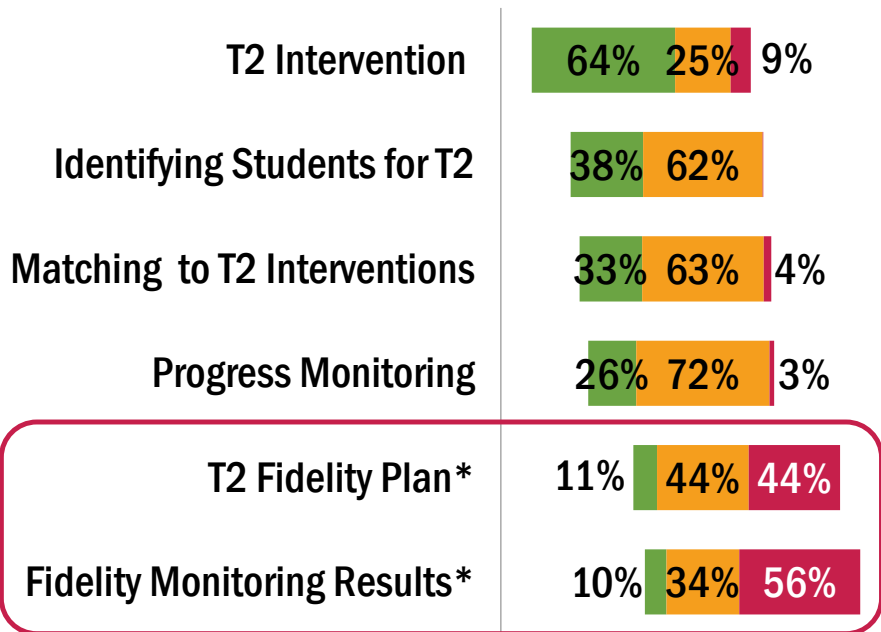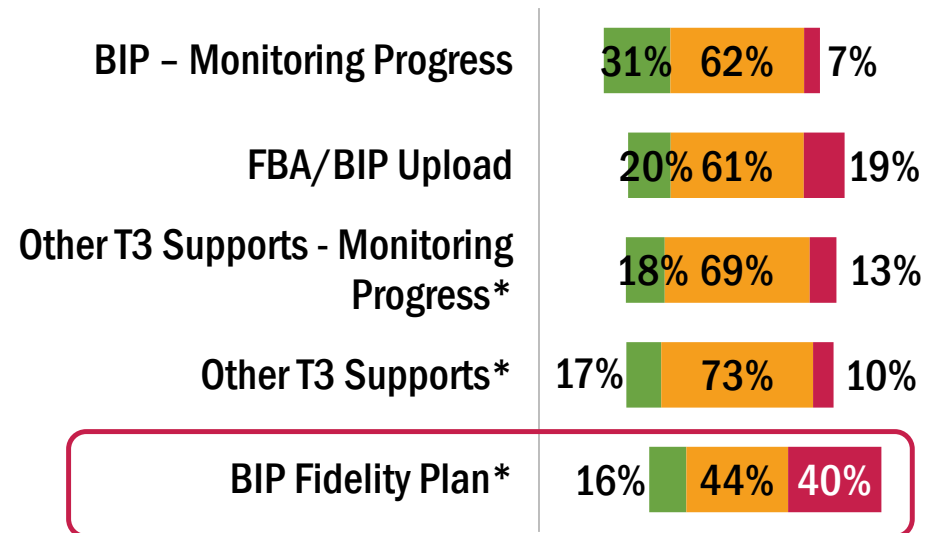*Accepted all item responses for final award*

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How did schools struggle with fidelity monitoring?

- Description of student progress monitoring
  - *"We use data to see if behaviors have been improving weekly."*
  - *"The guidance councilor reviewed the pre and post data from the group."*

- Description without details
  - *"We completed fidelity checks."*
  - *"We monitor the implementation of plans."*

- Description of intervention implementation with no description of a tool or process used to monitor implementation
  - *"At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student…"*

Tiers 2 and 3 Overivew

Therese Sandomierski, PhD
tsandomiersk@usf.edu

Robyn Vanover, RN, CPS
robynvanover@usf.edu

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General Themes

1. Tier 1 vs. Tier 2 strategies

2. Identification and decision rules for efficient data-based decision making

3. Progress monitoring across Tiers 2 and 3

4. Fidelity

Lesson Learned: What is meant by "Tier 2" Support?

Non-examples

- Increasing positive praise
- Behavior contract
- Recognition ticket
- Increase time on task
- PBS schoolwide lessons
- Differentiated instruction
- Behavior charts (without mention of instruction)
- Progress monitoring

Examples

- Aligned to schoolwide expectations
- Provided in **addition** to Tier 1 (aka: supplemental support)
- Identified through data-based decisions made by a collaborative team using a variety of data sources (internalizing, externalizing)
- Evidence-based, efficient support matched to student needs
- For small groups
- 10-15% of students

Tier 1 Core Instruction

A Conceptual Framework for MTSS

Increasingly intensive instructional interventions

Core Instruction

Specially Designed Instruction

High Need

Level of need for students to be successful in core instruction

Low Need

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
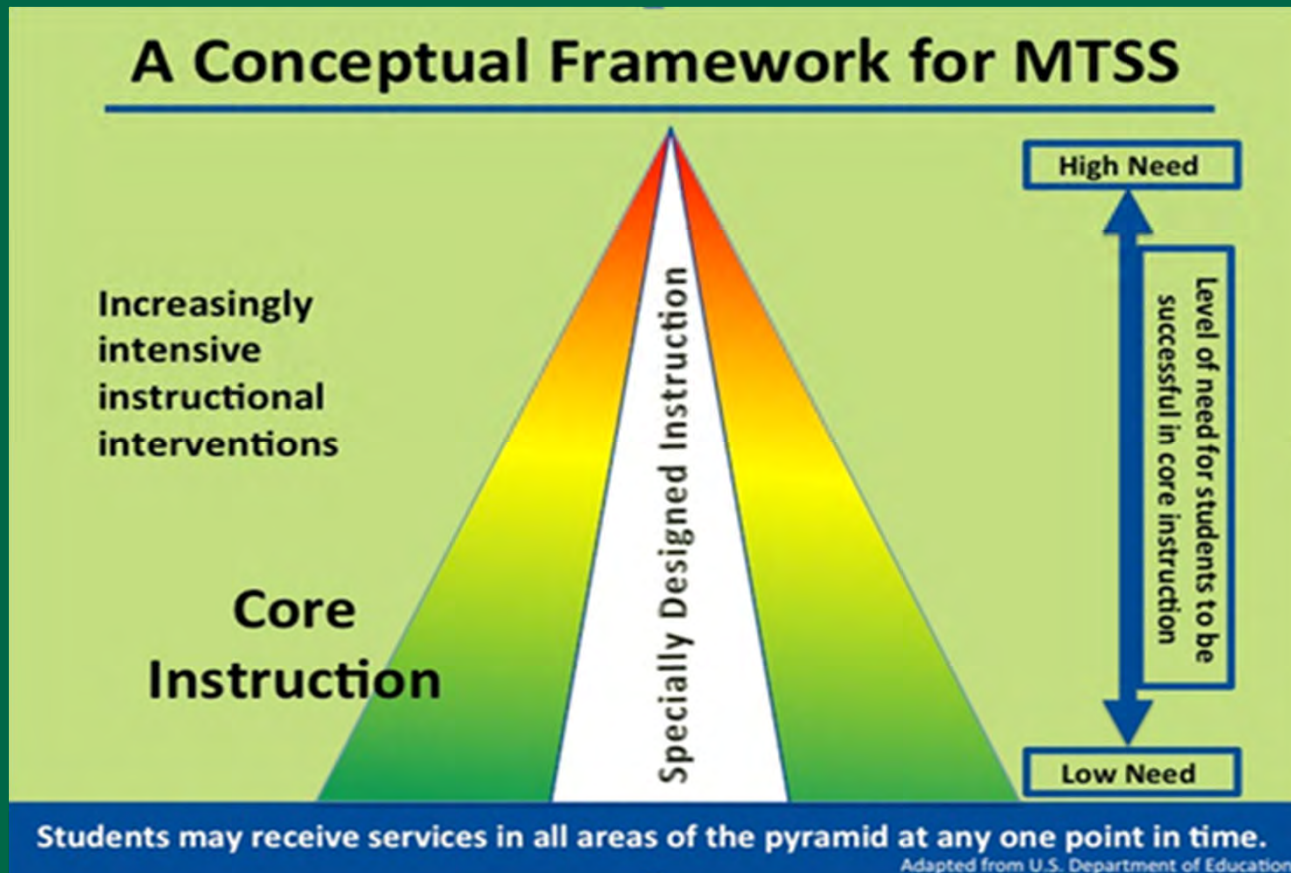
Core instruction includes:

1. **Culturally relevant** instruction and recognition for demonstrating the schoolwide expectations

2. Instructional, **function-based**, developmentally appropriate responses to situationally inappropriate behaviors

3. An **engaging** environment that makes it easy to demonstrate the schoolwide expectations

Differentiated Tier 1 - Classroom

Classroom PBIS
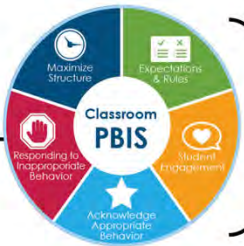
- Supportive physical environment
- Expectations, rules & procedures aligned to core
- Student engagement plan
- Recognition plan
- Hierarchy of corrective responses

Recognition plan:
- Minimum 4:1 specific behavioral praise
- School-wide token
- Recognition ticket (positive referral)
- "Marble in a jar"
- Brain break
- Lead an activity
- Special responsibility
- ...and more

Possible pattern of situationally inappropriate behavior

Higher structure/ intensity/ specificity strategies
(examples)

- Proactive prompting (visual, gesture, verbal)
- Build relationship with student (e.g., lunch with teacher, 10x2's)
- Proactive, positive family collaboration
- Instructional change (e.g., response format, partner work, alternative assignment, etc.)
- Cool-down area
- Small group contingencies (aka, Good Behavior Game)
- Behavior contract

Hierarchy of corrective responses:
- Eye contact
- Proximity
- Give additional wait time
- Restate expectation: slower, calmly
- Reteach expectations
- Affective statement
- Teach regulation strategies
- Prompt for regulation strategies
- Affective questioning
- Seat change
- Time out
- Reflection assignment
- Restorative chat
- Apology
- Phone family
- Classroom-managed referral
- Office-managed referral

Easy & efficient data collection:
- Tally marks
- Time estimates (duration)
- Activity at time of onset

Differentiated Classroom PBIS Practices

Pattern improves

Pattern continues

Pattern improves, but difficult to maintain supports

Support team consult

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Small Group: Tier 2 EB Intervention *Examples*

Focus on Instruction of replacement skills to master Tier 1 expectations

1. **Pro-Social and Life Skills Instruction**

   ❑ Skill streaming (PreK- Elem), Prepare (Middle and High)

   ❑ LEAPS (k-12)

   ❑ Ripple Effects (k-12)

   Self-Regulation, Anxiety Coping Skill Instruction

   ❑ *Coping Cat, *MATCH-ADTC

   ❑ Mind-Up

   ❑ Second Step (Prek-8)

2. **Academic/Behavior Skills**

   ❑ Check- in, Check- Out

   ❑ Academic Behavior Focused Check-in/Check-out (ABC)

   ❑ Secondary Schools: Homework, Organization and Planning Skills (HOPS)

3. **Problem-Solving Skills Instruction**

   ❑ I Can Problem-Solve (PreK – 6th)

   ❑ Skill streaming Elem/ Prepare (Middle and High school)

   ❑ PATHS: **P**romoting **A**lternative **Th**inking **S**trategies (Pre-K- 6th)

   ❑ **Second Step (Prek-8)**

*Clinician Instructed

Lesson Learned
Tier 2 Identification and Grouping of Student

Non-Example

- "ABC school has a clear and organized referral process that **hand-picks** students who will get the most out of Tier 2 support."

> *Lack of decision rules, unclear process*

Example

- "The function of the behavior determines the best support for each student. Students are then provided a Tier 2 CICO or small group intervention based on the function of the behavior."

Lesson Learned
Tier 2 Identification and Grouping of Student

Non-examples

- Use a *single data* source such as office referrals or minors
- Offers *one intervention* for all students
  - Check-in/Check-out for all students
  - Or, provides a Tier 3 intervention such as Functional Behavior Assessment and Behavior Intervention Plan

Examples

- Use a combination of data sources and **apply decision rules**
  - Nomination form
  - Existing data; office discipline referrals, minor classroom infractions, attendance, visits to the nurse
  - Behavior Screening Tools
- Common grouping based on function and/or skills
  - Obtain attention or item/activity
    - Check-in/Check-out
    - Social Skill Groups
  - Escape/avoid attention or task/activity
    - Social Skills Groups
    - Mentoring

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Identification: Decision Rules Using *Multiple Data Sources*

At-Risk / Early Warning System:
What matters for staying on track and graduating?

Middle School EWS Indicators

On-Track Indicators		Course Performance	GPA*	Attendance	Office Discipline Referrals
On-Track	Per Quarter	C's or better in all classes	2.5 or higher	0 to 2 absences in a quarter	0 ODR's in a quarter
	Per Year			4% or less absences in a year	2 or fewer ODR's in a year
At-Risk for Off Track	Per Quarter	1 or more D's in any class	2.0 to 2.49	3 to 4 absences in a quarter	1 ODR in a quarter
	Per Year			5% -9% absences in a year	3 ODR's in a year
Off-Track	Per Quarter	Failing 1 or more classes (F's)	Less than 2.0	5 or more absences in a quarter	2 or more ODRs in a quarter
	Per Year			10% or more absences in a year	4 ODR's per year OR 2 ODR's in a semester

Elementary School (Grades 3-5) EWS Indicators

On-Track Indicators		Course Performance	Attendance	Office Discipline Referrals
On-Track	Per Quarter	C's or better in all classes	0 to 2 absences in a quarter	0 ODR's in a quarter
	Per Year		4% or less absences in a year	2 or fewer ODR's in a year
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	Per Year		10% or more absences in a year	4 ODR's per year OR 2 ODR's in a semester

*Note(s): GPA is an overall average of current course grades (sum of grade values / #classes) (A=4, B=3, C=2, D=1, F=0)

More information on Early Warning Systems:
https://floridarti.usf.edu/resources/factsheets/ews.pdf

Model School Applicant Examples: Data Sources AND Decision Rules

Southside Elementary, Nassau County

Middle School Example, Nassau County

	Classroom Academic	Social/Emotional
Typical struggles **(Monitor only)**	Below grade level on phonics screener, but showing progress D in Reading and/or Math One grade level below in Lexia STAR Diagnostic PR 30 - 50	1-2 discipline forms Occasional phone calls to parent regarding behavior School-wide PBIS strategies are occasionally effective
Off- Track (Take action) **Requirements**: 2 or more qualifiers	• Below grade level on phonics screener and/or not moving to the next skill • F in LA/Reading and/or Math • Below grade level in Lexia • STAR PR < 30	• 3 or more discipline forms • Frequent admin calls/visits • In-school/ Out-of-school suspensions • Frequently disrupting instruction

Nassau County EWS Indicators Middle School

	Course Performance	GPA	Attendance	Discipline	Assessments	Social Emotional
Career and College Ready	B's or better in all Classes, Advanced Class(es); earning high school credits; industry certification	3.0 or higher (calculated annually)	4% or less absences/ year (7 or less days/year)	1 or fewer discipline referrals/year and 0 suspensions	Level 3 or higher on State Assessments (FSA), Passing EOCs	Positive peer support, community involvement, community service, extra-curricular activities
On-Track	C's or better in all Classes; industry certification	2.5 or higher (calculated annually)	4% or less absences/year (7 or less days/year)	2 or fewer discipline referrals/year and 0 suspensions	Level 3 or higher on ELA and Math State Assessments (FSA), Passing EOCs	Positive peer support, community involvement, community service, extra-curricular activities
At-Risk for Off-Track	1 or more D's in ELA or math classes	2.0-2.49 (calculated annually)	5%-9% absences/year (8-17 days/year)	3 discipline referrals/year or 1 quarter and 0 suspensions	Level 2 on State Assessments (FSA), Below Grade Level (EOCs)	1 or more of the following: conflict with peers, isolation from peers, low family or community involvement, change in home life; or 1 referral to System of Care
Off-Track	Failing ELA or math classes (F's)	1.0-1.99 (calculated annually)	10-19% or more Absences/ year (18-35 days/year)	3 or more in school or out of school suspensions	Level 1 on State Assessments (FSA), Failing EOCs	2 or more of following: conflict with peers, isolation from peers, low family or community involvement, change in home life; or 2 referrals to System of Care
Extremely Off-Track	Failing 2 or more classes	Less than 1.0 (calculated annually)	20% or more Absences/year (36 or more days/year)	4 or more in school or out of school suspensions, alternative setting on campus	Level 1 or 2 on two or more subjects of State Assessments (FSA), Failing EOCs	3 or more of the following: conflict with peers, isolation from peers, low family or community involvement, change in home life; or 3+ referrals to System of Care

District Example: Resource Map

Gradeband:	Tier	Area of Concern (Subject)	Deficit	Intervention	Fidelity Measures	Effectiveness Measures
K-12th	2	Social Emotional/Behavior	Coping Skills, social emotional skills	Small Group Counseling/Social Academic Instructional Groups, Example: https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm		Daily Progress Report Tool template
K-5	1,2,3	Social Emotional/Behavior	Social Emotional Skill/Self-Regulation	Zones of Regulation	https://www.socialthinking.com/-/media/Files/Download-Fidelity-Checklist/Fidelity-Checklist_Zones.ashx	Reduced ODRs, OSS, Reduced restraints, Improved Self-regulation
Middle and High	1,2,3	Social Emotional/Behavior	Social Emotional Skills	School Connect	https://school-connect.net/sel-evaluation-toolkit	https://school-connect.net/media/surveys/School-Connect-Student-Skills-Assessment-Survey.pdf

*Supports schools to use selected intervention fidelity tools and progress monitoring measures.

Team Consideration: Student Identification Process

What is included in your school's criteria to identify students for Tier 2?

- Cut-off point of universal screener
- Number of referrals (consider time of year)
- Percentage of absences
- GPA, grades, course failures
- Indicators from Early Warning System
- Other

Quick Check:
- ❑ Does it include multiple sources?
- ❑ Does it address internalizing?

Measure	Proficient Score	At-Risk	High Risk
1. Classroom Minors	0-4	5 or more	15 or more
2. Major/ODR	0-1	2 – 5	6 or more
3. Absences	<5/trimester	5+/trimester	10/trimester
4. Tardy	<4/trimester	4+/trimester	10/trimester
5. ISS	0-1	2	4 or more
6. OSS	0	1	2
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
8. Reading Inventory	800+	799 or lower	599 or lower
9. Writing Assessment	3 or 4	2	NS; 1
10. Nurse (non-medication)	0-1 (no pattern)	2 – 5 (patterns of regular visits)	6 or more (pattern of regular visits)

Lesson Learned
Tier 2/3 Progress Monitoring

How is the student responding to the intervention?

Non-example

- Increase or decrease in office discipline referrals

Examples

- Behavior Report Card
  - Data collection over time
  - Opportunity for teaching, reinforcements and feedback
- Observational Data Tally
- Percent of Lesson Mastery
  - Observable and across settings
- Mentoring Report
  - Measurable and Observable
    - Behavior/academic
    - Attendance
    - Self-Monitoring

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Baker County District Guide Example - Westside Elementary Submitted

Types of Progress Monitoring (Use MTSS #2 or #14)

Behavior Report Card	Behavior Report Card	Behavior Report Card	Behavior Report Card
Observational data tally	Observational data tally	Observational data tally	Observational data tally
% of Lesson Mastery	% of Lesson Mastery	% of Lesson Mastery	% of Lesson Mastery
		Mentoring Report	Mentoring Report
Behavior Contract data	Behavior Contract data		Behavior Contract data

Exit Criteria (When is the student ready to exit the intervention?)

- Student exhibits mastery of targeted skills in natural settings
- Progress monitoring data reflects improvement to 80% success
- Evidence of improvement on the referral concern/criteria

- Variety of data sources for progress monitoring tied to student need
- Exit criteria – students return to Tier 1 when successful

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Progress Monitoring Connected to Tier 1 Expectations and/or Rules

ONCE-A-DAY Behavior Report Card

Name: Justin Time   Dates: 10/7-10/11   Intervention: PREPARE – Anger Control Training

Rating Scale: 3=Good day   2= Mixed day   1=Will try harder tomorrow

SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.			Tues.			Wed.			Thurs.			Friday		
BE SAFE Use your anger reducers	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
BE RESPECTFUL Use Active Listening & Problem Solving skills	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
BE RESPONSIBLE Complete your hassle log	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
DEMONSTRATE A POSITIVE ATTITUDE Reframe angry thoughts	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1

Teacher Comments:

Mon.
Justin said he didn't get angry today & didn't have to use any anger-reducers.

Tues.
Justin was unable to reframe angry thoughts about a negative comment a peer made to him. Today, we worked on taking deep breaths and counting to 5 before responding to negative comments.

Wed.
Great use of active listening during our mock debate in social studies!

Thurs.
Today, Justin stated he used self-calming techniques we reviewed on Tuesday successfully!

Friday

Data recorded? Y / N

Evidence of teaching and use of replacement behaviors
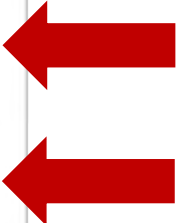
Daily Points Tracked Over Time
Can track weekly for other group interventions

Goal 70% of Daily Points — Cat

Goal is 80% of Points Weekly Tracking — Melissa

[Excel Tracking Tool](#)

30
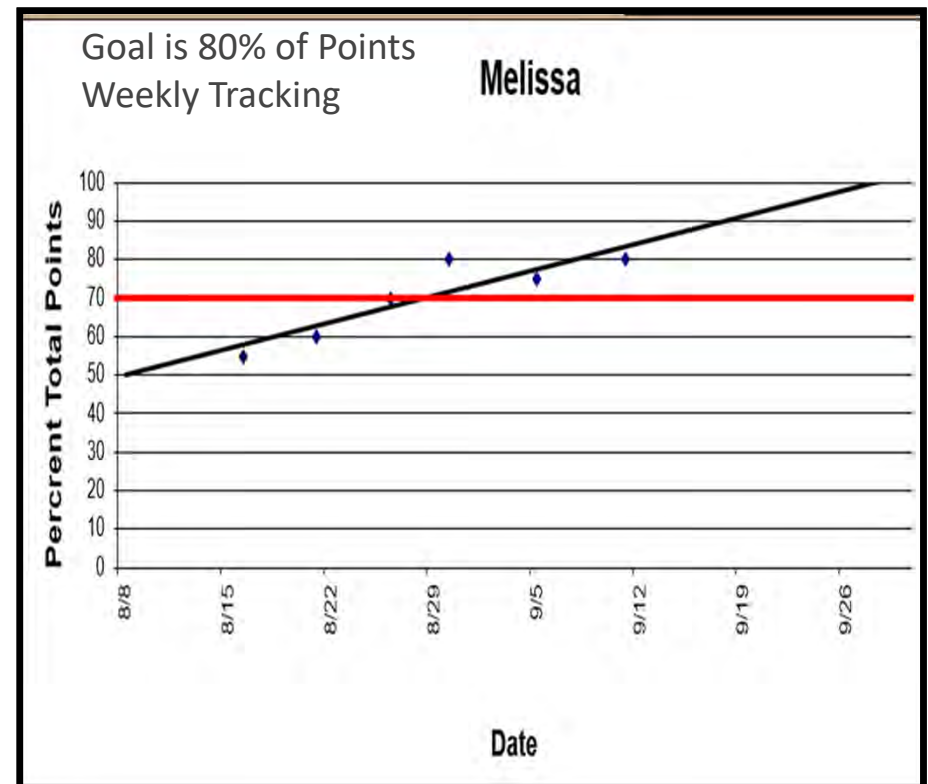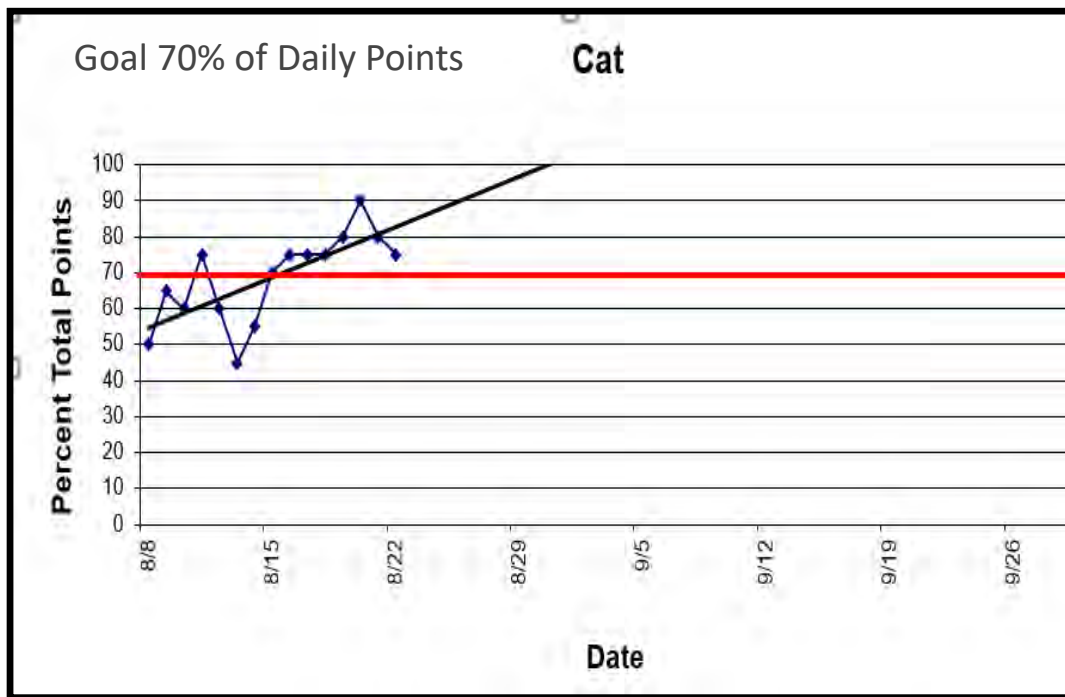
Self Monitoring for Data Collection
Students Experiencing Success with Tier 2

Examples: https://www.interventioncentral.org/node/961544

Rating Scale

- Daily Progress Report

Checklist

Frequency Count

My Self Monitoring Form

Name:_____   Date:_____

	Today in Class...		Yes	No
	I paid attention to my assigned work		☐	☐
	I followed the classroom rules		☐	☐
	I paid attention to my assigned work		☐	☐
	I followed the classroom rules		☐	☐
My Goal:	I paid attention to my assigned work		☐	☐
I will check ____ Yeses. Total # of Yeses ____ that I checked today.	I followed the classroom rules		☐	☐
	I paid attention to my assigned work		☐	☐
	I followed the classroom rules		☐	☐

Sign:_____

Name: Jasmine   Date: 10/25

Target Behaviors	AM	PM
Stays on-task	✓	✓
Follows directions	✓	✓
Speaks nicely	✓	✓
Completes assignments	✓	—
Ignores others	✓	—

Level earned: 3   Parent Signature:_____

Self-Monitoring Point Sheet

Level 4 = 9-10 checks
Level 3 = 7-8 checks
Level 2 = 5-6 checks
Level 1 = < 5 checks

Date: _____

When I didn't understand ... this is what I did	1st time	2nd time	3rd time	4th time	5th time
Raised my hand					
Waited for teacher to call on me					
Told the teacher I didn't understand					
Asked a question to help me understand					
Stopped trying to understand					
Disrupted the lesson					
Other					

IBRST Tier 3 Progress Monitoring Tool

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Behavior Rating Scale

Teacher ID #: _____

Iovannone, R. (University of South Florida)

Student: Tiffany

Behavior / Date

Behavior	Rating	Scale
Inappropriate: Hitting	Rare (0-2)	5 4 3 2 1
	Moderate (4-6)	
	Frequent (8+)	
Inappropriate: Profanity	Rare (0-4)	5 4 3 2 1
	Moderate (6-8)	
	Frequent (10+)	
Appropriate: Expressing Frustration	Frequent (80%+)	5 4 3 2 1
	Moderate (40-60%)	
	Rare (0-20%)	

Hitting (anytime Tiffany touches another student inappropriately with an object or her body)
1 = Frequent (8 or more times/day)   2 = 6-8 times/day   3 = Moderate (4-6 times/day)   4 = 2-4 times/day   5 = Rare (0-2 times/day)

Profanity (cursing at peers and adults)
1 = Frequent (10 or more times/day)   2 = 8-10 times/day   3 = Moderate (6-8 times/day)   4 = 4-6 times/day   5 = Rare (4 or fewer times/da...)

Expressing Frustration Appropriately (verbalizing frustration at appropriate time, with appropriate tone, and appropriate words such as saying "I don't like that" or "Stop that" in an inside voice while an adult is not teaching or when an adult has given her permission)
1 = Rare (0-20% of opportunities)   2 = 20-40%   3 = Moderate (40-60% of opportunities)   4 = 60-80%   5 = Frequent (80% or more of opportunities...)

Teacher ID #: _____

Iovannone, R. (University of South Florida)

Student: Tiffany

Behavior / Date

Behavior	Rating	Scale
Appropriate: Task Engagement	Frequent (75%+)	5 4 3 2 1
	Moderate (45-60%)	
	Rare (0-30%)	
Appropriate: Work Completion	Frequent (70%+)	5 4 3 2 1
	Moderate (30-50%)	
	Rare (0-10%)	
Replacement Behavior: Requesting Attention/ Assistance	Frequent (55%+)	5 4 3 2 1
	Moderate (25-40%)	
	Rare (0-10%)	

Task Engagement (being in-seat, eyes on teacher/activity, quiet)
1 = Rare (30% or less of activities)   2 = 30-45%   3 = Moderate (45-60% of activities)   4 = 60-75%   5 = Frequent (75% or more of activities)

Work Completion (completing assigned work independently)
1 = Rare (10% or less of activities)   2 = 10-30%   3 = Moderate (30-50% of activities)   4 = 50-70%   5 = Frequent (70% or more of activities)

Getting Attention/Assistance Appropriately (examples: raising hand, asking politely and doing so at appropriate time)
1 = Rare 0-10% of opportunities   2 = 10-25%   3 = Moderate (25-40% of activities)   4 = 40-55%   5 = Moderate (55% or more of opportunities)

Lesson Learned
Tier 2/3 Fidelity

Are *we*, as adults doing what *we* said *we* would do?

Non-example

- Point sheet or any progress monitoring tool on its own

This tracks student performance, not interventi on integrity.

Examples

- Session Fidelity Checklist
  - Scope and Sequence of Skills
  - On-track with lessons
  - Opportunities for practice
  - Review of previous skills taught
- Publisher Developed Checklist
- CICO Checklist
- Intervention Observations
- Intervention Outcome Comparison
- Participant Outcome Comparisons

Dosage Fidelity Tracking Example & Limitations

Addresses exposure to intervention but not the procedural fidelity of what is implemented

Check In Check Out Sample Fidelity

Leanne S. Hawken, PhD - 2010
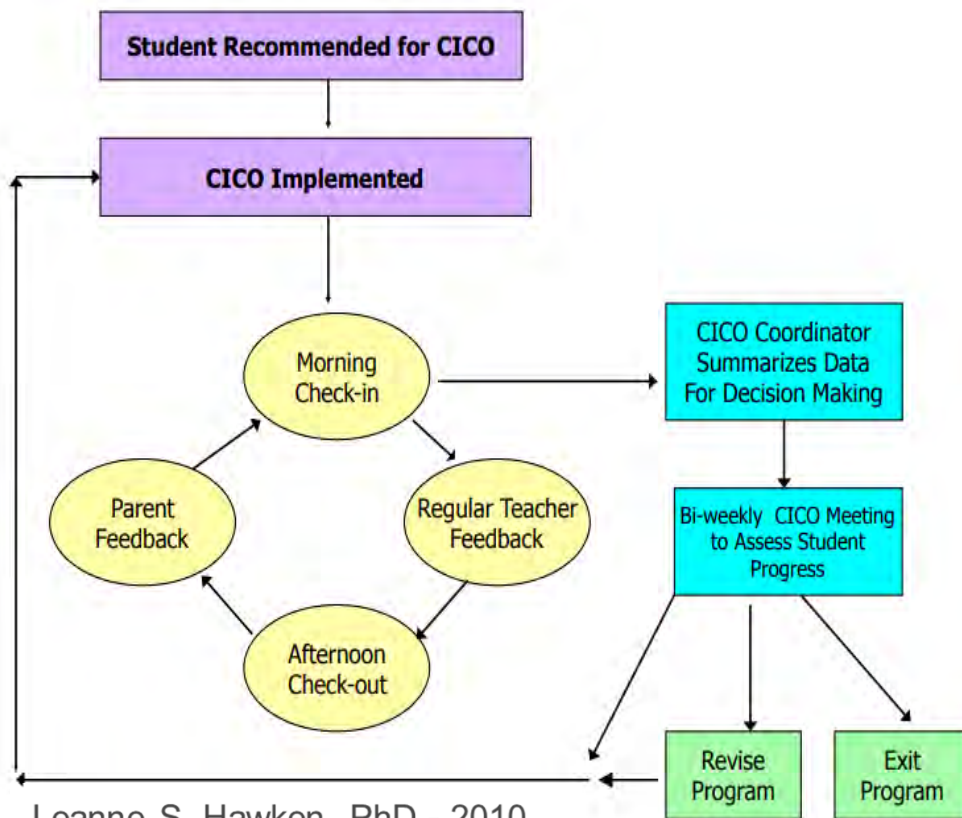
Intervention Check-in/Check-out (CICO)	Was the intervention component implemented as intended?	Fidelity Score Y = 1 N= 0 NA = Not Applicable
1. Daily check in occurred	Yes/No/NA	
2. Teacher greeted student(s) at the beginning of each class/activity	Yes/No/NA	
3. Teacher scored DPR at end of each class/activity with student(s) present	Yes/No/NA	
4. Teacher reviewed DPR ratings with student(s) individually at the end of each class/activity, noting strengths/appropriate behavior	Yes/No/NA	
5. Teacher noted what student(s) needs to do to improve	Yes/No/NA	
6. Daily check out occurred	Yes/No/NA	
7. Parent participation	Yes/No/NA	
Implementation Score (Total Y's/Total Y's + N's)		

Sample Fidelity Checklist

Model School Applicant Examples
Casselberry Elementary (Seminole County)

Social Skills Group
Daily Progress Report

Student Name: _____ Teacher: _____ Week of: _____

This student is participating in our Social Skills group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day. Before leaving on Friday, please input the data into EdInsight and put the completed form in Ms. Matthias's mailbox. You will receive a new form by Monday morning.

3 = Displayed Consistently   2 = Displayed periodically/inconsistently   1 = Did not display

	Targeted Social Skills	Monday	Tuesday	Wednesday	Thursday	Friday	Successes
Be Respectful	Paying Attention to Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Taking Turns In Conversations	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Getting Along with Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Doing Nice Things for Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Making Compromises	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Stay calm when receiving feedback.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Responsible	Following Directions	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Paying Attention to your Work	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Safe	Staying Calm when Disagreeing	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Total Daily Points					Total Points for Week:	
	Total Possible					Points Possible for Week:	

If you have questions about this form or the Social Skills group, contact Ms. Matthias.   Week's Percentage _____

Student Performance

Social Skills Group
Session Fidelity Checklist

Today's Date _____   Social Skills Unit _____

Group Members Present: _____

Group Facilitator(s): _____

Observer: _____

Use the chart below to rate the degree to which each component was implemented.

Component	Not Implemented	Limited Implementation	Partial Implementation	Full Implementation
Reviewed previously learned skills and discussed student homework assignment.				
Taught new skill using structured lesson plan format.				
Provided opportunities for students to practice new skill				
Set goal for use of new skill and assigned homework				

Intervention Integrity

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T2 Systems: Did we select the right intervention(s)?

* Fidelity Data and
Progress Monitoring Data

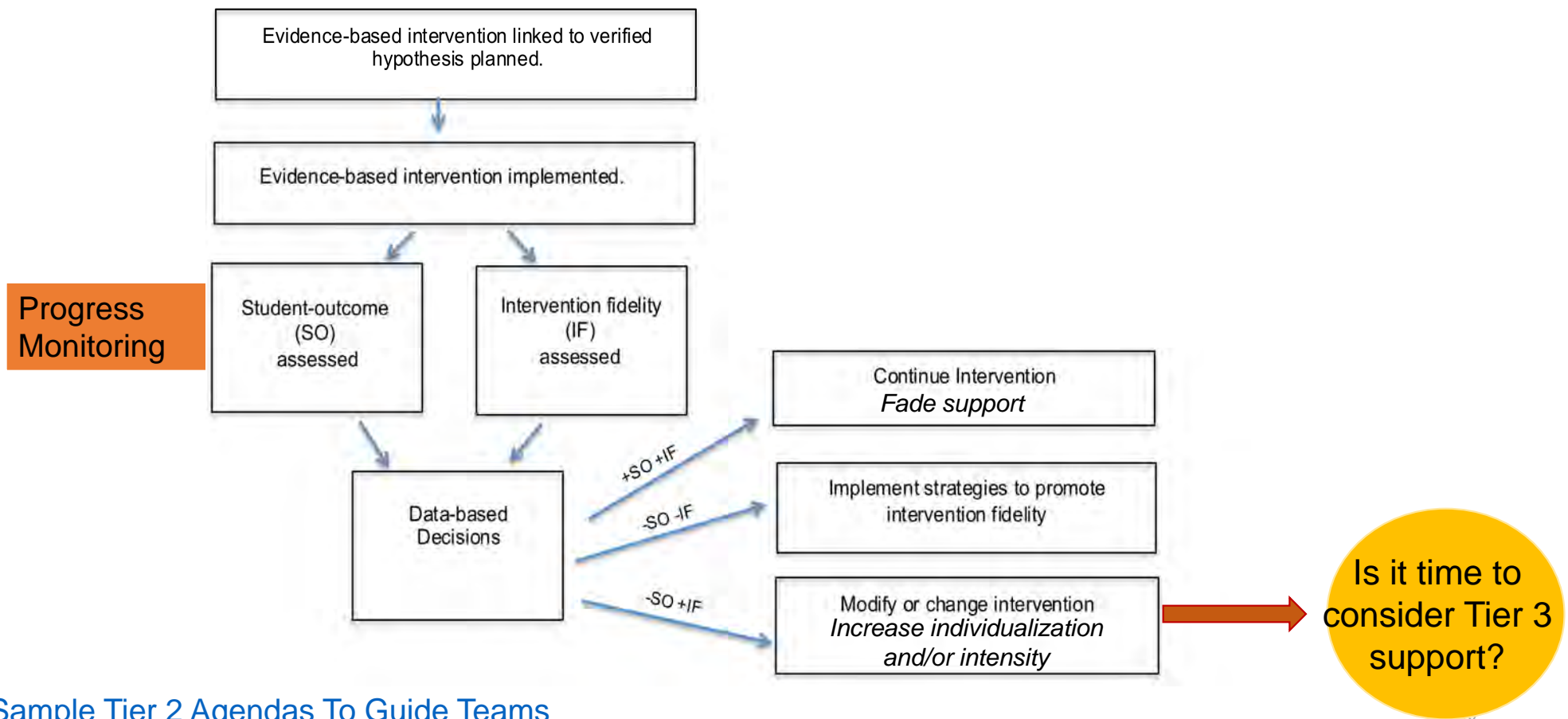| Interventions	Check-in Check-out (CICO)		Social Skills Groups		Simple Tier 2 Interventions with Individualized Features		Intervention:___		Lunch Buddies	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
August	3	2	2	1					7	2
September	6	4	5	3					8	1
October	7	5	8	5					10	2
November										
December										
January										
February										
March										
April										
May										
June										

Definition of Response: List below how your school will define 'Making Progress' for each intervention listed.

Making Progress Examples:
1. **Check-in Check-out (CICO):** *Student earns 80% of his/her points per week*
2. **Social/Academic Instructional Groups**: *Skillstreaming – Student achieves 80% or is being rated at least a "4" in the skills identified as deficits*
3. **Simple Tier 2 Interventions with individualized features**: *Student is consistently earning extra checks on individualized goals in CICO*
4. **Lunch Buddies**: *Student experiences a 75% reduction in ODRs within 4 weeks*

Summary Tool
Excel Tracking Tool

Tier 2 System Considerations School Level

Evidence-based intervention linked to verified hypothesis planned.

↓

Evidence-based intervention implemented.

Progress Monitoring

Student-outcome (SO) assessed

Intervention fidelity (IF) assessed

Data-based Decisions

+SO +IF → Continue Intervention *Fade support*

-SO -IF → Implement strategies to promote intervention fidelity

-SO +IF → Modify or change intervention *Increase individualization and/or intensity* → Is it time to consider Tier 3 support?

Sample Tier 2 Agendas To Guide Teams

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Tier 3 Supports and Link to Resources

Functional Behavior Assessment (FBA) informs Individualized Behavior Intervention Plan (BIP)
- Individualized Goals

Individualized Counseling
- Work on internalizing replacement skills

PREVENT	problem behavior
TEACH	the student an acceptable replacement behavior
REWARD	the student's use of the replacement behavior
MINIMIZE	the payoff for problem behavior.

Wraparound

Comprehensive

Brief

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Example FBA Informs Behavior Plan - Fidelity Tracking of Plan

Example FBA Summary for Plan

Example Model School Application: Palm Ave Exceptional Student Center, Duval

Antecedent Interventions: What will you do to *prevent* the behavior from occurring?

EXAMPLE:	Task Analysis/List each individual step of the antecedent intervention(s):
What will be done? Concrete reminder of task, plus reward **Who** is responsible? Teacher **When** will it occur? Before an academic activity is introduced to the student	1. Prior to beginning tasks, allow student to choose an item/activity for which he will work and receive following completion of tasks. 2. Incorporate chosen items or activities into a "first/then" (visual or verbal) to remind student, he must complete the activity prior to receiving a break and the item/activity selected. 3. If student becomes distracted from activity, remind him first work/then specific item chosen. 4. Upon completion of the activity, immediately provide verbal praise and present student with reinforcer. 5. All reinforcers and visuals should be kept in a box or bag near the student to travel with him throughout the day.

Teaching Interventions: What desired skills will you *teach* to replace the problem behavior?

Example:	Task Analysis/List each individual step of the teaching intervention(s):
What will be done? Pre-teach appropriate requests for a break. **Who** is responsible? Teacher **When** will it occur? Every morning after student finishes breakfast	1. Review upcoming scenario 2. Ask student leading questions to check for understanding. Vary the questions asked each day so that they are not asked the same set of questions every day. (e.g., How can you ask to take a break?) 3. Provide verbal praise for active engagement in the pre-teaching lesson and correct use of skill in naturally occurring situations

Teaching Intervention Examples: role playing, social stories/narratives, modeling, video modeling

Weekly Fidelity Check Documentation — Plan in Place Key (1 Getting Started, 2 Moving along, 3 In Place), with rows for students K E (Star Chart, No timer, Earn stars as needed), TS (Star Chart, Making requests, Staying in class), TM. (Point sheet, Stay in class), each with Date/Setting/Period and Plan in Place 1 2 3 columns and Notes rows.

Florida PBIS

Model School Example Middle School, St. Lucie County

PTR Fidelity of Implementation Monitoring Form

Observer: XX ____   Date: _XXX _____

Intervention strategy	Adherence – At a minimum, is it being implemented?
Prevent strategy –	- He will have a check in and out daily. He will see Mr. XX in the morning - His point sheet will be on the one drive or google forms for the teachers to note - Attention signal from the teachers to use on him when he is getting off task and aggressive in the classroom - Check in with Mr. XX at lunch time to see if he has earned a reward ------------------------------ **Y** N NA
Teach strategy -	- Seeing the mental health counselor weekly at the school - Potential social worker social skills - Provide a peer buddy for each class ------------------------------ **Y** N NA
Reinforce functional replacement behavior –	- Can sit with Mrs. XX at lunch time if he has earned his mid-day reward - During after school tutoring, he can earn his reward from his check out - Call and acknowledge him when he is doing the appropriate behaviors ------------------------------ Y N **NA**
Discontinue reinforcement for problem behavior –	- Planned to ignore of non-disruptive behaviors - Not giving to much attention to the behaviors - 2 check marks on his desk with a dry erase marker when he is displaying the target behavior then the teacher will remove a check mark. When all the checks are removed then the teacher will not give him his point for that class period - If he is disrupting, then the teacher will remove him from the classroom, and he will not receive attention when he is in BIC/reflection ------------------------------ Y **N** NA
	Total adherence score = _66%_____ (add Ys then Divide by Ys + Ns)

SUBJECTIVE UNITS OF DISTRESS (SUDS) - "Emotions Thermometer"
SUDS: 1 = green/best; 5 = red/worst

SUDS Data Graphed Over Time of Tier 3 Intervention Implementation

Emotions Thermometer   Key: 1=best, 5=worst
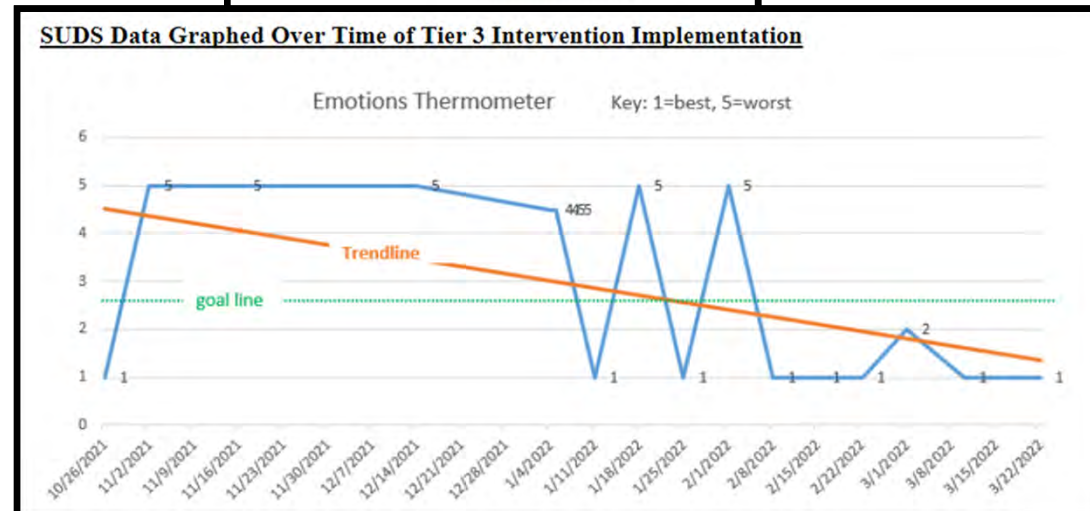
Tier 2 & 3 in Action-A School District Perspective

Sarasota County Schools
Tarah Allen, Student Services Program Manager
Stephanie Vlahakis, Student Services Program Manager

University of South Florida
Betsy Lazega, EdS
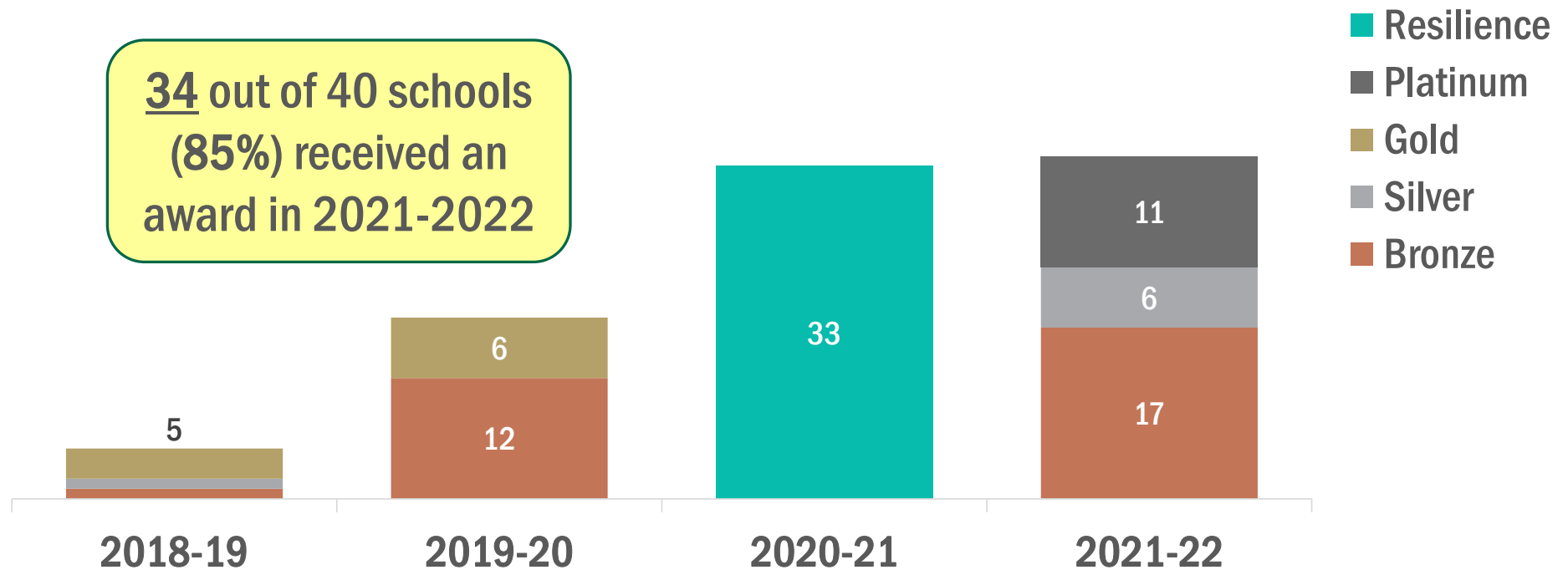
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Sarasota County Schools Demographics

- 40 District Schools, 15 Charters
- "A" Rated District since 2004
- 46,000 Students
- 60% Caucasian, 23% Hispanic, 7% African-American
- 54% FRL
- 17% ESE
- 8% ELL

SARASOTA
County Schools

Supporting Fidelity at Tier 2/3

Summer Splash: partner with FL PBIS to provide professional learning on specific Tier 2/3 interventions

Instituted **2 district PBIS Walk-Throughs** per year (1st in <u>fall</u> to provide feedback and technical support)

3 PBIS coaches' meetings per year with FLPBIS: schools share-out best practices

Behavior Intervention **Decision Tree created** with district supported interventions

District provided initial and on-going **training and materials for new interventions**

District Behavior Teams created & trained by FLPBIS on **PTR (Prevent-Teach-Reinforce)**

4 Program Managers/3 Program Specialists assigned to district zones and behavior teams-focus on support to teams **in the buildings regularly** for PBIS/MTSS meetings

District monitoring of Interagency Agreements and supports in the schools

Barriers to Fidelity at Tier 2/3

- New staff/turnover required differentiated summer professional learning
- Hiring challenges in key behavior positions (behavior specialist, paraprofessionals, school counselors, ESE teachers at cluster sites, mental health therapists)
- Political Climate in our community and state
- Significant increase in behavior threat assessments, suicide risk assessments & serious aggressive behavior (changes in state requirements)
- Lack of consistent FBA/BIP tools and process across county

# Solution-Focused Problem-Solving for Barriers

- Leaned on community partners/agencies to support students
- Flexible staffing: interns, district behavior team providing coverage, resource mapping at the building level for creative solutions
- New Discipline Dashboard to assist in identifying schools and trends needing intervention support from district level
- Given political climate, selected a few interventions to focus district funding and technical support
- Provide PTR training and streamlined process for FBA/BIP to teams-partnering with USF FLPBIS

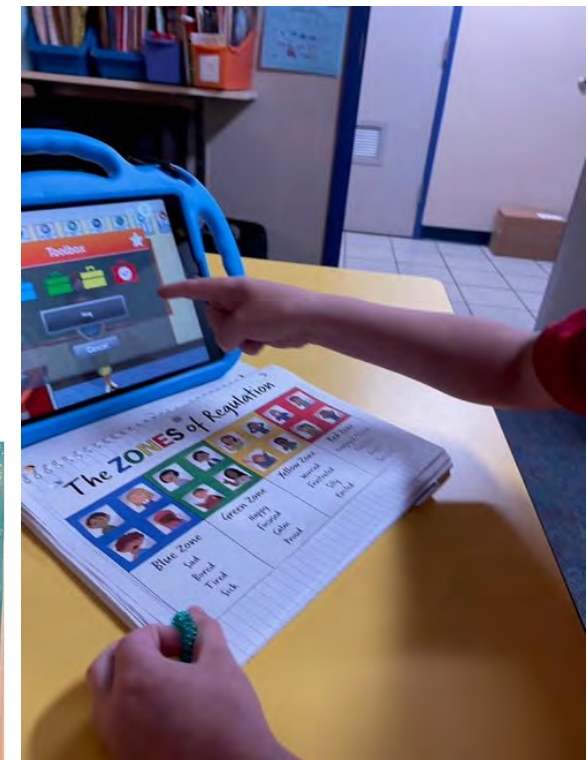# Evidence-Base Strategies and Resources to Support Tier 2/3 Fidelity

- Zones of Regulation
- Behavior Coaching/Mentoring
- WHY TRY/Resilience for Youth
- CICO
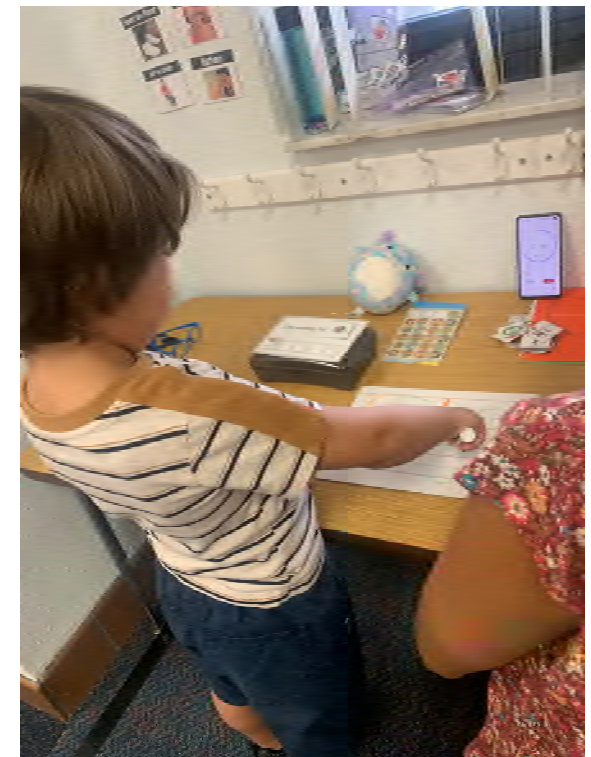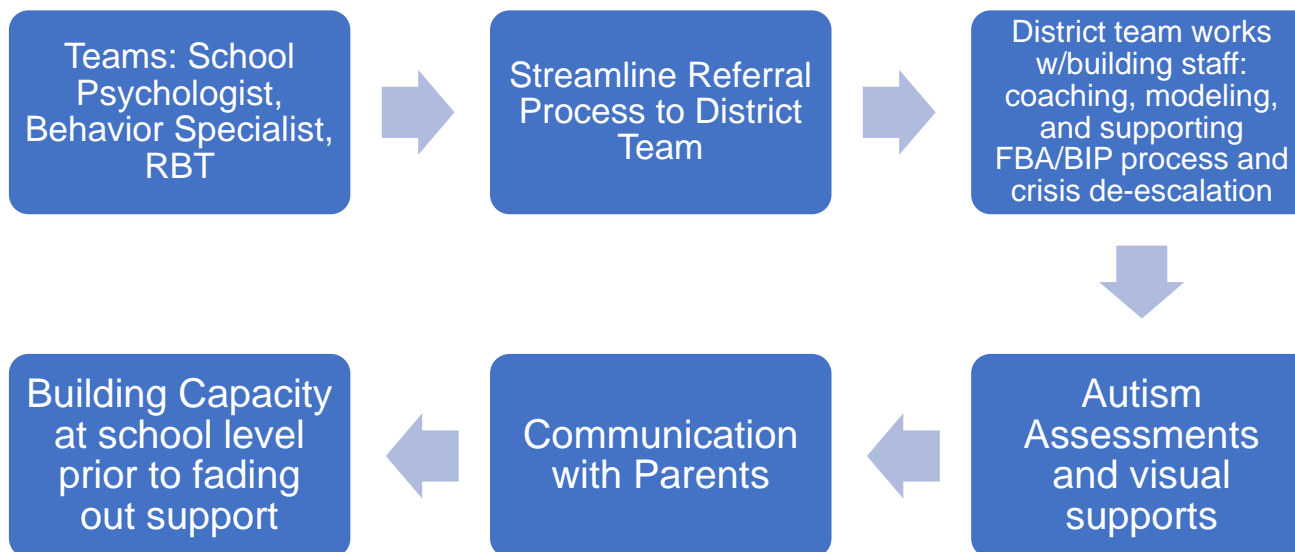- Prevent-Teach-Reinforce (PTR) for FBA/BIP
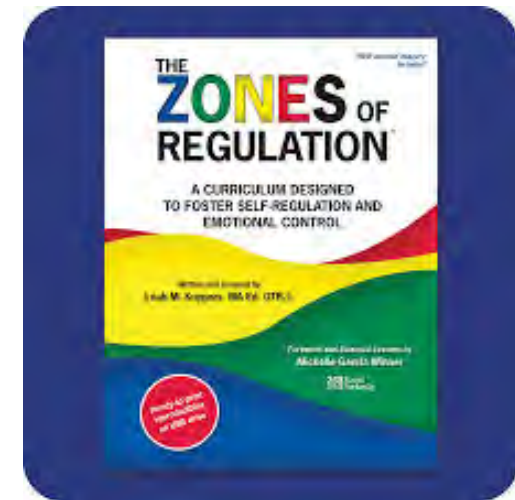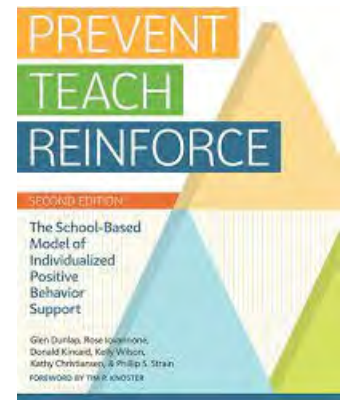
Behavior Coaching & Mentoring-Middle Schools
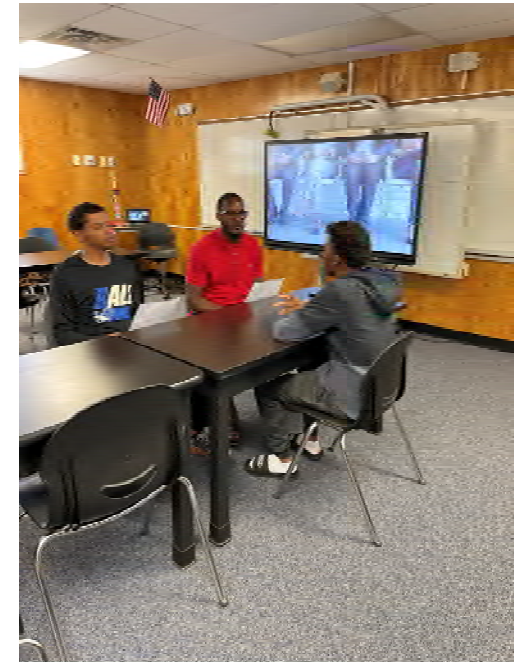
Zones of Regulation-Tier 2/3 Intervention

District Proactive Behavior Response Teams


```
Teams: School
Psychologist,
Behavior Specialist,
RBT
```
→
```
Streamline Referral
Process to District
Team
```
→
```
District team works
w/building staff:
coaching, modeling,
and supporting
FBA/BIP process and
crisis de-escalation
```
↓

```
Building Capacity
at school level
prior to fading
out support
```
←
```
Communication
with Parents
```
←
```
Autism
Assessments
and visual
supports
```

PTR (Prevent-Teach-Reinforce) FBA/BIP-streamlined process across district

Training by FLPBIS district leadership and behavior teams Summer 2022
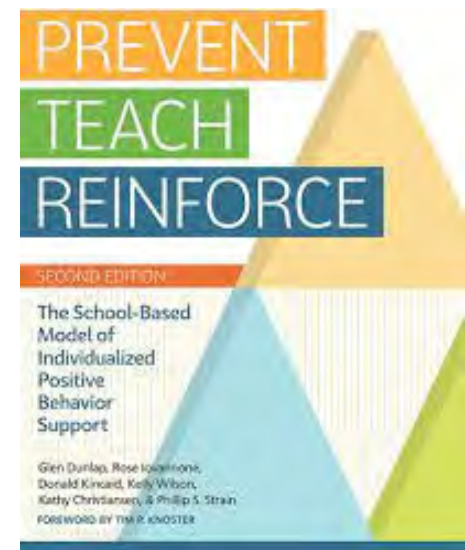
New FBA/BIP forms created in Fall

All building behavior specialists trained by FLPBIS February-April 2023

School Psychologists and building teams trained in Summer (Student Services institute or Pre-Service Week)

On-going technical support during

PREVENT TEACH REINFORCE

SECOND EDITION

The School-Based Model of Individualized Positive Behavior Support

Glen Dunlap, Rose Iovannone, Donald Kincaid, Kelly Wilson, Kathy Christiansen, & Phillip S. Strain

FOREWORD BY TIM P. KNOSTER

QUESTIONS

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