

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

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Recognizing Schools for PBIS Implementation at Tiers 2 and 3

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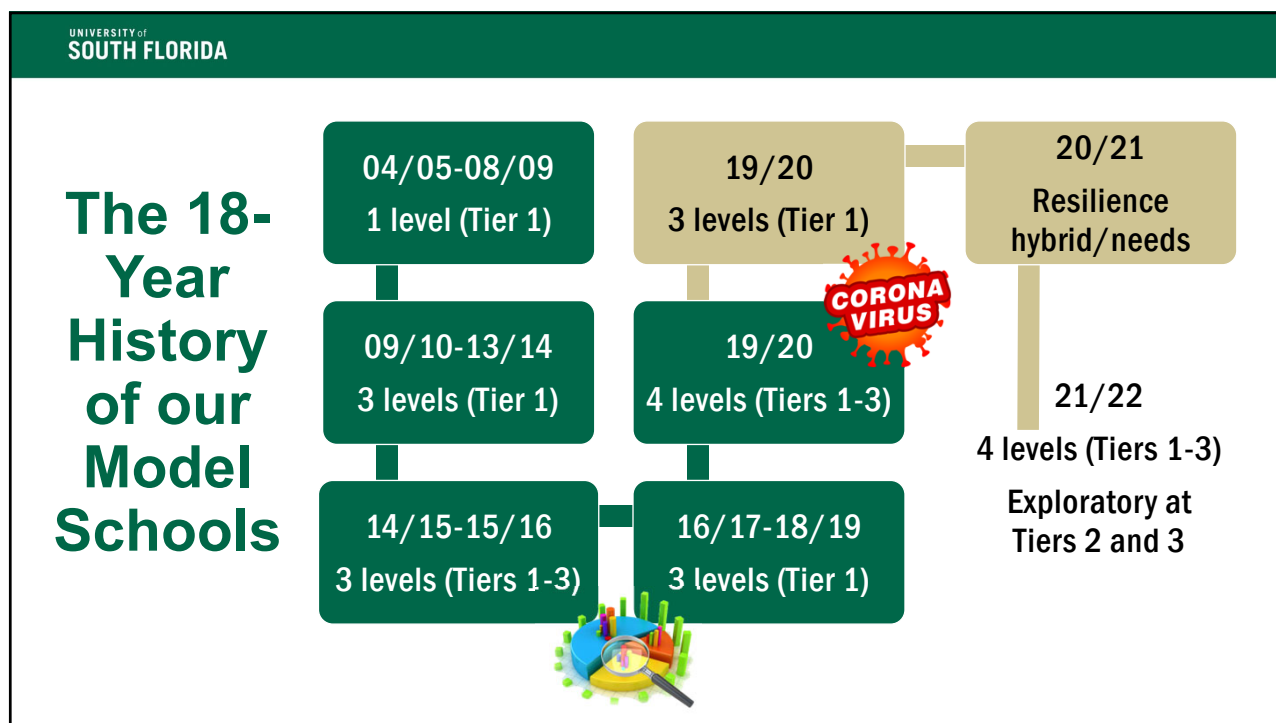
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Why Recognize Model/Exemplar Schools?

- ✓ 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)

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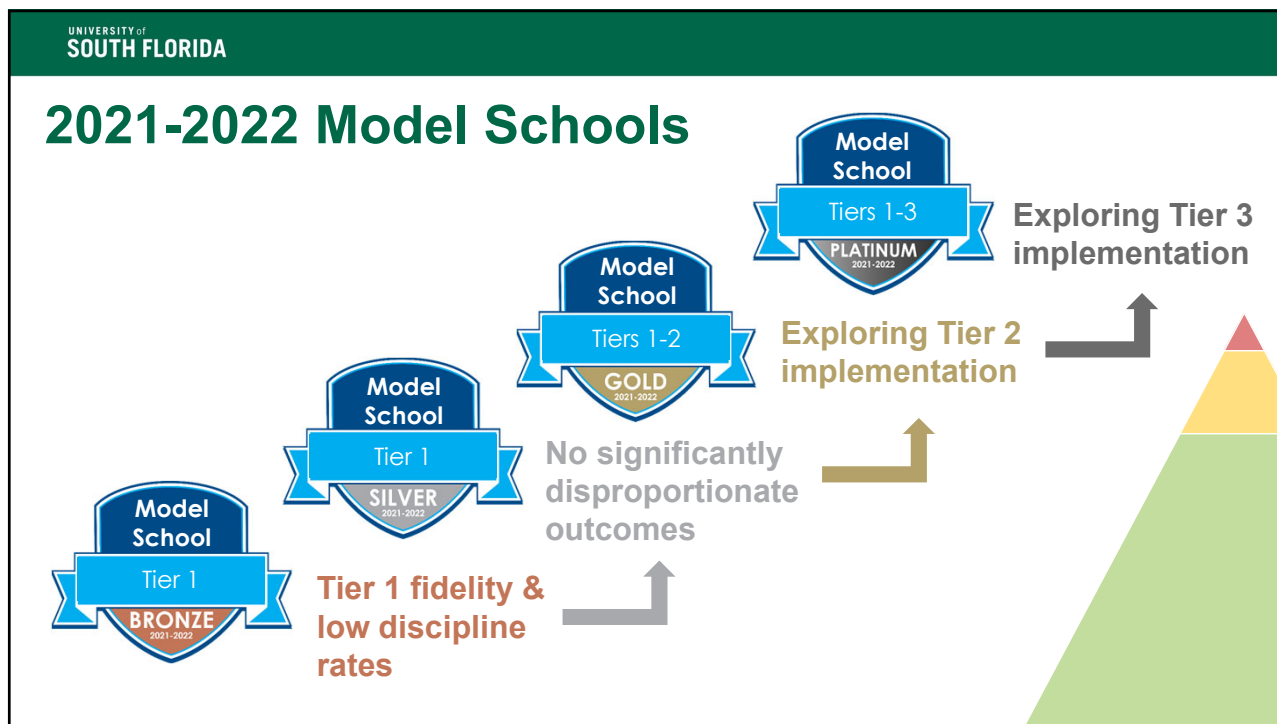
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Challenges Identifying Tier 2 & 3 Exemplar Schools

- 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

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Gold Model School Requirements: Exploring Implementation at Tier 2

- Tiered Fidelity Inventory (TFI) Tier 2 Score \geq 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

Model School Tiers 1-2 GOLD 2021-2022

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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

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Reviewing Tier 2 and 3 Applications

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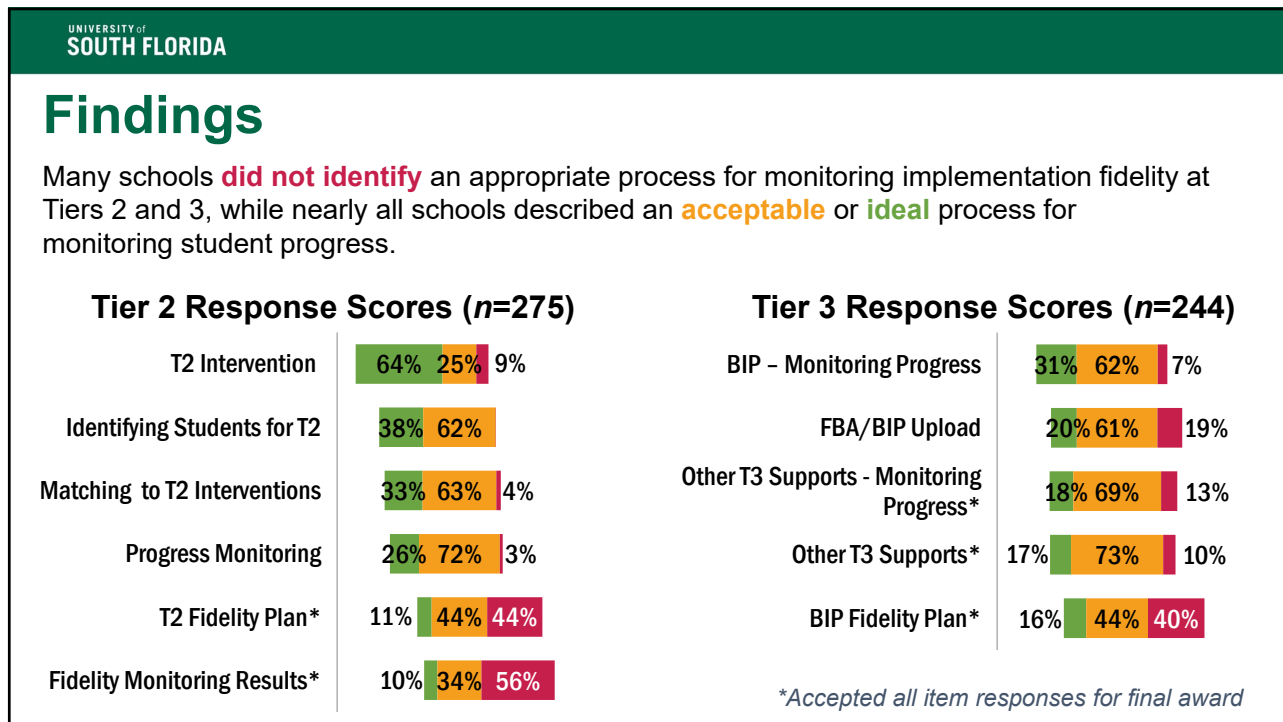
Schools submitted Tier 2
practices for review

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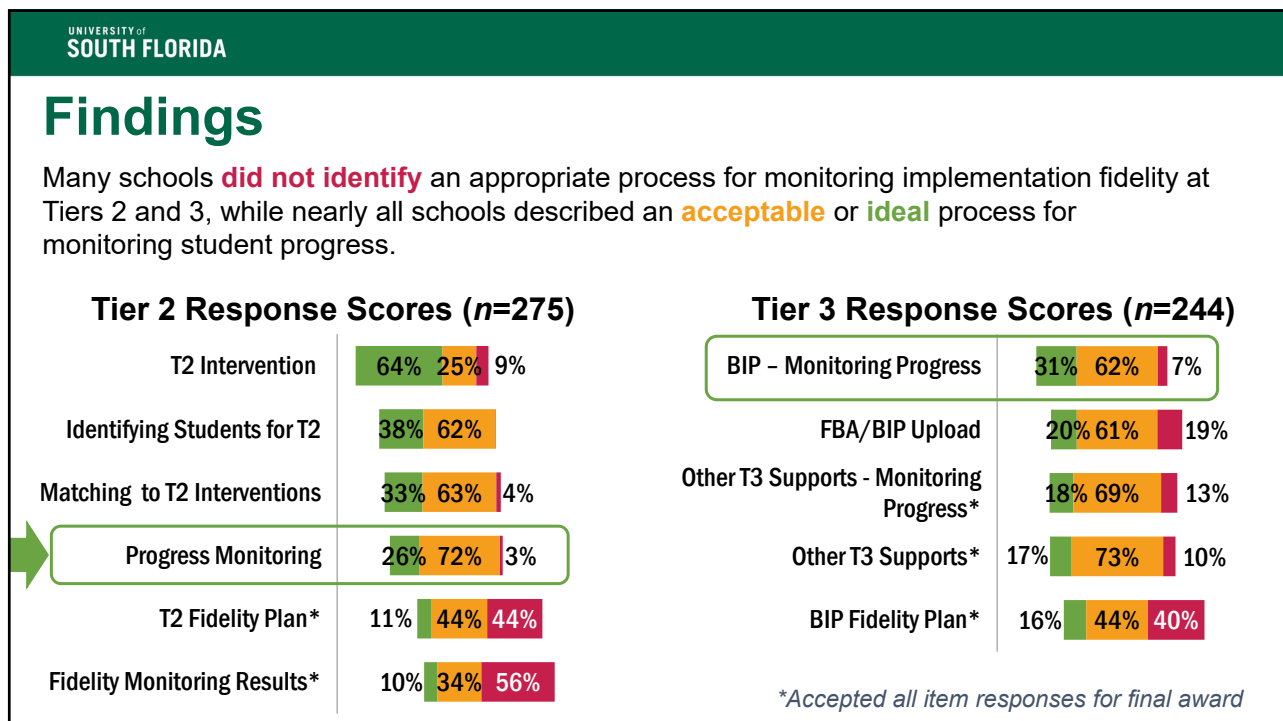
Schools submitted Tier 3
practices for review

- 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

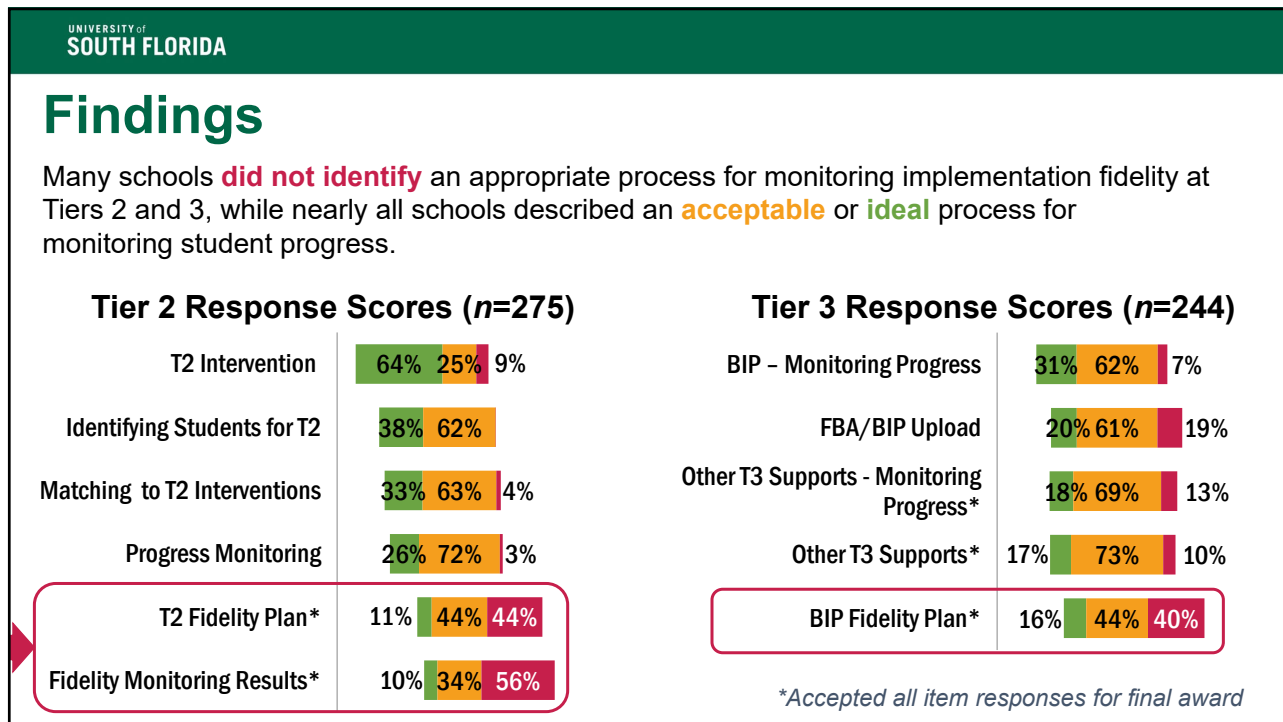
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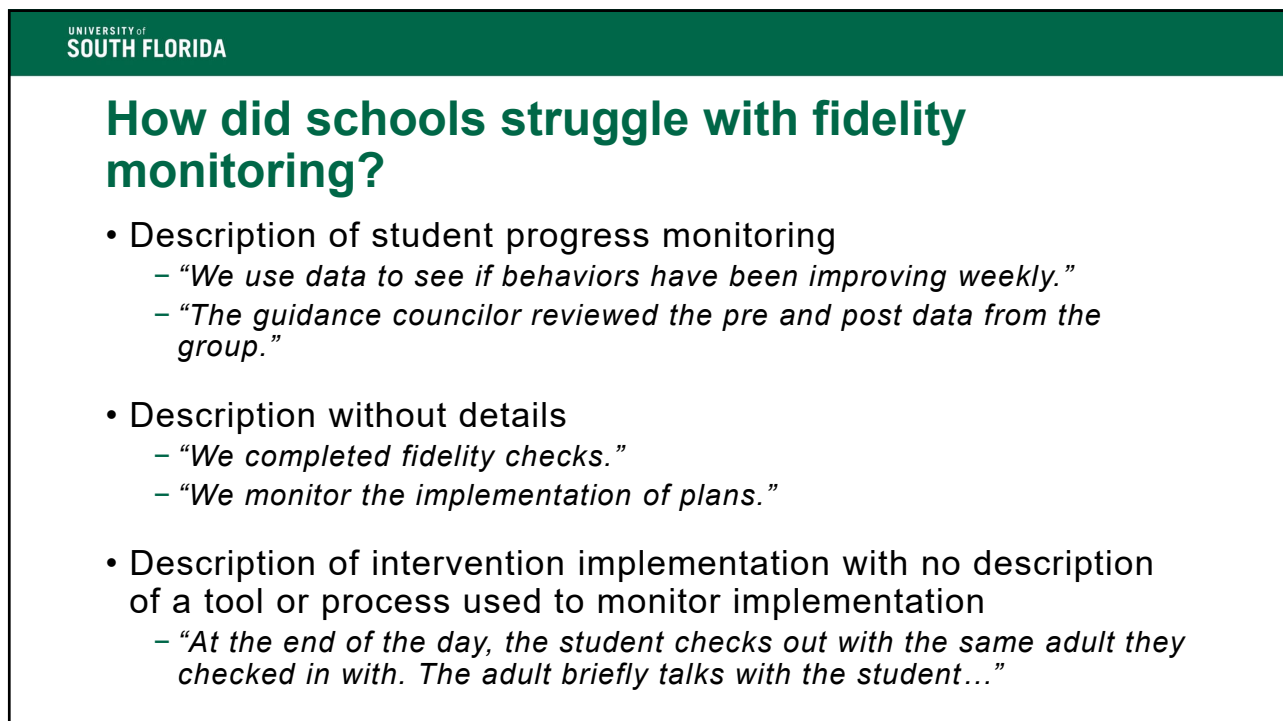
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Tiers 2 and 3 Overview


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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

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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

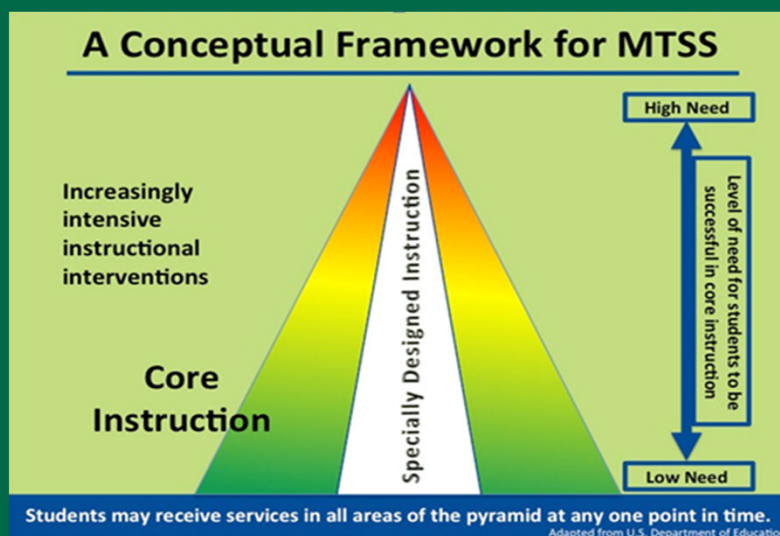
Examples

- 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

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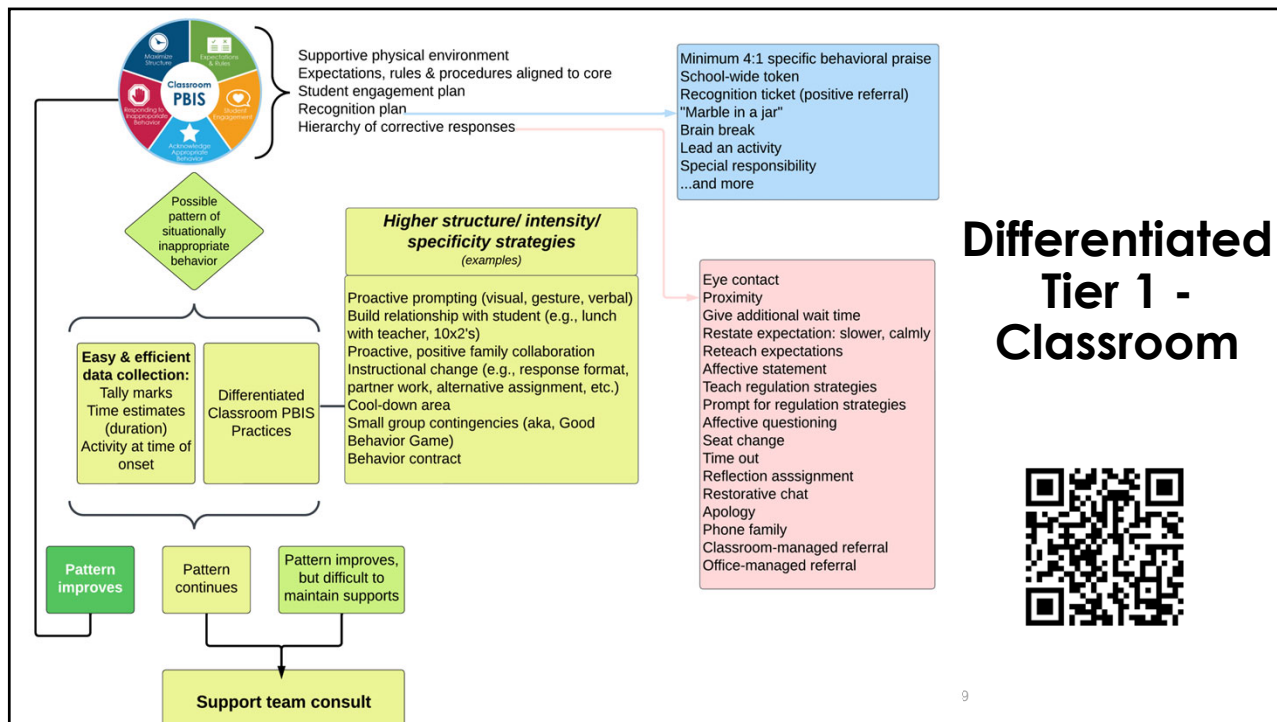
Tier 1 Core Instruction



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

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Small Group: Tier 2 EB Intervention Examples

Focus on Instruction of replacement skills to master Tier 1 expectations

<p>1. Pro-Social and Life Skills Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skill streaming (PreK- Elem), Prepare (Middle and High) <input type="checkbox"/> LEAPS (k-12) <input type="checkbox"/> Ripple Effects (k-12) <p>Self-Regulation, Anxiety Coping Skill Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Coping Cat, *MATCH-ADTC <input type="checkbox"/> Mind-Up <input type="checkbox"/> Second Step (Prek-8) 	<p>2. Academic/Behavior Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check- in, Check- Out <input type="checkbox"/> Academic Behavior Focused Check-in/Check-out (ABC) <input type="checkbox"/> Secondary Schools: Homework, Organization and Planning Skills (HOPS) 	<p>3. Problem-Solving Skills Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> I Can Problem-Solve (PreK – 6th) <input type="checkbox"/> Skill streaming Elem/ Prepare (Middle and High school) <input type="checkbox"/> PATHS: <u>P</u>romoting <u>A</u>lternative <u>T</u>hinking <u>S</u>trategies (Pre-K- 6th) <input type="checkbox"/> Second Step (Prek-8)
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*Clinician Instructed

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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.”

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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	C's or better in all classes	2.5 or higher	0 to 2 absences in a quarter 4% or less absences in a year	0 ODR's in a quarter 2 or fewer ODR's in a year
At-Risk for Off Track	1 or more D's in any class	2.0 to 2.49	3 to 4 absences in a quarter 5% -9% absences in a year	1 ODR in a quarter 3 ODR's in a year
Off-Track	Failing 1 or more classes (F's)	Less than 2.0	5 or more absences in a quarter 10% or more absences in a year	2 or more ODR's in a quarter 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	C's or better in all classes	0 to 2 absences in a quarter 4% or less absences in a year	0 ODR's in a quarter 2 or fewer ODR's in a year
At-Risk for Off Track	1 or more D's in any class	3 to 4 absences in a quarter 5% -9% absences in a year	1 ODR in a quarter 3 ODR's in a year
Off-Track	Failing 1 or more classes (F's)	5 or more absences in a quarter 10% or more absences in a year	2 or more ODR's in a quarter 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>

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Model School Applicant Examples: Data Sources AND Decision Rules

Southside Elementary, Nassau County

Middle School Example, Nassau County

	Classroom Academic	Social/Emotional	Nassau County EWS Indicators Middle School				
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	Career and College Ready	On-Track	At-Risk for Off-Track	Off-Track	Extremely Off-Track
Off-Track (Take action) Requirements: 2 or more qualifiers	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 3 or more discipline forms Frequent admin calls/visits In-school/ Out-of-school suspensions Frequently disrupting instruction 	B's or better in all Classes; Advanced Classes; earning high school credits; industry certification	C's or better in all Classes; industry certification	1 or more D's in ELA or math classes	Failing ELA or math classes (F's)	Failing 2 or more classes
			3.0 or higher (calculated annually)	2.5 or higher (calculated annually)	2.0-2.49 (calculated annually)	1.0-1.99 (calculated annually)	Less than 1.0 (calculated annually)
			4% or less absences/year (7 or less days/year)	4% or less absences/year (7 or less days/year)	5%-9% absences/year (8-17 days/year)	10-19% or more Absences/year (18-35 days/year)	20% or more Absences/year (36 or more days/year)
			1 or fewer discipline referrals/year and 0 suspensions	2 or fewer discipline referrals/year and 0 suspensions	3 discipline referrals/year or 1 quarter and 0 suspensions	3 or more in school or out of school suspensions	4 or more in school or out of school suspensions, alternative setting on campus
			Level 3 or higher on State Assessments (FSA), Passing EOCs	Level 3 or higher on ELA and Math State Assessments (FSA), Passing EOCs	Level 2 on State Assessments (FSA), Below Grade Level (EOCs)	Level 1 on State Assessments (FSA), Failing EOCs	Level 1 or 2 on two or more subjects of State Assessments (FSA), Failing EOCs
			Positive peer support, community involvement, community service, extra-curricular activities	Positive peer support, community involvement, community service, extra-curricular activities	3 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	2 or more of the following: conflict with peers, isolation from peers, low family or community involvement, change in home life, or 2 referrals to System of Care	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

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District Example: Resource Map

Gradeband	Tie	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	m/-/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/selection-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.

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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?

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)

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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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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

Baker County District Guide Example - Westside Elementary Submitted

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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 <i>Use your anger reducers</i>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
BE RESPECTFUL <i>Use Active Listening & Problem Solving skills</i>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
BE RESPONSIBLE <i>Complete your hassle log</i>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
DEMONSTRATE A POSITIVE ATTITUDE <i>Reframe angry thoughts</i>	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

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Daily Points Tracked Over Time Can track weekly for other group interventions

Cat

Goal 70% of Daily Points

Melissa

Goal is 80% of Points Weekly Tracking

[Excel Tracking Tool](#)

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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

Name: _____ Date: _____

My Self Monitoring Form

Today in Class...

I paid attention to my assigned work	Yes	No
I followed the classroom rules		
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 will check _____ Yes/No

Total # of Times that I checked today: _____

Name: Jasmine Date: 10/15

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

Level earned: 3 Parent Signature: _____

Level 4 = 3-4 checks
Level 3 = 2-4 checks
Level 2 = 5-6 checks
Level 1 = < 5 checks

Date: _____

When I didn't understand ... this is what I did	1 st time	2 nd time	3 rd time	4 th time	5 th 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					

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IBRST Tier 3 Progress Monitoring Tool

<https://www.livebinders.com/b/3207949?tabid=e66e425e-b9b6-9d57-6a3f-a56eafa95663>

Teacher ID #: _____

Student: Tiffany

Behavior Rating Scale

Behavior	Date																			
Hitting (anytime Tiffany touches another student inappropriately with an object or her body)	Rare (0-2)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (4-6)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Frequent (8+)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Profanity (cursing at peers and adults)	Rare (0-4)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (6-8)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Frequent (10+)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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)	Frequent (80%+)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (40-60%)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Rare (0-20%)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Teacher ID #: _____

Student: Tiffany

Behavior	Date																			
Appropriate Engagement	Frequent (75%+)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (45-60%)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Rare (0-30%)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Appropriate Completion	Frequent (70%+)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (30-50%)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Rare (0-10%)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Appropriate Requesting/Assistance	Frequent (55%+)	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Moderate (25-40%)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Rare (0-10%)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

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/day)

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)

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 = 60-70% 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)

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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 intervention 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

NOTE: If another format is used to capture the fidelity and results of the intervention, be sure to evaluate the outcome at least every six weeks and attach in the front page of this form.

pg 1 of 2

Student Name: <i>Kyle H.</i>	CICO	Intervention Participation					Summary / Notes	Progress Monitoring Score	
		Monday	Tuesday	Wednesday	Thursday	Friday		Individual Score	Group Average
Week 1 <i>Nov 11-15, 2020</i>	✓	✓	✓	✓	✓		45%		
Week 2 <i>11/18/20</i>	✓	Absent	✓	✓	✓		68%		
Week 3 <i>11/25/20</i>	✓	HOLI DAY			✓				
Week 4 <i>12/2/20</i>	✓	✓	✓	✓	✓	<i>self data</i>	55%		
Week 5 <i>12/9/20</i>	✓	✓	✓	✓	✓		60%		
Week 6 <i>12/16/20</i>	✓	✓	Absent	✓	✓		62%		
Review Date: (6-8 weeks) <i>12/19/20</i>	Intervention Results (attach graph): <i>weekly average improved, but still low, and unchanged</i>						62%		
Fidelity Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Outcome: <input checked="" type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor					Interventionist's Signature: <i>Mrs. Brown</i>	Avg = 58%		
Additional Notes & Next Steps: <i>Showing a little improvement. Holiday events may have impacted performance. Keep doing.</i>									

Date	Intervention Participation					Summary / Notes	Progress Monitoring Score	
	Monday	Tuesday	Wednesday	Thursday	Friday		Individual Score	Group Average
Week 7 <i>1/6/21</i>	✓	✓	✓	✓	Absent		65%	
Week 8 <i>1/13/21</i>	✓	✓	✓	✓	✓		73	
Week 9 <i>1/20/21</i>	✓	✓	✓	✓	✓		70	
Week 10 <i>1/27/21</i>	✓	✓	✓	✓	✓		80	
Week 11 <i>2/3/21</i>	✓	✓	✓	✓	✓		85	
Week 12 <i>2/10/21</i>	✓	✓	✓	✓	✓		82	
Review Date: (6-8 weeks) <i>2/11/21</i>	Intervention Results (attach graph): <i>Improved in weekly average. Met goal 80% three times!</i>						82	
Fidelity Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Outcome: <input checked="" type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor					Interventionist's Signature: <i>Mrs. Brown</i>	Avg = 75.8	
Additional Notes & Next Steps: <i>Kyle met his goal of 80% the last 3 weeks. He has better self-confidence; asks for help more often. Continue for 4 more weeks to raise weekly average.</i>								

*If intervention should continue beyond 12 weeks, attach additional copies of this page. If an alternate intervention is needed, a new documentation form should be completed.

MTSS #3 Page 2 of 2

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

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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](#)

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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	Success
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	
Be Respectful						
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	
Staying Calm when Frustrated, etc.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
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 ____

Social Skills Group Session Fidelity Checklist

Today's Date: _____ Social Skills Group: _____

Group Members Present: _____

Group Facilities Used: _____

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:

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

[Summary Tool](#)
[Excel Tracking Tool](#)

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Tier 2 System Considerations School Level

```

    graph TD
      A[Evidence-based intervention linked to verified hypothesis planned.] --> B[Evidence-based intervention implemented.]
      B --> C[Student-outcome (SO) assessed]
      B --> D[Intervention fidelity (IF) assessed]
      C --> E[Data-based Decisions]
      D --> E
      E -- "+SO +IF" --> F[Continue Intervention Fade support]
      E -- "-SO -IF" --> G[Implement strategies to promote intervention fidelity]
      E -- "-SO +IF" --> H[Modify or change intervention Increase individualization and/or intensity]
      H --> I((Is it time to consider Tier 3 support?))
  
```

Progress Monitoring

[Sample Tier 2 Agendas To Guide Teams](#)

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Tier 3 Supports and Link to Resources

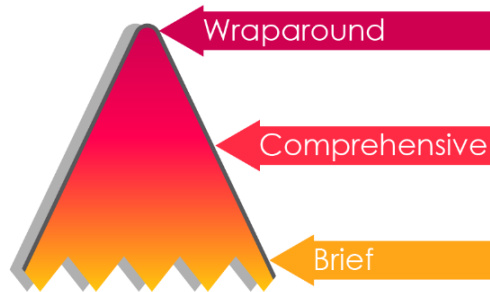
Functional Behavior Assessment (FBA) informs Individualized Behavior Intervention Plan (BIP)

- 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.



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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?

EXAMPLE	Task Analysis/List each individual step of the antecedent intervention(s):
What will be done? Concrete reminder of task, plus reward	1. Prior to beginning tasks, allow student to choose an item/activity for which he will work and receive following completion of tasks.
Who is responsible? Teacher	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.
When will it occur? Before an academic activity is introduced to the student	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.	1. Review upcoming scenario
Who is responsible? Teacher	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?)
When will it occur? Every morning after student finishes breakfast	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

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

Weekly Fidelity Check Documentation
Plan in Place - Key

	1	2	3	4	5
	Getting Started	Moving along	In Place		
KE Star Chart No timer Earn stars as needed	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3
Notes					
TS Star Chart Making requests Staying in class	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3
Notes					
IM Point sheet Stay in class	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3	Date _____ Setting _____ Period _____ Plan in Place 1 2 3
Notes					

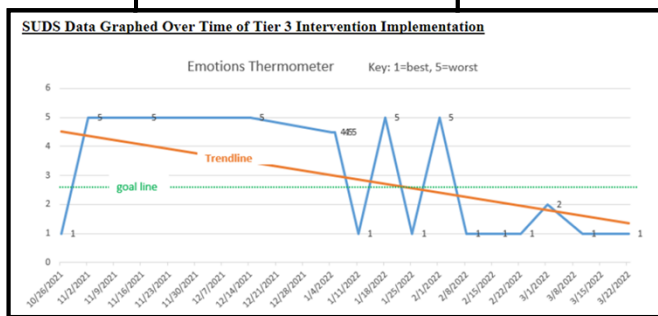
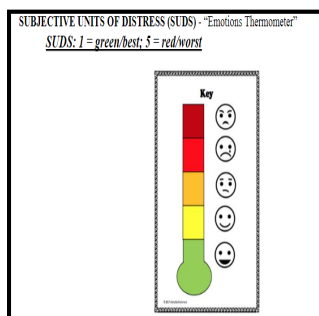
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Model School Example Middle School, St. Lucie County

PTR Fidelity of Implementation Monitoring Form	
Observer: <u>XX</u>	Date: <u>XXX</u>
Intervention strategy	Adherence - At a minimum, is it being implemented?
Prevent strategy -	<ul style="list-style-type: none"> - 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 <p style="text-align: center;">Y N NA</p>
Teach strategy -	<ul style="list-style-type: none"> - Seeing the mental health counselor weekly at the school - Potential social worker social skills - Provide a peer buddy for each class <p style="text-align: center;">Y N NA</p>
Reinforce functional replacement behavior -	<ul style="list-style-type: none"> - 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 <p style="text-align: center;">Y N NA</p>
Discontinue reinforcement for problem behavior -	<ul style="list-style-type: none"> - 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 <p style="text-align: center;">Y N NA</p>
Total adherence score = <u>66%</u> (add Ys then Divide by Ys + Ns)	



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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



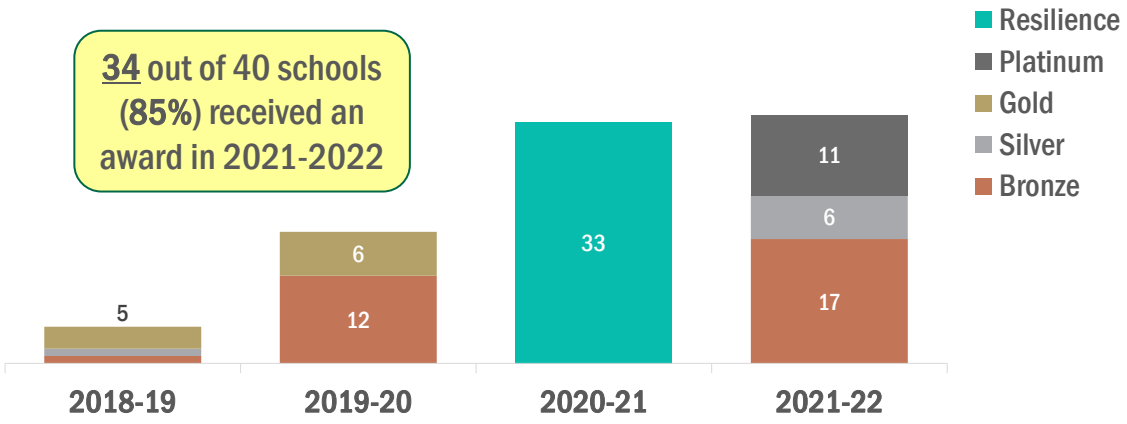
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The number of Sarasota PBIS Model Schools has increased since 2018-2019.

Goal of ALL traditional schools achieve model school status by 2025

34 out of 40 schools (85%) received an award in 2021-2022




Year	Bronze	Silver	Gold	Platinum	Resilience	Total
2018-19	1	1	1	0	0	3
2019-20	12	0	6	0	0	18
2020-21	0	0	0	0	33	33
2021-22	17	6	0	11	0	34


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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 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

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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

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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

Relationship + Relevancy + Resiliency

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Behavior Coaching & Mentoring-Middle Schools

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Zones of Regulation-Tier 2/3 Intervention

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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

⬇️


Autism Assessments and visual supports

➔

Communication with Parents

➔


Building Capacity at school level prior to fading out support




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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



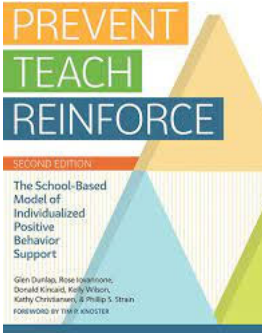
All building behavior specialists trained by FLPBIS
February-April 2023



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



On-going technical support during



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