Supporting Students At-Risk for Recurring Problem Behavior:
Tier 2 Systems of SW-PBIS

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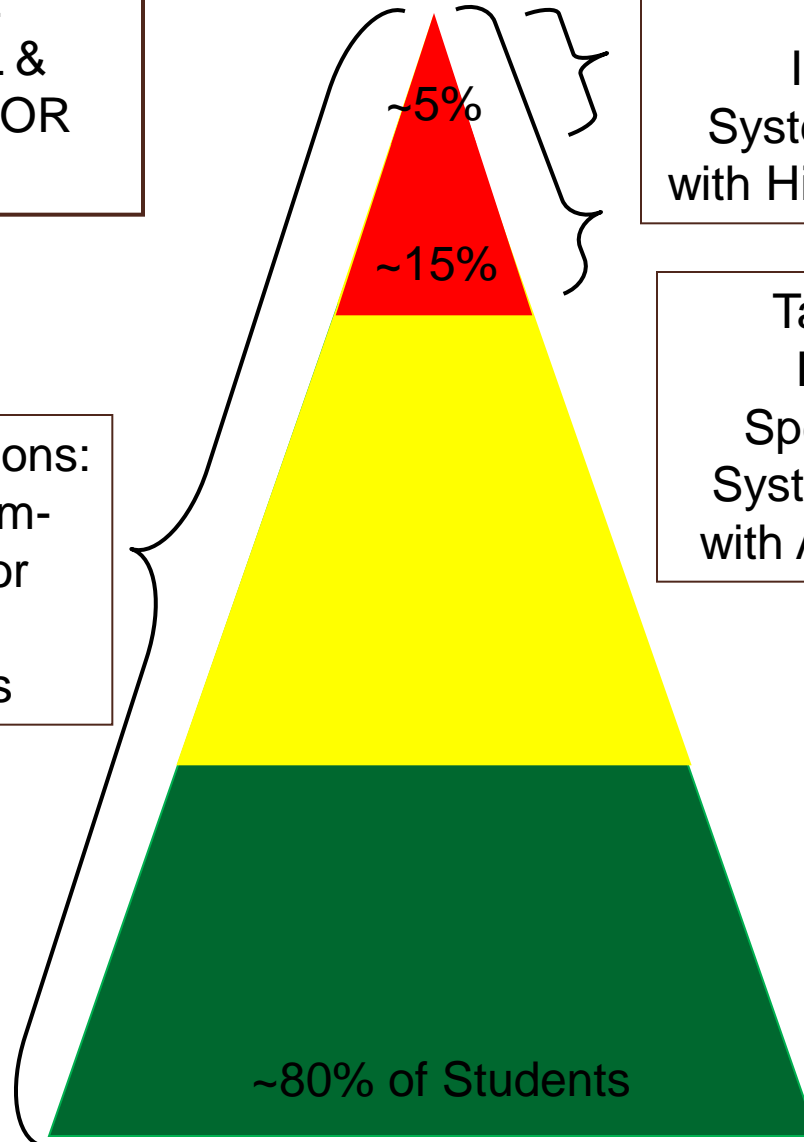
Portland State
UNIVERSITY

Objectives

- ID critical features of Tier 2 Systems & Interventions within an MTSS framework

- Review CICO as a primary Tier 2 intervention

- ID other common Tier 2 interventions & considerations use in an MTSS framework

- Suggestions for a Tier 2 Continuum of Support

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behaviour

~5%

~15%

Targeted Group Interventions: Specialized Group Systems for Students with At-Risk Behaviour

Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

Elements of SW-PBIS

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior
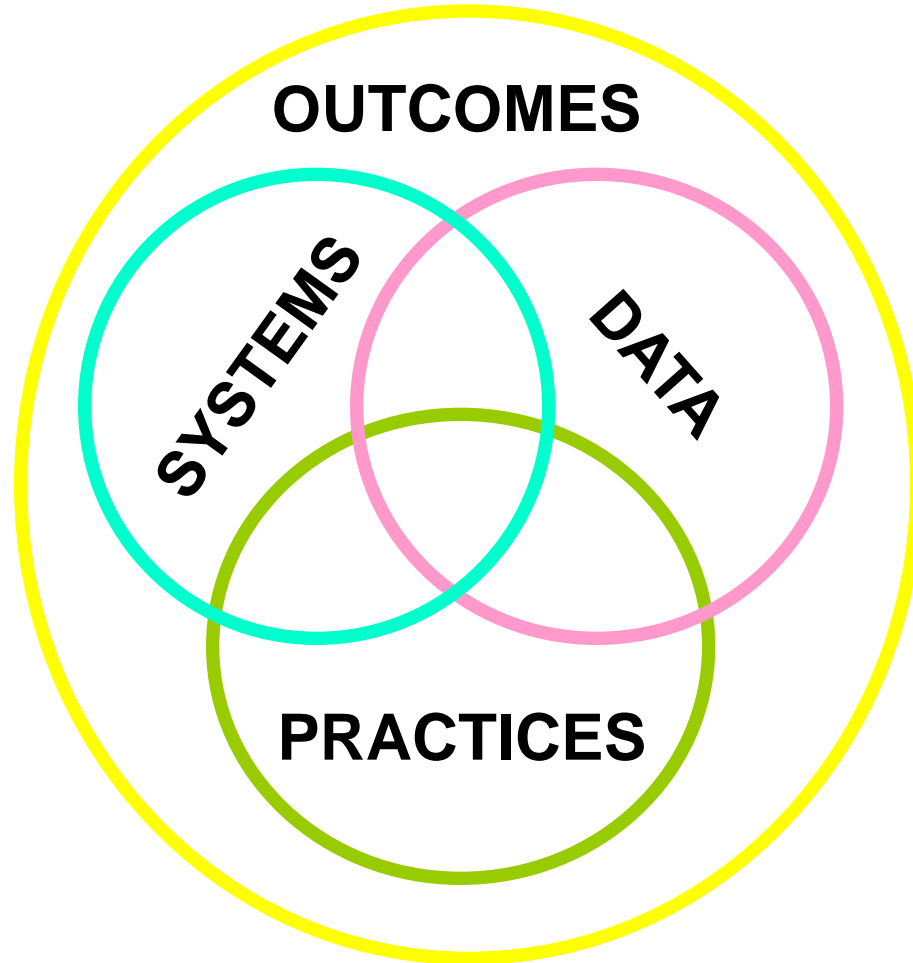
Supporting Decision Making

Supporting Student Behavior

Features of Tier 2 System

- <u>PRACTICES</u> - Continuum of Research-based Tier 2 Interventions implemented with fidelity

- <u>SYSTEMS</u> - Personnel w/ capacity to coordinate & implement Tier 2 intervention (SYSTEMS)
  - Regular, Effective Team Process

- <u>DATA</u> - Teaming & Data Based Decision Making
  - Effective Data Systems (e.g. SWIS)
  - Screening & Student Identification
  - Matching to Intervention
  - Progress Monitoring & Decision Making
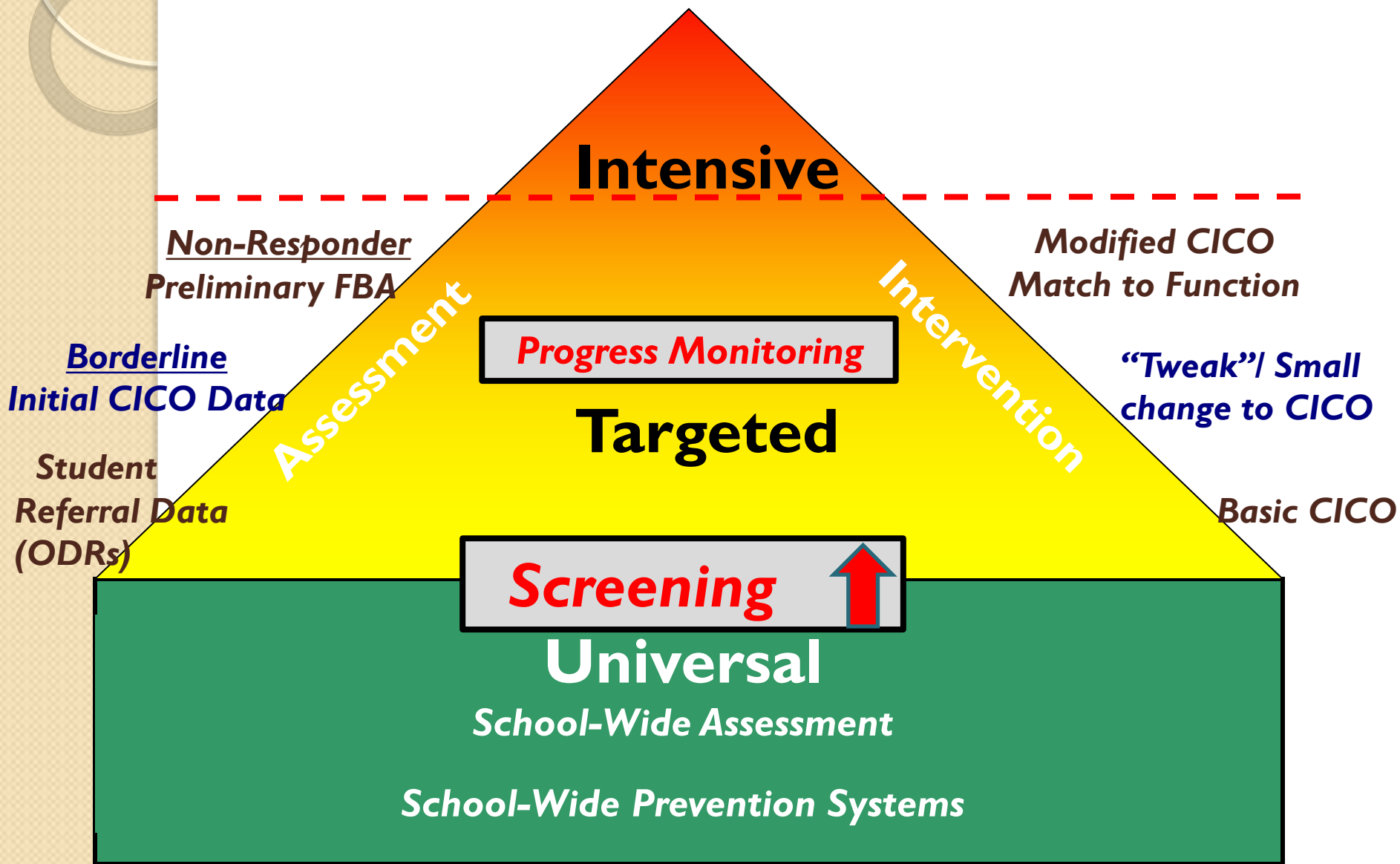
Tier 2 Systems

Focus on:

- <u>Efficiency</u> = support several (e.g. small group/ targeted) students at one time using few resources
  - ◦ limited assessment & individualization
  - ◦ school-wide programming

- <u>Effectiveness</u> = attaining desired student outcomes
  - ◦ Using Research-based interventions with FIDELITY
  - ◦ Early identification & intervention
  - ◦ Progress Monitoring & data-based decision making for individual student & system

- <u>Scaling</u> = develop a system with capacity to have meaningful impact in school (serve 10% of total school enrollment)
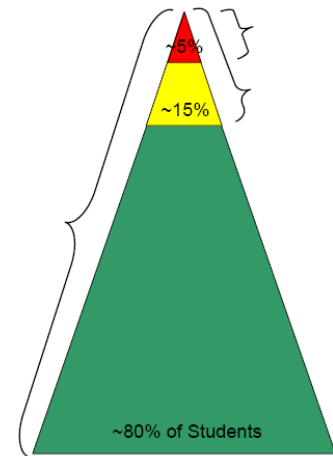
Tier 2 System v. an intervention

- System = more than an intervention

- 4 Questions for Implementing a Tier 2 System
  1) Are you implementing a continuum of research-based intervention(s) with <u>fidelity</u>?
  2) Is there a screening process to ensure <u>early identification</u> of students at-risk?
  3) Are you using sensitive progress monitoring tools to inform decision making related to <u>student progress</u> and <u>system efficacy</u>?
  4) Are you implementing at a scale that is making a meaningful impact (10 % of student population)?

Tier 2 Continuum of Supports Assessment & Intervention

Intensive

Assessment

Intervention

Targeted

Progress Monitoring

Screening

Universal

School-Wide Assessment

School-Wide Prevention Systems

Non-Responder
Preliminary FBA

Borderline
Initial CICO Data

Student Referral Data (ODRs)

Modified CICO Match to Function

"Tweak"/ Small change to CICO

Basic CICO

Tier 2 Assessment & Intervention

Intensive

Progress Monitoring

Targeted

Assessment

Intervention

Student Referral Data (ODRs)

Basic CICO

Screening

Universal

School-Wide Assessment

School-Wide Prevention Systems

OREGON 2013-14

CICO-SWIS
TIER 2

NW PBIS Network
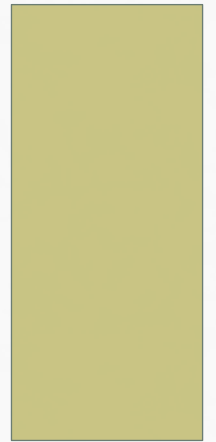
CICO-SWIS IN OREGON 2013-14

	Schools	Students
Elem	113	2034
MS	37	688
HS	2	28
Pre-8th	7	133
Others	2	42
TOTAL	**161**	**2925**

Oregon Department of Education Students Succeeding in CICO-SWIS 201314
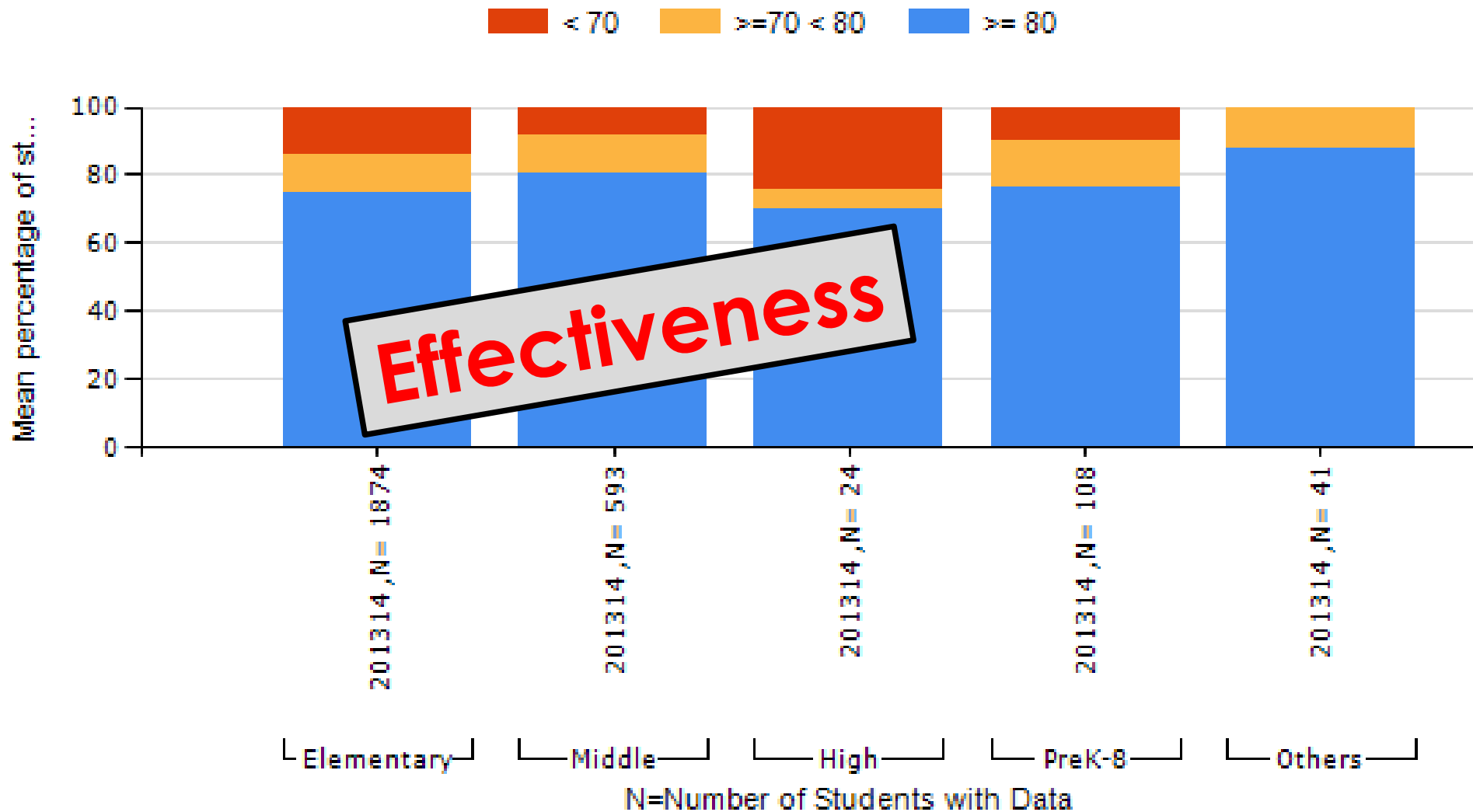
Oregon CICO-SWIS Student Summary
201314-201314

Scaling

201314

# of students

Elementary ,N=113

Middle ,N=37

High ,N=2

PreK-8 ,N=7

Others ,N=2
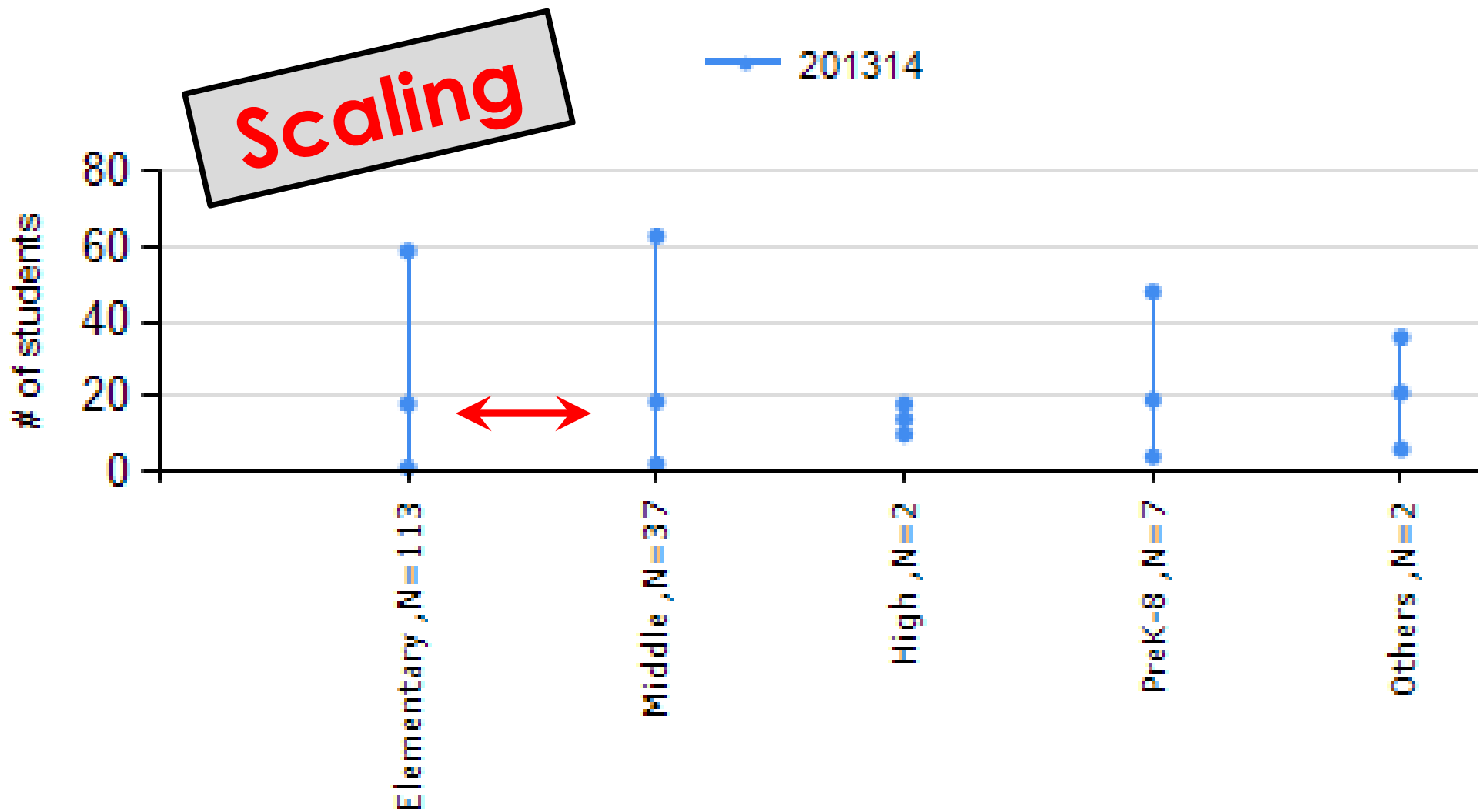
Oregon : Elementary Triangle Data (Majors and Minors Only) - 201314

■ 6+   ■ 2-5   ■ 0-1

4 %

9 %

88 %

Met SET
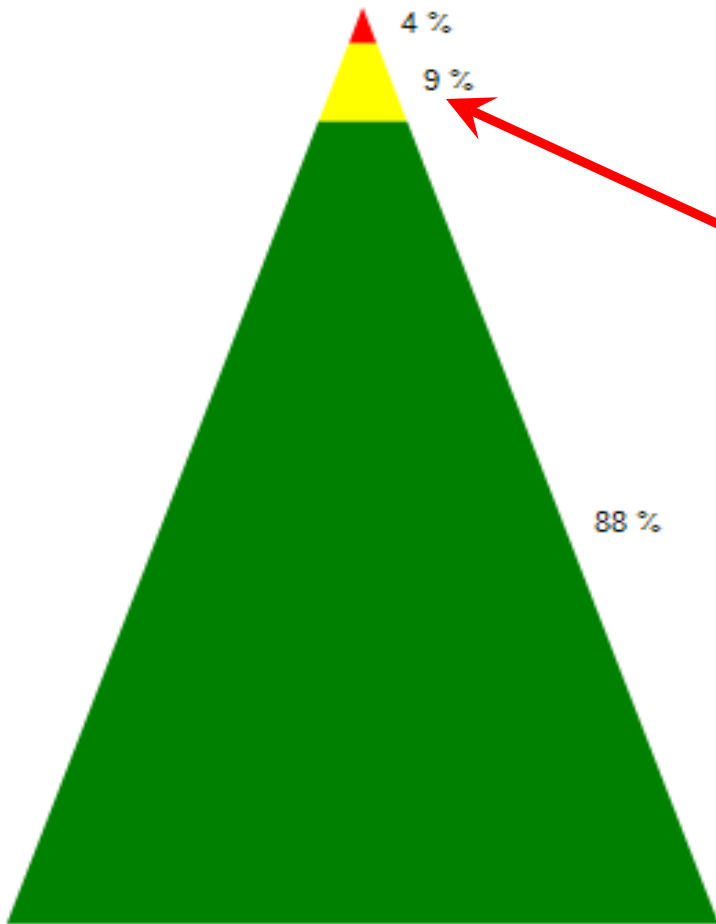
Oregon Summary of CICO-SWIS Students Enrolled 201314-201314

── 201314

% of students enrolled

Elementary ,N=113

Middle ,N=37

High ,N=2

PreK-8 ,N=7

Others ,N=2
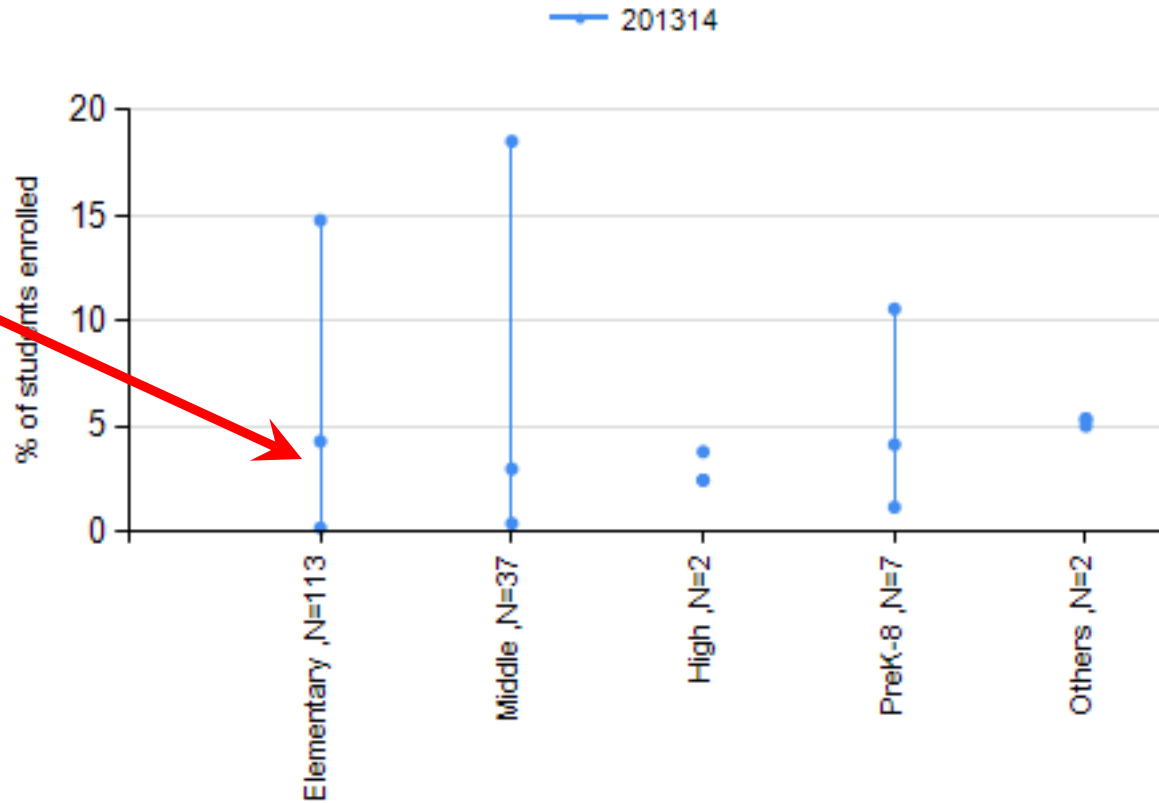
CICO: Implementation Checks

- <u>SYSTEM</u>
  - Person assigned with FTE to coordinate & manage daily implementation of CICO (10 hours/wk = .20 FTE)
  - Bi-weekly team meetings for student referral/ identification for CICO & progress monitoring
  - Materials & incentives readily available
  - Staff-wide buy-in, commitment & training in roles, responsibilities related to CICO
    - Regular updates to staff on student data & implementation

CICO: Implementation Checks

- PRACTICES
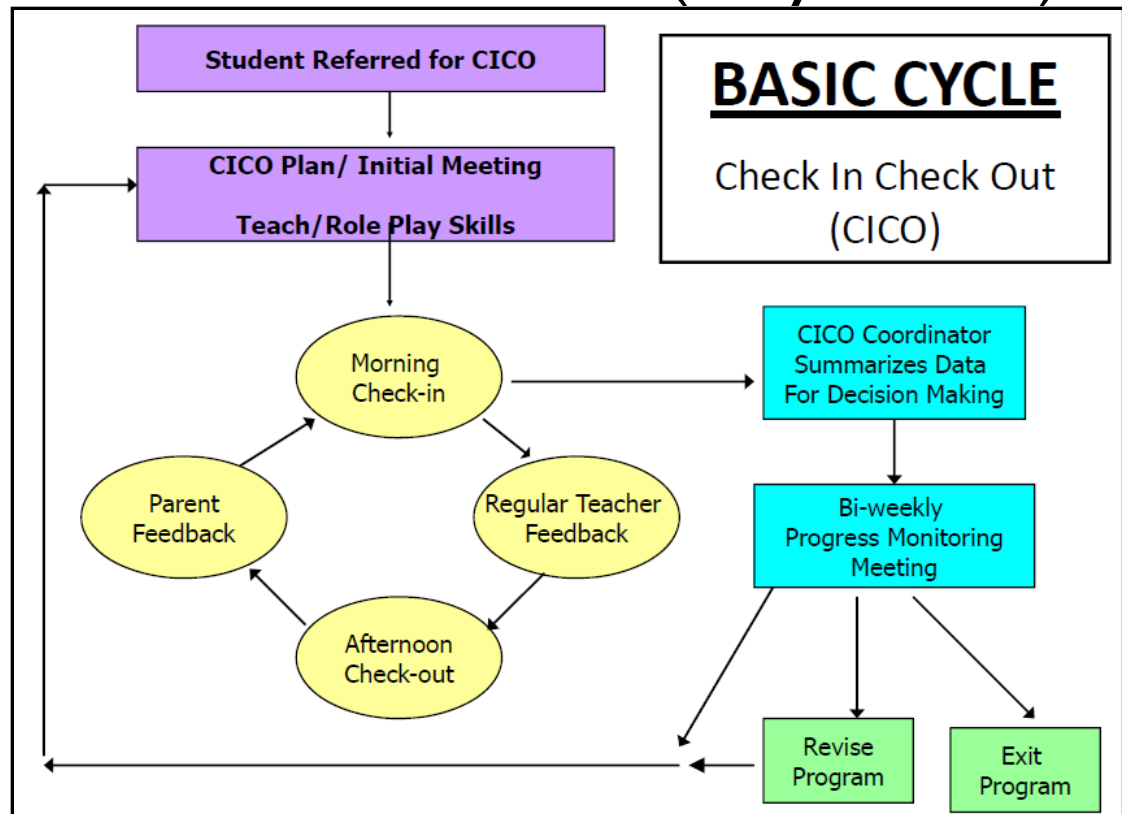 - Reliable daily am check-in & pm check-out
  - Students earn rewards for success (daily at first)
  - Not punitive

	BASIC CYCLE
Student Referred for CICO	Check In Check Out (CICO)

CICO Plan/ Initial Meeting
Teach/Role Play Skills

Morning Check-in

CICO Coordinator Summarizes Data For Decision Making

Parent Feedback

Regular Teacher Feedback

Bi-weekly Progress Monitoring Meeting

Afternoon Check-out

Revise Program

Exit Program

CICO: Implementation Checks

- ## DATA

  ◦ Daily collection of point card data

  ◦ Regular review of <u>graphic</u> student data for decision making (at least every 2 weeks)

  ◦ Regular student referral for early identification of at-risk students
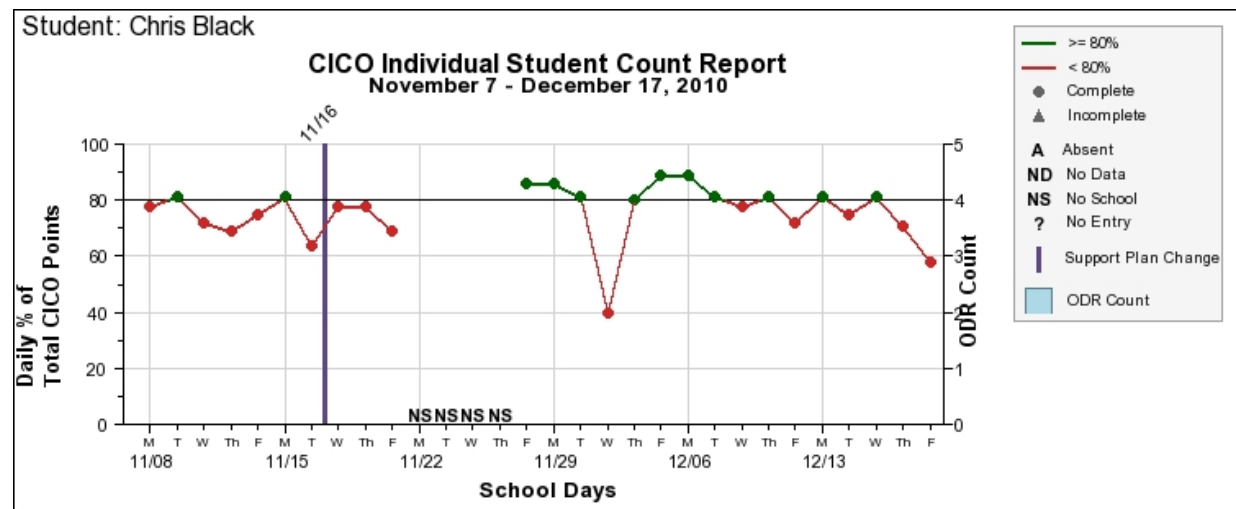
Data Collection

- Focus on Efficiency

- Generic point card
  - Expectations linked to School-wide rules
  - Limited individualization
  - We do not want to spend time tailoring the point card at this level of intervention

Generic Point Card
No time spent individualizing

Gordon Russell Middle School

Name: _____   Date: _____

Teachers: Please indicate YES (2), So-So (1), or NO (0) regarding the student's achievement for the following goals.

Great Students	1			2			3			4			5			6		
Respect Others & Property	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Make Safe & Responsible Choices	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Strive for Success	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TEACHER INITIALS																		

Check In = 2 point _____ initial   **Check Out** = 2 point _____ initial

Daily Goal = 80 % = 32/40   Daily Score = _____ /40

Parent/Caregiver Signature: _____

Check-In / Check-Out Self-Assessment

School: _____   Date: _____

Instructions: As a team, review and record each of the CICO elements. For all elements that are rated as "in progress" or "not in place" build action planning steps.
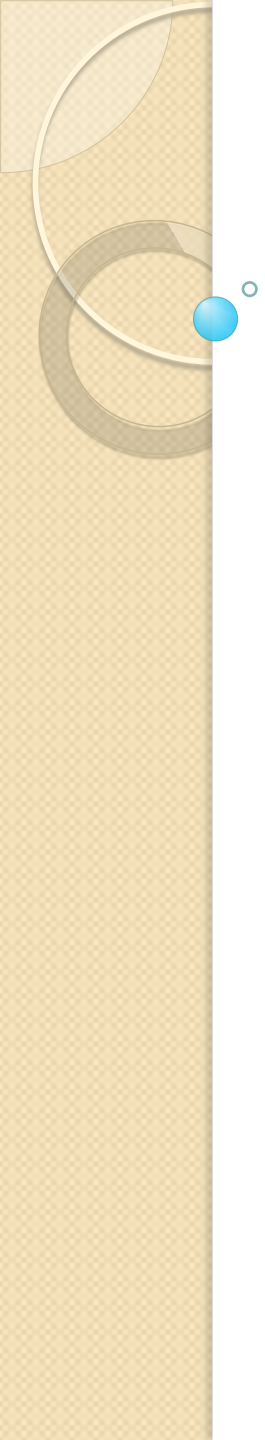
CICO Element	In Place	In Progress	Not In Place
Faculty and Staff Commitment for CICO			
Team Defined and Available to Monitor Fidelity & Outcomes with Administrator Represented			
FTE available for CICO coordinator			
Communication between teams established (e.g., PBS, CICO, SST)			
School-wide PBS in place			
Student Identification Process for CICO			
Daily CICO progress report card developed			
Home report process defined			
Point Trading System established			
Process for collecting, summarizing and using data			
Morning check-in routine established			
Teacher check-in/ check-out routine established			
Afternoon check-out routine established			
Home review routine established			
Team meeting schedule, routine, process			
Planning for Success/Fading			
Planning for Individualized Support Enhancement			
Substitute Teacher routine			
Playground, cafeteria, bus routine			

Check-In / Check-Out Self-Assessment

Major Features of Tier 2 Interventions
(Anderson & Borgmeier, 2010)

- Early Identification & Early Intervention
- Intervention is continuously available
- Rapid access to intervention (72 hr)
- Very low effort by teachers
- Consistent with school-wide expectations
- Implemented by all staff/faculty in a school
- Flexible intervention based on assessment
  - Functional Assessment
- Adequate resources (admin, team)
  - weekly meeting, plus 10 hours a week
- Continuous monitoring for decision-making

So… what Other Tier 2 Interventions are there besides CICO?

TIER 2 INTERVENTIONS IN SW-PBIS: A SURVEY OF SCHOOL IMPLEMENTATION

Rodriguez, Loman & Borgmeier, 2015

in *Preventing School Failure*, June, 2015

Participants

180 Respondents from 8 states

School Level
- 92 = Elem;
- 42 = MS;
- 24 = HS;
- 22 = K-8 or K-12

School Role
- 59 = School Counselor
- 30 = SPSY
- 20 = SPED

172 schools reported implementing SW-PBIS

5 most frequently reported
Tier 2 interventions

#1 – CICO = 108

#2 – Behavioral Contracts = 96

#3 – Mentoring = 67

#4 – Social Skills training = 61

#5 – Academic Skills training = 33

Percent of schools implementing specific Tier 2 interventions x years of SWPBIS implementation
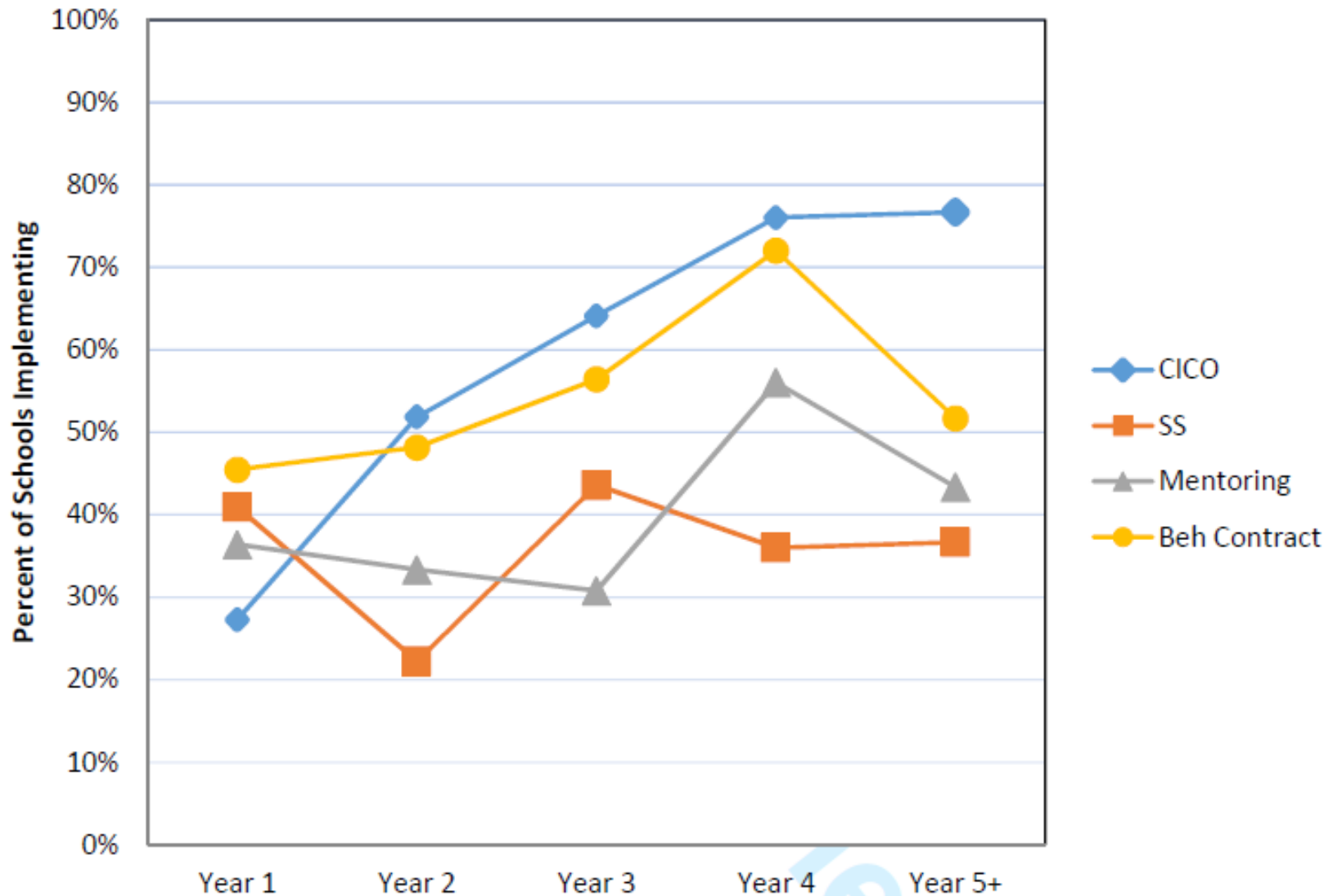
Describe what implementation of the Tier 2 intervention looks like

CHECK-IN/CHECK-OUT

- 81% of respondents clearly described a structure similar to that in Crone, Hawken & Horner, 2010

- Defined Critical Features
  - Can measure Fidelity
- Research Support for Efficacy & Efficiency

Challenge of Many Interventions Identified as Tier 2 Supports

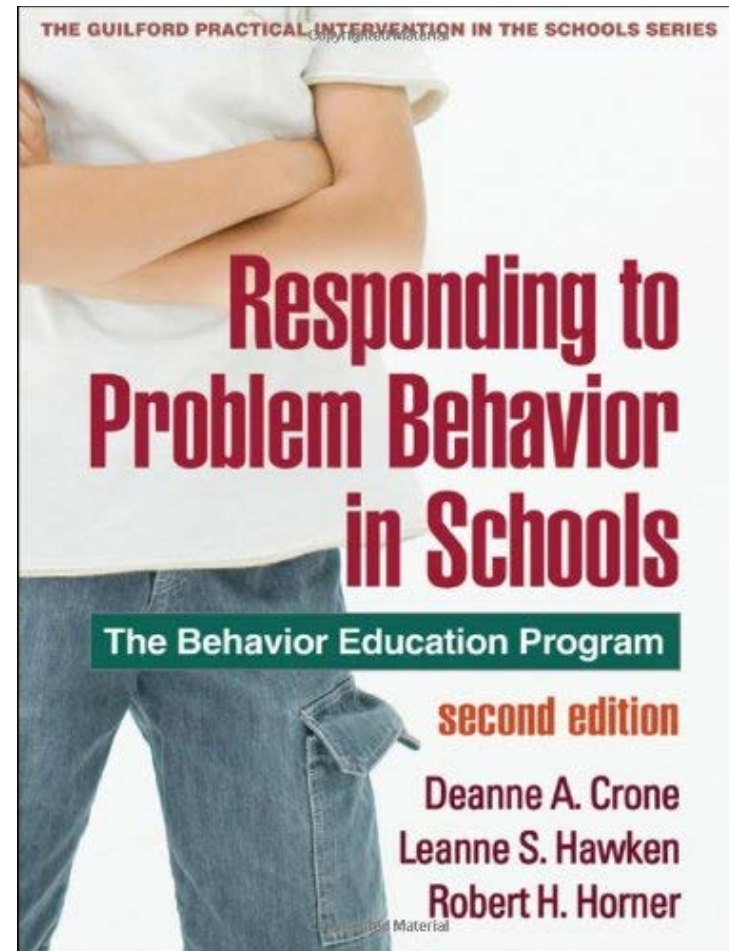- Can't determine Implementation Fidelity – because intervention is not well-defined or studied
  - What are the critical features of… Lunch Buddies? Homework Club? Social Skills Group? Anger Management Group?

- Limited research supporting school implementation

- **…Just because it's easy to implement in schools doesn't mean it's effective or worthwhile**

Describe what implementation of the Tier 2 intervention looks like

LUNCH BUDDIES

- 20 respondents identified "Lunch Buddies" as a Tier 2 Intervention – w/ widely varying descriptions of program
  - Little Consistency in what is "lunch buddies" across schools

- What does the research say?
  - Cavell et al, 2009; Elledge, Cavell, Ogle & Newgent, 2010
- So how do you do Lunch Buddies?
  - Mentor is a college student assigned to a student
  - Visits 2 x's/week during lunch (average 30 min/visit)
  - Received a 2 p. handout as training describing mentor roles, responsibilities, & tips for listening & communicating w/ mentees
- Results of Research studies were _**inconclusive**_ as to effectiveness of Lunch Buddies

Average number of Tier 2 interventions implemented x School level

- Elementary Schools = 3.97
- Middle Schools = 3.24
- High School = 2.79

Challenge of Many Interventions Identified as Tier 2 Supports

- Interventions not set up as systems for efficient or effective implementation in schools

- Difficult to implement at a scale that is meaningful (serving 3-4% of students)

Tier 2 Intervention: Critical Features
(from Tiered Fidelity Inventory; TFI)

a) Additional Structure/time for instruction/skill development

b) Additional Structure/predictability

c) Increased opportunity for feedback (e.g. daily progress report)

Social Skills Groups

Traditional Model

- Meet every Friday in small group of at-risk students
- Practice skills in counselor's office during group
- Follow published curriculum
- Teach & Hope
- Limited prompts or attention to support social skill use in school environment
- Limited feedback for real-world implementation

Modified Model

- Meet more regularly (every day for 7 days)
- Focus on specific skills (asking peers to share a toy; appropriate greetings w/ adults) w/ clear link to real world application
- Practice in real world scenarios
- Link w/ Daily Progress Report – specifically targeting instructed social skills for regular feedback
- Daily check-in & check-out w/ prompts

CRITICAL FEATURES OF TIER 2 INTERVENTIONS
a)   Additional Structure/time for instruction/skill development
b)   Additional Structure/predictability
c)   Increased opportunity for feedback (e.g. daily progress report)
        HOW ARE WE DOING W/ THE CRITICAL FEATURES?

- ***First Steps for Success*** *or* ***Check and Connect*** may be better understood as Tier 3 interventions due to the substantial resources required

Challenge of Many Interventions Identified as Tier 2 Supports

- If we can't be assured of the effectiveness of the Intervention we need to use good measures to monitor student progress

- Often there is not a system for measuring outcomes and monitoring student progress linked to interventions
  - must be sensitive to change; ODRs may not be very sensitive to change

Do you measure outcomes for specific Tier 2 interventions? (% = Yes)

- Academic interventions = 96%
- CICO = 83%
- Beh. Contracts = 79%
- Social Skills = 74 %

- Mentoring = 53%
- Homework Clubs = 52%
- Peer Interventions = 44%
- Lunch Buddies = 29%
- Cultural Groups = 25%

How do you measure student outcomes for Tier 2 behavior?

- CICO = DPRs & ODRs

- Behavior Contracts = 6 different measures reported

- Social Skills = ODR & Teacher Report

- **Is the measure sensitive enough to measure change (progress monitoring) – <u>Potential concern w/ ODRs</u>**

Homework Club

- What are the critical features of effective Homework Clubs? What is it at your school?

- What is the goal of the Tier 2 intervention?
  - What are the behavioral outcomes desired?
  - What are the academic outcomes desired?

- How can you evaluate progress toward this goal in an observable/measurable way?

What would you measure to determine student success in Homework Club?

-for behavior?

-for academic outcomes?

	1	2	3	4	5	6
Be Safe	2	1	2	1	2	2
Be Responsible -turned in Homework	2	0	0	1	2	1
Be Respectful -on task, approp lang.	2	0	1	1	2	1

Dan

Goal

% of Daily Points

100
80
60
40
20
0

10/1/2007 10/2/2007 10/3/2007 10/4/2007 10/5/2007 10/6/2007 10/7/2007 10/8/2007 10/9/2007 10/10/2007 10/11/2007 10/12/2007 10/13/2007 10/14/2007 10/15/2007 10/16/2007 10/17/2007 10/18/2007 10/19/2007
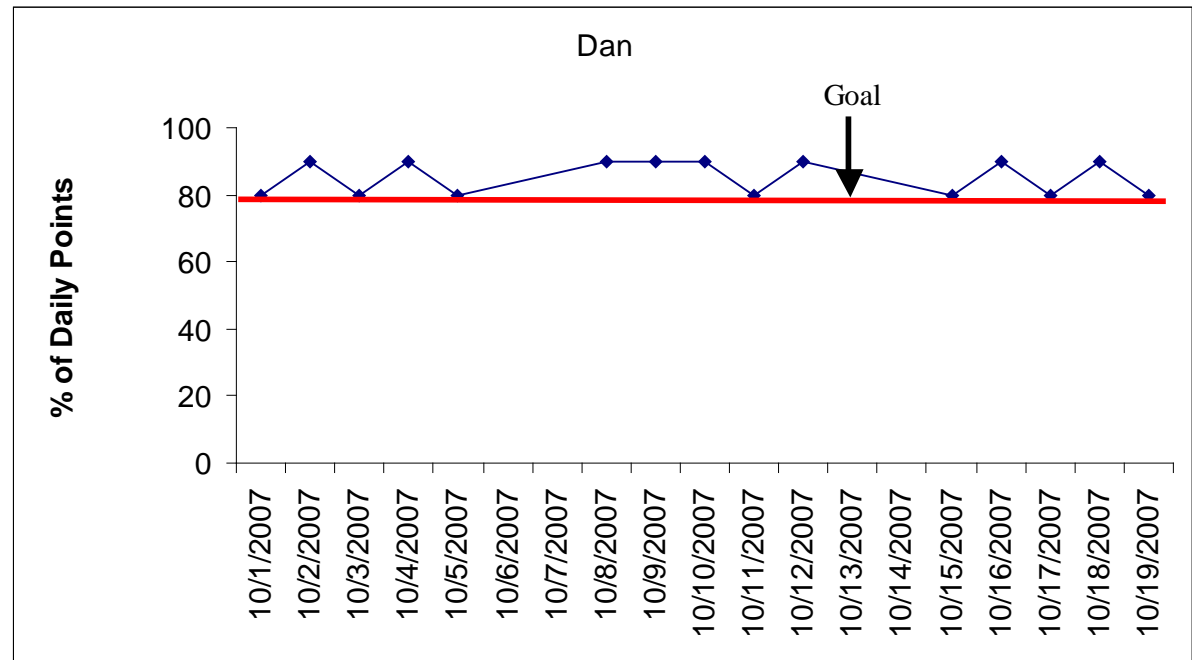
Tier 2

Continuum of Interventions

So what Tier 2 Interventions or CICO Modifications should we implement?

- Use your school data on Function of Behavior (Possible Motivations) to help prioritize

- Take inventory of other interventions you have in place in the school
  - Social Skills Instruction, Homework Club, etc.

SYSTEMS PLANNING

What might this School-wide data tell us about the needs for Tier 2 interventions in this school?

Custom Graph - Referrals By Motivation

Middle School: Students w/ 2 + referrals

CICO

?
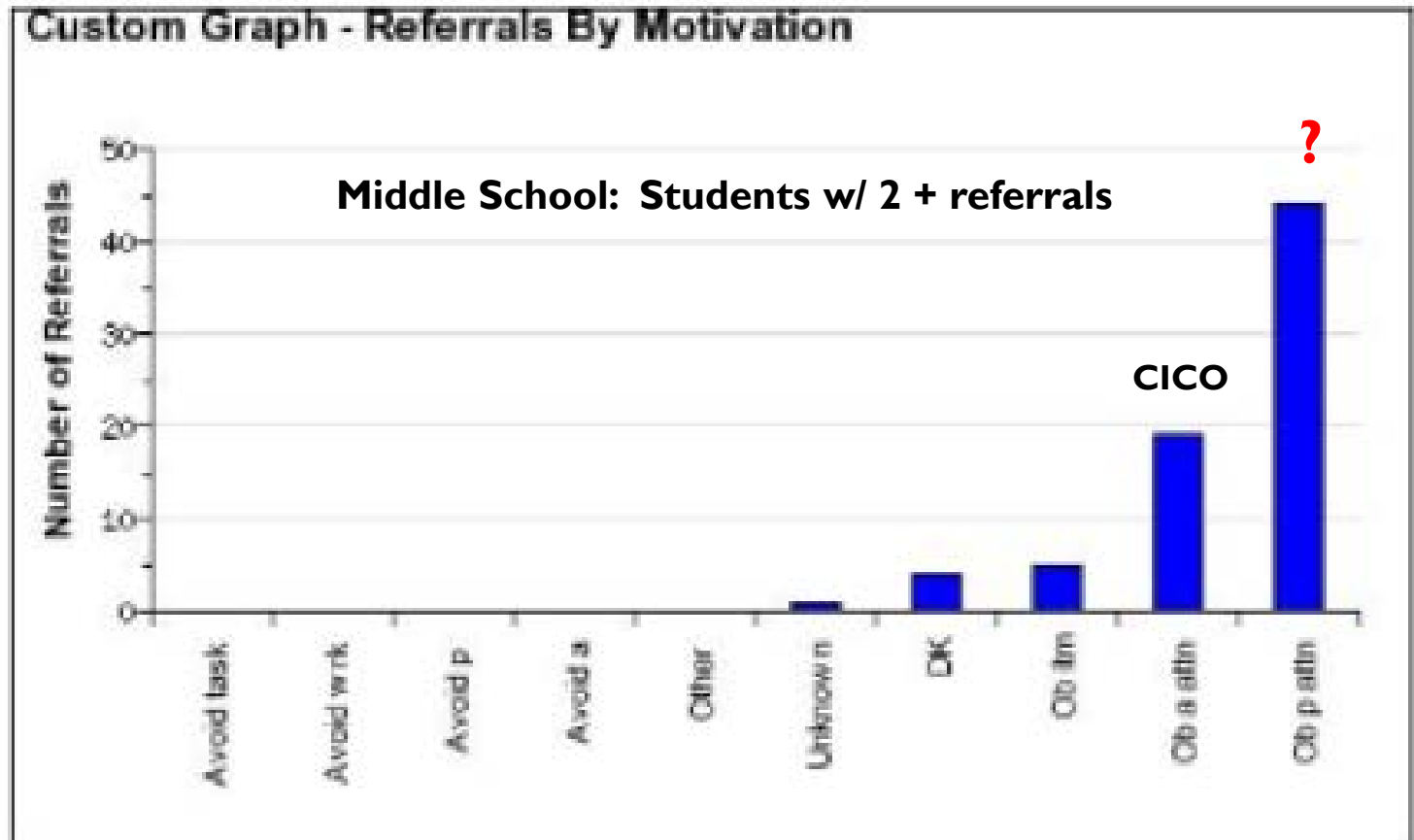
Team Task

- Complete the Targeted Interventions Reference Guide for your School

- Identify areas of strength and areas of need when comparing with student need

Targeted Interventions Reference Guide Map

School _____ SAMPLE MS _____   Date _____ 2/12/15 _____

Projected Number of Students who would benefit from Tier 2 Supports:
School Enrollment _____ 650 _____ x .10 = _____ 65 _____ Students

List your targeted interventions in the Top row and identify supports each provides or student needs met (function) in the column below each intervention.

TARGETED INTERVENTION	Check-In/ Check-Out	Social Skills Club	Peer Mentors	Homework Club/ ABC CICO
TIER 2 Capacity: How many students can we effectively support now?	20	8	4	15
Access to Adult Attention	Yes	Yes	No	Yes
Access to Peer Attention	Yes	Yes	Yes	Yes
Access to Choice of Alternatives/Activities	Yes	No	Yes	No
Option for Avoiding Aversive Activities/Task	Yes	No	No	No
Option for Avoiding Aversive Peer/Adult Attention	Yes	No	Yes	No
Structural Prompts for "What to do" throughout the day	Yes	No	No	Yes
At least 5 times during the day when positive feedback is set up	Yes	No	No	No
A school-home communication system	Yes	No	No	Yes
Opportunity for Adaptation into a self-management system	Yes	No	No	Yes
Instruction of Expected Skills/Behaviors	Yes	Yes	Yes	Yes

a)   How does your total capacity for Tier 2 Interventions compare with the projected need?

Projected need = 65-80 students; Capacity = 47 students.. feel we could serve students more effectively by increasing capacity of CICO to 25 students (several students we'd like on CICO now, but no space)

b)   Are there specific types of supports or areas of student need that require more Tier 2 Supports?

Need more options for students seeking to avoid task; considering "Breaks are Better" or modifying "ABC CICO"

CICO
from *Basic* to *Advanced*

- Start with Basic CICO
  - Should work for the majority of at-risk students
  - Complete CICO Fidelity Assessment

- Once implementing CICO with fidelity & using data for decision making
  - Data for student identification
  - Data for student progress monitoring to ID responders/borderline/non-responders

- Start adding variations of CICO

Tier 2 Continuum of Supports Assessment & Intervention

Intensive

Borderline
Initial CICO Data

Progress Monitoring

Assessment

Intervention

"Tweak"/ Small change to CICO

Targeted

Student Referral Data (ODRs)

Basic CICO

Screening

Universal

School-Wide Assessment

School-Wide Prevention Systems
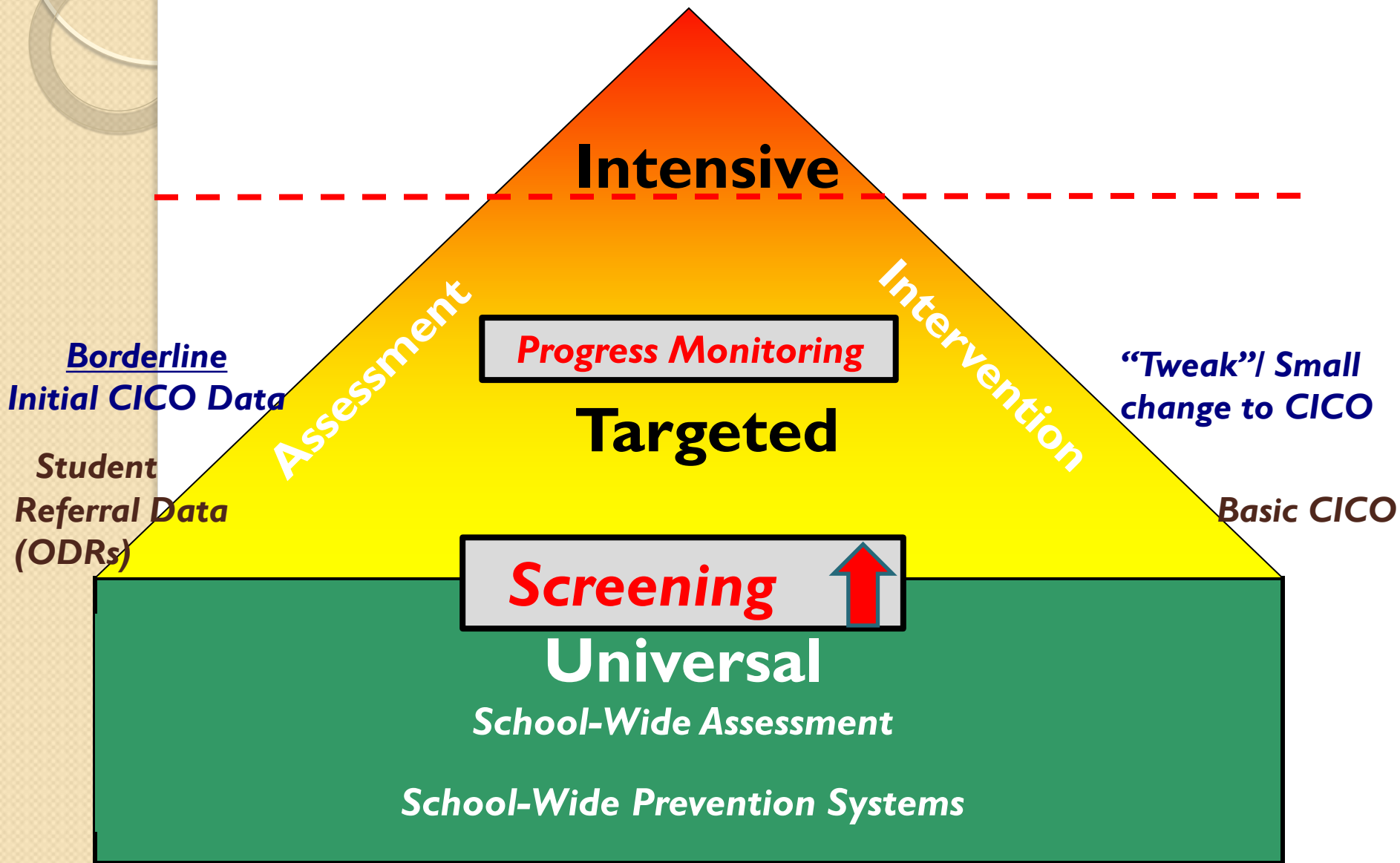
Small Changes "Tweaks"

- In Progress Monitoring meetings – always weighing Minutes/Kid

  ◦ Tweaks to the plan for **<u>Borderline Responders</u>** should only take a couple of "minutes"
  ◦ Look at initial CICO data
  ◦ Not an extensive discussion

- Should have a menu of quick changes/ "tweaks":
  ◦ Change CICO mentor
  ◦ Change incentives
  ◦ Change/individualize goals
  ◦ More frequent check-ins -- "adding hair"

Individualized Point Card
Fill in more specific behaviors

Gordon Russell Middle School

Name: _____   Date: _____

Teachers: Please indicate YES (2), So-So (1), or NO (0) regarding the student's achievement for the following goals.

Great Students	Goals	1			2			3			4			5			6		
Respect Others & Property		2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Make Safe & Responsible Choices		2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Strive for Success		2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TEACHER INITIALS																		

Check In = 2 point _____ initial   **Check Out** = 2 point _____ initial

Daily Goal = ____ % = ____/40   Daily Score = _____ /40

Parent/Caregiver Signature: _____

Individualized Point Card

Gordon Russell Middle School

Name: _____Robbie_____   Date: _____Oct. 14th 20--_____

Teachers: Please indicate YES (2), So-So (1), or NO (0) regarding the student's achievement for the following goals.

Great Students	Goals	1			2			3			4			5			6		
Respect Others & Property	*Respectfully ask for Help*	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Make Safe & Responsible Choices	*Stay in Seat*	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Strive for Success	*Worked Hard/ On Task*	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TEACHER INITIALS																			

Check In = 2 point _____ initial   **Check Out** = 2 point _____ initial

Daily Goal = ____ % = ____/40   Daily Score = _____/40

Parent/Caregiver Signature: _____

More Frequent Check-Ins
"CICO Hair Club for Kids"
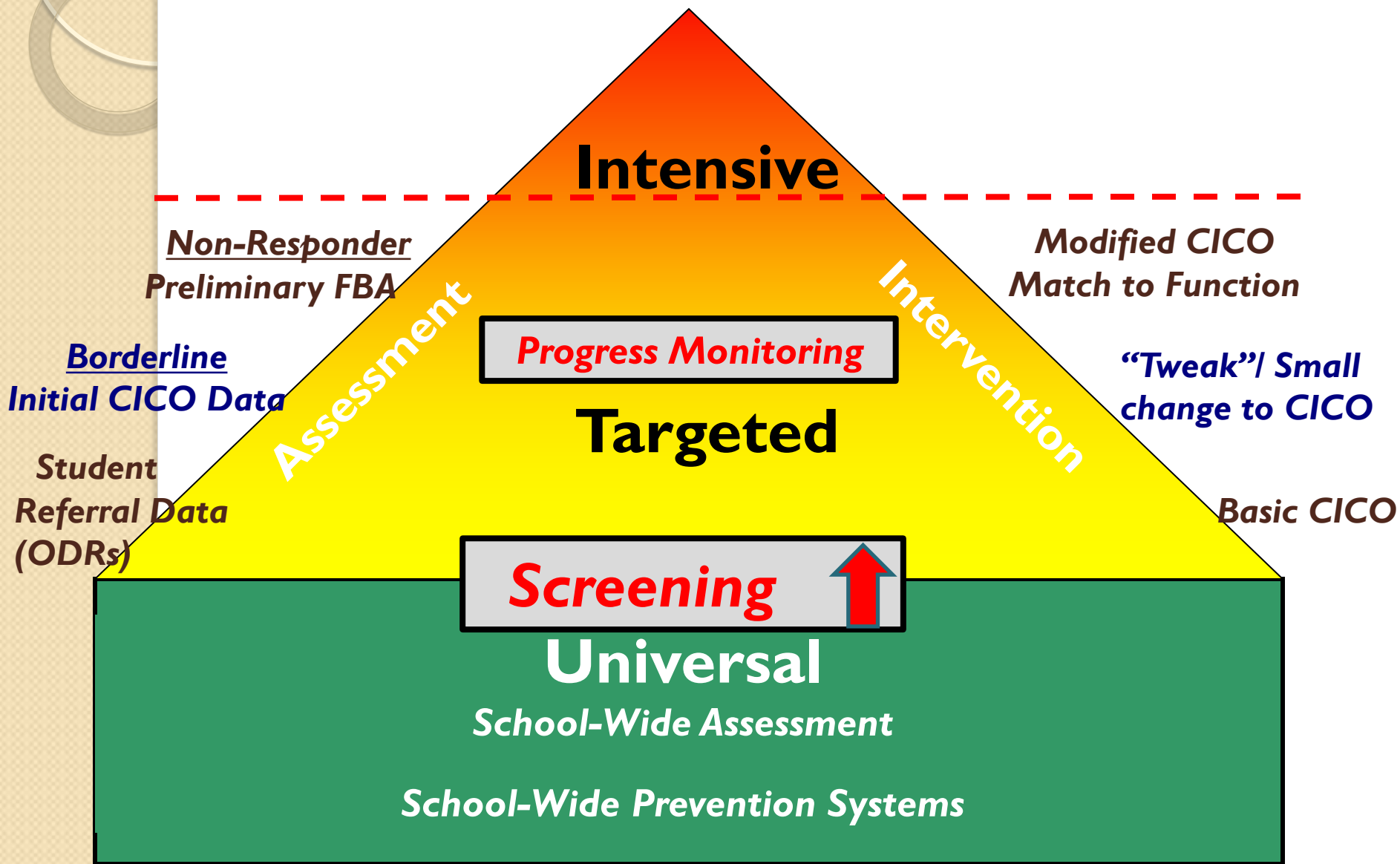
Great!: ☺ = 2 pts.   OK: ☺ = 1 pt.   Hard Time: ☹ = 0 pts.

Daily Activities:	Safe			Respectful			Responsible			Staff Initials
Check In	☺	☺	☹	☺	☺	☹	☺	☺	☹	
Beginning day	☺	☺	☹	☺	☺	☹	☺	☺	☹	
Reading	☺	☺	☹	☺	☺	☹	☺	☺	☹	
After recess Activities	☺	☺	☹	☺	☺	☹	☺	☺	☹	
Check Out	☺	☺	☹	☺	☺	☹	☺	☺	☹	
Other	☺	☺	☹	☺	☺	☹	☺	☺	☹	

• Teacher gives more frequent feedback by applying hair – then uses hair to inform overall score for period

• Another Alternative – Create alternate card which breaks day into smaller intervals

Tier 2 Continuum of Supports Assessment & Intervention

Intensive

Non-Responder
Preliminary FBA

Modified CICO
Match to Function

Borderline
Initial CICO Data

Assessment

Intervention

Progress Monitoring

Targeted

"Tweak"/ Small change to CICO

Student Referral Data (ODRs)

Basic CICO

Screening

Universal

School-Wide Assessment

School-Wide Prevention Systems

Modified CICO Matching to Function

- Breaks Are Better

- ABC CICO

- Modified CICO: Peer Attention

On-line SW-PBIS Coaching Certificate

Fall Term
Beginning in September

SW-PBIS: Coaching Tier 2

www.pdx.edu/sped/MTSS

NEW
Coaching for Multi-Tier System of Supports
SW-PBIS and RTI Certificates of Completion

Many school districts across the country are implementing a Multi-Tier System of Supports (MTSS) for behavior (SW-PBIS) and academics (RTI). These districts need systems and coaching to support sustained high-fidelity implementation within their schools. PSU's Special Education Department in the Graduate School of Education is offering two certificates of completion in Coaching for Multi-Tier System of Supports. The MTSS Certificates of Completion are a series of online courses designed to train individuals in the skills, practices and knowledge necessary to coach and support schools to implement School-wide Positive Behavior Intervention and Supports (SW-PBIS) and/or Response to Intervention (RTI) for academic content.

Designed For:
Educators who serve as
- District-level coaches and administrators who support MTSS, SW-PBIS or RTI implementation
- Regional-level (e.g. Education Service District, SELPA, county) personnel who support MTSS, SW-PBIS or RTI implementation
- State-level (Department of Education) personnel who support MTSS, SW-PBIS or RTI implementation
- Consultants and trainers who support MTSS, SW-PBIS or RTI implementation
- Building administrators or school-level coaches for SW-PBIS, Literacy or RTI

Program Benefits:
- Fully online
- One course per term
- Complete one certificate in 5 consecutive terms (15 credits) or both certificates in 8 consecutive terms (24 credits)
- Program includes practical, hands-on assignments to support MTSS implementation
- Develop a comprehensive implementation plan for your organization

Core courses	Term offered
a. *Multi-Tier System of Supports: Academics and Behavior* (3 credits)	fall 2014 & 2015
b. *Coaching Foundations: Multi-Tier System of Supports* (3 credits)	winter 2015 & 2016
SW-PBIS strand courses	**Term offered**
SW-PBIS: *Coaching Tier 1 Implementation* (3 credits)	spring 2015
SW-PBIS: *Coaching Tier 2 Implementation* (3 credits)	fall 2015
SW-PBIS: *Coaching Tier 3 Implementation* (3 credits)	winter 2016
Academic and RTI strand (beginning 2015-16)	**Term offered**
Academic and RTI: *Coaching Tier 1 Implementation* (3 credits)	spring 2016
Academic and RTI: *Coaching Tier 2 Implementation* (3 credits)	fall 2016
Academic and RTI: *Coaching Tier 3 Implementation* (3 credits)	winter 2017

Graduate School of Education
STATE UNIVERSITY

pdx.edu/sped/MTSS

Thank You!
Enjoy the Conference

Chris Borgmeier, PhD
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