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)

19/20
3 levels (Tier 1)

19/20
4 levels (Tiers 1-3)

16/17-18/19
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

Model School
Tiers 1-3
Exploring Tier 3 implementation

Model School
Tiers 1-2
Exploring Tier 2 implementation

Model School
Tier 1
No significantly disproportionate outcomes

Model School
Tier 1
Tier 1 fidelity & low discipline rates

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 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>64%</td>
<td>31%</td>
</tr>
<tr>
<td>25%</td>
<td>62%</td>
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<tr>
<td>9%</td>
<td>7%</td>
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<tr>
<td>Identifying Students for T2</td>
<td>FBA/BIP Upload</td>
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<tr>
<td>38%</td>
<td>20%</td>
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<tr>
<td>62%</td>
<td>61%</td>
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<tr>
<td>4%</td>
<td>19%</td>
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<tr>
<td>Matching to T2 Interventions</td>
<td>Other T3 Supports - Monitoring</td>
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<tr>
<td>33%</td>
<td>Progress*</td>
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<tr>
<td>63%</td>
<td>18%</td>
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<tr>
<td>4%</td>
<td>69%</td>
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<td>17%</td>
<td>13%</td>
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<tr>
<td>Progress Monitoring</td>
<td>Other T3 Supports*</td>
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<td>17%</td>
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<td>72%</td>
<td>73%</td>
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<tr>
<td>3%</td>
<td>10%</td>
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<tr>
<td>T2 Fidelity Plan*</td>
<td>BIP Fidelity Plan*</td>
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<tr>
<td>11%</td>
<td>16%</td>
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<tr>
<td>44%</td>
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<td>44%</td>
<td>40%</td>
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<tr>
<td>Fidelity Monitoring Results*</td>
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<td>10%</td>
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<td>34%</td>
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<td>56%</td>
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</table>

*Accepted all item responses for final award
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)

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<th>Fidelity Monitoring Results*</th>
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<td>64% 25% 9%</td>
<td>64%</td>
<td>11%</td>
</tr>
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<td></td>
<td>10%</td>
</tr>
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<td>Matching to T2 Interventions</td>
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<td></td>
<td>34%</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>26% 72% 3%</td>
<td></td>
<td>56%</td>
</tr>
</tbody>
</table>

### Tier 3 Response Scores (n=244)

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<tr>
<th>Task</th>
<th>BIP - Monitoring Progress</th>
<th>Other T3 Supports - Monitoring Progress*</th>
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<th>BIP Fidelity Plan*</th>
</tr>
</thead>
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<td>T2 Fidelity Plan*</td>
<td>31% 62% 7%</td>
<td>20% 61% 19%</td>
<td>17% 73% 10%</td>
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<td>FBA/BIP Upload</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Accepted all item responses for final award

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 counselor 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…”
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
Differentiated Tier 1 - Classroom

- **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)

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

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)

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
  o Check-in/Check-out for all students
  o 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**
  o Nomination form
  o Existing data; office discipline referrals, minor classroom infractions, attendance, visits to the nurse
  o Behavior Screening Tools
• Common grouping based on function and/or skills
  o **Obtain attention or item/activity**
    ▪ Check-in/Check-out
    ▪ Social Skill Groups
  o **Escape/avoid attention or task/activity**
    ▪ Social Skills Groups
    ▪ Mentoring
### Identification: Decision Rules Using *Multiple Data Sources*

**Middle School EWS Indicators**

<table>
<thead>
<tr>
<th>On-Track Indicators</th>
<th>Course Performance</th>
<th>GPA*</th>
<th>Attendance</th>
<th>Office Discipline Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Track</td>
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<tr>
<td>Per Quarter</td>
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<td></td>
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<tr>
<td>Cs or better in all classes</td>
<td></td>
<td>2.5 or higher</td>
<td>0 to 2 absences in a quarter</td>
<td>1 or more ORDs in a quarter</td>
</tr>
<tr>
<td>Off Track</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Per Quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failing 1 or more classes (%)</td>
<td></td>
<td>Less than 2.0</td>
<td>3 or more absences in a quarter</td>
<td>2 or more ORDs in a quarter</td>
</tr>
</tbody>
</table>

**Elementary School (Grades 3-5) EWS Indicators**

<table>
<thead>
<tr>
<th>On-Track Indicators</th>
<th>Course Performance</th>
<th>GPA*</th>
<th>Attendance</th>
<th>Office Discipline Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Track</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Quarter</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Per Quarter</td>
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<td></td>
<td>Less than 2.0</td>
<td>3 or more absences in a quarter</td>
<td>2 or more ORDs in a quarter</td>
</tr>
</tbody>
</table>

*Note(s): GPA is an overall average of current course grades (sum of grade values / # of classes)

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

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### Model School Applicant Examples: Data Sources AND Decision Rules

**Southside Elementary, Nassau County**

- Typical struggles (Monitor only):
  - Below grade level on phonics screening, 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**

- Off-Track (Take action):
  - 2 or more requirements:
    - Below grade level on phonics screening and/or not moving to the next skill
    - F in LA/Reading and/or Math
    - Below grade level in Lexia
    - STAR PR < 50

  - Social/Emotional:
    - 3 or more discipline forms
    - Frequent absences
    - Frequent disciplinary issues

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23

24
**District Example: Resource Map**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Gradeband</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>2/3</td>
<td>K-12th</td>
<td>Social Emotional/Behavior</td>
<td>Coping Skills, social-emotional skills</td>
<td>Small Group Counseling/Social Academic Instructional Groups, example: <a href="https://www.marlboro.edu/early/child/family/Family-Services-Itervention-%E2%80%94PBS/Signal.html">https://www.marlboro.edu/early/child/family/Family-Services-Itervention-—PBS/Signal.html</a></td>
<td><a href="https://school-connect.net/Connect/Student-Skills-Assessment-Survey.pdf">https://school-connect.net/Connect/Student-Skills-Assessment-Survey.pdf</a></td>
<td><a href="https://school-connect.net/Connect/Student-Skills-Assessment-Survey.pdf">https://school-connect.net/Connect/Student-Skills-Assessment-Survey.pdf</a></td>
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<tr>
<td>2</td>
<td>K-S</td>
<td>Social Emotional/Behavior</td>
<td>Social Emotional Skill</td>
<td>Zones of Regulation</td>
<td><a href="https://school-connect.net/Connect/Student-Skills-Assessment-Survey.pdf">https://school-connect.net/Connect/Student-Skills-Assessment-Survey.pdf</a></td>
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</tr>
<tr>
<td>3</td>
<td>Middle and High</td>
<td>Social Emotional/Behavior</td>
<td>Social Emotional Skills</td>
<td>School Connect</td>
<td><a href="https://school-connect.net/Connect/Student-Skills-Assessment-Survey.pdf">https://school-connect.net/Connect/Student-Skills-Assessment-Survey.pdf</a></td>
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</table>

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

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**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?
Lesson Learned Tier 2/3 Progress Monitoring

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

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

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

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

Rating Scale
- Daily Progress Report

Checklist

Frequency Count

IBRST Tier 3 Progress Monitoring Tool
https://www.livebinders.com/b/3207949?tabid=e66e425e-b9b6-9d57-6a3f-a56eafa95663
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
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>
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<tr>
<td>August</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
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<td>September</td>
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<td>June</td>
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</tbody>
</table>

Definitions of Response: List below how your school will define ‘Making Progress’ for each intervention listed.

<table>
<thead>
<tr>
<th>Making Progress Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check-in Check-out (CICO): Student earns 80% of his/her points per week</td>
</tr>
<tr>
<td>2. Social/Academic Instructional Groups: Skill training – Student achieves 80% or is being rated at least a “4” in the skills identified as deficits</td>
</tr>
<tr>
<td>3. Simple Tier 2 Interventions with individualized features: Student is consistently earning extra checks on individualized goals in CICO</td>
</tr>
<tr>
<td>4. Lunch Buddies: Student experiences a 75% reduction in DBIs within 4 weeks</td>
</tr>
</tbody>
</table>

Tier 2 System Considerations School Level

Evidence-based intervention linked to verified hypothesis planned.

Evidence-based intervention implemented.

Student-outcome (SO) assessed

Intervention fidelity (IF) assessed

Data-based Decisions

Continue Intervention

Fade support

Is it time to consider Tier 3 support?

Is it time to consider Tier 3 support?

Sample Tier 2 Agendas To Guide Teams

Is it time to consider Tier 3 support?
### 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

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**Example FBA Informs Behavior Plan - Fidelity Tracking of Plan**

**Example FBA Summary for Plan**

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

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

---

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

**Weekly Fidelity Check Documentation**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Time</th>
<th>Behaviors</th>
<th>Antecedents</th>
<th>Teaching Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting 1</td>
<td>1st Period</td>
<td>Tutorial</td>
<td>Question asking</td>
<td>Role play, social stories, dramatization, modeling, video modeling</td>
</tr>
<tr>
<td>Setting 2</td>
<td>2nd Period</td>
<td>Tutorial</td>
<td>Question asking</td>
<td>Role play, social stories, dramatization, modeling, video modeling</td>
</tr>
<tr>
<td>Setting 3</td>
<td>3rd Period</td>
<td>Tutorial</td>
<td>Question asking</td>
<td>Role play, social stories, dramatization, modeling, video modeling</td>
</tr>
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**Notes:**

- Weekly Fidelity Check Documentation
- Name: [Name]
- Date: [Date]
- School: Palm Ave Exceptional Student Center, Duval
- Fidelity Score: [Score]

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

**Weekly Fidelity Check Documentation**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Time</th>
<th>Behaviors</th>
<th>Antecedents</th>
<th>Teaching Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting 1</td>
<td>1st Period</td>
<td>Tutorial</td>
<td>Question asking</td>
<td>Role play, social stories, dramatization, modeling, video modeling</td>
</tr>
<tr>
<td>Setting 2</td>
<td>2nd Period</td>
<td>Tutorial</td>
<td>Question asking</td>
<td>Role play, social stories, dramatization, modeling, video modeling</td>
</tr>
<tr>
<td>Setting 3</td>
<td>3rd Period</td>
<td>Tutorial</td>
<td>Question asking</td>
<td>Role play, social stories, dramatization, modeling, video modeling</td>
</tr>
</tbody>
</table>

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**Notes:**

- Weekly Fidelity Check Documentation
- Name: [Name]
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### Model School Example Middle School, St. Lucie County

#### 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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#### Table: DIBELS Item Monitoring Form

<table>
<thead>
<tr>
<th>Interval</th>
<th>Observed</th>
<th>Scored</th>
<th>Difference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preintervention strategy</td>
<td>He will have a check in and out daily. He will use the ABC in the morning. He will present the systems for the teachers to note. Attention will be given to the teachers to use on him when he is getting off task and aggression in the classroom. Check-in with #1 by #2 at lunch time to see if he has earned a reward.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Task strategy | Seating the mentor health counselor weekly at the school  
Flexible social worker/social skills  
Provide a peer buddy for each class | | | |
| | | | | |
| Reinforcer functional replacement behavior | Can sit with #1 at lunch time if he has earned his #1 by #2 reward  
During other school activities, can earn his reward from his check-out  
Call and acknowledge him when he is doing the appropriate behavior | | | |
| | | | | |
| Discrete reinforcement for problem behavior | Planned to ignore non-disruptive behaviors  
Not giving too much attention to the behavior  
#2 will not mark #1's #2 by #2 reward when he is displaying the target behavior than the teacher will remove a check mark. When all the checks are removed then the teacher will ask him to stay in his #2 by #2 reward  
If he is disrupting, then the teacher will remove him from the classroom, and he will not receive attention when he is in #2 by #2 reward | | | |

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#### Graph: SUDS Data Graphed Over Time of Tier 3 Intervention Implementation

- **Emotions Thermometer**  
- **Key:** 1=best, 5=worst

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#### Subjectivity of the Behavior:

- **Stress:** 1=low, 7=high

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#### Notes:

- **Total difference score:** N/A
- **Total check-out:** N/A
- **Total check-in:** N/A

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**References:**  
- Betsy Lazega, EdS  
- Sarasota County Schools
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

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

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

- **3 PBIS coaches’ meetings** per year with FL PBIS: schools share-out best practices

- **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

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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 with 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
QUESTIONS