IMPLEMENTING A SYSTEMATIC TIER 2 FRAMEWORK: ADAPTIVE STRATEGIES ACROSS K-12

Sara McDaniel, Ph.D.
Allison Bruhn, Ph.D.

INTRODUCTIONS AND AGENDA

8:30-9:15 Introductions and Tier 1
9:15- 9:20 BREAK
9:20-9:40 Tier 2 Background and Fidelity
9:40-9:50 BREAK
9:50-11:15 Tier 2 Identification
11:15-11:20 BREAK
11:20- 12:30 Tier 2 Intervention
12:30 WRAP UP

OBJECTIVES
- Readiness for Tier 2
- Purpose of Tier 2
- Tier 2 Identification
- Tier 2 Interventions
- Tier 2 Fidelity

LET’S START WITH TIER 1

MULTI-TIERED SYSTEMS OF SUPPORT

Academic Systems (RtI)
- Intensive, Individual Interventions
- Targeted Group Interventions
- Universal Interventions

Behavioral Systems (PBIS)
- Individual Student
- Group Student
- School-Wide

FEATURES SCHOOL-WIDE PBIS
1. Common & consistent approach
2. Set of expected positive behaviors across environments
3. Procedures for teaching expectations
4. Continuum of procedures to encourage expected behaviors & discourage inappropriate behaviors
5. On-going monitoring of the plans effectiveness
DATA-BASED MONITORING OF PBIS

- Collect Data
  - Purposeful & matches action plan
  - What, when, by whom
- SWIS
- Share
  - Scheduled sharing with staff
  - The “Big 5”
  - Analyze and Change
  - What we can predict we can prevent
  - What are our data telling us?

ANALYSIS OF SCHOOL DATA TO ESTABLISH INTERVENTIONS & ANALYZE OUTCOMES

- The Big 5: # ODR Analyses
  - By problem behavior
  - By time of day
  - Average by month
  - By location
  - By teacher
  - By grade, by student

Cost Benefit Analysis
- Percent Change Analysis (Pre-Post ODR data)
- Percentage of Students with ODRs
- In school suspensions
- Out of school suspensions, expulsions, tribunals
- Students referred to SST for behavior
- Attendance

ACTIVITY: SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY

Version 2.1

TIERED FIDELITY INVENTORY (TFI)

ARE YOU READY FOR TIER 2?

Data-Based Guiding Questions
1. Is our Tier 1 system working for 80% of our students?
2. Is PBIS being implemented with fidelity?
   a. Tiered Fidelity Inventory (TFI) ≥ 70%
3. Are fewer than 40% of referrals coming from classrooms?
4. Are only a ‘few’ students receiving referrals?
5. Do you have administrator support?
6. What resources are existing?
7. What data is available?
MULTI-TIERED SYSTEMS OF SUPPORT

**Academic Systems (RtI)**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High intensity
  - Short response time

**Behavioral Systems (PBIS)**
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

**DATA-BASED DECISION MAKING**
- Using screening, diagnostic, and progress monitoring assessments to guide instruction and intervention

TIER 2 TEAMING

- Tier 2 team vs. Tier 1 team
- Tier 2 “problem solving” team/academics & behavior
- Membership stakeholders
- Grade level teams
- Small school-level teams
- Authority to make decisions
- Behavioral expertise is present to guide adaptations

TEAM RESPONSIBILITIES

1. Communicate
2. Identify
3. Match
4. Train
5. Monitor/coordinate
6. Analyze
7. Problem solve

ACTIVITY: DISCUSS OR SKETCH OUT YOUR TIER 2 TEAM

Are the right people on it?
Who needs to be on it?
What resources do they need?

WHAT WILL THE TEAM NEED?

1. Attendance
2. Procedures and meeting frequency
3. Team activities
4. Data required
5. Actions to make
6. Communication with other teams and whole school

PROCEDURES

- Follow same general procedures as Tier 1 team:
  - Assign roles
  - Check attendance
  - Encourage norms and expectations
  - Stick to agreed upon length of meeting
  - Make data-based decisions
  - Communicate out to others
DATA REQUIRED

- Tier II:
  - Progress monitoring data
  - ODR data for individual students
  - Attendance
  - Academics
- Tier III:
  - Progress monitoring/direct observation
  - Function-based updated data
  - Fidelity of Implementation

TEAM ACTIONS

- Assign intervention
- Modify existing intervention intensity
- Fade intervention
- Integrate other intervention components
- Re-train/support educators to promote improved fidelity
- Consider tier movement

COMMUNICATION

- If Tier II and Tier III teams are separate, communication required between the two
- Communication between Tier I team and other tiers
- Communication with grade level educators
- Communication with caregivers
- Communication with whole staff/other committees when necessary

ACTIVITY:

Tier 2 Systems Readiness Guide:

REVIEW

What are your takeaways for advanced tier:
Fidelity
Readiness
Teaming

TIER 2 BACKGROUND
PBIS AND PREVENTION

- Counteracting the "wait to fail" mentality, PBIS frameworks prevent problem behavior
- Tier 1 supports should be in place with fidelity
- Approximately 15% of the school population will require additional support

TIER 2 INTERVENTION

- "One size fits all" mentality common
- Check-in/Check-out (CICO) used broadly
- Social skills instruction
- Self-regulation strategies

TIER 2

School-wide PBIS Tiers Fidelity Inventory

2.1 TEAM COMPOSITION

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Composition</td>
<td>Tier II team includes Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</td>
<td>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise; OR attendance of these members is below 80%; 1 = Tier II team includes coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%; 2 = Tier II team is composed of coordinator and individuals with all 4 core areas of expertise, AND attendance of these members is at or above 80%</td>
</tr>
</tbody>
</table>

2.2 TEAM OPERATING PROCEDURES

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II team meeting agendas and minutes; Tier II meeting roles described; Tier II action plan.</td>
<td>0 = Tier II team does not use regular meeting agendas; minutes, defined roles, or a current action plan; 1 = Tier II team uses at least 2 but not all 4 features; 2 = Tier II team uses at least 3 out of all 4 features, 3 = Tier II team uses all 4 features</td>
<td></td>
</tr>
</tbody>
</table>

2.3 SCREENING

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td>Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</td>
<td>0 = No specific rules for identifying students who qualify for Tier II supports; 1 = Data decision rules established but not consistently followed or used with only one data source; 2 = Written policy exists that uses multiple data sources for identifying students, and ODRs ensure that students are identified when a student enters Tier II supports</td>
</tr>
</tbody>
</table>

Feature Data Sources Scoring Criteria
0 = Not implemented
1 = Partially implemented
2 = Fully implemented
### 2.4 REQUEST FOR ASSISTANCE

**Feature**
- Tier II planning team
- Written request for assistance
- Tier II planning process
- Written request for assistance

**Data Sources**
- School Handbook
- Family Handbook

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented

**Feature**
- Universal lesson plans
- Tier II lesson plans
- School Tier II Handbook

**Data Sources**
- School Handbook
- Tier II Handbook

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented

### 2.5 SUFFICIENT ARRAY OF TIER II INTERVENTIONS

**Feature**
- Tier II planning team
- Written request for assistance
- Tier II planning process
- Written request for assistance

**Data Sources**
- School Handbook
- Tier II Handbook

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented

**Feature**
- Universal lesson plans
- Tier II lesson plans
- School Tier II Handbook

**Data Sources**
- School Handbook

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented

### 2.6 TIER II CRITICAL FEATURES

**Feature**
- Written request for assistance
- Tier II lesson plans
- School Tier II Handbook

**Data Sources**
- School Handbook

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented

### 2.7 PRACTICES MATCHED TO STUDENT NEED

**Feature**
- Written process
- Professional development

**Data Sources**
- School Handbook

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented

### 2.8 ACCESS TO TIER I SUPPORTS

**Feature**
- Tier II planning team
- Written request for assistance
- Tier II planning process
- Written request for assistance

**Data Sources**
- School Handbook

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented

### 2.9 PROFESSIONAL DEVELOPMENT

**Feature**
- Tier II planning team
- Written request for assistance
- Tier II planning process
- Written request for assistance

**Data Sources**
- School Handbook

**Scoring Criteria**
- 0 = Not implemented
- 1 = Partially implemented
- 2 = Fully implemented
2.10 LEVEL OF USE

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II enrollment data</td>
<td>Tier II team meeting minutes</td>
<td>0 = Team does not track number of students responding to Tier II interventions</td>
</tr>
<tr>
<td>1 = Tier II team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress monitoring tool</td>
<td>0 = Not implemented</td>
<td>1 = Partially implemented</td>
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</table>

2.11 STUDENT PERFORMANCE DATA

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student progress data</td>
<td>Tier II intervention outcomes data and decision rules for progress monitoring and modification</td>
<td></td>
</tr>
<tr>
<td>0 = Not implemented</td>
<td>1 = Partially implemented</td>
<td>2 = Fully implemented</td>
</tr>
</tbody>
</table>

2.12 FIDELITY DATA

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II coordinator training</td>
<td>Tier II team member</td>
<td>0 = Fidelity data are not collected for any Tier II intervention</td>
</tr>
<tr>
<td>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.13 EVALUATION

<table>
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<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II handbook</td>
<td>Tier II handbook</td>
<td>0 = No data-based evaluation takes place</td>
</tr>
<tr>
<td>1 = Evaluation conducted; outcomes not used to shape Tier II process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = Evaluation conducted at least annually and outcomes shared with Tier II team and districts, clear alterations in process proposed based on evaluation</td>
<td></td>
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ACTIVITY:

TFI Tier 2 Walk

SYSTEMATIC IDENTIFICATION AND ASSESSMENT FOR DATA-BASED DECISION MAKING
**Tier 2 Framework**

- Step 1: Administer SDQ for Deficit-Specific Information & Determine Deficit Area
- Step 2: Match Deficit to Tier 2 Intervention Category
- Step 3: Assign Least Intensive Intervention
- Step 4: Progress Monitor and Set Decision Rules
- Step 5: Modify Tier 2 Intervention Based on Responsiveness

**Additional Related Data**

- Attendance
- Teacher nomination

**What is Wrong with Using These Types of Data Only?**

- Externalizing vs. internalizing behaviors
- Bias/Inconsistency
- Subjectivity
- Reactive

**What about Systematic Screeners?**

- No standard screening tool but several options:
  - Social Skills Rating System
  - Systematic Screener for Behavior Disorders
  - Behavior Assessment System for Children
  - Social Skills Information System
  - Strengths and Difficulties Questionnaire
TIER 2 FRAMEWORK

- Step 1: Administer SDQ for Deficit-Specific Information & Determine Deficit Area
- Step 2: Match Deficit to Tier 2 Intervention Category
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- Step 5: Modify Tier 2 Intervention Based on Responsiveness

STEP 1: ADMINISTER SDQ FOR DEFICIT-SPECIFIC INFORMATION & DETERMINE DEFICIT AREA

- This information can be used in conjunction with previously discussed data
- What is the SDQ?

STRENGTHS & DIFFICULTIES QUESTIONNAIRE (GOODMAN, 1997)

- Free assessment validated for ages 4-17
- 25 items across 5 domains:
  - emotional symptoms,
  - conduct problems,
  - hyperactivity,
  - peer problems,
  - prosocial behavior
- Total difficulties score equals sum of first 4 domains
- Likert-type scale (i.e., not true, somewhat true, certainly true)
- Scores for each subscale: normal, borderline, abnormal
- Teacher, parent, and self-report forms, 1 page per student

ONLINE SCORE REPORT

More information can be found at: www.SDQinfo.com
Scoring: www.sdqscore.org
2/24/19

### SDQ SUBSCALE CUTPOINTS

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Elevated</th>
<th>Abnormal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Difficulties</td>
<td>0-11</td>
<td>12-16</td>
<td>17-40</td>
</tr>
<tr>
<td>Emotional</td>
<td>0-4</td>
<td>5-10</td>
<td></td>
</tr>
<tr>
<td>Conduct</td>
<td>0-3</td>
<td>4-10</td>
<td></td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>0-6</td>
<td>7-10</td>
<td></td>
</tr>
<tr>
<td>Peer Problems</td>
<td>0-3</td>
<td>4-10</td>
<td></td>
</tr>
<tr>
<td>Prosocial</td>
<td>6-10</td>
<td>11-15</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY: SDQ EXPLORATION

**Step 1: Administer SDQ for Deficit-Specific Information & Determine Deficit Area**

1. **Emotional Symptoms**
   - Somatic complaints; seems worried/anxious; nervous in new situations; loses confidence easily; difficulty initiating or maintaining personal relationships.
   - Has temper tantrums or has temper flares with other children or bullies them; lies or cheats; steals from home, school or elsewhere.

2. **Conduct Problems**
   - Restless, overactive, cannot stay still for long; constantly fidgets or squirming; easily distracted, concentration wanders.
   - Restless, uncoordinated; may say or do strange or unusual things.

3. **Hyperactivity/Inattention**
   - Rather solitary, tends to play alone; gets on better with adults than with other children.
   - Considerate of other's feelings, shares readily with other children; helpful to those who are hurt, ill or upset; tends to younger children when volunteers to help others.

### 3-Part Identification Process (Without Schoolwide Screening)

1. ODR data: “frequent fliers” from Tier 1 PBIS team
2. Teacher nomination
3. CONFIRM with SDQ

### Building a Tier 2 Database for DBDM

- What systems do we have in place for tracking students?
- What system may we have to design/integrate to include this behavioral data?
RECORD SCREENING DATA

TIER 2 FRAMEWORK

1. Administer SDQ for Deficit-Specific Information & Determine Deficit Area
2. Match Deficit to Tier 2 Intervention Category
3. Assign Least Intensive Intervention
4. Progress Monitor & Set Decision Rules
5. Modify Tier 2 Intervention Based on Responsiveness

TIER 2 FRAMEWORK

1. Administer SDQ for Deficit-Specific Information & Determine Deficit Area
2. Match Deficit to Tier 2 Intervention Category
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5. Modify Tier 2 Intervention Based on Responsiveness

STEP 2: MATCH DEFICIT TO EVIDENCE-BASED TIER 2 INTERVENTION CATEGORY

- **Emotional Symptoms**
  - Cognitive-Behavioral Therapy

- **Conduct Problems**
  - Check-in/Check-out Variations

- **Hyperactivity/Inattention**
  - Self-Regulation Strategies

- **Peer Problems**
  - Social Problem Solving

- **Prosocial Behavior**
  - Social Problem Solving

STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION

- **Interventional Strategies**
  - Peer Problems: Social Problem Solving
  - Emotional Symptoms: Cognitive-Behavioral Therapy
  - Conduct Problems: Check-in/Check-out Variations
  - Hyperactivity/Inattention: Self-Regulation Strategies
  - Peer Problems: Social Problem Solving
  - Prosocial Behavior: Social Problem Solving
**Tier 2 Framework**

1. Administer SDQ for Deficit-Specific Information & Determine Deficit Area
2. Match Deficit to Tier 2 Intervention Category
3. Assign Least Intensive Intervention

**Step 4: Progress Monitor and Set Decision Rules**

- Formative evaluation for measuring student progress
- Options:
  - Direct Behavior Ratings
  - Direct Observation
  - Intervention-Based Measures

**Step 5: Modify Tier 2 Intervention Based on Responsiveness**

**1. Schoolwide Discipline Data**

- Students with referrals
  - by problem behavior
  - by time
  - average by month
  - by location
  - By teacher
- In school suspensions
- Out of school suspensions, expulsions, tribunals
- Students referred to SST for behavior
- Attendance

**Cautions in using only discipline data...**

**2. What about data from your reinforcement system?**
CLASS DOJO

3. SOME EB (EVIDENCE-BASED) TIER 2 INTERVENTIONS INCLUDE DATA POINTS (PERMANENT PRODUCT)

- Check-in/Check-out
- Self-monitoring
- Behavior contracts

4. ANECDOTAL NOTES

5. BEHAVIORAL OBSERVATION

- Frequency – How often in a given time period?
  - Recorded as minutes per session
  - Useful for low intensity high frequency behaviors that are auto
- Duration – How long does the behavior occur?
  - Number of seconds/minutes per episode of target behavior
  - Use for behaviors such as length of tantrum
- Interval – Is the behavior occurring at certain interval?
  - Use for very high intensity behaviors such as disruptive behaviors (talk out, tapping out of seat, removal)
- Latency – How much time elapses between the behavior occurring?
  - Measure time in seconds or minutes between episodes or time after prompt provided
  - Use for behaviors such as seconds between prompt and beginning a task / following a direction, increasing time between tantrums

WHAT SYSTEMS DO WE NEED FOR TIER 2 BEHAVIORAL PROGRESS MONITORING?

- Tracking data
- Graphing data
- Making data-based decisions
- Communicating/sharing data with staff and parents

STEP 4: PROGRESS MONITOR AND SET DECISION RULES

- Direct Behavior Ratings (www.directbehaviorratings.org)

[Image: Tally the number that best represents the student's behavior: ]

- 9:9
- 8:9
- 7:8
- 6:7
- 5:6
- 4:5
- 3:4
- 2:3
- 1:2
- 0:1

Milrod B. Holod, 2011
STEP 4: PROGRESS MONITOR AND SET DECISION RULES

- Direct Observation (Frequency, Time Sampling)

PROGRESS MONITORING AT TIER 2

- In the Tier 2 framework, you will have to use data to make decisions about
  - Progress toward behavior goals
  - Movement back to Tier 1
  - Need for intensifying/fading interventions
  - Movement to Tier 3
  - What data do you already have?

STEP 4: PROGRESS MONITOR AND SET DECISION RULES

Decision Rules:
- What is the mastery criterion?
- What is acceptable progress toward mastery?
- How will we monitor progress toward mastery?
- Planning for responders and non-responders
- At what point should we begin fading intervention or trying something new?

STEP 5: MODIFY TIER 2 INTERVENTION BASED ON RESPONSIVENESS

First, consider treatment integrity (aka treatment fidelity)
- Tier 1
- Identification/progress monitoring process
- Tier 2 interventions
- Classroom management

TIER 2 FRAMEWORK

✔ 1: Administer SDQ for Deficit-Specific Information & Determine Deficit Area
✔ 2: Match Deficit to Tier 2 Intervention Category
✔ 3: Assign Least Intensive Intervention
✔ 4: Progress Monitor and Set Decision Rules

Step 5: Modify Tier 2 Intervention Based on Responsiveness

Responders:
- Move to less intense interventions within same category until decision rules indicate student should exit Tier 2
- Encourage generalization
- Non-responders
- Move to more intense level of intervention
- Refer for further assessment and evaluation
LET’S LOOK AT SOME EXAMPLES

EXAMPLE: KAIYA
13-year old African American
No special education eligibility
Possible mental health issues noted by staff
Complex history of behavior problems
Average of 1 ODR per month
Class 2, class 3
Numerous suspensions (17 days in early Spring semester)
Target behaviors- social problems, disrespect, confronting authority
SDQ results:
Total Score=Abnormal range
Conduct subscale=abnormal range

EXAMPLE: TINA
13-year old African American
No special education eligibility
Average of .5 ODRs per month
4 days out-of-school suspension
Target behaviors- poor social skills, disruption, impulsivity, physical aggression
SDQ results:
Total Score=abnormal range
Conduct Subscale=abnormal range

EXAMPLE: MAX
14 year old
7th grade
No documented disability
10 ODRs, 7 OSSs, 5 ISSs
Nominated by teachers for Tier 2 based on ODRs
SDQ results:
Abnormal: conduct, peer problems, prosocial
Borderline: hyperactivity

TINA’S BEHAVIOR
KAIYA’S BEHAVIOR
Intervention matching:
CICO (or CICUCO)
ABC Graphic Organizer
Self-Monitoring

Prioritizing interventions based on resources:
CICO
CICO + ABC-GO (with Assistant Principal)

What was happening before my behavior?

What did I do during the behavior problem?

What happened to me because of what I did?

What I will do better next time is:

RESULTS
Disruptive behavior dropped from 64% to 3%
Only required 3 ABC-GO
Interventions discontinued/faded

MAX’S DATA

DISTRICT EXAMPLE
FEASIBILITY AND OUTCOMES: DISTRICT-WIDE TIER 2 IDENTIFICATION AND INTERVENTION

- Rural, West Texas
- Student population: 2,222
- Diversity: 57% non-white
- Socio-Economic Status: 69% F/R Lunch
- 5 school buildings (pre-K-12)
- Tier 1 in place since 2013, between 65%-85%

TIER 2 IDENTIFICATION AND INTERVENTION FIDELITY

- Tiered Fidelity Inventory (TFI; Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai, 2014)
- Tier 2 Subscale
- 13 items
- Low scoring items:
  - 2.8 - Tier 2 linked to Tier 1
  - 2.10 - Tier 2 identification rate
  - 2.12 - Lack of direct fidelity assessment on interventions

RESULTS

<table>
<thead>
<tr>
<th>Tier 2 Inter</th>
<th>Referred to T2</th>
<th>Remaining at Tier 2</th>
<th>Back to Tier 1</th>
<th>Regular at Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood (T2TFI: 92%)</td>
<td>27</td>
<td>0</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Elementary (T2TFI: 88%)</td>
<td>9</td>
<td>8</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Upper Elem (T2TFI: 88%)</td>
<td>12</td>
<td>6</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Intermediate (T2TFI: 88%)</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Middle (T2TFI: 88%)</td>
<td>14</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>High School (T2TFI: 77%)</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td>85</td>
<td>47</td>
<td>32</td>
<td>6</td>
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</tbody>
</table>

RESULTS CONTINUED

- 85 students referred to Tier 2 (4% of total student population)
- 32 moved back to tier 1 after 12 weeks (38%)
- 47 responded to Tier 2 and remained (55%)
- Only 6 new referrals to Tier 3 from Tier 2 (7% of those referred to Tier 2, < 1% of total student population)

TIER 2 FRAMEWORK

Step 1: Administer SDQ (or other screener) for Tier 2 confirmation
Deficit-Specific Information
Step 2: Match Deficit to Tier 2 Intervention Category
Step 3: Assign Least Intensive Intervention
Step 4: Progress Monitor and Set Decision Rules
Step 5: Modify Tier 2 Intervention Based on Responsiveness

TIER 2 INTERVENTIONS
**STEP 2: MATCH DEFICIT TO TIER 2 INTERVENTION CATEGORY**

<table>
<thead>
<tr>
<th>Category</th>
<th>Interventions</th>
</tr>
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<tbody>
<tr>
<td>Emotional Symptoms</td>
<td>- Cognitive-Behavioral Therapy</td>
</tr>
<tr>
<td>Conduct Problems</td>
<td>- Check-in/Check-out Variations</td>
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</tr>
<tr>
<td>Prosocial Behavior</td>
<td>- Social Problem Solving</td>
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**STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION**

**TIER 2 INTERVENTIONS**

Let’s start with the most common SDQ deficit areas

Any guesses?

**CONDUCT: SDQ CATEGORY**

From least to most intensive:
- CICO
- CICUCO
- C&C/CCE

*** Has built-in progress monitoring tool (DPR) for Tier 2 Framework Step 4

**1. CHECK-IN/CHECK-OUT**

- A targeted Tier 2 intervention for students who display disruptive behavior (conduct subscale on SDQ)

- DPR goals can be SWPBIS or individualized
CICO RESEARCH

- Effective in reducing office discipline referrals
- For 60-75% of students requiring Tier 2 behavioral supports
- Effective for students with attention and escape-based behaviors
- Can be modified for young children

CICO COMPONENTS

- Explicit expectations and daily structure increased
- Ongoing monitoring and feedback throughout the day
- Increased reflection on behavior
- Increased access to reinforcement

CICO REQUIREMENTS

- COORDINATOR
  - Adult “coach”/“mentor” (TEACHERS)
  - Daily check-in
  - Ongoing feedback on daily progress report (DPR)
  - Daily check-out
  - Recognition for expected behavior
  - Communication with family
  - Fade back to Tier 1

CICO DATA

- Daily progress report (DPR) data collected
- Should be used in RTI/PBIS process to monitor progress
- DPR data can be used to inform decision to refer to Tier 3 for nonresponse

DPR EXAMPLE

TEACHER PARTICIPATION

- Upon referral to Tier 2 under “conduct” on SDQ, classroom teacher prints and organizes DPRs individualized to classroom schedule
- Classroom teacher instructs target students about CICO procedures and DPR
- Classroom teacher conducts check-ins, rates DPR throughout the day, conducts check-outs, keeps DPRs in binder
**CHECK-IN**

1. Fill in (with student or prior to check-in):
   a) Student name
   b) Grade
   c) Teacher name
   d) Date

2. With student:
   a) Check with student about preparedness for the day
   b) Review DPR from previous day
   c) Give DPR
   d) Set daily percentage goal and contingent incentive
   e) Praise and encourage

**DPR - THROUGHOUT THE DAY**

1. Student keeps DPR, not teacher
2. After each “period” the teacher approaches the student individually to briefly review behavior from previous period on expectations
3. Teacher circles corresponding scores for each expectations, provides praise, checks for understanding
4. Returns DPR to student

**CHECK-OUT/DPR - END OF THE DAY**

1. With the student:
   a) Calculate total number of points for each period
   b) Calculate total number of points for each expectation
   c) Calculate total number of points for the day
   d) Divide by the possible for percentage earned
   e) Record points and percentage
   f) “Circle “I met my goal” or “I did not meet my goal”
   g) Provide praise
   h) Record comments and sign
   i) Note in home folder percentage of points earned and whether goal was earned

**CICO WITH TIER 2 DECISION-MAKING TEAM**

- When a new student enters Tier 2 CICO intervention:
   - Start a record
   - Establish mastery goal criteria on DPR (percentage, timeframe)
   - Establish goal progress (i.e., 5% per week)
- Ongoing data-based decision making:
  - Review student progress at least every 2 weeks
  - Adjust interventions if lack of progress towards goal
  - Plan for fading if goal is met
  - Report to PBIS leadership team, administration, faculty

**STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION**

- Hyperactivity/Inattention (Self-Regulation Strategies)
  - Goal-setting
  - Abnormal (7-10)
  - Self-monitoring
  - Self-graphing

- Borderline (6)

- Conduct Problems (CICO Variations)
  - CICO
  - Conduct
  - Prosocial (Social Problem Solving)
  - Abnormal (0-4)
  - Contracts
  - Problem-solving activities
  - Social skills instruction

- Emotional Symptoms (Cognitive-Behavioral Therapy)
  - Abnormal (6-10)
  - Brief Coping Cat
  - Coping Cat

**2. CHECK-IN/CHECK-UP/CHECK-OUT**

- Example DPR form with data entered
**CICO FIDELITY**

**STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION**

**CCE COMPONENTS**

1. Goal setting
2. Progress monitoring and data-based decision making
3. Relationship building
4. Social skills and problem solving instruction
5. Home-school collaboration
6. Tiered/leveled systems of support (Basic Plus, Basic, Self-Monitoring, Graduation)

**CCE DPR EXAMPLE**

**EB HYPERACTIVITY INTERVENTIONS**
STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION

Hyperactivity/Inattention (Self-Regulation Strategies)
- Goal setting
- Abnormal (7-10)
- Self-monitoring
- Self-graphing

Peer Problems (Social Problem Solving)
- Borderline (4)
- Contracts
- Abnormal (5-10)
- Problem-solving activities
- Social-skill instruction

Emotional Symptoms (Cognitive-Behavioral Therapy)
- Borderline (5)
- e.g., Brief Coping Cat
- Abnormal (6-10)
- e.g., Coping Cat

Conduct Problems (CICO Variations)
- Borderline (3)
- CICO
- Abnormal (4-10)
- CICUCO
- C&C/CCE

GOAL SETTING WITHIN CICO
1. Determine baseline (average of 3 days in beginning of DPR ratings)
   - Example: 35, 42, 18 =32%
2. Set new goal at 10% higher than baseline
   - Example: 42%
3. Monitor progress and increase goal by 10% when previous is met
   - Example: 45, 37, 51=44%, new goal= 54%
4. Adjust goal if goal criteria is NOT met
   - Example: 23, 19, 38=20%, new goal= 30%

GOAL SETTING IN CICO EXAMPLE

Setting Goals
- Who is the goal important to?
- How do you prioritize goals?
- Should goal be student/teacher created?
- Should goal be SWPBIS?

**Easily adapted for frequent progress monitoring for Tier 2 Framework Step 4**
GOAL SETTING SEPARATE FROM CICO

- If the student requiring Tier 2 support did not score “abnormal” in the conduct subscale of the SDQ, the student does not need CICO.
- For student scoring “abnormal” in hyperactivity/inattention without conduct, use goal setting worksheet daily.
- Track goals (teacher makes sure they are appropriate).
- Track progress towards goal.
- Provide contingent reinforcement for meeting goals.

GOAL SETTING AM

- [Worksheet example]

GOAL SETTING PM

- [Worksheet example]

STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION

- [Diagram example]

2. SELF-MONITORING

- Self-Management:
  - An overarching goal in education is to enable students to become independent and self-sufficient individuals who are able to manage their behaviors without the assistance of others.
SELF-MONITORING

- Teaches internal locus of control
- For frequent behaviors, repetitive behaviors
- Examples?
- Teacher needs to be involved at varying levels
- Prioritize behaviors to determine ONE behavior to self-monitor
- Typically academic related

EXAMPLE: SELF-MONITORING

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<tr>
<td>Social Studies/Science</td>
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ELECTRONIC SELF-MONITORING

- ON TASK- APP (Score-it)
- EAR BUGS
- Motivator device/watch
TEACHER TIME

1. TEACHER
   a) IDENTIFY STUDENT
   b) TARGET BEHAVIOR
   c) BASELINE DATA
   d) APPROPRIATE BEHAVIOR TO REMEDIATE?
   e) DESIGN PROCEDURES AND ALL MATERIALS
   f) TEACH STUDENT TO SELF MONITOR
   g) ONCE INTERVENTION IS IN PLACE MONITOR ALONGSIDE WITH THE STUDENT TO SEE IF IT IS WORKING.

STUDENT TIME

• SELF MONITOR THROUGHOUT THE ACTIVITY OR THE OCCURRENCE

TEACHER + STUDENT TIME

• Teacher and student should review separate scores
  • Are they similar?
  • If not, why?
  • Set goals for reliability/accuracy

***Why is this step important?

STEP 1: IDENTIFY THE TARGET BEHAVIOR

• Identify the target behavior you want to see, NOT the misbehavior
  • This should be worded positively

STEP 2: OPERATIONALLY DEFINE TARGET BEHAVIOR

• Detailed description (observable and measurable) of target behavior
  • Provide non-example
  • Define behaviors within different settings/activities

STEP 3: COLLECT BASELINE DATA

• Gather 4-5 baseline data points
  • 2 methods
    • Frequency count procedures: count number of times behavior occurs
    • Time sampling procedures: estimate of time student is engaged on target behavior
  • From data collect percentage
STEP 4: DETERMINE IF IT IS AN APPROPRIATE BEHAVIOR TO REMEDIATE

• Criteria for appropriate behaviors:
  • Self-monitoring is a self-management intervention; Not a learning strategy
  • Self-monitoring should be done with skills the student already knows
  • Teacher assesses how often the student will have opportunity to engage in target behavior
  • Developmental and cognitive levels should be taken into account

STEP 5: DESIGN PROCEDURES AND ALL MATERIALS

• Teacher decides if student self-monitors during or after activities
  • During: Then create self-monitoring card where the student will record self-monitoring data when cued
  • After: Self-record data on a graph after activities
• The teacher decides how the student will be cued
  • Auditory cues are typical (apps, timers, etc.)
• Teacher must plan to monitor student’s progress after he/she is taught how to use the intervention.
  • Continue to use the same method so data can be assessed

STEP 6: TEACH THE STUDENT HOW TO SELF MONITOR

• Teacher & student discuss the importance of target behavior and idea of self-monitoring
  • Important for student buy-in
  • Students she be taught to discriminate between engaging in target behavior and not engaging
  • Students should be shown how to monitor behavior then taught how to record behavior and transfer it to a graph

STEP 7: MONITORING STUDENTS’ PROGRESS

• Use data to make instructional decisions
  • Check to see if the student can monitor their own behavior; if not then retrain
  • Or evaluate if student behavior is changing without additional reinforces.
  • If it is not changing then create goals and identify reinforcers with the student
  • Make tangible reinforcers to pair with social reinforcers (praise)

STEP 8: FADE USE OF INTERVENTION (GO BACK TO DECISION RULES)

• If the intervention is successful, gradually fade the use of the intervention so students can internalize the behavior
• Some students will not be ready to internalize this behavior and will need to keep the intervention in place
SELF GRAPHING

- Student self-graphing is a simple strategy that can help alleviate some teacher responsibilities.
- Self-graphing can be used in conjunction with academic, behavioral, and social interventions, allowing students to record their responses.

EXAMPLE: SELF-GRAPHING

UPPER ELEM- 12TH GRADE

WAYS TO SELF GRAPH

- Self-graphing provides visual feedback on their progress over time.
- Done both by hand using a bar, line, or picture graph.
- Or computer graphing program such as Microsoft Excel
- Promote choice making by allowing or encouraging students to select their own visual depiction of the graph including changing font size, color, and graph display.

WHY IS IT USEFUL?

- Self-graphing aims to improve students’ self-evaluation and self-management and thereby increase academic achievement.
- With this strategy, students graph their own data into a visual representation of their performance over time.
- This provides frequent feedback to the students regarding their progress.

TIPS

- Create an individual graphing using graphing paper or excel data base
- Prior to starting, add student aim line and trend line
- Teach students how to read and complete graph
- Provide students with choice of graph format
- Save/place graph in student’s folder or teacher’s materials
- Tie self-graphing in with math application concept
LET'S CONSIDER FIDELITY...

CICO
- Goal Setting
CICUCO
- Self-Monitoring
C&C/CCE
- Self-Graphing

STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION

PEER PROBLEMS AND PROSOCIAL: SDQ CATEGORY

In order from least intensive to most intensive:
- Behavior contracts
- Problem solving activities
- Social skills training

**Need to collect separate progress monitoring data in this category for Tier 2 Framework**

Example: Behavior Contract

**CONTRACT**
I, JAMEERA, WILL ARRIVE ON TIME TO CLASS EACH DAY. ARRIVING ON TIME IS DEFINED AS BEING INSIDE THE CLASSROOM AND SEATED AT MY DESK PRIOR TO THE BELL RINGING. MR. VALDEZ WILL DETERMINE IF I AM ON TIME. IF I AM ON TIME, I WILL RECEIVE A PBS TICKET IMMEDIATELY UPON ARRIVAL. IF I ARRIVE ON TIME FOR 5 CONSECUTIVE DAYS, THEN I CAN CHOOSE 1 OF 3 REWARDS:
- 30 min of computer time on Friday
- Free homework pass to be used during the following week
- 30 min of reading time with Jake, the golden retriever reading dog

**DAILY LOG:** MR. VALDEZ WILL CIRCLE "ON TIME" OR "LATE" EACH DAY.

**Example:** Behavior Contract
STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION

**Peer Problems (Social Problem Solving)**

- Contracts (Abnormal 5-10)
- Problem-solving activities
- Social skills instruction

**Emotional Symptoms (Cognitive Behavioral Therapy)**

- e.g., Brief Coping Cat (Abnormal 6-10)
- e.g., Coping Cat

**Conduct Problems (CICO Variations)**

- CICO (Abnormal 5-10)
- CICO (Common)
- CICO (0-4)
- Problem-solving, social skills instruction

**PROBLEM SOLVING ACTIVITIES**

- What was happening before my behavior?
- What did I do during the behavior problem?
- What happened to me because of what I did?
- What I will do better next time is: _____________________

**WHAT ARE SOME OTHER EXAMPLES OF PROBLEM SOLVING ACTIVITIES?**

- Restorative Practice Circles
- Peer resolution/mediation
- Social emotional learning
- Trauma-informed care
STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION

Hyperactivity/Inattention
1. Goal-setting
2. Self-monitoring
3. Self-graphing

Peer Problems
1. Contracts
2. Problem-solving activities
3. Social skills instruction

Emotional Symptoms
1. e.g., Brief Coping Cat
2. e.g., Coping Cat

Conduct Problems
1. CICO
2. CICUCO
3. CCE

TEACHER INVOLVEMENT
- Training on curriculum
- Purchase materials
- Prioritize social skills lessons
- Schedule groups
  - Time, day
  - Group composition
  - Alternative activity for other students

STUDENT INVOLVEMENT
- Time away from instruction?
- Small group, targeted instruction
- Pull-out/remediation time

EXAMPLE: SOCIAL SKILLS INSTRUCTION

HERE ARE SOME EXAMPLES
(SOME OVERLAP WITH SOCIAL/EMOTIONAL LEARNING)

Stop and Think
First Step to Success
Incredible Years
Social Skills Information System
INTERVENTION HUNT

What can you find online?

Pbisworld.com

“DOSAGE”

• Minutes per session
• Sessions per week
• Weeks for intervention

STEP 3: ASSIGN LEAST INTENSIVE INTERVENTION

EMOTIONAL SYMPTOMS: SDQ CATEGORY

Examples varying in intensity:

• Brief Coping Cat
• Coping Cat
• Strong Kids

EMOTIONAL SYMPTOMS: SDQ CATEGORY

Examples varying in intensity:

• Brief Coping Cat
• Coping Cat
• Strong Kids

EXAMPLE: COGNITIVE BEHAVIORAL THERAPY

Simple interventions can be effective:

- teaching and reinforcement of desired behaviors,
- teaching problem solving
- conflict resolution skills
- “Strong Kids/T eens” curriculum
- inexpensive
- instructional resource
- give explicit lessons for some of the skills students with internalizing problems most need.
- Materials are divided across Pk-K-12.
- Cost approximately $15 each and include all materials (e.g., additional purchases are not necessary)

Information about the curriculum is available using the following web:

address: http://strongkids.uoregon.edu/
• There are some children who will present with more significant problems.

• Students with these kinds of issues and/or extreme scores on the SDQ will need additional, more intensive supports:
  • Counseling (small group or 1:1)
  • Social work
  • Referral to mental health services

• Additional interventions beyond these may also be considered and delivered:
  • Referral to alternative placement
  • Outside supports for family and student

• Decisions about intensive intervention will come from a more thorough assessment.

• The SDQ provides an excellent starting point for determining who is at-risk and the level of risk they may be experiencing, but before identifying intensive interventions additional assessment data should be gathered.

• This does NOT mean a special education evaluation unless a disability is suspected, rather it means use data to identify when, where, and under what conditions the significant issues are most likely to occur:
  • Functional behavioral assessment
  • Rating instruments such as the BASC-2

DISCUSSION: HOW DO WE MAKE THIS WORK?

What are we going to do?
Who is going to do what?
What will we need?
Who needs to be trained?
What are our goals? How will we evaluate?

ISSUES WITH TIER 2 IMPLEMENTATION

ADAPTATIONS BASED ON STUDENT RESPONSE DATA

• Do data indicate the student is responding to intervention?
  – Graph data and observe graph to determine:
    • How does the behavior compare to baseline?
    • Is the behavior better or worse?
    • Is the behavior stable?

No standard protocol or rules

IS STUDENT ENGAGEMENT IMPROVING?

% Engagement

Baseline  Intervention

Now what?
IS STUDENT ENGAGEMENT IMPROVING!

WE DO NOT DO THE SAME THING FOR RESPONDERS!

ADAPT BASED ON RESPONSIVENESS

1. INTERVENTIONS/RESOURCES
2. MULTIPLE AREAS OF DEFICIT

- Example: Conduct/Hyperactivity
- Options:
  - Layer interventions
  - Prioritize
  - Chose one comprehensive intervention

3. IS IT YOU OR IS IT ME?

- PBIS team
- RTI team
- PST
- General/special education
- Specialists

4. INTERVENTION FIDELITY

5. HOW LONG DO WE STICK WITH THIS?

ACTION PLANNING

- What did you learn?
- What can you take back?
- What do you still need to learn?
- What will you do next?

QUESTIONS!

thank you!
THANK YOU!

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