

Building Capacity for a Tier Two System in a Secondary School

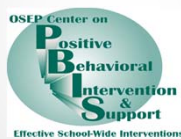
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Our Partnership



Center for SW-PBS
College of Education
University of Missouri



Norms

- Be Respectful (cell phones, texts, emails)
- Be Honest (data, level of proficiency)
- Be a Learner
 - Focus on What “You Can Do”
 - Ask Questions

Today's Agenda

- Planning Phase
- Roles of the Tier 2 Team & Tier 2 Coordinator
- Data Decision Rules for Student Identification
- Implementation of R2S (Check In/Check Out)
- Building Leadership Team
- Administrator Support

Outcomes

- Implementation ideas to take home
- Build systematic processes and procedures for the administrator, coach, leadership team.
 - Create a safe collaborate environment
 - Discuss student progress or current level using data
 - Facilitate professional development

West Junior High Demographics Grade Level - 8/9

Enrollment	922
% Ethnicity	
• White	70%
• African Amer.	16%
• Multi	5%
• Hispanic	2%
• Asian	7%
% Free/Reduced	26%

Building Capacity?

- Professional development is aligned to the needs of the workers.
- Leaders invest in the development of individual and collaborative efficacy of a whole group or system.
- If people are asked to act differently, then their capacity must be developed to do so.

Fullan, M. (2008). *The Six Secrets of Change* (as cited in *Running All The Red Lights*, Holliday & Clark, 2010) .

Professional Development Success

- Content- Building Knowledge

- Time to observe modeling
- Opportunity to Practice
- Provide Feedback
- Coaching

For every 1 hour of content, 7 hours should be given to these 4 components

Planning Phase

- Tier 2 Team Selection
 - Membership
 - Coordinator/Coach
- Define Purpose
- Data Decision Rules
- PD on Student Identification/Referral Process

Tier 2 Team Make-up

- Administrator
- Tier 2 Coordinator/Coach
- Guidance Counselor
- Special Education Teacher
- Regular Education Teacher
- MU Consultant

Tier 2 Team Purpose

- Overall Planning and Coordination of Tier 2 System
- Regularly Review Student Data
- Develop and Coordinate Tier 2 Interventions
- Provide Staff Training
- Ongoing Staff Information Sharing

Tier 2 Coordinator/Coach

Non-Negotiable:

- Believes all Students can be Successful
- Builds Positive Relations with Students
- Teacher of Faculty/Staff
- Visionary

Role of Tier 2 Coordinator/Coach

- Accepts Student Nominations for Tier 2 Interventions
- Develop and Facilitate Professional Development
- Data Source/Data Collection System
- Parent Notification w/ Explanation
- Individual Student Conference to Introduce Intervention

Invest In Your Coordinator/Coach

Administrative Support

- Professional Development
 - Conferences/Workshops
 - PBIS Consultants
 - On-site School Visits
- In-Building Support
 - PBIS Administrative Period
 - Classroom or designated room for intervention
 - Access to data source; discipline/academic
 - Weekly Meeting with Administrator

Data Decision Rules for Student Identification

- Current data
 - Attendance
 - Discipline (Major/Minor)
 - Tardy to class
 - F- List

- Where do we as a team establish the indicator level?

- What intervention(s) are available?

WEST JR. HIGH SCHOOL TIER II SELECTION PROCESS-DATA SOURCE		
Concern	Data Decision Rule	Data Source
Attendance		
Attendance		
Social Behavior		
Major Social Behavior	2-5 major office discipline referrals	E-School by Administration
Minor Social Behavior	A major referral on accumulation of 3rd minor or total accumulation of 3-5 minors	E-School by Administration
Minor Social Behavior	Teacher Perception/Observation	Teacher Nomination

Academics		
	65% or lower Combined Homework and Assessment	TAC (eSchool) by Teacher
	3 or More Class Assignments Missing (NHI)	TAC (eSchool) by Teacher
	F-List	eSchool by Guidance/ Administrator

Meeting a Data Decision Rule

Tier 2 Team Responsibility:

- Review Teacher(s) Questionnaire/Data
 - Pull out commonalities
- Identify:
 - Peer attention seeking
 - Adult attention seeking
 - Skill deficit
 - Work avoidance

Student Identification for Check In/Check Out

- Adult Attention Seeking Behavior
 - Student finds adult response/behavior reinforcing
- Engages in Mild Acting Behaviors
 - Talking out
 - Off task
- Behavior is not related to work avoidance
- Problem behavior occurs in multiple settings


Crone, D. A., Hawken, L. S., Horner, R. H. (2010) *Responding to Problem Behaviors in Schools*.

Implementation of CICO (R2S)

- Develop and Facilitate Professional Development
 - Evidence; Data
 - Nomination Form
 - Student Identification
 - Daily Progress Report (DPR)
 - Teacher Responsibility
- Content/Modeling/Practice/Feedback/Coaching


R2S (CICO) at WJHS

- Check-In
 - Receive DPR
 - Individual Conference/Review of Data
- Check-Out (5 minutes prior to school dismissal)
 - Turn in DPR
 - Small group review of day
 - Student’s Graph Their Data



R2S

Daily Progress Report



A-Day B-Day

Name: _____ Date: _____

Teachers: Please indicate YES (3), SOMEWHAT (2), or NO (1) regarding the student's achievement for the following goals.

Goal	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Be Ready • Enter class with the necessary materials • On time	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Respectful • Appropriate body and verbal language • Listen attentively	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Responsible • Complete and turn in all work on time • Follow adult instructions	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Total Points							
Teacher Initials							

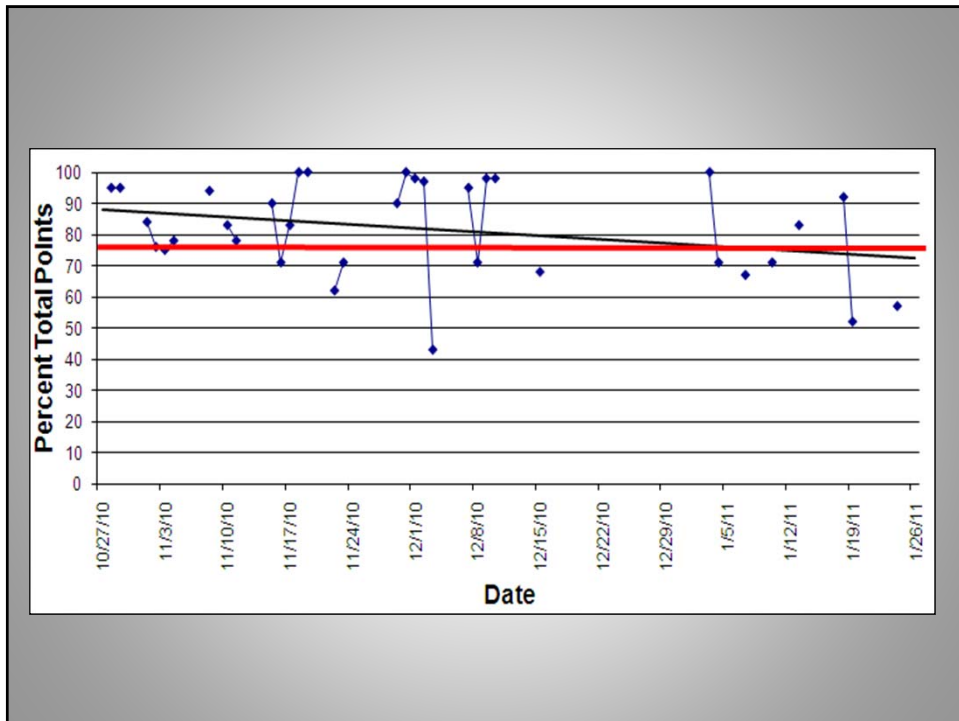
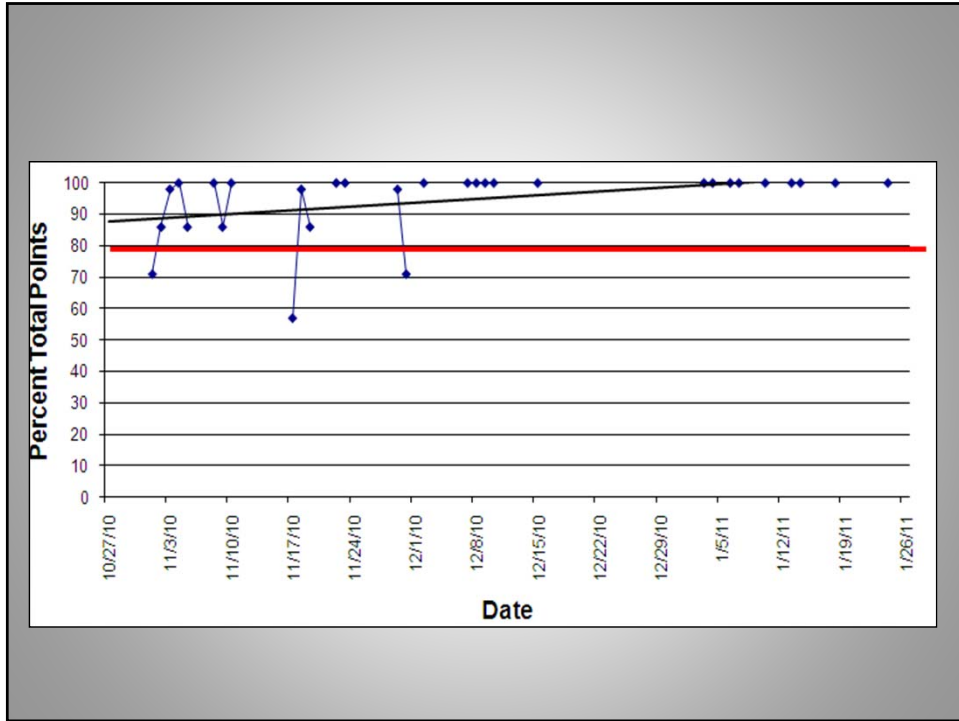
R2S Daily Goal: 51/63 R2S Score: ____/63

DPR's

- How to use DPR data
 - Monitor Progress
 - Weekly review with student
 - Adjust goals
 - Recognition for student progress
 - Tier 2 Meetings
 - Review student progress
 - Discuss change of monitoring level
 - Validity of DPR data

Recognition for Meeting Goals of R2S

- R2S Gold Card
- Gift Certificates
- Athletic/Event - Entry Pass
- R2S Celebration
- Positive Feedback
- Monitoring Level Change



Challenges Facing Secondary School Implementation of Tier 2

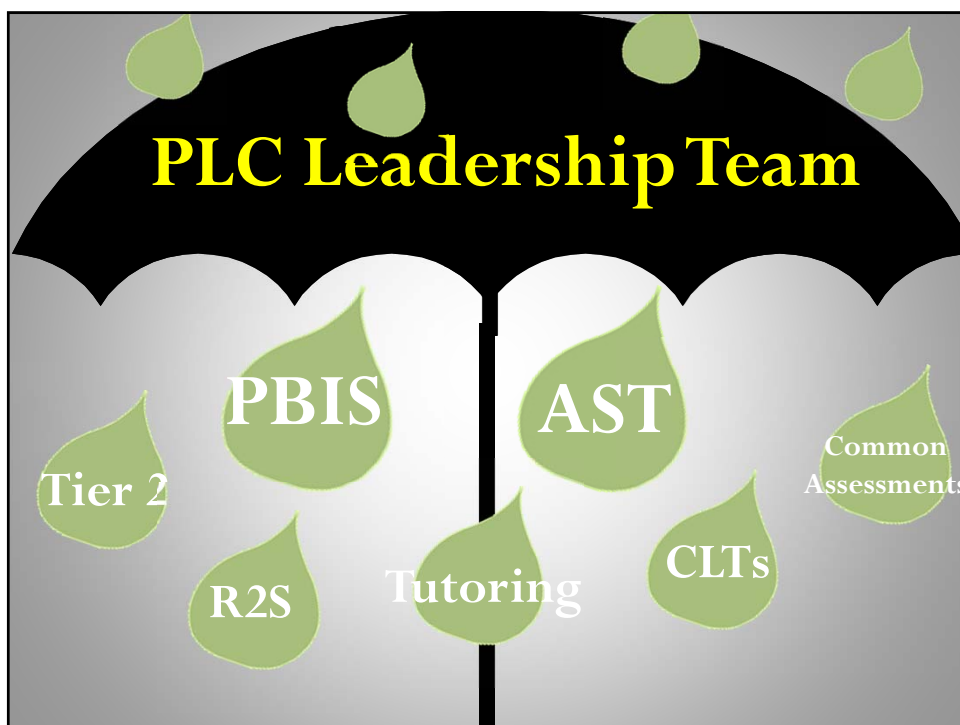
- Professional Development
 - Research sources/Practicing schools
 - Faculty Professional Development/Evidence -based
- How to Check-In and Check-Out
 - Room/Location of CICO
- Role of classroom teacher
 - Teacher accountability for honest data points
 - Teaching feedback procedures
 - Not to use DPR for a sounding board

Complacency

- Warning Signs
 - Accepting Frequent Low Data Points
 - No teacher signatures or scores
 - Support the student at the present level without system review or adjustment.
 - Statistically, DPR does not reflect similar data trends compared to current student data.

Building Level Student Supports

- PLC Leadership Team
 - Positive Behavior Intervention and Support
 - Academic Support Team
- Administrative Support
 - Resources
 - Budget
 - Space
 - Time
 - Leadership/Guidance
 - Move Forward
 - Problem Solving



Sustainability

- Maintain Tier 1
 - Foundation of Entire System
- Maintain Tier 2
 - CICO/R2S
 - Check and Connect Implementation
 - Individualized Instruction- skill deficit
- Academic Supports
 - Tutoring for CICO students
- Tier 3 System
 - Where is the transition from T-2 to T-3?

Outcomes

- Implementation ideas to take home
- Build systematic processes and procedures for the administrator, coach, leadership team.
 - Create a safe collaborative environment
 - Discuss student progress using data
 - Facilitate professional development

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