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

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Agenda

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

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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: 4 levels (Tiers 1-3)
- 19/20: 3 levels (Tier 1)
- 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
2021-2022 Model Schools

- Tier 1 fidelity & low discipline rates
- No significantly disproportionate outcomes
- Exploring Tier 2 implementation
- Exploring Tier 3 implementation
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 $\geq 80\%$
- 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 Tier 2 practices for review

244 Schools submitted Tier 3 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.

<table>
<thead>
<tr>
<th>Tier 2 Response Scores (n=275)</th>
<th>Tier 3 Response Scores (n=244)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T2 Intervention</td>
<td>BIP – Monitoring Progress</td>
</tr>
<tr>
<td>Identifying Students for T2</td>
<td>31% 62% 7%</td>
</tr>
<tr>
<td>Matching to T2 Interventions</td>
<td>FBA/BIP Upload</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>20% 61% 19%</td>
</tr>
<tr>
<td>T2 Fidelity Plan*</td>
<td>Other T3 Supports - Monitoring Progress*</td>
</tr>
<tr>
<td>Fidelity Monitoring Results*</td>
<td>18% 69% 13%</td>
</tr>
</tbody>
</table>

*Accepted all item responses for final award
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%

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<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Count (%)</td>
<td>25%</td>
<td>62%</td>
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<td>72%</td>
<td>44%</td>
<td>34%</td>
</tr>
<tr>
<td>Count (%)</td>
<td>9%</td>
<td></td>
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<td></td>
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<td>73%</td>
<td>10%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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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 Overview

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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

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

A Conceptual Framework for MTSS

- Core Instruction
- Specially Designed Instruction
- Increasingly intensive instructional interventions

Students may receive services in all areas of the pyramid at any one point in time. Adapted from U.S. Department of Education
Differentiated Tier 1 - Classroom

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

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

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
Instructual change (e.g., response format, partner work, alternative assignment, etc.)
Cool-down area
Small group contingencies (aka, Good Behavior Game)
Behavior contract

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
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: Promoting Alternative Thinking Strategies (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.”

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.”

Lack of decision rules, unclear process
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
Identification: Decision Rules Using *Multiple* Data Sources

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

<table>
<thead>
<tr>
<th>Middle School EWS Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Track Indicators</strong></td>
</tr>
<tr>
<td>Course Performance</td>
</tr>
<tr>
<td>On-Track</td>
</tr>
<tr>
<td>On-Track</td>
</tr>
<tr>
<td>At-Risk for Off Track</td>
</tr>
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</tr>
<tr>
<td>Off-Track</td>
</tr>
<tr>
<td>Off-Track</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary School (Grades 3-5) EWS Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Track Indicators</strong></td>
</tr>
<tr>
<td>Course Performance</td>
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<tr>
<td>On-Track</td>
</tr>
<tr>
<td>On-Track</td>
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<tr>
<td>At-Risk for Off Track</td>
</tr>
<tr>
<td>At-Risk for Off Track</td>
</tr>
<tr>
<td>Off-Track</td>
</tr>
<tr>
<td>Off-Track</td>
</tr>
</tbody>
</table>

*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](https://floridarti.usf.edu/resources/factsheets/ews.pdf)
## Southside Elementary, Nassau County

### Classroom Academic
- 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

### Social/Emotional
- 1-2 discipline forms
- Occasional phone calls to parent regarding behavior
- School-wide PBIS strategies are occasionally effective

## Middle School Example, Nassau County

### Nassau County EWS Indicators Middle School

<table>
<thead>
<tr>
<th>Course Performance</th>
<th>GPA</th>
<th>Attendance</th>
<th>Discipline</th>
<th>Assessments</th>
<th>Social Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and College Ready</td>
<td>B's or better in all classes, Advanced Placement, earning high school credits, industry certification</td>
<td>3.0 or higher (calculated annually)</td>
<td>4% or less absences/year (7 or less days/year)</td>
<td>1 or fewer discipline referrals/year and 0 suspensions</td>
<td>Level 3 or higher on State Assessments (PSAT), Passing EOCs</td>
</tr>
<tr>
<td>On Track</td>
<td>C's or better in all classes; industry certification</td>
<td>2.5 or higher (calculated annually)</td>
<td>4% or less absences/year (7 or less days/year)</td>
<td>2 or fewer discipline referrals/year and 0 suspensions</td>
<td>Level 3 or higher on ELSA and Math State Assessments (PSAT), Passing EOCs</td>
</tr>
<tr>
<td>At-Risk for Off-Track</td>
<td>1 or more D's in ELA or math classes</td>
<td>2.0-2.49 (calculated annually)</td>
<td>5% or less absences/year (8-17 days/year)</td>
<td>3 discipline referrals/year or 1 quarter and 0 suspensions</td>
<td>Level 2 on State Assessments (PSAT), Below Grade Level (EOCs)</td>
</tr>
<tr>
<td>Off-Track</td>
<td>Failing ELA and/or math classes (F's)</td>
<td>1.0-1.99 (calculated annually)</td>
<td>10-15% or more Absences/year (18-35 days/year)</td>
<td>3 or more in school or out of school suspensions</td>
<td>Level 1 on State Assessments (PSAT), Failing EOCs</td>
</tr>
<tr>
<td>Extremely Off-Track</td>
<td>Failing 2 or more classes</td>
<td>Less than 1.0 (calculated annually)</td>
<td>20% or more Absences/year (36 or more days/year)</td>
<td>4 or more in school or out of school suspensions, alternative setting on campus</td>
<td>Level 1 or 2 on two or more subjects of State Assessments (PSAT), Failing EOCs</td>
</tr>
</tbody>
</table>

**Note:**
- **Typical struggles (Monitor only)**: Below grade level on phonics screener, but showing progress.
- **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

- **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 (PSAT), Failing EOCs

- **Social Emotional Support:**
  - Positive peer support, community involvement, community service, extra-curricular activities

- **Decision Rules:**
  - 1-2 discipline forms
  - Occasional phone calls to parent regarding behavior
  - School-wide PBIS strategies are occasionally effective
**District Example: Resource Map**

<table>
<thead>
<tr>
<th>Gradeband:</th>
<th>Tier</th>
<th>Area of Concern (Subject)</th>
<th>Deficit</th>
<th>Intervention</th>
<th>Fidelity Measures</th>
<th>Effectiveness Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>1,2,3</td>
<td>Social Emotional/Behavior</td>
<td>Social Emotional Skill/Self-Regulation</td>
<td>Zones of Regulation</td>
<td>Reduced ODRs, OSS, Reduced restraints, Improved Self-regulation</td>
<td></td>
</tr>
<tr>
<td>Middle and High</td>
<td>1,2,3</td>
<td>Social Emotional/Behavior</td>
<td>Social Emotional Skills</td>
<td>School Connect</td>
<td><a href="https://school-connect.net/evaluation-toolkit">https://school-connect.net/evaluation-toolkit</a></td>
<td><a href="https://school-connect.net/media/surveys/School-Connect-Student-Skills-Assessment-Survey.pdf">https://school-connect.net/media/surveys/School-Connect-Student-Skills-Assessment-Survey.pdf</a></td>
</tr>
</tbody>
</table>

*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?

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

Non-example
• Increase or decrease in office discipline referrals

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

How is the student responding to the intervention?
**Baker County District Guide Example - Westside Elementary Submitted**

- Variety of data sources for progress monitoring tied to student need
- Exit criteria – students return to Tier 1 when successful
## Progress Monitoring Connected to Tier 1 Expectations and/or Rules

### ONCE-A-DAY Behavior Report Card

<table>
<thead>
<tr>
<th>Name: Justin Time</th>
<th>Dates: 10/7-10/11</th>
<th>Intervention: PREPARE – Anger Control Training</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>SCHOOL-WIDE EXPECTATIONS/BEHAVIOR GOALS</th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE SAFE Use your anger reducers</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>BE RESPECTFUL Use Active Listening &amp; Problem Solving skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>BE RESPONSIBLE Complete your hassle log</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>DEMONSTRATE A POSITIVE ATTITUDE Reframe angry thoughts</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**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

Goal is 80% of Points Weekly Tracking

Excel Tracking Tool
Self Monitoring for Data Collection
Students Experiencing Success with Tier 2

Rating Scale
- Daily Progress Report

Checklist

Frequency Count

Examples: https://www.interventioncentral.org/node/961544
### Behavior Rating Scale

**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 = 10-10 times/day
- 3 = Moderate (6-8 times/day)
- 4 = 4-6 times/day
- 5 = Rare (4 or fewer times/day)

**Expressing Frustration Appropriately** (verbally expressing 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)

**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 = 40-50%
- 5 = Moderate (50% or more of opportunities)
Lesson Learned
Tier 2/3 Fidelity

Non-example
• Point sheet or any progress monitoring tool on its own

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

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

This tracks student performance, not intervention integrity.
Dosage Fidelity Tracking Example & Limitations

Addresses exposure to intervention but not the procedural fidelity of what is implemented.
Check In Check Out Sample Fidelity

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

Implementation Score (Total Y's/Total Y's + N's)
# Model School Applicant Examples

**Casselberry Elementary (Seminole County)**

## Social Skills Group Daily Progress Report

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Teacher:</th>
<th>Week of:</th>
</tr>
</thead>
</table>

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.

### Targeted Social Skills

<table>
<thead>
<tr>
<th>Targeted Social Skills</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paying Attention to Others</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Taking Turns</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Getting Along with Others</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Doing Nice Things for Others</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Making Compromises</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Stay calm when excited</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Stay focused</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
<tr>
<td>Paying Attention to your Work</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

### Be Safe

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying Calm when Disagreeing</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
<td>3 2 1 NA</td>
</tr>
</tbody>
</table>

**Total Daily Points**

**Total Possible**

If you have questions about this form or the Social Skills group, contact Ms. Matthias.

---

## Social Skills Group Session Fidelity Checklist

**Today's Date:**

**Skill Focus:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Not Implemented</th>
<th>Limited Implementation</th>
<th>Partial Implementation</th>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed previously learned skills and discussed student homework assignment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taught new skill using structured lesson plan format.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided opportunities for students to practice new skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set goal for use of new skill and assigned homework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# T2 Systems: Did we select the right intervention(s)?

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

*Fidelity Data and Progress Monitoring Data*

**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

Sample Tier 2 Agendas To Guide Teams
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

Wraparound
- Comprehensive
- Brief

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.
Example FBA Summarizes Behavior Plan - Fidelity Tracking of Plan

Example FBA Summary for Plan

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

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

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

<table>
<thead>
<tr>
<th>Example</th>
<th>Task Analysis/List each individual step of the teaching intervention(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What will be done?</strong></td>
<td>1. Review upcoming scenario</td>
</tr>
<tr>
<td><strong>Pre-teach appropriate requests for a break.</strong></td>
<td>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?)</td>
</tr>
<tr>
<td><strong>Who is responsible?</strong></td>
<td>3. Provide verbal praise for active engagement in the pre-teaching lesson and correct use of skill in naturally occurring situations</td>
</tr>
<tr>
<td>Teacher</td>
<td>Every morning after student finishes breakfast</td>
</tr>
</tbody>
</table>

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

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

Weekly Fidelity Check Documentation

<table>
<thead>
<tr>
<th>KE</th>
<th>Setting</th>
<th>Period</th>
<th>Date</th>
<th>Getting Started</th>
<th>Moving along</th>
<th>In Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star Chart</td>
<td>No timer</td>
<td>Earn stars as needed</td>
<td>Plan in Place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Setting</td>
<td>Period</td>
<td>Date</td>
<td>Setting</td>
<td>Period</td>
<td>Date</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes

<table>
<thead>
<tr>
<th>TS</th>
<th>Setting</th>
<th>Period</th>
<th>Date</th>
<th>Getting Started</th>
<th>Moving along</th>
<th>In Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star Chart</td>
<td>Making requests</td>
<td>Staying in class</td>
<td>Plan in Place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Setting</td>
<td>Period</td>
<td>Date</td>
<td>Setting</td>
<td>Period</td>
<td>Date</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes

<table>
<thead>
<tr>
<th>TM</th>
<th>Setting</th>
<th>Period</th>
<th>Date</th>
<th>Getting Started</th>
<th>Moving along</th>
<th>In Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point sheet</td>
<td>Stay in class</td>
<td>Plan in Place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Setting</td>
<td>Period</td>
<td>Date</td>
<td>Setting</td>
<td>Period</td>
<td>Date</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes
# Model School Example Middle School, St. Lucie County

**PTR Fidelity of Implementation Monitoring Form**

<table>
<thead>
<tr>
<th>Intervention strategy</th>
<th>Adherence</th>
<th>At a minimum, is it being implemented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent strategy -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- He will have a check in and out daily. He will see Mr. XX in the morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- His point sheet will be on the one drive or google forms for the teachers to note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attention signal from the teachers to use on him when he is getting off task and aggressive in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Check in with Mr. XX at lunch time to see if he has earned a reward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y Y NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach strategy -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Seeing the mental health counselor weekly at the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Potential social worker social skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide a peer buddy for each class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y Y NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforce functional replacement behavior -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can sit with Mrs. XX at lunch time if he has earned his mid-day reward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- During after school tutoring, he can earn his reward from his check out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Call and acknowledge him when he is doing the appropriate behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y Y NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue reinforcement for problem behavior -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Planned to ignore of non-disruptive behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Not giving too much attention to the behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2 check marks on his desk with a dry erase maker 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y Y NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total adherence score = 66%

(divide by Ys + Ns)

**SUBJECTIVE UNITS OF DISTRESS (SUDS)** - “Emotions Thermometer”

SUDS: 1 = green/best; 5 = red/worst

![Emotions Thermometer Key](image)

**SUDS Data Graphed Over Time of Tier 3 Intervention Implementation**

![Graph showing SUDS data](image)
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
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
The number of Sarasota PBIS Model Schools has increased since 2018-2019.

Goal of ALL traditional schools achieve model school status by 2025

34 out of 40 schools (85%) received an award in 2021-2022
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 fall 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 monitoring of Interagency Agreements** and supports in the schools

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