Tier 2 Teams and Systems

Presentation for the 2015 Conference on School Culture, Climate, and Positive Behavior Support
August 13, 2015

Kathryn Francoeur
Gabbie Rioux
JoAnne Malloy

INSTITUTE ON DISABILITY
UNIVERSITY of NEW HAMPSHIRE

8/5/2015

Agenda

- Why do this?
- Features of Tier 2 Systems of Support
- Team composition and processes
- Features of Evidence-based practices and Interventions
- Somersworth and Rundlett: Using data and outcomes- examples

Acknowledgements

- Margie Borawska, School Psychologist, Rundlett Middle School
- Heather Barker, Assistant Principal, Rundlett Middle School
- Kathy Francoeur, Project Consultant Institute on Disability, UNH
- George Sugai, Center for Behavioral Education & Research, University of Connecticut

Your Check In Card!

Expectations		Your Rating
Be Responsible	■ Make sure you are comfortable & that your personal needs are met ■Address question/activity in group time before discussing "other" topics ■Ask questions	2- 100% 1- > 50% 0- < 50%
Be Respectful	■ Listen ■Turn cell phones, beepers, PDA's, and pagers off or to vibrate/silent ■ Respect and consider every idea ■ Contribute to activities and conversations	2- 100% 1- > 50% 0- < 50%
Be Engaged	■ Start and end on time ■Bring an open mind	2- 100% 1- > 50% 0- < 50%
Your Own Here		2- 100% 1- > 50% 0- < 50%

The Need for Tier 2 Interventions & Supports:
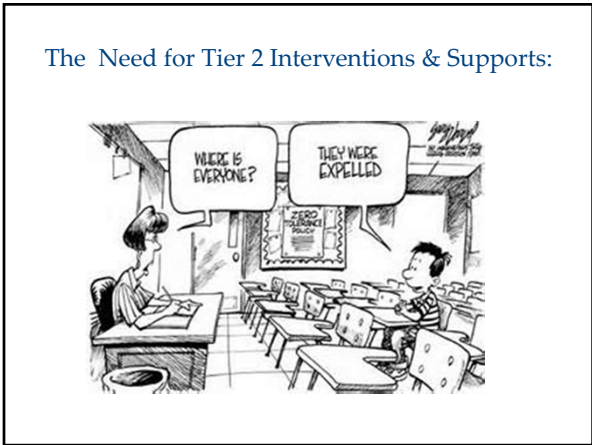
Why do This?

- Increasingly diverse student population re:
  - Language, SES,
  - Academic ability (range)
  - Social behaviors
  - Stressors at home / community
- To meet the range of needs, teachers need to:
  - Employ a range of **instructional strategies**
  - Teach **classroom routines** to support higher level thinking skills
  - **Encourage** student behaviors
  - Pointed toward **self-management**

Getting Started… Students who Need a Little More…

Turn to a person next to you or in your team and talk about….

….one or two students who really vexed you this past year:

a) What did his or her behavior look like?

b) What did you try to do?

c) What worked, what didn't work

Typical functions- what do you think your student needs?

	Get/ Access	Avoid/ Escape
Peer/Adult Social		
Activities Tasks		
Sensory/ Automatic		

Let's Review: Function of Behavior

- All behavior is about meeting a need:
  - To avoid
  - To gain
  - To communicate
  - To be understood and relate

Behavior Principles

- Behavior = *Has a purpose (fulfills a need) & Communicative*
- Reinforcement = *Add or take away something, behavior goes up*
- Punishment= *You do something in order to stop a behavior but it does not TEACH anything*
- Setting events = *before behavior*
- Discipline = *to teach*
- Shaping = *baby steps*

Recognize any of these?

- "Jaime's all over the place. He touches other kids stuff, disrupts their concentration, & always getting in fights. I don't know what to do with him!"

- "What can I do to reduce # of kids who come to class late?"

- "I can't get Masao to keep stuff out of his mouth. Books, paperclips, cd's,...you name it, he's eaten it"

- "When I tell Sasha what to do, I'm ignored. When I repeat, I'm ignored again. So, I repeat again & tell her that if she doesn't answer, I'm sending her to the office. She gets up & leaves! I want compliance."

- "Every other word out of Margindale's mouth is sexually or culturally inappropriate....how do I get her to get rid of her vile comments?"

Thinking about Function of Behavior

Instead of developing interventions based on diagnosis or form of behavior, we base interventions on:

1. What typically triggers the problem behavior.
2. What reinforcement does the student obtain by engaging in the problem behavior?
3. At Tier 2 we are looking for "additional" supportive, *evidence-based*, small group interventions
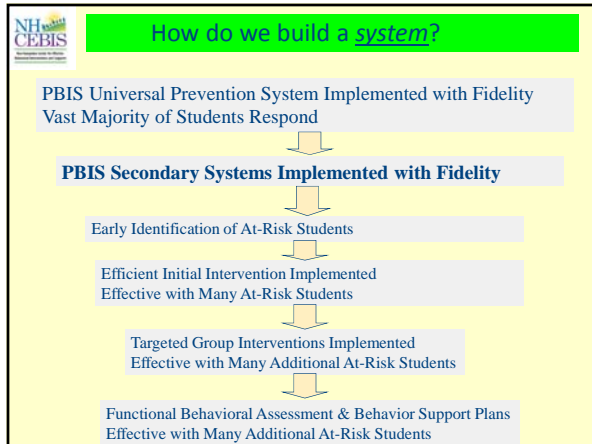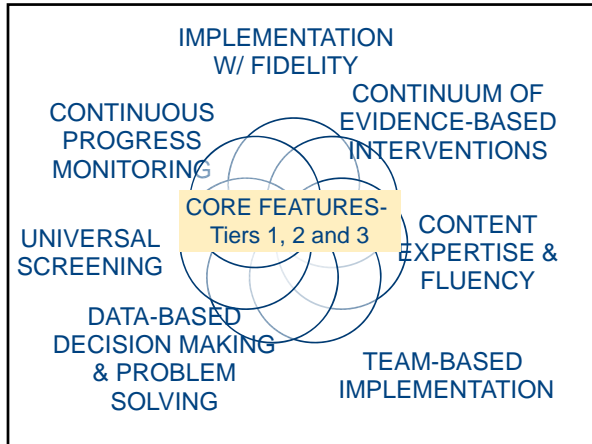
Need…..

Step 1: Build consensus:

Discuss with your neighbor or team:

- What are our greatest behavior problems (you gotta have data)?
- Who are the key people involved?
- What environmental issues make it worse, what could make it better?
- What is behavior support?
- Do we believe in evidence-based behavior support?
- What are our beliefs and differences?

PBIS-NH Tier 2 Interventions Chart: What do you Already Have in Place?

Intervention	Intervention Lead	Student Need or Function Served	Criteria for fidelity of implementation of practice is Documented (where)	Activation Criteria (entry criteria)	Success Criteria	What do we need from the system to support the practice	Parent notification	Review Process/ Schedule and Data Review	Exit Criteria
CICO									

How do we build a *system*?

PBIS Universal Prevention System Implemented with Fidelity
Vast Majority of Students Respond

PBIS Secondary Systems Implemented with Fidelity

Early Identification of At-Risk Students

Efficient Initial Intervention Implemented
Effective with Many At-Risk Students

Targeted Group Interventions Implemented
Effective with Many Additional At-Risk Students

Functional Behavioral Assessment & Behavior Support Plans
Effective with Many Additional At-Risk Students

IMPLEMENTATION
W/ FIDELITY

CONTINUUM OF
EVIDENCE-BASED
INTERVENTIONS

CONTINUOUS
PROGRESS
MONITORING

CORE FEATURES-
Tiers 1, 2 and 3

UNIVERSAL
SCREENING

CONTENT
EXPERTISE &
FLUENCY

DATA-BASED
DECISION MAKING
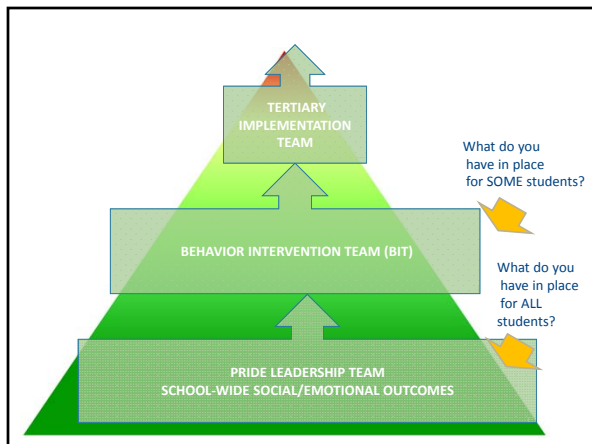& PROBLEM
SOLVING

TEAM-BASED
IMPLEMENTATION

Research to Practice Gap: Implementation of Effective Practices with and without an Implementation Support Team

	Implementation Team	No Implementation Team
Percent of Implementation	80%	14%
Time	3 Years	17 years

Balas & Boren, 2000; Fixsen, Blase, Timbers, & Wolf, 2001

TERTIARY
IMPLEMENTATION
TEAM

What do you have in place for SOME students?

BEHAVIOR INTERVENTION TEAM (BIT)

What do you have in place for ALL students?

PRIDE LEADERSHIP TEAM
SCHOOL-WIDE SOCIAL/EMOTIONAL OUTCOMES

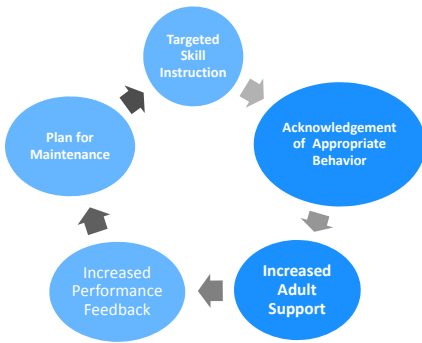## Tier 2 Team- What do They Do?

- Develop a clear mission, vision, and plan
- Develop entrance/exit criteria for Tier 2 support
- Develop and use a data system for Tier 2 interventions and supports:
  - Student nominating or screening data
  - Fidelity of implementation data
- Coordinate with and **provide support to** all staff and administrators
- Make sure there is communication with parents
- Design evidence-based interventions and monitor implementation

Defining Features of Tier II Interventions

- Typically group based
- Consistent, standardized implementation across students
- Easily accessible *(within a few days of referral)*
- Continuous availability
- Implemented by all school staff
- Consistent with and provide extra exposure to school wide behavioral expectations

*Adapted from Crone, Horner, & Hawken, 2004; Hawken & Horner, in press; March & Horner, 2002

Evidence Based Tier II Interventions Include…

Targeted Skill Instruction

Acknowledgement of Appropriate Behavior

Increased Adult Support
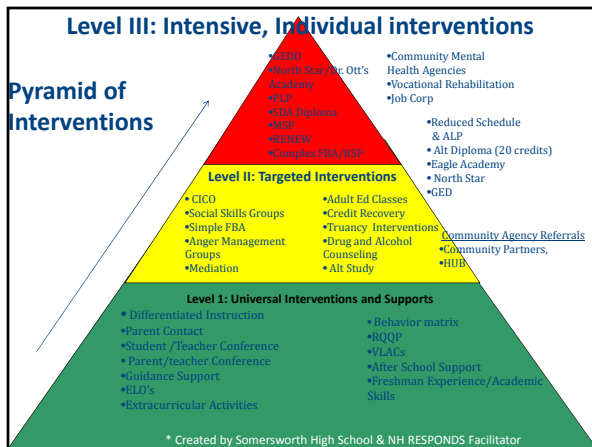
Increased Performance Feedback

Plan for Maintenance

Summary….Tier 2 Interventions

- Prevent or decrease problem behaviors
- Ensures **effective** and **efficient** supports are made available for students who DO NOT require a lot of time & resources
- Group intervention is matched to 'functions' of behavior and need

---

PBIS and Tier 2 at Rundlett Middle School

Level III: Intensive, Individual interventions

Pyramid of Interventions

- FIDO
- North Star/Dr. Ott's Academy
- PLP
- SDA Diploma
- MSP
- RENEW
- Complex FBA/BSP

- Community Mental Health Agencies
- Vocational Rehabilitation
- Job Corp

- Reduced Schedule & ALP
- Alt Diploma (20 credits)
- Eagle Academy
- North Star
- GED

Level II: Targeted Interventions
- CICO
- Social Skills Groups
- Simple FBA
- Anger Management Groups
- Mediation

- Adult Ed Classes
- Credit Recovery
- Truancy Interventions
- Drug and Alcohol Counseling
- Alt Study

Community Agency Referrals
- Community Partners,
- HUB

Level 1: Universal Interventions and Supports
- Differentiated Instruction
- Parent Contact
- Student /Teacher Conference
- Parent/teacher Conference
- Guidance Support
- ELO's
- Extracurricular Activities

- Behavior matrix
- RQQP
- VLACs
- After School Support
- Freshman Experience/Academic Skills

* Created by Somersworth High School & NH RESPONDS Facilitator

Timeline: Exploration and Installation- 2010-11

1. Identified a problem between staff and student expectations around behavior
2. Explored schools using systems such as PBIS
3. Representative from PBIS explained to the staff how PBIS works
4. Staff received additional workshop time to check for understanding on PBIS before the staff voted
5. 83% of staff voted to bring in PBIS- May 2011
6. Staff from all over the building encouraged to apply to be part of the PBIS Universal Team (included administration, teachers, paraprofessionals, and parents)
7. PBIS Universal Team met over the summer of 2011 with a PBIS Coach to establish meeting norms and establish job criteria of the group

---

Rundlett MS Behavior Matrix

	In the Classroom	In the Hallway	In the Bathroom/ Locker room	In the Cafeteria	Arrival to and Departure from school
PERSEVERANCE	•Keep Trying •Seek help when needed •Finish what you start •Maintain a positive attitude	•Prepare yourself for class quickly		•Be patient as you wait your turn in line	•Be patient as you wait •Stay in assigned area •Seek help when needed •Remove headphones from your ears before entering the building
RESPECT	•Use appropriate language and voice level •Respond positively to reasonable requests •Be considerate of others' learning	•Use appropriate language and voice level •Keep hands and feet to yourself •Make room for others to pass	•Use appropriate language and voice level •Clean up after yourself •Flush! •Place personal items in the proper receptacle •Keep walls & stalls clean	•Use appropriate language and voice level •Clean up after yourself •Be silent for announcements •Keep hands, feet, and food to yourself	•Use appropriate language and voice level •Respond positively to reasonable requests •Keep hands and feet to yourself •Remove hats and silence phones when entering the building
INTEGRITY	•Do your own work •Support others' learning styles •Report problems to an adult	•Help others in need •Report problems to an adult	•Give others privacy •Report problems to an adult	•Pay for and consume your own food and drink •Support and include one another •Report problems to an adult	•Always walk •Support and include one another •Leave the street at the door •Report problems to an adult
DISCIPLINE	•Be on time •Be on task •Be prepared •Be organized	•Walk •Keep to the right •Go directly to your destination •Keep locker closed	•Consistently follow routines •Return to room promptly	•Consistently follow routines •Honor personal space •Walk	•Follow the arrival and dismissal procedure •Enter and exit the building through the designated door •Sit in your seat when on the bus
EXCELLENCE	•Do your best work •Listen to learn and understand •Keep classroom neat •Engage in your learning	•Keep walls, lockers, and floors clean		•Leave your area clean	•Leave your area clean •Follow all bus rules

---

Tier 2 at RMS: Behavior Intervention Team or BIT

- The mission of the RMS Behavior Intervention Team (BIT) is to provide additional, practical, organized and timely support to students in conjunction with PBIS Universal school-wide systems. This team will also serve as a support system for faculty in guiding these students to make behavioral progress in school-wide settings. (BIT, 2011).
- History of the team:
  - Preceded PBIS implementation
  - Primarily individualized FBA and BEPS before 2011
  - Instituted eligibility/exit criteria, small group interventions, and systematic data collection since 2012

RMS Tier 2 Nominating Criteria

- Absences (5 days out in a quarter)
- Frequent Tardy/Dismissal to/from school (2 or more per week)
- Frequent Tardy to class (more than 5 minutes – major office referral)
- Office Discipline Referrals (3 ODRs resulting in 6 days out of class (ISS &/or OSS)
- Nurse Visits
- Academic Failure

CICO- System Essentials

- CICO Coordinator (T2 Team Liaison) and Coach(es)
- Orientation for staff and students
- Commitment to Implementation with Fidelity
- Data reviews:
  - Efficacy
  - Fidelity of implementation
- Multi-phased capacity:
  - CICO with AM/PM Group Meeting or without
  - CICO-plus or self-monitoring
- Adaptable to Cultural Fit

Coordinators are KEY!

"The coordinator must be someone who the students respect, enjoy, and trust. This person should be enthusiastic, positive, and friendly"

-Crone, Hawken, & Horner, 2010

CICO Nominating Criteria

● Student demonstrates mild to moderate risk for social and/or academic disengagement or failure as demonstrated by inconsistent academic performance and frequent minor behavioral concerns.
  – The reason for risk is NOT primarily due to a skill deficit that would require remediation in order to expect better performance.
  – Student is not at *high* risk for disengagement or failure and/or is not engaging in severe or dangerous behaviors.
  – Student is not diagnosed with a serious emotional disturbance.
  – Student is not diagnosed with a behavioral disorder (e.g., oppositional-defiant disorder).
● There is reason to expect that the student will be responsive to positive adult attention.
● Nominating teacher(s) estimates that IF this student were to achieve 80% of total points on a CICO Daily Report Form, that this would demonstrate improvement/ progress.

Check-In/ Check-Out Procedures:
Student Orientation

❑ A teacher with positive rapport with student is best to provide the orientation
❑ Respectfully discuss:
  ▪ Reason for providing the regular feedback
  ▪ Student and staff/student responsibilities
❑ Orient student to how card will be scored
  ▪ Orient students to what constitutes a 'reminder' (scoring)
❑ Orient student to feedback process
  ▪ Teacher provides feedback at the end of class (mutual responsibility)
  ▪ Last period teacher and student briefly review card at end of day
❑ Orient student to the initial goal: __% of points
❑ Orient student to the desired behaviors (respectfully ask student to describe or practice the desired behaviors)
❑ Orient student to the review process (we will review data after 5 weeks)
❑Orient parents to the process and score card
❑ Teacher answers any questions
❑ CICO coach can support teacher as necessary during the orientation process

CICO Coach-Teacher Orientation

▪ Coach and classroom teacher(s) meet to review program, procedures & forms
▪ Address specific concerns the teacher(s) has about the program per the student.
▪ Teacher(s) practices providing greeting, feedback and end-of-day review.
▪ Parent notification is addressed

Implementing Greetings and Feedback with Fidelity

Importance of Fidelity of Implementation
- Only way to reliably know if a strategy works

Greetings and feedback are brief (~ 20 seconds) and positive
1. Display behaviors that you use when you are glad to see someone
2. Smile
3. Be *present* with student
4. Positive contact – does not need to be praise

Non-reprimanding
1. CICO is NOT designed for focus on what went wrong or for reprimand
   a) Research is clear that repeated reprimands for students with repeated misbehavior are unlikely to result in positive behavioral change and are actually more likely to result in increased disengagement, disconnection or feelings of anger or hopelessness

End of day review DOES require:
1. A quick add-up of points
2. A statement of achieving or not achieving the standard goal
3. A quick and encouraging reminder of the behaviors that will allow student to achieve the goal tomorrow

1. **A friendly good-bye**

CICO In ACTION

- Video…..

CICO Procedures: Schedule Review Meeting

CICO Lead/Coach coordinates *date and time* for review meetings

▪ Coach should do a quick check-in with teachers after a week to pre-empt major problems

▪The first review meeting should occur approximately 5 weeks (20 school days) following the first day on the program

CICO Procedures:
Cards Submitted for Data Entry

Each day, the student's last period teacher puts the completed card(s) in designed spot for data entry.

CICO: Assessing Progress

Data are reviewed for:
1. Efficacy of the intervention
2. Fidelity of implementation

Decision for next step is made. Typically:
1. Repeat for another session with no change
2. Repeat with adjustment or self-monitoring
3. Discontinue due to success and expectation for sustainability
4. Discontinue with thoughts for different support

Check In/Check Out Nomination & Monitoring

Based on Review of BIT Referral, Student is enrolled in CICO

Within a week of receiving the referral, a BIT liaison will be assigned to the cluster. The BIT liaison will schedule time to meet with the cluster to (ideally within a week):
- Provide cluster-based CICO training
- Work out logistics associated with
    a) CICO Coordinator, point sheet, parental permission, who will introduce CICO to student (assign roles)
    b) Set up a meeting calendar (time/dates) with cluster at 2, 4, and 8 weeks from the start of CICO to review data and monitor progress

Parental Permission: Parental permission needs to be obtained prior to student beginning CICO. Verbal permission is acceptable to start student in CICO; written permission should be obtained as a follow up (please use *Parent Permission Letter*)

At 2 weeks

BIT Liaison & Cluster meet to:
- Review data
- Discuss behavioral progress
- Review Concerns
- Make relevant logistic adjustments as necessary
- Self-evaluate to ensure CICO is implemented with fidelity

Check In/Check Out Nomination & Monitoring
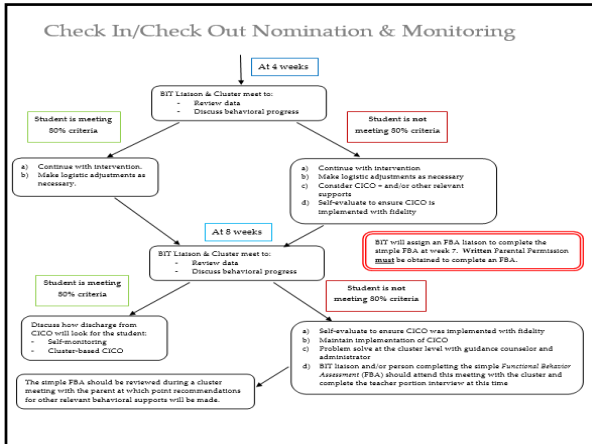
The BIT Reviews the Data

- Why & how CICO works?
- Frequently asked questions about the CICO Program
  - *Which students do well on the CICO Program?*
  - *How do teachers participate in the CICO Program?*
  - *Who is responsible for checking in and out with students in the am/pm?*
  - *How do students get nominated for CICO?*
  - *What is the family's role?*
  - *How long are students enrolled in the CICO Program?*
  - *What do students do with their earned points?*

Highlights from Rundlett Middle School

- Implementation issues
- The data tells the story
- Lessons learned
- Next Steps
- Tools to share (*parent letter, student referral form, protocols, score card, etc*)

Rundlett: CICO data Oct '13 – Dec '13

- Total of 27 students
- 3 CICO Coordinators
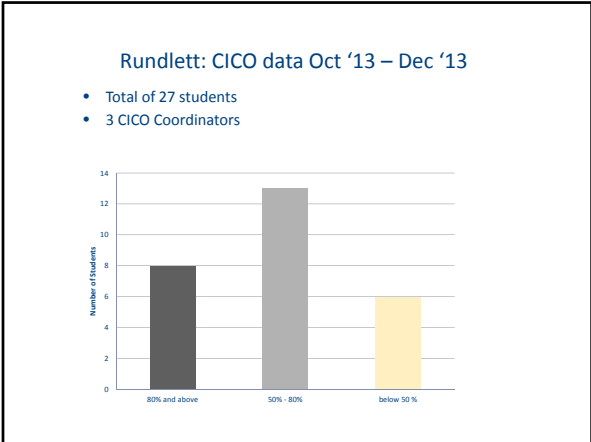
## BIT Asked: Are we implementing CICO with fidelity?

- 30% of students were meeting their 80% goal
- 48% of students were between 50 to 80% - WHY?
  - Upon further consideration of anecdotal data, it was concluded that
    - There were differences in how CICO Coordinators completed Check In/Check Out procedures
    - There were differences in type and frequency of reinforcement activities among CICO Coordinators
    - The primary concern for 5 students in the 50-80 % range related to difficulties with organization
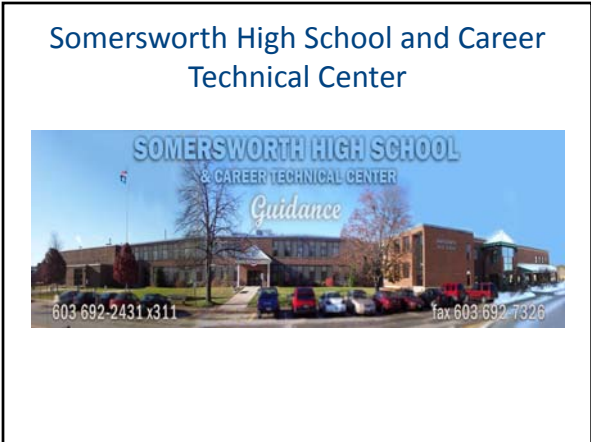
  WHAT THEY DID NEXT …

Addressing Areas of Concern

- Concerns related to differences in implementation of CICO among CICO Coordinators were addressed through additional training and oversight
- Similarly, concerns related to frequency and reinforcement were addressed
- Students who primarily presented with organizational concerns were enrolled in 3S class
  - 4 students in the 50% and below range presented with significant needs and ended up being referred for more intense services (i.e. consideration for special education)

CICO data Jan'14 – March'14

- Total of 30 students

Average Daily CICO Points
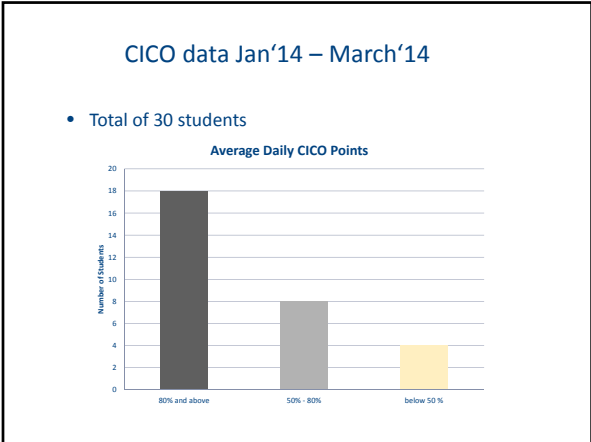
Why Did Outcomes Improve?

Somersworth High School and Career Technical Center

Mission Statement: SHS Targeted Team

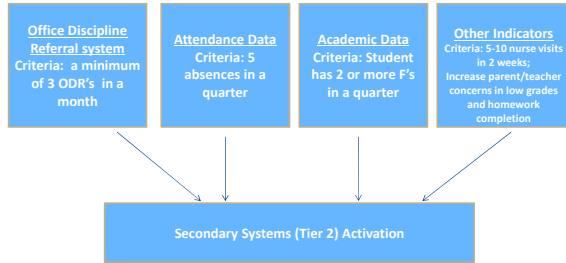*A clear mission statement articulates the team's purpose to others:*

- **The mission of the SHS & CTC Targeted Team is to increase the likelihood of positive behavior and academic achievement of students who are not responding to the school wide expectations**

- **The objectives include:**
  - To work with students at risk for development of chronic behavioral concerns.
  - To identify reliable predictors of students behavior.
  - To determine likely function of behavior and recommend function based behavior support plans.
  - To assist and support teachers, students, and parents in achieving efficient and effective interventions.

Non-Response Criteria for Secondary Systems (Tier 2)

- Tier 2 (or secondary systems) supports may be activated through different channels

Office Discipline Referral system
Criteria: a minimum of 3 ODR's in a month

Attendance Data
Criteria: 5 absences in a quarter

Academic Data
Criteria: Student has 2 or more F's in a quarter

Other Indicators
Criteria: 5-10 nurse visits in 2 weeks; Increase parent/teacher concerns in low grades and homework completion

Secondary Systems (Tier 2) Activation
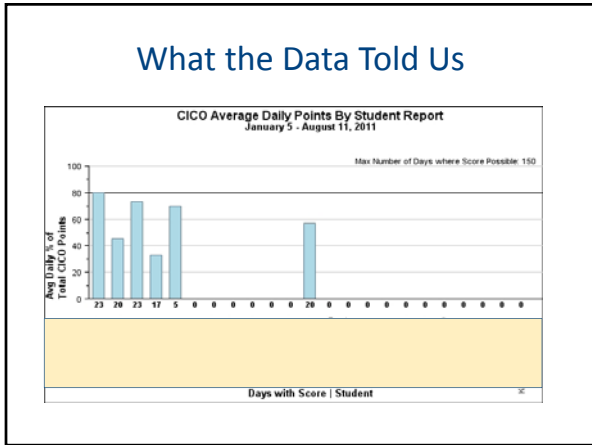
Why SHS implemented CICO?

- An **effective** and **efficient** way of supporting MORE students at the Tier 2 level
  - Students can enter in a few days from referral point
  - Can accommodate a number of students
  - Efficient system for monitoring student's progress
  - Provide transition to a self-managed program
- Designed for students who are not responding to Tier 1 practices and systems
- Increase positive adult attention
- Does not require more individualized interventions
- Can be observed across a multiple of setting
- Looking to be more preventative
- Desired an efficient system to support Freshman
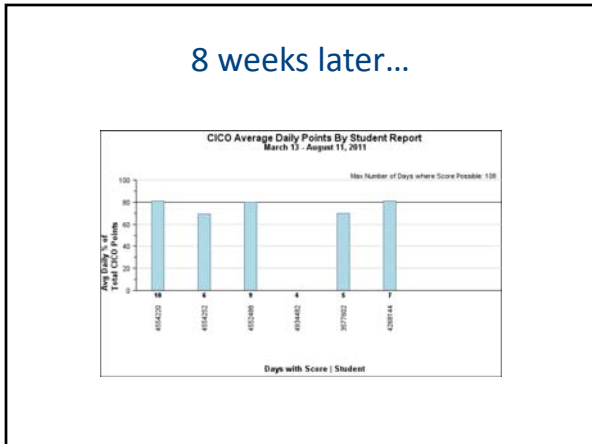- Built in data collection system with SWIS
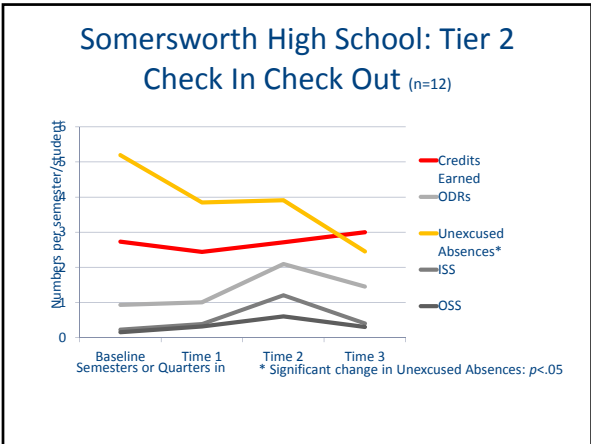
The Score Card

Name_____ Date _____
2= zero or 1 reminder   1 = two or more reminders   0= major referral

Block	1	2	3	4	TOTAL
Be Cooperative					/8
Be Responsible					/8
Be Respectful					/8
Be Safe					/8
Total for the Day					/32

Teacher Feedback: Parent Signature:

What the Data Told Us

8 weeks later…

Somersworth High School: Tier 2
Check In Check Out (n=12)

Legend:
- Credits Earned
- ODRs
- Unexcused Absences*
- ISS
- OSS

Y-axis: Numbers per semester/student
X-axis: Baseline, Time 1, Time 2, Time 3
Semesters or Quarters in
* Significant change in Unexcused Absences: $p<.05$

Review: Working Together to Choose Evidence-based Interventions

- Tier 2 Team uses screening data to identify students who have common social/emotional support needs (such as anxiety disorders or aggressive behavior).
- Use an intentional process to choose evidence-based small group and individualized interventions and to match to student need.
- Access mental health expertise in the decision-making and implementation process.
- Design intervention logistics and data collection system.
- Access provider capacity (Do schools staff need training? Can the mental health center provide the intervention?).
- Assess implementation outcomes, process integrity (fidelity of implementation) and sustainability.

Let's Review….SW-PBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable for all students

(Zins & Ponti, 1990)

Let's Review: Why do PBIS?

Common Language

Effective Organizations

Common Experience

Common Vision/Values

Quality Leadership

Fill out the TFI Tier 2 Checklist

- Are you ready to implement Tier 2?
- What do you need to do to become ready?

8/5/2015   59   Institute on Disability, University of New Hampshire
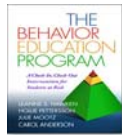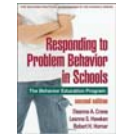
RCT & Group Design PBIS Studies

2014

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

Convergence of Education and Community Mental Health Systems and Supports

- Schools are recognizing the importance of creating a continuum of evidence-based mental health supports to the academic and social/emotional outcomes for all students.

- Community mental health is recognizing the importance of the system of care framework and of schools as key, if not primary, environments for the delivery of evidence-based prevention, early intervention and tertiary supports to children, youth and their families.

Resources for Implementing Tier 2 Supports

- Crone, D. A., Hawkin, L. S., & Horner, R. H. (2010). Responding to Problem Behavior in Schools, Second Edition: The Behavior Education Program. New York, NY: Guilford Press.

- Hawken, Pettersson, Mootz, & Anderson (2006). *The Behavior Education Program: A Check-In, Check-Out Intervention for Students at Risk.* New York, NY: Guilford Press

---

www.pbis.org

www.neswpbs.org

Rate Yourself!

Expectations		Your Rating
Be Responsible	■ Make sure you are comfortable & that your personal needs are met ■Address question/activity in group time before discussing "other" topics ■Ask questions	2- 100% 1- > 50% 0- < 50%
Be Respectful	■ Listen ■Turn cell phones, beepers, PDA's, and pagers off or to vibrate/silent ■ Respect and consider every idea ■ Contribute to activities and conversations	2- 100% 1- > 50% 0- < 50%
Be Engaged	■ Start and end on time ■Bring an open mind	2- 100% 1- > 50% 0- < 50%
Your Own Here		2- 100% 1- > 50% 0- < 50%

Questions? Thank You!

JoAnne Malloy, Clinical Assistant Professor
Institute on Disability
University of New Hampshire
56 Old Suncook Rd.
Concord, NH 03301
(603)228-2084
Joanne.malloy@unh.edu

Margie Borawska
School Psychologist
Rundlett Middle School
144 South St
Concord, NH 03301
Phone: 603-225-0862
mbora@concordnhschools.net

8/5/2015   65   Institute on Disability, University of New Hampshire