

**Seventh Annual APEX
Summer Leadership Institute**

***Using a Multi-tiered Framework to
Build Effective Partnerships among
Schools, Youth, Families, and
Communities***

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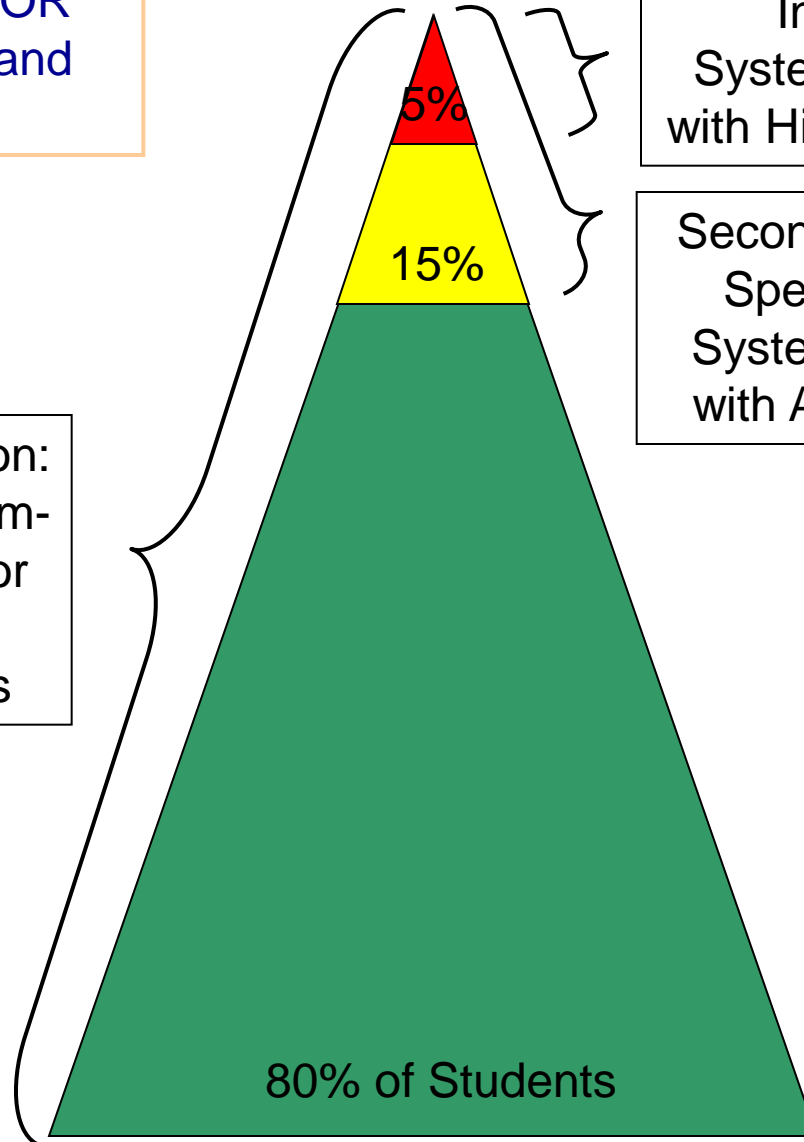


It Takes a *System*...



**SCHOOL-WIDE
POSITIVE BEHAVIOR
INTERVENTIONS and
SUPPORT**

**Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings**



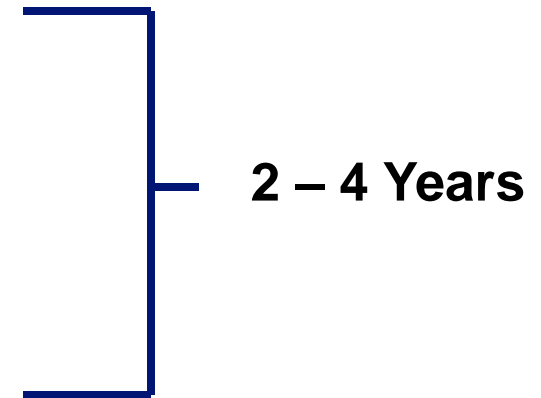
**Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior**

**Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior**

The Need to Be Plan-ful:

Implementation occurs in stages:

- **Exploration-Adoption**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation**
- **Sustainability**

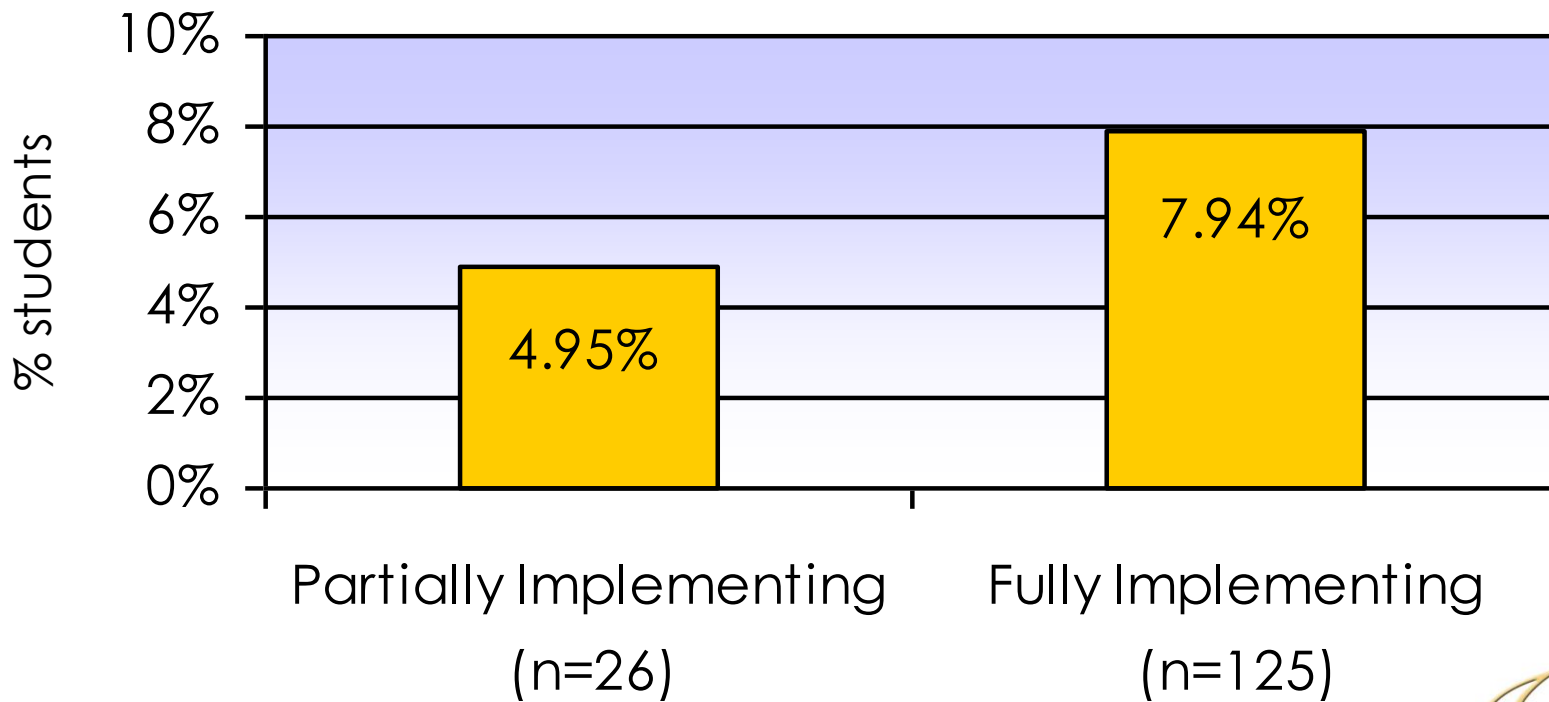


Tertiary Level System Components Installation Stage

1. **District Planning Team** to address the system challenges and address the data trends to be changed.
2. **Building level tertiary systems planning team** to monitor progress of tertiary plans and address challenges at building level.
3. **Tertiary Coaching** (District level).
4. **Facilitators** identified and “positioned” to facilitate Tier 3 teams and plans for 1-5% of students.
5. Comprehensive **training and technical assistance** plan.
6. **Data system/tools** to be integrated into tertiary

More Students Access Tier 2/3 Interventions When Tier 1/ Universal is in Place reported by Illinois schools implementing PBIS

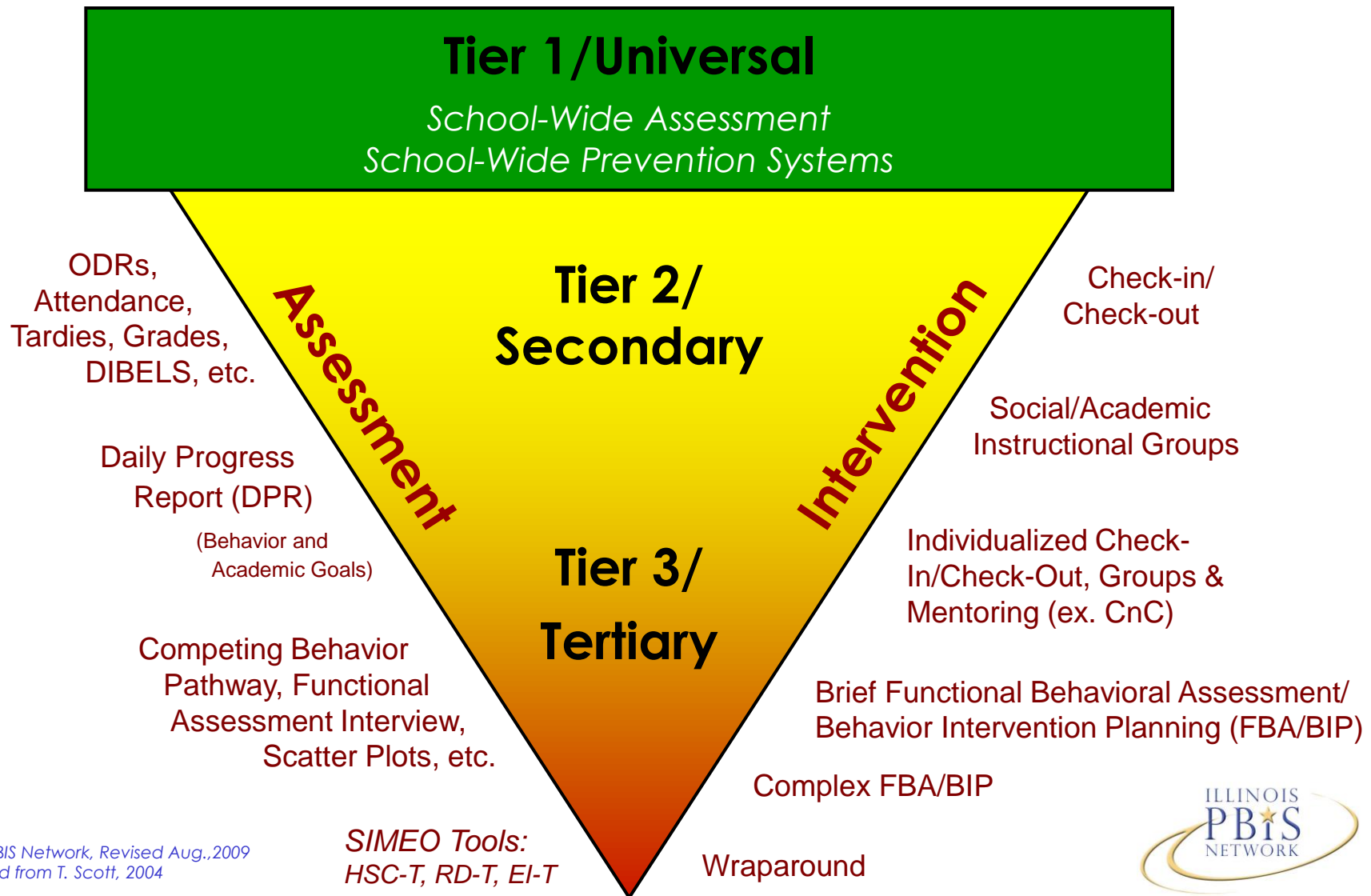
FY09 IL School Profile Tool
Students Accessing Tier 2/Tier 3 Interventions



Problem

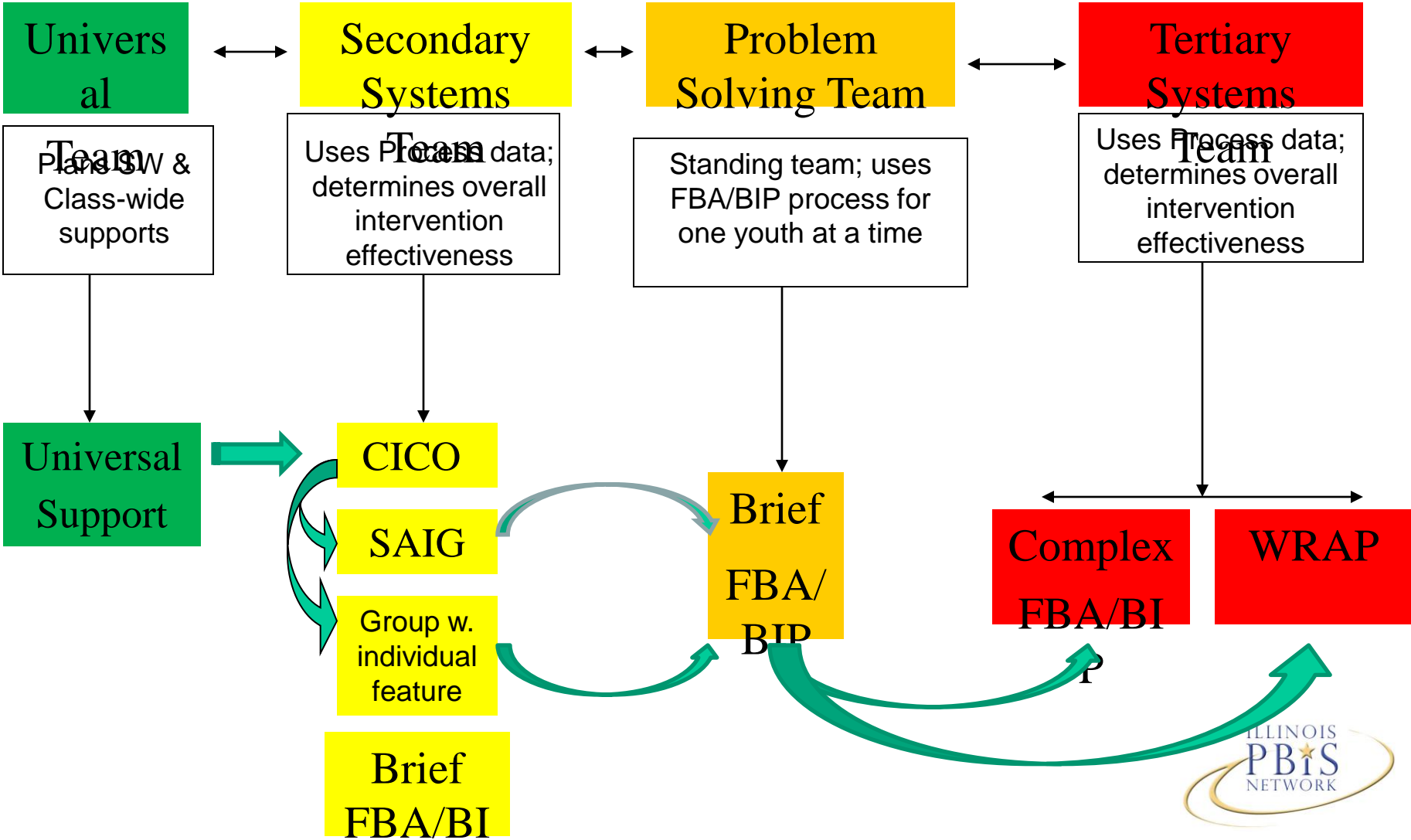
- Innovative practices do not fare well in old organizational structures and systems
- Organizational and system changes are essential to successful use of innovations
 - Expect it
 - Plan for it

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



3-Tiered System of Support

Necessary Conversations (Teams)



Question

- Is the idea of separating out functions (progress monitoring, brief problem-solving, complex interventions, etc) new to your districts/schools?

Quick Assessment:

Do You Need to Change Teaming Structure in your School(s)?

1. How many kids have been talked about at ‘ _____ ’ meeting this year?
2. How many got an intervention that you have data to indicate they got an intervention that is working?

Have you ever been at a meeting where you talked about 1 kid for an hour
And at the end you were no closer to having effective strategies
than when you started?

Coordinator vs. Facilitator

Coordinator

- Organizes and/or oversees the specific interventions such as CICO, S/AIG & Group with Individual Features
- Roles include: scheduling meetings, review & collect data to share during team meetings, etc...

Facilitator

- Directly provides intervention support services to youth/families
- Roles include: meeting with students for CICO, running groups

Quick Assessment of Student Access to Intervention

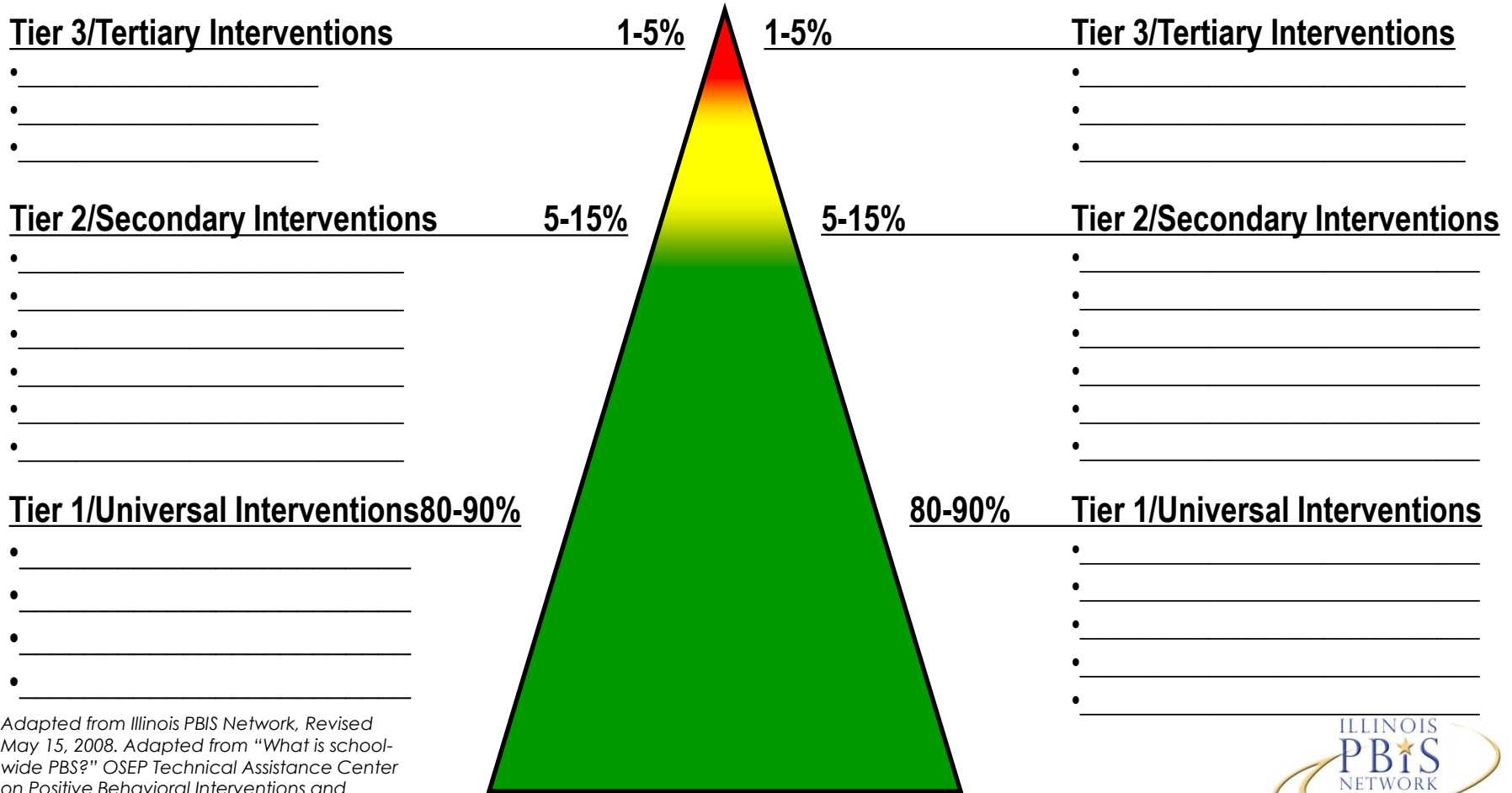
- Total enrollment of your school?
- Number of students accessing CICO?
- Number of students on complex function-based or wraparound plans?
- Percent of total population of the school?

Model Articulation Activity

- 1) List **interventions** on blank triangle worksheet
- 2) Use “Model” worksheet to:
 - List official **teams/meetings** (ex. Child Study Team, Grade-level Meeting) (1st row)
 - Describe conversations/**purpose** of each team/meeting (2nd row)
 - Ex: Uses process data; determines overall intervention effectiveness
 - Interventions from triangle recorded in bottom clusters of boxes (rows 3-6), with appropriate team/meeting that oversees those supports
 - Use arrows to indicate “**direction of intervention layering**” from one type of intervention to another

What systems/data/practices are in place?

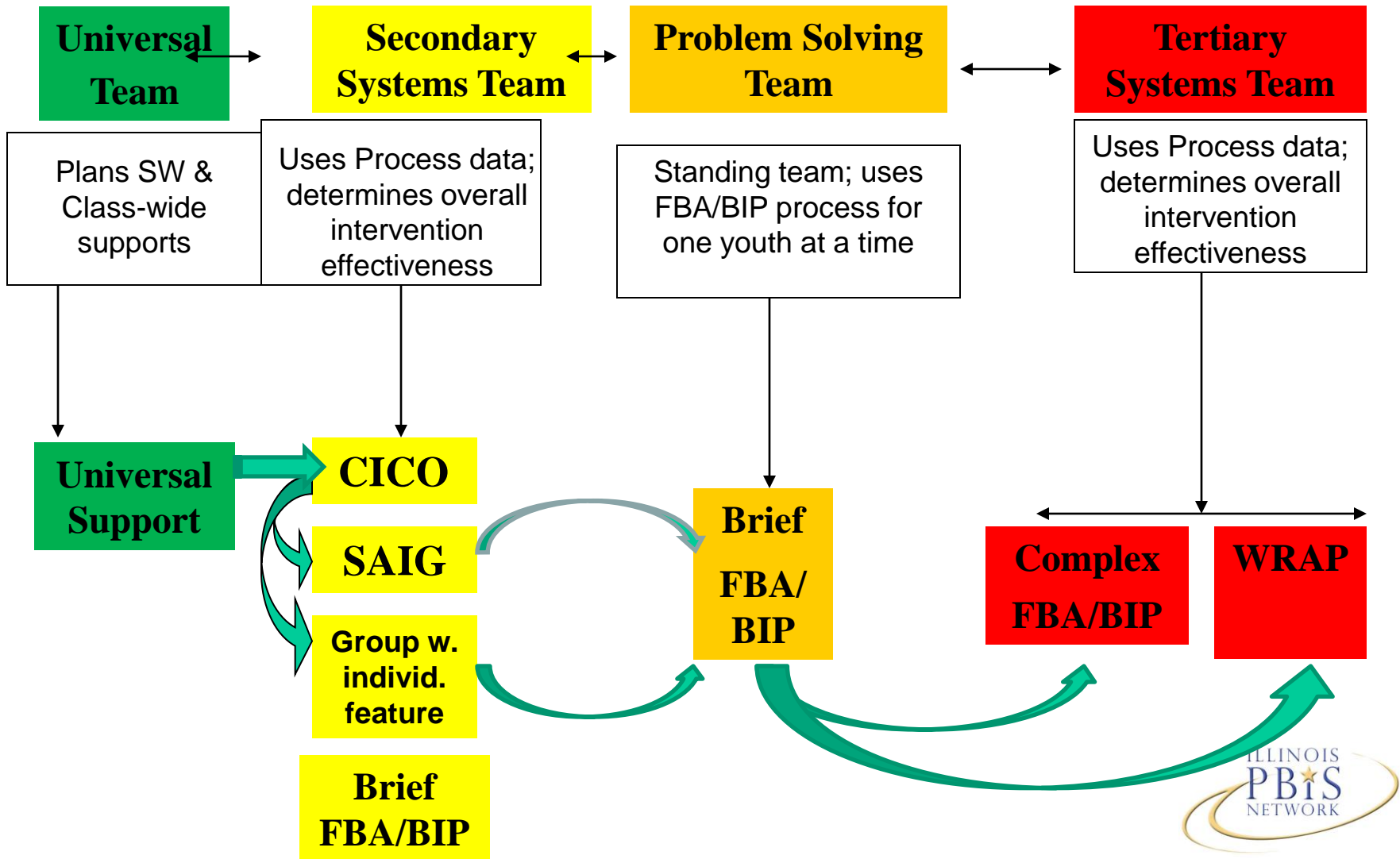
What systems/data/practices need to be developed?



Adapted from Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/school-wide.htm>

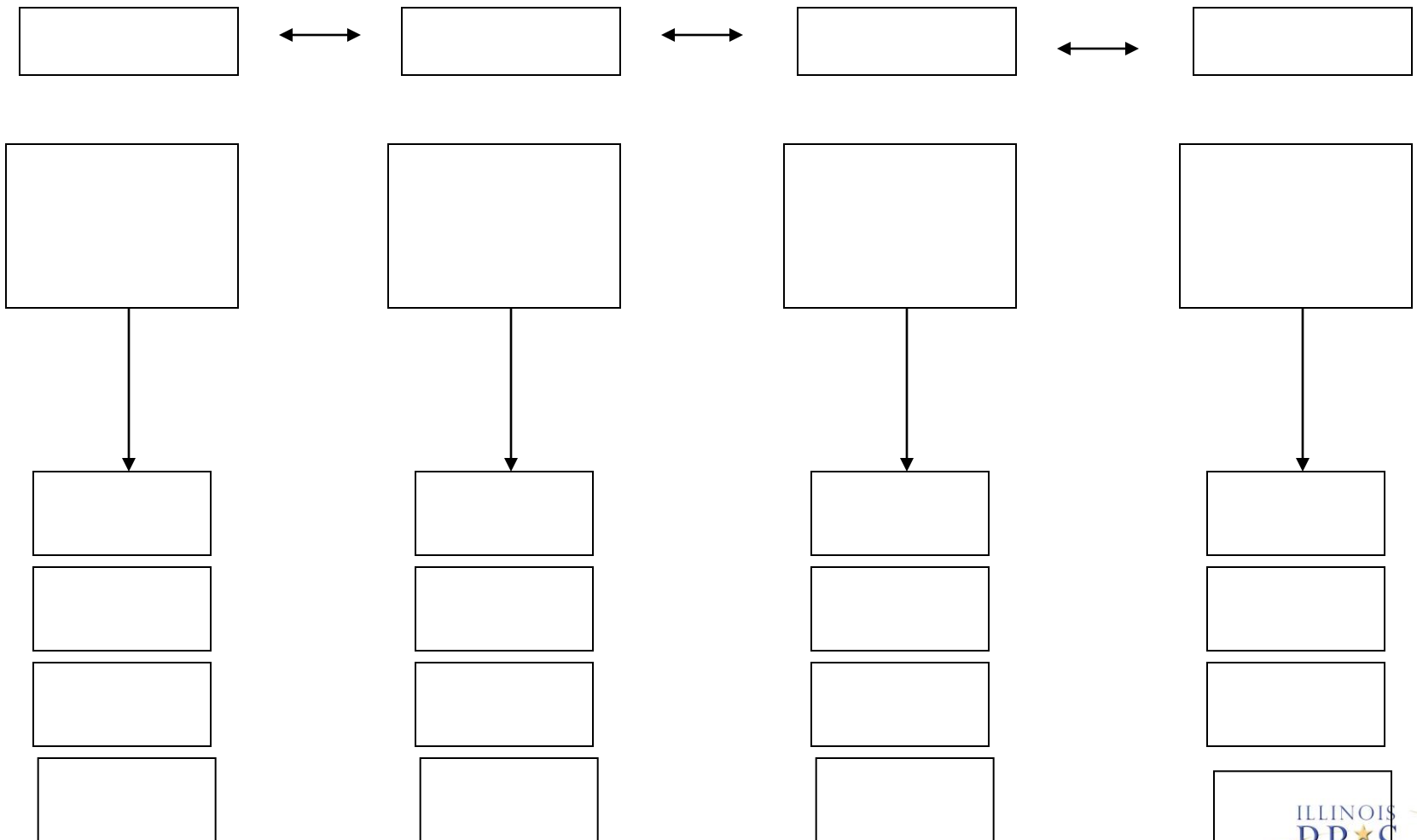


3-Tiered System of Support Necessary Conversations (Teams)



Your “Model” of Support

List official teams/meetings in 1st row, team/mtg. purpose 2nd row & use bottom cluster of boxes for student interventions.



Use arrows to indicate “direction of intervention layering” (If youth don’t respond to intervention ‘X’, what do they get next?)

Activity

Guiding 'Model Development'

Describe a well defined teaming model:

What are the benefits to the schools, students, families?

- How could the adoption of a defined and consistent teaming model affect your role as Coach?

How could you create the opportunity to help guide your school toward the adoption of an efficient and effective model?]

- How might you use the "Model Articulation" activity to assist in this process?

Problem

- Students cannot benefit from interventions they do not experience

The System Features Needed to Support the Effective Practices...

- A **Team** unique to each individual child & family
 - Blend the family/natural supports with the school representatives who know the child best
- A defined **Meeting** Process
 - Meet frequently and use data
 - Develop, implement, review range of interventions
- **Facilitator** Role
 - Bringing team together
 - Blending perspectives; guiding consensus
 - Systematic use of data (strengths and needs)

Illinois PBIS Network
Tier 2/Tier 3 Intervention Tracking Tool

School Name: _____

Total School Population as of October 1: _____

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Individualized Check-In/Check-Out, Groups & Mentoring		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)		Complex FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Data-based Decision-rules for defining “response to intervention”: Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

Responding to Individualized CICO, Groups & Mentoring:

Responding to Brief FBA/BIP:

Responding to a Complex FBA/BIP:

Responding to Wraparound Support:

Illinois PBIS Network
Tier 2/Tier 3 Intervention Tracking Tool
WORKSHEET

Social/Academic Instructional Groups

Group 1 Name:		Group 2 Name:		Group 3 Name:		Group 4 Name:		Group 5 Name:		Total for Social/Academic Instructional Groups:	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision-rule/s for defining "response to intervention":

Responding to Group 1:

Responding to Group 2:

Responding to Group 3:

Responding to Group 4:

Responding to Group 5:

Individualized CICO, Group with Individualized Feature, & Mentoring

Type/Name 1:		Type/Name 2:		Type/Name 3:		Type/Name 4:		Type/Name 5:		Total for 3 rd Type of Tier 2 Interventions	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision-rule/s for defining "response to intervention":

Responding to Type 1:

Responding to Type 2:

Responding to Type 3:

Responding to Type 4:

Responding to Type 5:

Progress Monitoring Secondary/Tertiary Interventions

Teams need to track and monitor interventions by category:

1. How many students are receiving each intervention?
 2. How many students are responding to each intervention?
3. What data is used to monitor each intervention type?

Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool

“Finding” Students in Need of Tertiary Supports

- Systems Response Tool

System Response Options	Total # of Students in Category for <u>Timeframe</u> : List date/year at top of column & total # of youth in each box					
	Totals from each of the following:	Date:	Date:	Date:	Date:	Date:
A. Students being monitored by Secondary Systems Team	CICO-					
	S/AIG-					
	Mentoring-					
	Brief FBA/BIP-					
B. Students being monitored by Tertiary Systems Team	Complex FBA/BIP-					
	WRAP-					
C. Students moving to less restrictive environment or exiting Special Ed.	5c to 5b:					
	5b to 5a:					
	Exiting <u>SpEd</u> :					
D. Students tested for Special Education (Initial Evaluations Only)	Eligible:					
	Not Eligible:					
E. Students suspended on only one occasion	ISS-					
	OSS-					
F. Students suspended on two or more separate occasions	ISS-					
	OSS-					

G. Students with Special Education process in progress (Initials only)	Academic-				
	Behavior-				
	Other-				
H. Students with an IEP that moved to a more restrictive setting	5a to 5b:				
	5b to 5c:				
I. Students in Special Education setting, out-of-home school	In District-				
	Out of District-				
J. Students in "short-term" placement in clinical setting (hospitalization)					
K. General Education Students placed (or at-risk of being placed) in separate setting or "Safe School" (ex. alternative to suspension program)	At-risk-				
	Placed-				
L. Students with expulsion hearing in progress (Disciplinary Review)					
M. Students expelled					