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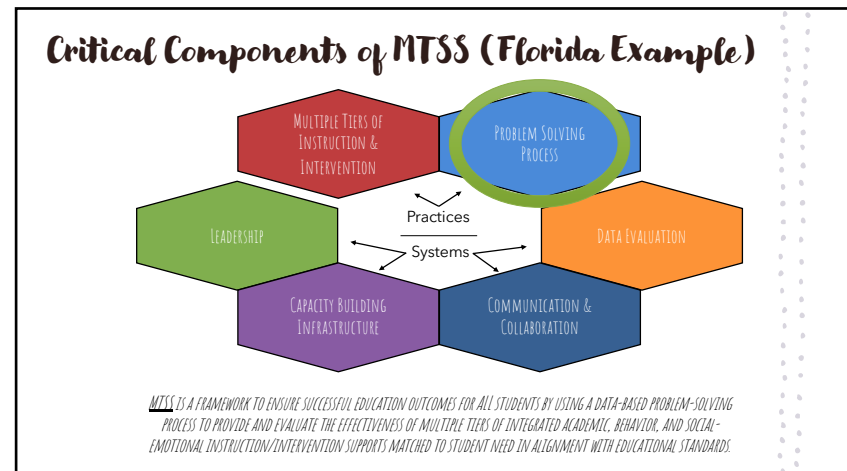


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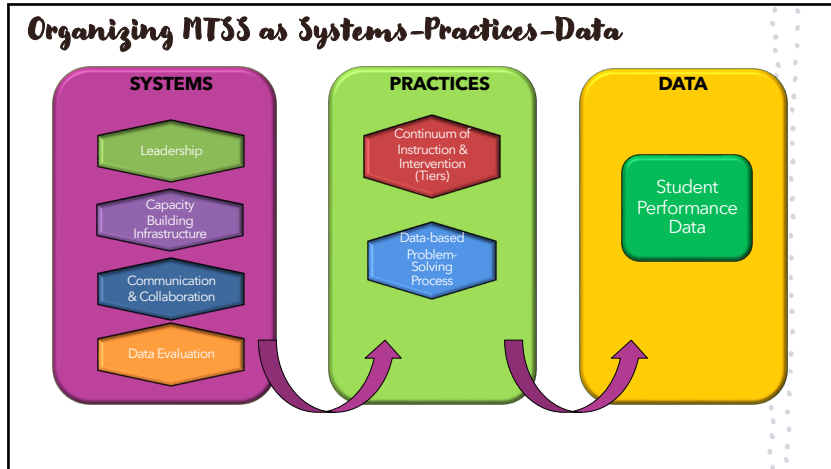
Objectives

- History & Efficacy for RtI Problem Solving process (e.g, behavioral consultation model).
- Overview of the process
 - Practice
- Implementation Guidance and Common Barriers to Fidelity of Process

3



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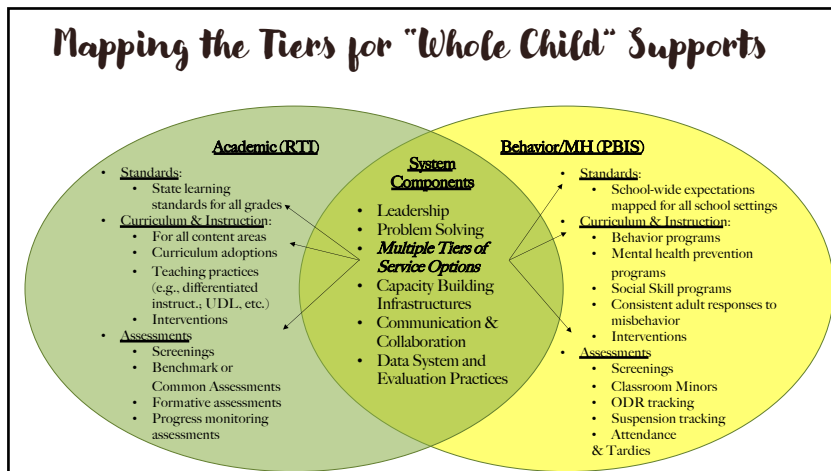


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Think-Pair-Share (3 min)

What do the “tiers” in MTSS represent?

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Having “Stuff” is Insufficient...

“STUFF” Kids Get Directly

The “what” we have to offer.

How we use DATA

- How will you know what services to offer your students at all Tiers?
- How will you ensure Tier 1 is “healthy”?
- How will you decide who gets higher tiered services?
- How will you know what you give at T2/T3 is “matched” to student needs?
- How will you know what intervention modifications to make to improve effectiveness?
- How will you know when to transition students from one tier to another (up or down)?

Core Instruction; UDL; Curriculum; Assessments; Environment/Climate; SEL Programs; Evidence-based Interventions or Strategies; TIC; Restorative Practices; MH or Counseling services; Safety; Performance Feedback (e.g., Grades); Classroom management programs...etc.

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RH Problem Solving Model

Tilly, 2002:

- Behavioral Consultation (Kratohwill & Bengan, 1990; Sheridan et al., 1996).
- IDEAL problem-solving model (Bransford & Stein, 1984).
- Functional Analysis of Behavior/Functional Behavioral Assessment (Repp & Horner, 1999; Tilly et al., 1998).
- Scientist Practitioner Model (Barlow, Hayes & Nelson, 1984).
- Curriculum-based Measurement (Deno, 1995; Shinn, 1989).
- Applied Behavior Analysis (Baer, Wolf, Risley, 1968)
- Action Research (Calhoun, 1994).
- Heartland AEA's Problem-solving Model (Reschly & Ysseldyke, 1995).

All have same 4 thematic questions:

- What is the problem?
- Why is it happening?
- What should be done about it?
- Did it work?

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Implement the SAME Process for Making Decisions at All 3 Tiers

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Overview of Problem-Solving Research:

- Teams are important
- More training = higher levels of PS fidelity
- Higher levels of PS fidelity = better student outcomes
- Any problem-solving process is likely better than no process in use for better outcomes.
- Effectiveness of PS can be enhanced when parents/caregivers are involved (CBC) & when performance feedback is provided to teams
- Low levels of PS implementation fidelity makes associations with student outcomes difficult
- Research on Problem Analysis is mixed
- PS can have a positive impact on reducing SPED disproportionality

- (2011) Ruby, S. F., Crosby-Cooper, T., & Vanderwood, M. L.
- (2006) Gravois, T. A., & Rosenfield, S. A.
- (2005) Burns, M. K., Vanderwood, M. L., & Ruby, S.
- (2005) Guli, L. A.
- (2004) Beavers, K. F., Kratochwill, T. R., & Braden, J. P.
- (2002) Burns, M. K., & Symington, T.
- (2001) Sheridan, S. M., Eagle, J. W., Cowan, R. J., & Mickelson, W.
- (2000) Telzrow, C. F., McNamara, K., & Hollinger, C. L.

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Overview of the Problem-Solving Process

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Problem ID Across the Tiers

Summary of Problem Solving Steps Across the Tiers

| Purpose of PS at Each Tier | Tier 1 | Tier 2 | Tier 3 |
|--|--|---|---|
| Problem Identification | Determine if sufficient % of students are meeting both academic and behavior expectations | Determine if students: (a) Are not responding to core (severity), or (b) Demonstrate sufficient Tier 2 need to warrant supplemental supports (intensity) | Determine if students: (1) Are not responding to Tier 1 or 2 (severity), or (2) Demonstrate sufficient Tier 3 need to warrant intensive individualized supports (intensity) |
| Problem Analysis | Investigate hypotheses about: (1) School Climate/Culture (2) Fidelity of Tier 1 academic practices (3) Fidelity of Tier 1 behavior practices (4) Interactions between classroom management and instruction | Investigate hypotheses about: (1) Access to effective core (sufficiency & fidelity of Tier 1) (2) Skill deficits (low to mod) (3) Performance deficits (4) Interactions between academic deficits and social/emotional behavior competencies within Tier 1 context. | Investigate hypotheses about: (1) Access to effective core (sufficiency & fidelity of Tier 1) (2) Sufficiency & Fidelity of Tier 2 (if applicable) (3) Skill deficits (mod to intense) (4) Performance deficits (5) Complex interactions between multiple academic deficits and/or social/emotional behavior competencies within Tier 1 context. |
| Plan Develop & Implementation | Align with SIP (inclusive of PBS & RTI) & implement school-wide, grade-wide, or class-wide changes with fidelity. | Plan Options for strategic interventions: (1) Standard protocol • (low analysis needed) (2) Adapted standard protocol • (moderate analysis needed) (3) Customized intervention • (in-depth analysis needed) | Plan Options for intensive interventions: (1) Standard protocol • (low analysis needed) (2) Adapted standard protocol • (moderate analysis needed) (3) Customized intervention • (in-depth analysis needed) |
| Plan Evaluation | Evaluate same Tier 1 data sources in Problem ID to determine if the plan is working and next steps for continuous improvement of Tier 1. | (1) Evaluate Tier 2 progress monitoring data to evaluate effectiveness of Tier 2 intervention(s) (2) Evaluate Tier 1 data sources for improvements in Tier 1 due to Tier 2 effectiveness for the students | (3) Evaluate Tier 3 progress monitoring data to evaluate effectiveness of Tier 3 intervention(s) (4) Evaluate Tier 1 data sources for improvements in Tier 1 due to Tier 3 effectiveness for the students |

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| Primary Questions | Behavioral Consultation ("4-step" Problem Solving) (Upah, 2008; Upah & Tilly, 2002) | Team Initiated Problem Solving ("TIPS") (Deno, 1989, 2005; Todd, et al., 2011) | Functional Behavioral Assessment ("FBA/BIP Process") (Iovannone, et al., 2014; Van Acker, et al., 2005) |
|-----------------------------|--|---|--|
| WHAT IS THE PROBLEM? | Problem Identification: 1. Define the behavior of concern and the desired behaviors in observable & measurable terms. 2. Collect baseline data on the problem behavior and desired behavior. 3. Validate there is a problem by comparing baseline data with peer performance or school expectations. | Problem Identification: 1. Measure baseline student performance 2. Decide if a problem exists by comparing actual status with desired status. Problem Definition: 3. Measure degree of discrepancy between desired student performance and actual student performance. 4. Decide whether the problem is important enough to address. | Functional Behavioral Assessment: 1. Identify and define the behavior in clear, observable, and measurable terms. 2. Collect baseline data on the behavior. 3. Identify potential setting events. 4. Identify antecedent events associated with the presence and absence of the behavior. 5. Identify consequences typically following the behavior. 6. Develop hypothesis statements linked to the identified antecedents and consequences (Function). |
| WHY IS IT HAPPENING? | Problem Analysis: 4. Identify relevant known information 5. Identify relevant unknown information 6. Generate hypothesis and prediction statement (Function) 7. Validate the hypothesis or prediction statement 8. Use assessment information to select intervention design | Design Intervention Plan: 5. Generate alternative hypotheses for why the problem persists and solutions regarding the problem (Function) 6. Decide which hypotheses/solutions appear to be effective, feasible, and contextually appropriate. | Behavior Intervention Plan: 7. Develop a plan based on the assessment results. 8. Select interventions based on the validated hypotheses about the behavior. 9. Select a strategy to address or modify antecedent events. 10. Identify one replacement behavior to be taught to the student that is linked to the assessment results. 11. Select a strategy to minimize the maintaining consequence(s) identified in the assessment. 12. Develop a crisis plan with sufficient procedural detail if applicable. |
| WHAT WILL BE DONE? | Plan Development and Implementation 9. Set Intervention Goal 10. Develop intervention plan 11. Plan to measure student response to intervention 12. Plan to measure treatment integrity 13. Develop data-based decision-rules | Implement Intervention: 7. Initiate selected solution 8. Measure fidelity of implementation 9. Collect student performance data 10. Decide if intervention is being implemented as intended and is beginning to reduce discrepancy | Behavior Intervention Plan: 13. Plan to collect monitoring data on problem behavior and replacement behavior. 14. Plan to collect fidelity data on the intervention being implemented. 15. Evaluate the effectiveness of the intervention. |
| IS IT WORKING? | Plan Evaluation 14. Evaluate progress monitoring data and formative data 15. Evaluate integrity of treatment 16. Evaluate summative results using established decision-rules. | Problem Solution: 11. Use collected data to continue measuring possible discrepancy 12. Decide if the solution has solved the problem 13. Adapt solution in response to new information | |

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Group Activity -

What is the problem?

Why is it happening?

What will we do?

Is it working?

Think about Tier 2 for problem solving:

Together, develop a list of simple procedures you would want to facilitate for each of the following questions to the left.

Time limit: 10 min

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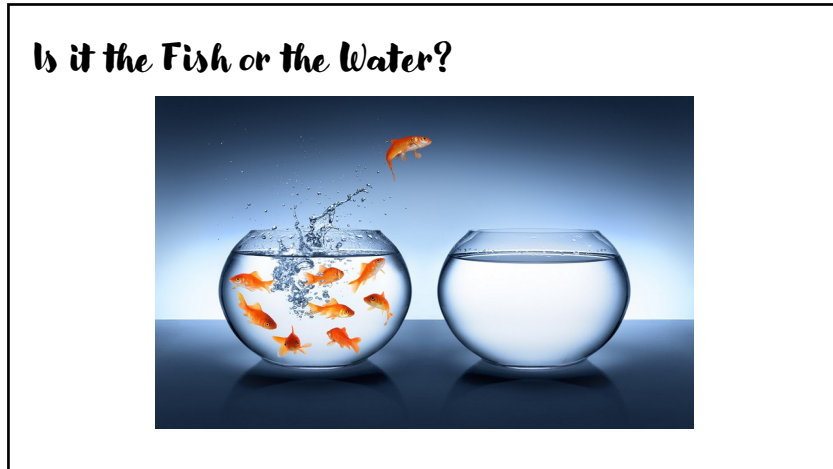
Think-Pair-Share (3 min)

A school has asked for help for a student who is having both academic and behavioral concerns.

However, when you review their schoolwide data, you notice that a large percentage of students have similar academic or behavioral concerns.

What would you do?

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Problem Identification Overview

- **Purpose of this step:** establish the **priority** for problem solving and **verify the scope** of problem to be solved in **relation to goal** or expectation
- **Outcome of this step:** develop a measurable and objective statement of the problem and a statement of goal or expectation.

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Problem Identification: Guiding Questions

1. What is our Tier 1 expectation or goal? ← How large is the gap between our present results and expectations
2. What is the current level of our students' performances? ← Gap?
3. How are others performing (Peer Comparison)? ← Whose problem, is it?
4. What are the trends in our students' performance patterns? ← Gap?
5. What will be our priority (i.e., objective measurable statement of problem to solve). ← How much of the problem do we want to take on?
6. Develop 1-year SMART Goal for improvement ← What is our success criteria

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Discuss: Tier 1 Priority??

Tier 1 Expectation (Rule):
80% or more students will have no more than 1 ODR per year.

Example 1

Example 2

% of students with 0-1 ODRs

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Discuss: Whose Problem Is It?

Your school shows about 48% of students are meeting grade level performance expectations (i.e., Tier 1 problem). However, the average for comparable schools shows that about 72% of students are performing toward expectations.

Is this a districtwide Tier 1, 2, or 3 concern in your opinion?

Brian is performing in the high-risk range on the Fall First Grade DIBLES assessment. However, 24% of his first-grade peers are also performing at the high-risk range on the same assessment.

Is this schoolwide Tier 1, 2, or 3 concern in your opinion?

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"Behavior" Case Study

Differentiating between Tier 1 and Tier 2 Priorities

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Group Activity Instructions

- Create groups of 6-8 persons.
- Find enough space to hear each other without talking over the group next to yours.
- Identify at least additional members can be additional "teachers".
 - (a) Facilitator;
 - (b) Note taker/Time-keeper (combined);
 - (c) Behavior specialist;
 - (d) Data specialist (e.g., school psychologist)
 - (e) Teacher 1 – Gen ed
 - (f) Teacher 2 – Special ed

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Background: School Demographics

Note: Enrollment information should be updated when enrollment changes by 10% or more.

| SCHOOL-LEVEL DEMOGRAPHICS (ALL STUDENTS) | | INDICATOR 4A/4B | |
|---|---|---|------------------|
| SCHOOL ENROLLMENT BY RACE/ETHNICITY <small>THIS INFORMATION IS REQUIRED.</small> | | RACE/ETHNICITY FOR STUDENTS WITH IEPs <small>THIS INFORMATION IS OPTIONAL.</small> | |
| Total Number of Students with an IEP (Required) | | Enrollment for Indicators 4a/4b is optional | |
| 153 | | | |
| 47% of total | White 284 | White 70 | 46% of total SWD |
| | Hispanic 117 | Hispanic 26 | |
| 21% of total | Black/African American 123 | Black/African American 44 | 17% of total SWD |
| | American Indian or Alaskan Native 2 | American Indian or Alaskan Native 0 | |
| 22% of total | Asian 3 | Asian 1 | 29% of total SWD |
| | Native Hawaiian or Other Pacific Islander 1 | Native Hawaiian or Other Pacific Islander 0 | |
| | Multi-Racial 50 | Multi-Racial 12 | |
| Total School Enrollment 560 | | Healthy Core for Us = 448+ Students having no more than 1 ODR and 0 Suspensions | |

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Background: History & Implementation Progress

- PBIS school for 9 years.
- Implementation Fidelity and Progress – past years

| School Year | Selected Outcome Type | BoQ Score |
|-------------|-----------------------|-----------|
| 2010-2011 | 41.91 | 76 |
| 2011-2012 | 53.21 | 59 |
| 2012-2013 | 40.92 | 59 |
| 2013-2014 | 85.97 | 29 |
| 2014-2015 | 124.61 | 34 |
| 2015-2016 | 145.48 | 34 |
| 2016-2017 | 148.74 | 42 |
| 2017-2018 | 148.74 | 63 |
| 2018-2019 | 148.74 | 63 |

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Case Study Summary from Tier 1

- Implemented Tier 1 improvements changes for the previous year targeting classroom disruption and inappropriate physical contact.
- Sunshine elementary **MET** Goal 1 (50% reduction of total ODRs) for classroom disruptions and classroom physical contact. Currently at 186 ODRs/100.
- Sunshine elementary **DID NOT MEET** Goal 2 (50% reduction of the # of students receiving a referral for class disruption or inapp. phy. contact).
 - Currently 62 students have continued ODRs for classroom disruption or classroom physical contact.

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So now...Tier 1 or Tier 2?

| Category | Percentage |
|--|------------|
| All other students | 89% |
| 62 students with 1 or more ODRs for Disruption or Inappropriate Physical Contact | 11% |

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Goals of Tier 2

- **Prevent** problems from getting worse
- Early identification and support for students 'at risk' for not reaching Tier 1 performance expectations
- Provide **evidence-based interventions with fidelity** and ensure effectiveness based on progress data.
- Provide a supports **matched to needs** for performing at Tier 1
- **Remediation**

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Step 1 & 2 – Tier 2

- Problem (& Goal) Identification
- Problem Analysis

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Tier 2 Problem ID Guiding Questions

See Handout Tier 2 Problem Solving Guiding Questions

Tier 2 Problem Solving Guiding Questions Specific to PBIS

Step 1: Problem Identification (8 Goal Setting)

1. What is the expected level of behavior performance at Tier 1?
 - E.g., no more than 1 ODR, 0 suspensions
2. Are there students who are not meeting Tier 1 behavior performance expectations for whom you think would benefit from Tier 2 supports? And, what criteria will you use to decide if a student needs Tier 2 supports?
 - E.g., Students who have 2 or more ODRs, who also have at least 1 other identified concern (e.g., suspensions, social-emotional ratings, teacher nominations, attendance) will be considered for Tier 2
3. For each student not meeting Tier 1 performance levels, what behavioral, social-emotional, or mental health concerns or patterns exist?
 - E.g., 1 concern vs. multiple concerns; aggression vs. non-aggression; internalizing vs. externalizing; relatively minor behavior concerns vs. emergency concerns; concerns with relating with others vs. self, etc.
4. Are there students who have common needs who could be grouped for receiving a Tier 2 group interventions? How will you define each group's problem (i.e., "problem statement")?
 - Example 1: Students have 2-5 ODRs involving fighting or aggression who also indicate moderate to high levels on Conduct, Peer, or Prosocial concerns from their social-emotional results, and have been nominated by teachers or parents
 - Example 2: Students have 3-5 ODRs, a social-emotional total score in the at-risk range, and moderate to high levels of emotional problems and internalizing concerns are stated by teachers or parents.
5. What will be the SMART goal for each group of students?

Step 2: Problem Analysis (Standard Protocol Approach - for each group of students, respectively)

6. Based on sources of data collected in Step 1 (Problem Identification) what supports does your team suspect each group needs?
7. What evidence-based treatments or interventions could be used to address each group's needs?

Step 3: Plan Development and Implementation

8. What evidence-based solutions or strategies will we implement to reach our goal(s) for the group?
9. What supports will we provide to key personnel who will implement and use the intervention with fidelity?
10. What data will we collect, how, and when for monitoring both fidelity and goal attainment (progress)?
11. What decision-rules will we develop based on student responses (progress monitoring data) and intervention fidelity?

Step 4: Plan Evaluation

12. Is the plan working?
13. How sufficiently is the Tier 2 intervention plan being implemented with fidelity?
14. Is there a need to improve fidelity? If so, what?
15. What next steps will the team implement to improve results for all students in the group?

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Generally: Identifying Students for Tier 2 Interventions

1. What is the expected level of behavioral performance at Tier 1?
 - E.g., no more than one ODR for year & zero suspensions
2. Are there students who are not meeting Tier 1 performance levels?
3. Area(s) of Concern?
 - Possible function of the behavior?
 - Social Behavior only or in conjunction with academic needs?
 - Emotional/MH concerns only or in conjunction with academic or social behavioral needs?
4. Are there students with similar concerns ?

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Problem Identification: What information will you need?

What is the specific problem to be addressed?

Expected Level of Performance (Core Data Review)

Are there any students not responding to an effective Tier 1 (i.e., 2+ ODRs or 1 OSS/ISS)

Screening Data Review

Are there any students who need strategic support for social-emotional or mental/behavioral health needs?

Additional Data Review

Are there any students who demonstrate a need for supports through anecdotal records?

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TEAMWORK #1

- 5 min
- FACILITATORS OF EACH TEAM:
 - PLEASE USE THE FACILITATOR GUIDE TO SUPPORT YOUR ROLE IN THIS ACTIVITY.
 - Your team will address questions 1 and 2 of the guiding questions.

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Case Study – Collecting Additional Sources of Data

62 Students are not responding to Tier 1 improvements and are still exhibiting disruption or inappropriate physical contact in classrooms (ODRs).

Gather additional sources for a “whole-child” view:

SHARE OUT

What additional data sources would you want to gather or collect about these 62 students?

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Tier 2 Problem ID Guiding Questions

See Handout Tier 2 Problem Solving Guiding Questions

Tier 2 Problem Solving Guiding Questions Specific to PBS

- Step 1: Problem Identification (& Goal Setting)**
1. What is the expected level of behavior performance at Tier 1?
 - E.g., no more than 1 ODR/2 suspensions
 2. Are there students who are not meeting Tier 1 behavior performance expectations for whom you think would benefit from Tier 2 supports? And, what criteria will you use to decide if a student needs Tier 2 supports?
 - E.g., Students who have 2 or more ODRs, who also have at least 1 other identified concern (e.g., suspensions, social-emotional ratings, teacher nominations, attendance) will be considered for Tier 2.
 3. For each student not meeting Tier 1 performance levels, what behavioral, social-emotional, or mental health concerns or patterns exist?
 - E.g., 1 concern vs. multiple concerns, aggression vs. non-aggression, internalizing vs. externalizing, relatively minor behavior concerns vs. emotional concerns, concerns with relations with others vs. self-etc.
 4. Are there students who have common needs who could be grouped for receiving a Tier 2 group interventions? How will you define each group's problem (i.e., “problem statement”)?
 - Example 1: Students have 2-5 ODRs involving hitting or aggression who also indicate moderate to high levels on Conduct, Peer, or Prosocial concerns from their social-emotional results, and have been nominated by teachers or parents.
 - Example 2: Students have 2-5 ODRs, a social-emotional total score in the at-risk range, and moderate to high levels of emotional problems and internalizing concerns are noted by teachers or parents.
 5. What will be the SMART goal for each group of students?
- Step 2: Problem Analysis (Standard Protocol Approach – for each group of students, respectively)**
6. Based on sources of data collected in Step 1 (Problem Identification) what supports does your team suspect each group needs?
 7. What evidence-based treatments or interventions could be used to address each group's needs?
- Step 3: Plan Development and Implementation**
8. What evidence-based solutions or strategies will we implement to reach our goal(s) for the group?
 9. What supports will we provide to key personnel who will implement and use the intervention with fidelity?
 10. What data will we collect, how, and when for monitoring both fidelity and goal attainment (progress)?
 11. What decision-rules will we develop based on student responses (progress monitoring data) and intervention fidelity?
- Step 4: Plan Evaluation**
12. Is the plan working?
 13. How sufficiently is the Tier 2 intervention plan being implemented with fidelity?
 14. Is there a need to improve fidelity? If so, what?
 15. What next steps will the team implement to improve results for all students in the group?

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TEAMWORK #2 Identifying Students for T1 and T3

10 minutes: Find the following file: [“Tier 2 Data by ODR & SDQ”](#)

Are there any students who have 0-1 indicators “off-track”? How many students?

Decision rule = students who have only 1 ODR and no other concerns will be monitored at Tier 1

Are there any students who may need immediate Tier 3 supports? How many students?

Decision rule = students who have a significant (red) concern in ODRs **and** SDQ Total Score **and** at least two other indicators in yellow or red will be recommended for Tier 3

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TEAMWORK #3 – Grouping Students for Tier 2

10 minutes

Find the following file: [“Tier 2 Data Sort Part 1”](#)

Look at the students in the middle who we are considering for Tier 2 supports.

Discuss as a group what patterns you see in their needs across the various data sources.

How many intervention groups can you identify?

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Tier 2 Problem ID Guiding Questions

See Handout
Tier 2 Problem Solving Guiding Questions

Tier 2 Problem Solving Guiding Questions Specific to PBS

Step 1: Problem Identification (8. Goal Setting)

1. What is the expected level of behavior performance at Tier 1?
 - E.g., no more than 1 ODR, 0 suspensions
2. Are there students who are not meeting Tier 1 behavior performance expectations for whom you think would benefit from Tier 2 supports? And, what criteria will you use to decide if a student needs Tier 2 supports?
 - E.g., Students who have 2 or more ODRs, who also have at least 1 other identified concern (e.g., suspensions, social-emotional ratings, teacher nominations, attendance) will be considered for Tier 2.
3. For each student not meeting Tier 1 performance levels, what behavioral, social-emotional, or mental health concerns or patterns exist?
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5. What will be the SMART goal for each group of students?

Step 2: Problem Analysis (Standard Protocol Approach - for each group of students, respectively)

6. Based on sources of data collected in Step 1 (Problem Identification) what supports does your team suspect each group needs?
7. What evidence-based treatments or interventions could be used to address each group's needs?

Step 3: Plan Development and Implementation

8. What evidence-based solutions or strategies will we implement to reach our goal(s) for the group?
9. What supports will we provide to key personnel who will implement and use the intervention with fidelity?
10. What data will we collect, how, and when for monitoring both fidelity and goal attainment (progress)?
11. What decision-rules will we develop based on student responses (progress monitoring data) and intervention fidelity?

Step 4: Plan Evaluation

12. Is the plan working?
13. How sufficiently is the Tier 2 intervention plan being implemented with fidelity?
14. Is there a need to improve fidelity? If so, what?
15. What next steps will the team implement to improve results for all students in the group?

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TEAMWORK #4 Developing Problem Statements

15 min.

Find the following file: [“Tier 2 Groups by SDQ Patterns”](#)

Identify **ONE** group of students from the possible Tier 2 groups.

For the selected group,

- Develop a summary description (1 sentence) of their needs.
- Develop an intervention goal


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Step 2 – Problem Analysis

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Problem Analysis Overview

- **Purpose of this step:** To identify valid reasons for why a problem is happening to inform intervention design and delivery.
- **Outcome of this step:** Identify valid hypotheses for use in developing strategies or actions to improve student outcomes.



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Problem Analysis at Tiers 2: How much analysis is needed?

| Standard Protocol Intervention | Blended Protocol Intervention | Individualized Intervention |
|---|---|--|
| <ul style="list-style-type: none"> • Requires little to no additional analysis beyond Problem Identification • Identify needs and provide evidence-based, ready-to-use, packaged intervention matched to need. | <ul style="list-style-type: none"> • Requires some moderate analysis (hypothesis testing) • Adapt existing evidence-based, packaged interventions to ensure match to students' needs | <ul style="list-style-type: none"> • Requires intensive analysis (hypothesis testing) • Create a customized package of different evidence-based strategies intervention plan matched to students' needs |

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Discussion

Scenario: A student has been referred for specialized supports and interventions to improve their reading comprehension performance.

What would be a “medical model” view of WHY a student may not be reading at grade level or comprehending what they read?

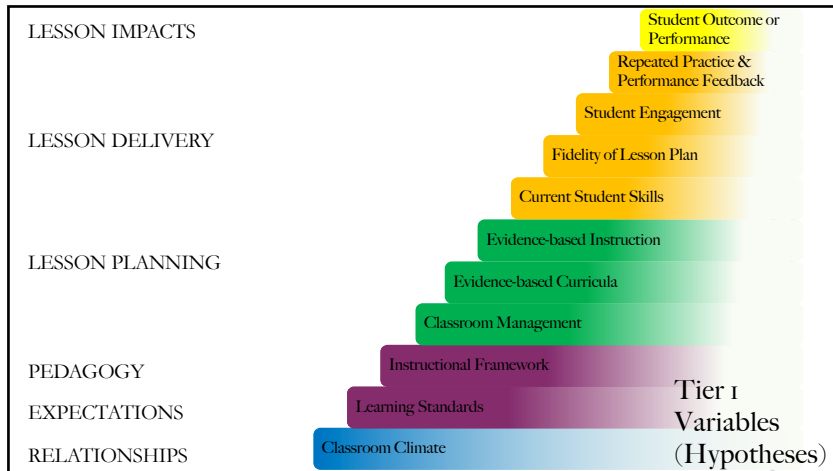
What would be an “ecological” view of WHY a student may not be reading at grade level or comprehending what they read?

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Ecological Factors (Comprehensive Inclusion of Hypotheses)

| Ecological Factor | Examples |
|---------------------------|---|
| School Climate | Collaborative decision making; order & discipline; parent involvement; staff dedication to student learning (e.g., beliefs); physical structure; established procedural routines; recognition for positive behavior; school pride & student involvement, continuous improvement culture, etc. |
| Relationships | <i>Teacher-student</i> relationships - expectations; mentoring, encouragement <i>Family-child</i> relationships - parenting style & involvement in child's education <i>Peer</i> relationships - interpersonal skill development; support group network Each - opportunities for positive or negative social reinforcement |
| Instruction | Instructional planning, management, delivery, and evaluation practices; opportunities for feedback (positive or negative reinforcement; extinction; DRO, etc.); hierarchy of skills focus |
| Curriculum | Match of content with student skills and culture; opportunities for deep vs. surface learning. Alignment with education standards for promotion/graduation |
| Instructional Environment | Classroom management and arrangement; predictable classroom routines; home-school collaboration & congruence of performance expectations; enriched and engaging activities, recognition for positive behavior/acad performance |
| Learner | Skills or abilities, physical (e.g., vision impaired) and neurological factors (e.g., ADHD; TBI), developmental history, nutritional experiences, motivation (attention or escape/avoid) |
| School Organization | Efficiency of resource allocation to provide supports matched to needs; supports for fidelity of instruction/interventions; scheduling systems, teaming and student grouping structures, education service delivery methods (e.g., tiered system of supports) |

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Why wasn't Tier 1 enough?

- Access to effective core?
- Skills deficits?
- Performance deficits?
- Interactions between academic deficits and social/emotional behavior competencies within Tier 1 context?

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Tier 2 Problem ID Guiding Questions

See Handout Tier 2 Problem Solving Guiding Questions

Tier 2 Problem Solving Guiding Questions Specific to PBS

Step 1: Problem Identification (& Goal Setting)

1. What is the expected level of behavior performance at Tier 1?
 - E.g., no more than 1 ODR or suspension
2. Are there students who are not meeting Tier 1 behavior performance expectations for whom you think would benefit from Tier 2 supports? And, what criteria will you use to decide if a student needs Tier 2 supports?
 - E.g., Students who have 2 or more ODRs, who also have at least 1 other identified concern (e.g., suspensions, social-emotional ratings, teacher nominations, attendance) will be considered for Tier 2.
3. For each student not meeting Tier 1 performance levels, what behavioral, social-emotional, or mental health concerns or patterns exist?
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Step 2: Problem Analysis (Standard Protocol Approach - for each group of students, respectively)

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Step 3: Plan Development and Implementation

8. What evidence-based solutions or strategies will we implement to reach our goal(s) for the group?
9. What supports will we provide to key personnel who will implement and use the intervention with fidelity?
10. What data will we collect, how, and when for monitoring both fidelity and goal attainment (progress)?
11. What decision-rules will we develop based on student responses (progress monitoring data) and intervention fidelity?

Step 4: Plan Evaluation

12. Is the plan working?
13. How sufficiently is the Tier 2 intervention plan being implemented with fidelity?
14. Is there a need to improve fidelity? If so, what?
15. What next steps will the team implement to improve results for all students in the group?

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TEAMWORK #5 - Developing Hypotheses

5 min

Together as a team, **choose one group** to focus on and write **at least 2** hypotheses for why the group of students may be exhibiting the concerns defined for their group.

What solutions come to mind so far given your hypotheses??

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Types of Interventions for Behavior or Mental Health at Tier 2

- Social-emotional learning programs
- Mental or behavioral-health programs
- Counseling/Therapy
- Social Skill programs
- Restorative Practices
- Trauma-Informed Care Interventions
- Classroom management
- Interventions for Executive Functioning (e.g., Programs for ADHD)

The infographic 'FLORIDA AWARE'S APPROACH TO Complete Mental Health' details a continuum of interventions. It is divided into three main sections: Universal (green), Targeted (yellow), and Intensive (red).
Universal (Green): Focuses on 'Promote Resilience and Well-Being' through life skills, social-emotional learning, and positive behavior supports. It also includes 'Protective Factors' like family and community support.
Targeted (Yellow): Focuses on 'Address Risk Factors and Problems' through social skills, trauma-informed care, and mental health services. It includes 'Risk Factors' like family conflict and substance use.
Intensive (Red): Focuses on 'Provide, enhance, and manage the risk factors which result in the greatest barriers and need for help'. It includes 'Identify students at risk for mental health problems' and 'Provide support interventions available to support at-risk students'.
 At the bottom, it lists Florida AWARE's school implementation framework with contact information for Nadeia Rouse, Michelle Johnson, Vicki Rubin, and Deborah Robinson.

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Step 3 - Plan Development

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Plan Development & Implementation Overview

- **Purpose of this step:** To use valid hypotheses for developing actions to "remove" the barriers identified in Step 2.
- **Outcome of this step:** Comprehensive, detailed plan of actions is developed, and all members trained to facilitate plan use

A graphic of a white sticky note with a red pushpin, containing the handwritten text 'What's the plan?'.

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Chat Activity

When developing an intervention plan for a student, what elements or information should be included in their intervention plan? How much detail would you want to see and why?

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Tier 2 Problem ID Guiding Questions

See Handout
Tier 2 Problem Solving Guiding Questions

Tier 2 Problem Solving Guiding Questions Specific to PBIS

Step 1: Problem Identification (& Goal Setting)

1. What is the expected level of behavior performance at Tier 1?
 - E.g., no more than 1 ODR, 0 suspension
2. Are there students who are not meeting Tier 1 behavior performance expectations for whom you think would benefit from Tier 2 supports? And, what criteria will you use to decide if a student needs Tier 2 supports?
 - E.g., Students who have 2 or more ODRs, who also have at least 1 other identified concern (e.g., suspensions, social-emotional ratings, teacher nominations, attendance) will be considered for Tier 2
3. For each student not meeting Tier 1 performance levels, what behavioral, social-emotional, or mental health concerns or patterns exist?
 - E.g., 1 concern vs. multiple concerns, aggression vs. non-aggression, internalizing vs. externalizing, relatively minor behavior concerns vs. emergency concerns, concerns with relating with others vs. self, etc.
4. Are there students who have common needs who could be grouped for receiving a Tier 2 group interventions? How will you define each group's problem (i.e., "problem statement")?
 - Example 1: Students have 3-5 ODRs involving fighting or aggression who also indicate moderate to high levels on Conduct, Peer, or Physical concerns from their social-emotional results, and have been nominated by teachers or parents.
 - Example 2: Students have 3-5 ODRs, a social-emotional total score in the at-risk range, and moderate to high levels of emotional problems and internalizing concerns are stated by teachers or parents.
5. What will be the SMART goal for each group of students?

Step 2: Problem Analysis (Standard Protocol Approach - for each group of students, respectively)

6. Based on sources of data collected in Step 1 (Problem Identification) what supports does your team suspect each group needs?
7. What evidence-based treatments or interventions could be used to address each group's needs?




Step 3: Plan Development and Implementation

8. What evidence-based solutions or strategies will we implement to reach our goal(s) for the group?
9. What supports will we provide to key personnel who will implement and use the intervention with fidelity?
10. What data will we collect, how, and when for monitoring both fidelity and goal attainment (progress)?
11. What decision-rules will we develop based on student responses (progress monitoring data) and intervention fidelity?

Step 4: Plan Evaluation

12. Is the plan working?
13. How sufficiently is the Tier 2 intervention plan being implemented with fidelity?
14. Is there a need to improve fidelity? If so, what?
15. What next steps will the team implement to improve results for all students in the group?

65

| | Student Progress "Positive" (Is meeting, or will meet goals) | Student Progress "Questionable" (Improved, but unlikely to reach goals) | Student Progress "Poor" (No improvement over baseline; Will not reach goals) | |
|-----------------------------------|---|---|---|--|
| Fidelity of Implementation "High" |  |  |  | In which box(es): <ul style="list-style-type: none"> - Do we decide to "discontinue" the plan and start over? - Are we NOT able to determine what impact the plan is having? |
| Fidelity of Implementation "Low" | | | | |


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Step 4 - Plan Evaluation

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Plan Evaluation Overview

- **Purpose of this step:** To use valid hypotheses for developing actions to "remove" the barriers identified in Step 2.
- **Outcome of this step:** Comprehensive, detailed plan of actions is developed, and all members trained to facilitate plan use



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Tier 2 Problem ID Guiding Questions

See Handout
Tier 2 Problem Solving Guiding Questions

Tier 2 Problem Solving Guiding Questions Specific to PBIS

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Reflections & Discussion

What is familiar to you in this process?

What is new to you in this process?

What seems challenging to you or uncomfortable about engaging in this process?

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Problem Solving Implementation Guidance

& Common Barriers to Address

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"USE DATA" VS. "USED BY THE DATA"

"MANY OF THESE [SCHOOL] IMPROVEMENTS WERE POSSIBLE BECAUSE TEACHERS TRUSTED THAT DATA WERE USED FOR SCHOOL IMPROVEMENT. THIS IS IMPORTANT IN LIGHT OF RESEARCH THAT SHOWS TEACHER SUSPICION OF DATA (INGRAM, ET AL., 2004); PRINCIPALS IN THIS STUDY ENSURED THAT DATA WERE USED FOR DIAGNOSTIC PURPOSES THAT WERE SEEN BY TEACHERS AS BENEFICIAL AND NON-THREATENING. WE MAY CHARACTERIZE THIS BY SUGGESTING THAT PRACTICE WAS IMPROVING BECAUSE THESE SCHOOLS WERE HELPING TEACHERS USE DATA RATHER THAN BE USED BY DATA."

• WAYMAN, J. C., & STRINGFIELD, S. (2006). TECHNOLOGY-SUPPORTED INVOLVEMENT OF ENTIRE FACULTIES IN EXAMINATION OF STUDENT DATA FOR INSTRUCTIONAL IMPROVEMENT. *AMERICAN JOURNAL OF EDUCATION*, 112, 549-571.

72

Burns et al., 2005

"ALTHOUGH SUFFICIENT PHILOSOPHICAL AND EMPIRICAL EVIDENCE SUPPORTS THE VALIDITY OF THE PROBLEM-SOLVING TEAM THEORETICAL CONSTRUCT (E.G., BURNS, VANDERWOOD, & RUBY, 2005) AND EFFICACY WITHIN WELL CONTROLLED UNIVERSITY-BASED STUDIES (E.G., BURNS & SYMINGTON, 2002), IMPLEMENTATION INCONSISTENCIES HAVE PREVENTED WIDESPREAD EFFECTIVENESS."

BURNS ET AL., 2005

73

Ruby, et al., 2011

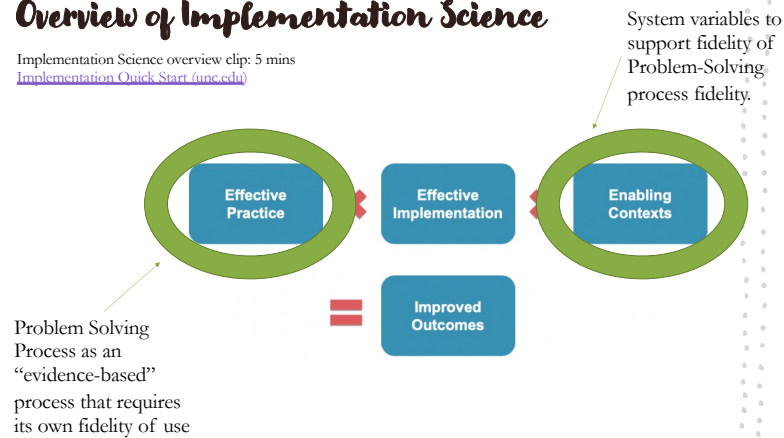
"IT IS CLEAR FROM OUR TWO STUDIES THAT TRAINING, WHETHER IT IS THE TYPICAL DISTRICT MODEL...OR MORE INTENSIVE SUPPORT PROVIDED BY UNIVERSITY FACULTY, IS NOT SUFFICIENT IN SETTINGS THAT HAVE NOT CREATED A CULTURE OF PROBLEM SOLVING."

(PG. 251)

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Overview of Implementation Science

Implementation Science overview clip: 5 mins
[Implementation Quick Start \(unc.edu\)](#)

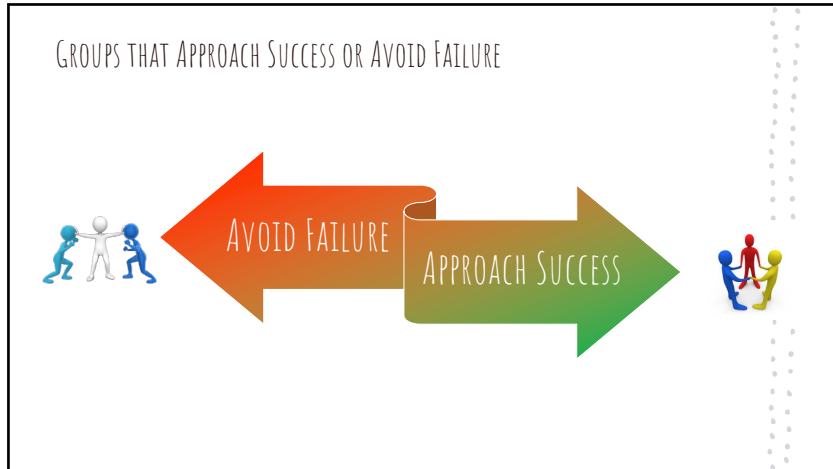


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Discussion

What conditions are needed in schools to support & sustain the fidelity of the problem solving process at all three tiers and for all student areas of need?

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Leadership & Competency Drivers

LEADERSHIP CHARACTERISTICS

- Vision, focus, consistent message of implementation
- Focus on schools
- Relationships based on respect & shared responsibility
- Expert problem-solving
- Investment in PD

COACHING RESPONSIBILITIES

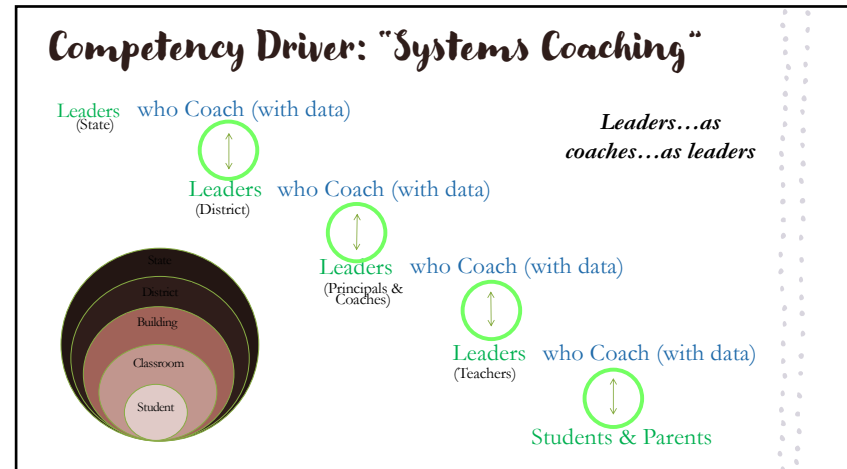
- Effective interpersonal communication
- Data-based problem-solving
- Content Knowledge
- Team Facilitation
- Supportive leadership
- Provide PD
- Evaluate impacts

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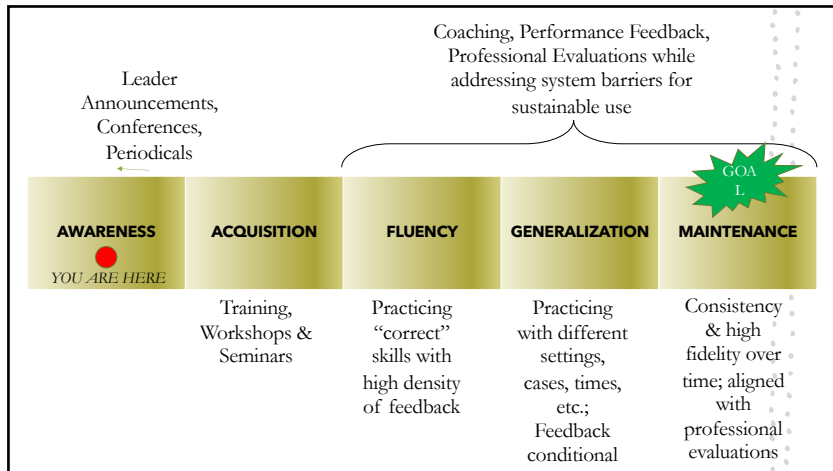
What is a School-Based Leadership Team?

| | |
|-----------------------------|--|
| Lead School Changes | <ul style="list-style-type: none"> • Measuring implementation progress & fidelity • Organizational Problem Solving • School Improvement Planning |
| Systems Coaching | <ul style="list-style-type: none"> • Distributed Leadership • All hands on deck approach • Leaders as coaches, Coaches as leaders |
| Staff Buy-In | <ul style="list-style-type: none"> • NOT a one time event...but ongoing process of meeting teacher needs • Focus on buy-in within context of existing responsibilities |
| Effective Teaming Practices | <ul style="list-style-type: none"> • Foundation for effective data-based decision-making |
| Data-based Decision-Making | <ul style="list-style-type: none"> • More than software or data systems; infrastructure for access & use • Data culture is key • Structured problem solving process |

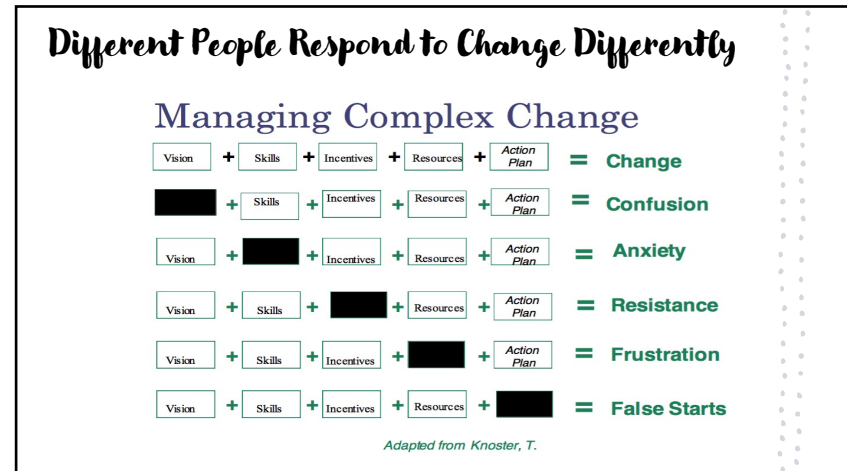
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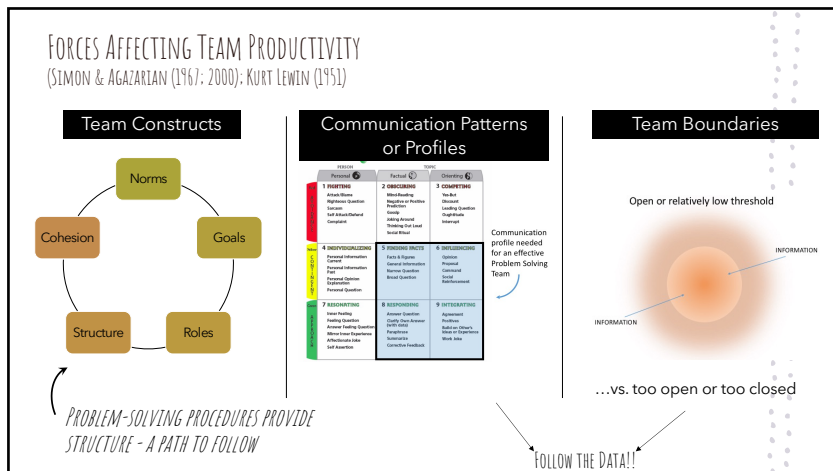
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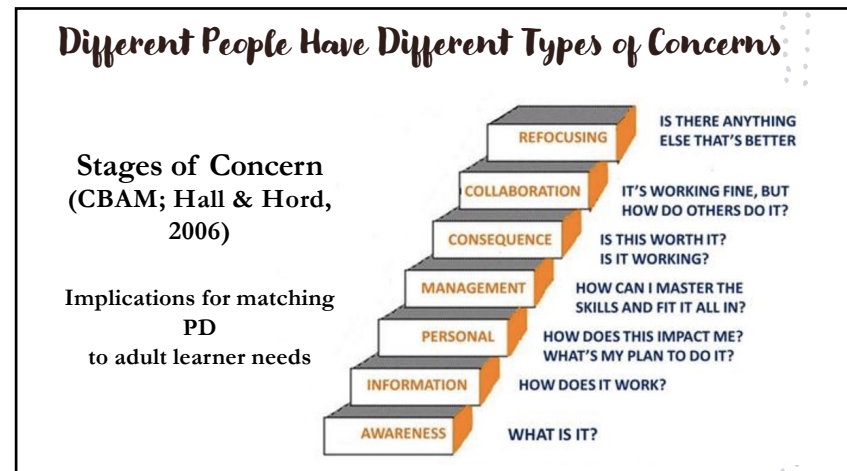
82



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84



85

Quick Chat Activity

Please share 1 “take-away” that you learned or valued from today’s workshop?

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Thank You!

Enjoy the rest of the Conference. Brian Gaunt, PHD
bgaunt@usf.edu
University of South Florida
19th annual International Conference
On Positive Behavior Support

Enjoy Jacksonville.

Travel home safely!

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