




Effective and Efficient

A team process to manage and mobilize targeted interventions

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	Iveland Elementary School  <i>Home of the Junior Huskies</i>	Lisa Broadbent Liz Barnstead Kim Dennigmann Lisa Hogbin Jenna McDermott
	Marvin Elementary School  <i>Home of the Stars</i>	Amanda Connelly Adam Barnstead Melissa Crowley Sara Luesse Tracy Raphael
	Wyland Elementary School  <i>Home of the Dolphins</i>	Traci Jenson Dena Allen Donna Cain Terri Cates Jennifer Thompson

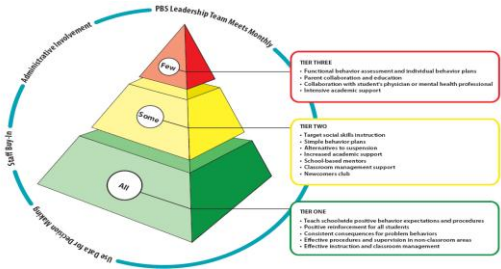
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Our Purpose

- Develop efficient tier 2 screening and implementation system
- Develop decision tree for tier 2 interventions
- Train model demonstration schools on evidence-based tier 2 interventions.

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School-wide PBS



Dunlap, Goodman, McEvoy, Paris, 2009

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The challenge

- Limited time for teams to meet
- Competing responsibilities of team members
- Inefficient use of resources
- Where to start??

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Systems Support

- PBS Leadership Team
 - Universal School-wide Systems
 - Monthly meetings
- Tier Two Teams (SIT, SST, etc.)
 - Tier 2 targeted interventions
 - Simple function based interventions
- District Level Tier 3 Intervention Team
 - Behavioral Expertise
 - Support Tier 2 team for students with intense needs

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Systems Support

- Tier Two Teams (SIT, SST, etc.)
 - Tier 2 targeted interventions
 - Simple function based interventions

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Who should be on the team?

- Administrator
- Counselor
- Special Education Teacher
- Reading Teacher
- Someone with behavior / FBA background
- Coordinator for each targeted intervention

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Consider...

- What team already meets to review students who are at risk? (e.g. care team, SIT, SST)
- Can the team be adapted to function as the tier 2 team?
- Who needs to be recruited to be on the team?
- How will the team access data?
- When will the team meet?

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Secondary Systems

- Contextual issues:
 - Classroom management
 - Academic instruction
 - Teacher/student relationships
- Prevent failure
- Set the occasion for success
- Consensus among staff to implement and maintain practices

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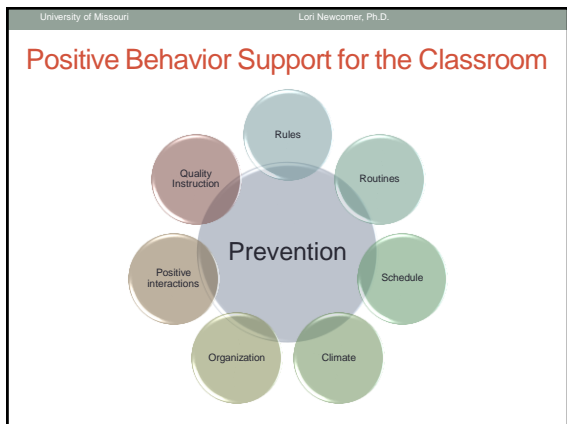
Core Features of Secondary Systems

- Universal screening
- Progress monitoring for at risk students
- System for increasing structure and predictability
- System for increasing contingent adult feedback
- System for linking academic and behavioral performance
- System for increasing home/school communication
- Collection and use of data for decision-making

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Year One

- Establish Tier 2 Team
- Classroom Universals
- Define "Evidence Based Tier 2 Intervention"



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Classroom PBS Plan

- Classroom Self-Assessment
- Classroom Organization & Management Planning Guide
- Classroom Procedure Template
- Classroom PBS Plan

A colorful illustration of a family: a mother, a father, and three children. One child is in a wheelchair, and they are all holding hands in a line.

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Crazy Quilt

The 'Crazy Quilt' is a square quilt made of many small, colorful fabric pieces. It is surrounded by several intervention categories in red text: Anger Management, Therapeutic and/or Support groups, Girls Self-Esteem, Check in and Check out (Check & Connect), Social Skills, Friends Group, Mentoring, and Small group counseling.

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A Systemic Approach to Tier 2 Group Interventions

- Operationally defined problem behavior and replacement behavior
- Data/assessment criteria used to match student to appropriate intervention
- Clearly defined objectives
- Documented procedures
- Regular data-based progress monitoring
- Formative decisions based on data
- Criteria to determine when to fade

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Current Tier 2 Interventions

INTERVENTION NAME	COORDINATOR	ENTRY CRITERIA	EXIT CRITERIA	IMPLEMENTATION STEPS	DATA COLLECTED / MONITORED

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Systemic Approach

Start with the end in mind
Have a plan on how to get there

A square quilt with a complex geometric pattern of stars and squares in various colors (red, green, yellow, blue, purple) on a light background.

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Benefits of Targeted Interventions

- Improved structure
- Student is “set-up” for success
- Increase in contingent feedback
- Applied across school settings
- Increased reward for appropriate behavior
- Evolve to self-management
- Supportive response to teachers

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Critical Features

- Continuously available
- Rapid access to intervention
- Very low effort by teachers
- Consistent with schoolwide expectations
- Implemented by all staff/faculty
- Function based
- Student chooses to participate
- Continuous monitoring

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Evidence Based * Tier 2 Interventions

- Classroom Management*
- Check-in and Check-Out*
- Check and Connect*
- Social Skills Club/Groups*
- Newcomer’s Club
- Organizational Skills*
- Academic Support*
- Homework Support
- Simple Function Based Behavior Plans*

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Features	Benefits
<ul style="list-style-type: none"> ✓ Continuously available ✓ Rapid access to intervention ✓ Very low effort by teachers ✓ Consistent with schoolwide expectations ✓ Implemented by all staff/faculty ✓ Function based ✓ Student chooses to participate ✓ Continuous monitoring 	<ul style="list-style-type: none"> ✓ Improved structure ✓ Student is “set-up” for success ✓ Increase in contingent feedback ✓ Applied across school settings ✓ Increased reward for appropriate behavior ✓ Evolve to self-management ✓ Supportive response to teachers

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Organizational Skills

<p>Features</p> <ul style="list-style-type: none"> ✓ Continuously available ✓ Rapid access to intervention ✓ Very low effort by teachers ✓ Consistent with schoolwide expectations ✓ Implemented by all staff/faculty □ Function based ✓ Student chooses to participate ✓ Continuous monitoring 	<p>Benefits</p> <ul style="list-style-type: none"> ✓ Improved structure ✓ Student is "set-up" for success ✓ Increase in contingent feedback ✓ Applied across school settings ✓ Increased reward for appropriate behavior ✓ Evolve to self-management ✓ Supportive response to teachers
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Newcomer's Club

<p>Features</p> <ul style="list-style-type: none"> ✓ Continuously available ✓ Rapid access to intervention ✓ Very low effort by teachers ✓ Consistent with schoolwide expectations ✓ Implemented by all staff/faculty ✓ Function based ✓ Student chooses to participate ✓ Continuous monitoring 	<p>Benefits</p> <ul style="list-style-type: none"> ✓ Improved structure ✓ Student is "set-up" for success ✓ Increase in contingent feedback ✓ Applied across school settings ✓ Increased reward for appropriate behavior ✓ Evolve to self-management ✓ Supportive response to teachers
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Critical Features of Tier 2 Group Interventions

- Focus on changing environments not children
- Adopt a "functional approach"
- Match type of support to level of challenge
 - Academic
 - Social / Behavioral
 - Emotional

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Indicators of Risk

- Tardiness
- Skipping
- Absenteeism
- Behavior referrals
- Detention
- In-school suspension
- Out-of-school suspension
- Failing classes
- Behind in credits

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Social-Behavioral Concerns

• Who? Students with 3 to 5 ODR; students with behavior that interferes with their success

<p>Performance Deficit</p> <ul style="list-style-type: none"> • Check in-Check out • Self-monitoring 	<p>Skill Deficit</p> <ul style="list-style-type: none"> • Social Skills Training
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Academic Concerns

• Who? Students who have difficulty mastering material or with organization/completing assignments

<p>Performance Deficits</p> <ul style="list-style-type: none"> • Check in-Check-out • Check and Connect • Organizational Skills • Homework Club 	<p>Skill Deficits</p> <ul style="list-style-type: none"> • Organizational Skills • Homework Club
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Emotional Concerns


- Who: Students who have experienced circumstances that impact performance (e.g. death in family, frequent moves, homeless); students that are disengaged, shy, unhappy or socially isolated.

- Check and Connect

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Tier 2 Systems

Data ✓ ODR ✓ Suspension ✓ Detention ✓ Minors ✓ Intervention data	Systems ✓ Structured team meeting ✓ Bi-monthly meetings ✓ Nomination process ✓ Intervention Coordinators ✓ Progress monitoring	Practices ✓ Classroom management ✓ CICO ✓ Check & Connect ✓ Social Skill Training ✓ Organizational Skills ✓ Homework Club ✓ Newcomers Club
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Create a system

- Data Decision Rule or Student Nomination Form
- Cumulative Record Review
- Student Review
 - Reason for Review
 - Definition of Problem Behavior / Context
 - Function Hypothesis
 - Quick Sort Matrix

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Intervention Decision Process

- Prior to meeting, review new referrals and/or nominations
 - Complete Cumulative Record Review
- Complete the Student Review
 - Identify reason for referral/nomination (social-behavioral, academic or emotional)
 - Operationally define the behavior and briefly identify when and how frequently it occurs
- Use Quick-Sort Matrix to determine appropriate Tier 2 intervention.
- Notify Coordinator of Targeted Intervention
- If existing Tier 2 intention is does not address the problem behavior, conduct brief FBA and develop simple function-based support plan.

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Nomination Form

Student At-Risk Nomination Form Appendix A

General Information

Student Name: _____ Parent/Guardian: _____
 Referring Teacher(s): _____ Phone Number: _____
 Address: _____

How and where was parent notified about referral?
 Reason for Referral (Specify): _____

Please describe the specific concern prompting the referral. What makes this student difficult to teach? List any academic, social, emotional or other factors that you think negatively impact the student's performance.

How do this student's academic skills compare to those of an average student in your classroom?

In what settings/situations does the problem occur most often?

In what settings/situations does the problem occur least often?

What are the student's strengths, talents, or specific interests?

How have you tried to resolve this problem?

How did it work?

When did you start the intervention? _____ When did you end the intervention? _____

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Area of Concern

Targeted Group Intervention	Area of Concern				Description	Reference / Resource Materials
	Social Behavioral	Academic	Emotional	Student		
Check in – Check out (performance deficit)	X	X			<ul style="list-style-type: none"> Students identified and enrolled within a week. Check in and check out daily with an adult at school. Regular feedback and reinforcement from teachers. Family component. Daily performance data used to evaluate progress 	Cronin, D.A., Horner, R.H., & Hinkens, L.S. (2004). Responding to problem behavior in schools: The behavior reduction program. New York: The Guilford Press. www.guilford.com
Check and Connect	X	X	X		<ul style="list-style-type: none"> Students matched with mentor/monitor Mentor monitors risk factors daily/weekly Regular feedback and problem solving with mentor Intensive intervention option if risk factors increase Family component 	Thornlow, M.L., Sinclair, M.P., et al.(2008). Check & Connect: A comprehensive student engagement intervention manual. Minneapolis, MN: University of MN Learning Info
Social Skills Training (skill deficit)	X				<ul style="list-style-type: none"> Identify critical skills Develop social skills lessons "Teacher, practice, monitor, acknowledge" Match language to school-wide expectations Use generalization strategies Provide clear and specific activities all staff follow to promote generalization 	Ellick, S., & Scicchiano, P (2008). Social skills improvement system (SIS) intervention guide. Minneapolis, MN: Pearson. www.pearson.com Second Step: A violence prevention curriculum. www.thirdstep.org/inf/

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Targeted Group Intervention	Social Behavioral	Academic	Emotional	New Student	Description	Reference / Resource Materials
Organization Check-up		X			<ul style="list-style-type: none"> Empty items out of the target area(s) and organize contents according to the Organizational Checklist Teach daily assignment log process Weekly check-in on the target area(s) using the Organizational Checklist. Regular feedback and organization 	Evans, S.W., Schultz, B.K., White, L.C., Brady, C., Sibley, M.H., Verick, K. (2009). A school-based organization intervention for young adolescents with attention deficit/hyperactivity disorder. <i>School Mental Health</i> 1(2), 78-88.
Homework Club		X			<ul style="list-style-type: none"> Home partners assigned Partners call each other to remind assignments are due Homework support available after school Reinforcers for students/teams who show improvements 	
Newcomers Club				X	<ul style="list-style-type: none"> Structured programs that pairs new student with established students. Student is given orientation materials describing "tips for success", helpful contacts, etc. School-wide behavior expectations are taught Adults make extra effort to provide positive contact and positive reinforcement for new student Family contact is made by school staff 	

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Cumulative Review

Cumulative Record Review appendix #

School: _____ Student: _____

Reviewed by: _____ Review Date: _____

Attendance	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (add/subtract over time)
	Present	Present	Present	Present	Present	Present	Present	Present	
Days									
Hours									

Has the student been retained? _____ If so, what grade(s)? _____

Support the student in reading or has received (indicate year):

Special Education

IGA

Co-teaching

IEL

After School Programs

Other: _____

Letter or Word	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading								
Writing								

REFERRALS		DOES (e.g., classroom, gym, lunchroom, specials)
# Office Referrals to Date		
# 60 Days or More		
# 90 Days or More		
Medical Concerns		

NOTES

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Student Review

Tier 2 Student Review appendix C

School: _____ School Year: _____

Student: _____ Grade/Room: _____

Data referral (describe) _____

Teacher/parent referral (name of person who initiated referral) _____

Meeting Date: _____ Time: _____

Current Attendance: Absent _____ days Tardy _____ days

Reason for student review	Student has 2 or 3 Office Discipline Referrals (ODRs) per year
Social Behavior Concerns	<input type="checkbox"/> Student has 2 or more detentions or suspensions <input type="checkbox"/> Inappropriate behavior interferes with friendships and academics <input type="checkbox"/> Student is not engaged in school (frequent absences, tardies, fails to complete work)
Academic Concerns	<input type="checkbox"/> Student does not master academics at same rate as peers <input type="checkbox"/> Student does not complete assignments/homework
Emotional Concerns	<input type="checkbox"/> Student is withdrawn and/or disengaged from school <input type="checkbox"/> Student is socially isolated <input type="checkbox"/> Student is experiencing circumstances that may impact performance (e.g. death in family, homeless)

Operationally define the behavior

Where does it occur? _____

When does it occur? _____

How frequently does it occur? _____

Based on the behavior definition, which of the following best explains the reason (function) of the behavior

Behavioral <input type="checkbox"/> Skill deficit <input type="checkbox"/> Has limited motivation <input type="checkbox"/> seeks attention from adults <input type="checkbox"/> seeks attention from peers <input type="checkbox"/> Reacting to teasing/bullying <input type="checkbox"/> tries to escape from work or setting <input type="checkbox"/> seeks access to privileges, rewards <input type="checkbox"/> seeks sensory stimulation <input type="checkbox"/> Other _____	Academic <input type="checkbox"/> Skill deficit <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
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Tier 2 Student Review

Tier 2 Student Review page 2

Based on the previous discussion, can the team identify the function of the behavior?

Positive Reinforcement (student is able to access peer attention, adult attention, preferred activity, desired item or object)

Negative Reinforcement (student is able to escape or avoid adult or peer interaction or attention, settings, work, environmental conditions).

Skill Deficit

Not Sure (consider completing Simple Functional Assessment, see Appendix D)

What is the desired replacement behavior(s)? _____

Is an existing Tier 2 intervention appropriate based on the established concern, function, and desired replacement behavior? (See *Quick Sort Matrix* below)

<input type="checkbox"/> Yes Which tier 2 intervention is appropriate? Who facilitates the selected Tier 2 intervention? When and how will this student be referred to the intervention facilitator?	<input type="checkbox"/> No If not Tier 2 is an appropriate intervention for this student, consider developing a simple function based plan. Proceed to Brief Functional Assessment (Appendix D)
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QUICK SORT MATRIX	CHECK IN CHECK OUT	CHECK & CONNECT	ORGANIZATION SKILLS GROUP	HOMEWORK CLUB	NEWCOMERS CLUB
Adult attention	✓	✓	✓	✓	✓
Peer attention			✓		✓
Encouraging adult relationship	✓	✓			
Choice of alternatives/activities			✓		
Teach replacement behavior	✓		✓	✓	✓
Teach problem solving skills		✓	✓		
Increase precorrects and prompts for behavior expectations	✓	✓		✓	
Monitor risk factors		✓			
School/home communication	✓	✓			

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Active Targeted Interventions

	Marvin		Wyland		Iveland	
	09-10	10-11	09-10	10-11	09-10	10-11
Check in-Check out	11	15	18	21		15
Social Skills	21	15	18	16		10
Check & Connect (mentoring)	20	6				
Newcomer's Club			yes	yes		yes

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	Schoolwide PBS Team	Tier 2 Team
Frequency	Monthly	Bi-Monthly
Average Meeting Length	60 minutes	60 minutes
Meeting Content	<ul style="list-style-type: none"> • Monthly Data Review • Lesson Plans • Teaching Schedule • Reinforcement Procedures • Booster Sessions • Notify Tier 2 Team of students identified by data decision points 	<ul style="list-style-type: none"> • Process identified students using Tier 2 Decision Process • Review Intervention Data (provided by coordinator) • Share data with staff and Schoolwide PBS Team

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- ### Systemic Approach Summary
- Student selection
 - Assess and enroll students
 - Quick sort decision model
 - Monitor Progress Data
 - Intervention Effectiveness
 - Individual Students
 - Data decision guidelines to fade or intensify
 - Brief FBA and function-based support plan if existing Tier 2 intervention is not available.

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