Tier 2 Systems, Data, & Practices: Part 1

July 2016
JoAnne Malloy,
Institute on Disability at the University of New Hampshire

Agenda

➢Revisit: Adolescent Development and Behavior Concerns
➢ Tier 2 Practices: Screening, nomination criteria, identifying concerns
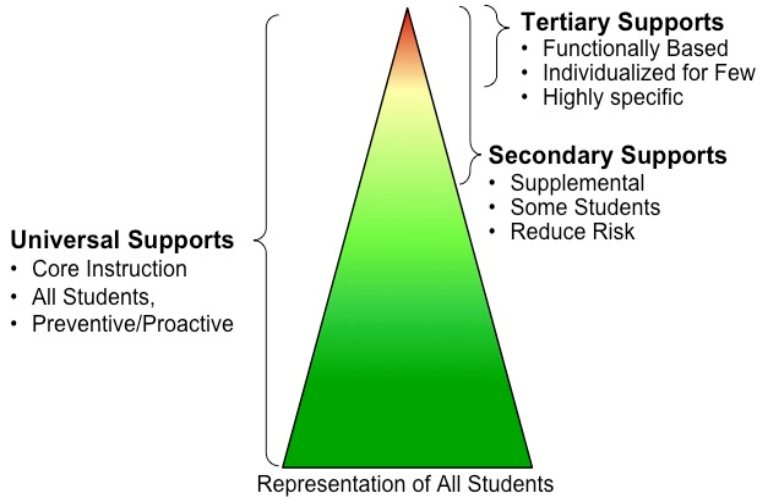➢Tier 2 Teams: Efficient meetings
➢Tier 2 Data
➢Discussion, resources

Expectations

Be Responsible	■ Make sure you are comfortable & that your personal needs are met ■ Address question/activity in group time before discussing "other" topics ■ Address your attention to the topic and task ■ Ask questions
Be Respectful	■ Turn cell phones, beepers, PDA's, and pagers off or to vibrate/silent ■ Contribute to activities and conversations where possible
Be Prepared	■ Bring your learning hat, and leave other hats behind ■ Follow through on assigned tasks

Acknowledgements

- George Sugai, Rob Horner: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (www.pbis.org)
- CEBIS at SERESC, SLC, IOD: New Hampshire Multi-tiered System of Support Network
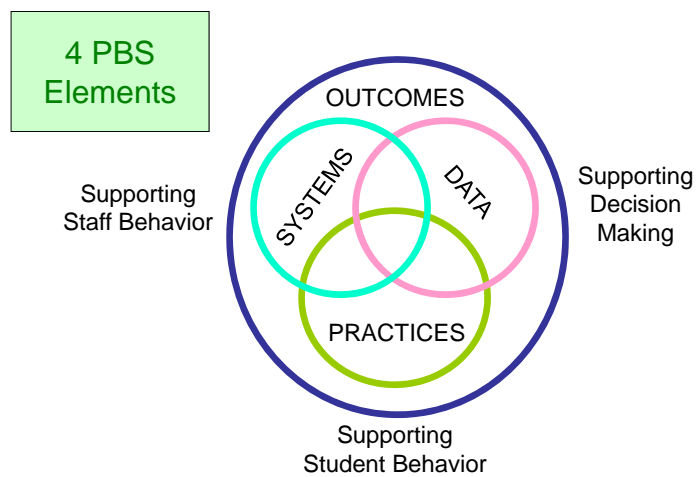
Continuum of Supports

Tertiary Supports
- Functionally Based
- Individualized for Few
- Highly specific

Secondary Supports
- Supplemental
- Some Students
- Reduce Risk

Universal Supports
- Core Instruction
- All Students,
- Preventive/Proactive

Representation of All Students

5

Supporting Social Competence &
Academic Achievement

4 PBS
Elements

OUTCOMES

SYSTEMS

DATA

Supporting
Staff Behavior

Supporting
Decision
Making

PRACTICES

Supporting
Student Behavior

Identify a student who you are concerned about

- What do they do that has your concerned?

PBIS is....

- A structured way to organize the **learning environment** so it is safe, predictable, and maximizes opportunities to learn
- A structured way to improve your school's climate and culture

- A way to teach desired behaviors
  - By structuring routines, interactions, teaching and reinforcing new skills.
- A structured way to respond to problem behaviors based on **function of behavior or needs of the child(ren)**.
- About what the adults do....

Core Features of Tier 2
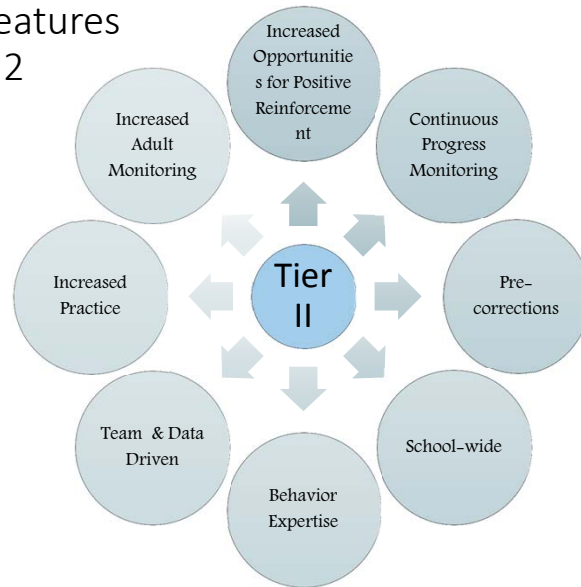
Adapted from Crone, Horner, & Hawken, 2004; Hawken & Horner, in press; March & Horner, 2002

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
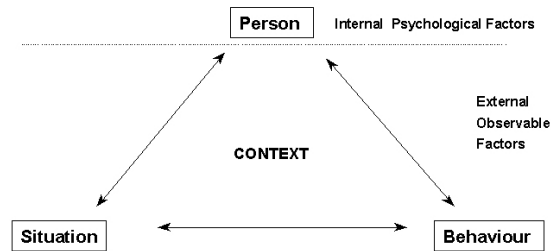
How we Learn

Person   Internal Psychological Factors

External
Observable
Factors

CONTEXT

Situation   **Behaviour**

Figure 1: Bandura's (1977; 1986) Model of Reciprocal determinism

---

Science of Early Brain and Child Development (Shonkoff, 2002)

- Cognitive, emotional and social capacities are inextricably intertwined and learning, behavioral and physical and mental health are interrelated over the life course

- Toxic stress in early years can damage developing brain architecture and lead to learning and behavioral problems and susceptibility to physical and mental illnesses

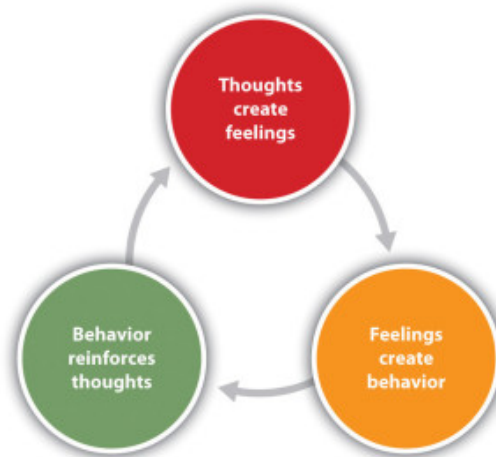- Brain plasticity and the ability to change behavior decrease over time

What are the impacts of trauma on children?

- Emotional development
- Social development
- Cognitive development
- Physical development
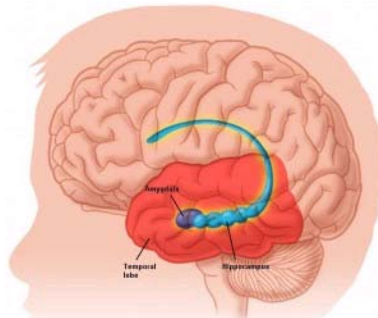
Development in these areas are affected by actual changes in the brain, neurochemistry, and fear response systems

Psychobiology of Behavior

Non-Cognitive (Executive) Skills are Fundamental to "Ready to Learn"

Executive skills comprise a set of skills
that regularly impact success in school,
at work and in relationships.

*These skills may have more to do with
school success than a student's ability to
read, write or do math.*

Tier 2 Practices

Tier 2 and 3 *Practices Should Live in Tier 1*

- Tier 2 and 3 interventions are most effective if connected to curricula/ strategies already taught and practiced with **ALL** students.
- students should receive boosted support, adapted learning opportunities and **practice** with strategies that already "live" in Tier 1.

Executive Skills Definitions
(Adapted by Mann, 2014 from *Peg Dawson, Center for Learning and Attention Disorders, Portsmouth, NH*)

Executive Skill:	Definition:
Organization	The ability to create and maintain well-ordered systems to keep track of information or materials.
Time Management	The ability to estimate how much time one needs to complete a task, and then stay within time limits and deadlines.
Planning and Prioritizing	The ability to create a sensible roadmap to reach a goal or to complete a task. This skill includes the ability to determine what is more and less important to focus on.
Mental Flexibility	The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It includes the ability to adapt/adjust to changing or unexpected conditions.
Response Inhibition	The ability to inhibit inappropriate, irrelevant or impulsive responses or reactions to stimuli.
Thoughtful Decision-Making	As opposed to impulsive, spontaneous decision-making, thoughtful decision-making means that a thinking process is utilized to make every day decisions. The thinking process, if most effective, incorporates consideration of positive and negative immediate, short and long-term consequences from possible choices.
Task Initiation	The ability to begin tasks without too much procrastination in an efficient or timely fashion.
Sustaining Attention	The ability to maintain attention to a situation or task despite distractibility, fatigue, disinterest or boredom.
Working Memory:	Working memory is a type of memory used to hold information in our mind as we work on it. If working memory skills are weak for a student, he/she may struggle to manage (remember) some aspect of needed information The more information given or requested, the more working memory skills are needed to successfully complete the task.
Goal-Directed Persistence	The capacity to have a goal and follow through to the completion of the goal without being distracted by competing interests.
Emotional Regulation	Emotion regulation refers to the ability to use and respond to emotions in a healthy manner.
Self-understanding or Metacognition	The ability to assess how well you understand yourself and to observe how you do things. A person with self-understanding has the ability to stand back and take a birds-eye view of oneself in a situation. It includes the ability to observe how you solve problems, how you monitor your behavior

Kelsey and her cell phone

- How do you identify the concerns and needs?
- Examine your Concerns/Needs Stressors list
- Watch what Kelsey does- Circle areas on the Concerns/Needs Stressors list that Kelsey exhibits as concerns.
- What happens in the environment to make things worse?

The 4 E's of Tier 2 Group Interventions

- Efficient - Similar strategies matched to students needing similar support
- Effective – Designed to teach specific skills
- Evidence-Driven – Data used to evidence effectiveness
- Early – May prevent need for more intensive and individualized support plans

A Context for PBIS & Function Based Support

- Behavior support is the redesign of environments, not the redesign of individuals
- Positive Behavior Support plans define changes in the behavior of those who will implement the plan. A behavior support plan describes what we will do differently.

Rob Horner- University of Oregon

Functions of Behavior

- Attention
  - Adult or Peer
- Escape
  - Academics, Adults, Peers, or Environment
- Tangible
  - To gain something
- Sensory
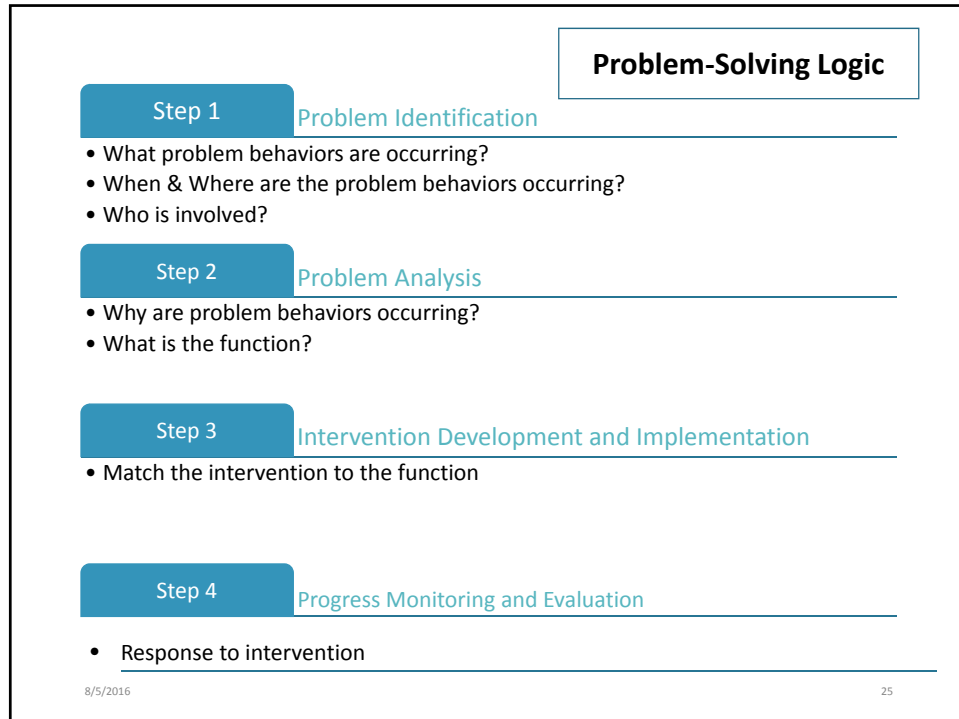 - To avoid or receive environmental stimuli

Targeted Group Interventions

1. Check In Check Out Programs
2. Mentoring Programs
3. Social Skills Instruction
4. Emotional Regulation Skills Instruction
5. Executive Skills Instruction
6. Academic Support

Tier 2 Systems

Problem-Solving Logic

Step 1   Problem Identification

• What problem behaviors are occurring?
• When & Where are the problem behaviors occurring?
• Who is involved?

Step 2   Problem Analysis

• Why are problem behaviors occurring?
• What is the function?

Step 3   Intervention Development and Implementation

• Match the intervention to the function

Step 4   Progress Monitoring and Evaluation

• Response to intervention

8/5/2016   25

Roles of the School Tier 2 Team

1. Lead the Tier 2 system
2. Design T2 interventions matched to student needs
3. Assure efficient access to T2 interventions
4. Train, coach, and support implementation of interventions
5. Monitor *fidelity* and *effectiveness* of interventions.
6. Communicate with key stakeholders (T1 and T3 teams, students/families/staff)
7. Continually refine and sustain Tier 2 system using data

At Tier 2, Identify Students At-Risk *Early*
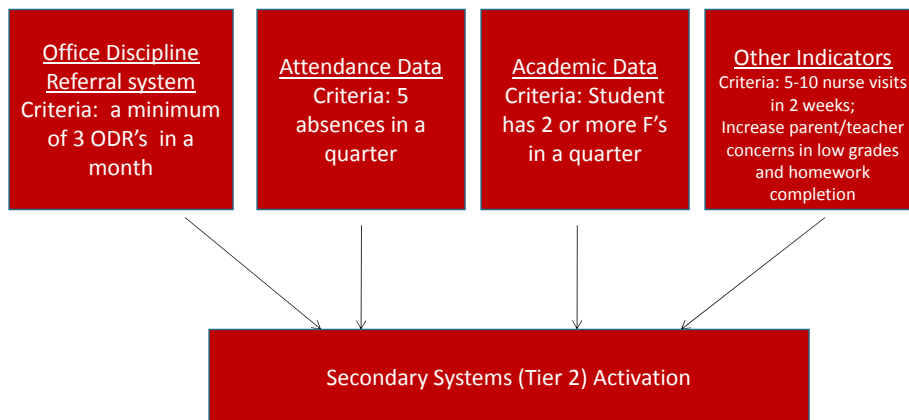and Match Interventions to Student Need

Example T2 Team **Mission** *Statement:*

To identify students ***at risk*** for school or social
failure ***early*** and provide them with effective,
time-limited interventions that increase ***readiness
to learn*** and lead to positive academic,
social/emotional and behavioral outcomes.

Does Your School's T2 Team have a Similar Mission?

Non-Response Criteria for Secondary Systems (Tier 2)

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

Office Discipline Referral system	Attendance Data	Academic Data	Other Indicators
Criteria: a minimum of 3 ODR's in a month	Criteria: 5 absences in a quarter	Criteria: Student has 2 or more F's in a quarter	Criteria: 5-10 nurse visits in 2 weeks; Increase parent/teacher concerns in low grades and homework completion

Secondary Systems (Tier 2) Activation

Running Efficient Meetings

http://www.vimeo.com/54954199

- **Targeted Team Student Assistance Form**

- **Student Name:_____ Grade:_____ Date:_____**
- **Teacher Name: _____Rm_____**
- What are your behavioral goals and /or expectations for this student?
- What are the student's academic and social strengths?
- Situations prompting the problem behaviorDescribe the problem behaviorWhy do these behaviors keep happening?
- What have you tried to change in the environment in which the problem behaviors occur?
- __ Modified   assignments to   match student's needs __ Changed seating assignments__
- Arranged tutoring to improve student's academic skills __ Other__Changed schedule   of activities__ Provided extra assistance__ Changed   curriculum
- What have you tried to teach the student about expected behaviors?
- __ Reminders about expected behavior when problem behavior occurs__Practiced expected behavior in class__ Systematic feedback about behavior __ Other__ Clarified rules for the whole class__ Individual school-home contract__ Self management program__ Reinforcement program for expected behaviors__Written agreement with student__ Oral contract with student
- What responses to the problem behavior have you tried?

- __ Note or phone call__ Referral to school counselor__ Individual meeting   with student__ Other__ Reprimand__ Time out__ Detention __ Conference with parent__ Loss of privilege__ Home-school communication

- **Additional Comments:**

Somersworth: Forming the Targeted Team

We began to discuss the status of our systems & practices at the Targeted "YELLOW" level of PBIS.

- Does a problem solving team exist? Is one needed?
  - Who is on the team currently?
  - Who could be added/taken off the team?
    - How do kids come to the team?
  - Is there an efficient, predictable referral system?
    - What is the role of the current team?
  - Does the team systematically develop and monitor interventions for each referred child?

Evolution of Somersworth's Targeted Teamwork

- Identified a team that already focused on at- risk students (Student Intervention Team)
- Consensus to re-structure the team (membership and procedures)- Winter 2006
- Training: received formal training and weekly technical support
- Began using SWIS data to ID students
- Began using Functional Behavioral Assessment

Team Mission and Objectives

- ***The mission of the Targeted Team is to increase the likelihood of positive behavior and academic achievement of students.***
  - 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.

Supporting Staff and Implementers

- Overview presentations for all school staff
- Training for implementers- curriculum and checklists
- Fidelity checklists
- Data collection tools
- Ongoing support from Tier 2 team members, coaching, problem-solving

Somersworth Targeted Team Process

Functional Assessment Defined:

- ***Functional assessment is a process for identifying the events that reliably predict and maintain problem behavior.***

- The Targeted Team uses the context of Functional Behavioral Assessment to drive problem solving

---

Functional Assessment Checklist for Teachers "FACTS"

STEP 1: Student/ Grade: _____*Clarence/9th grade*_____   Date: _____*January 11*_____

Interviewer: _____*Sugai*_____   Respondent(s): _____*Thomas*_____

STEP 2: Student Profile: Please identify at least three strengths or contributions the student brings to school.

C. has leadership potential. Peers listened to him, and he can be very convincing and sincere. He's academically competent and seems to be moving smoothly and successfully through the school curriculum.

STEP 3: Problem Behavior(s): **Identify problem behaviors**

___Tardy _X_ Fight/physical Aggression ___ Disruptive___ Theft___ Unresponsive*X* Inappropriate Language_X__ Insubordination___ Vandalism___ Withdrawn_X__ Verbal Harassment____ Work not done___ Other _____ ____*X*__ Verbally Inappropriate___ Self-injury

Describe problem behavior:*C. may have one of the shortest fuses I've seen. One little tease by a peer, and he quickly and predictably escalates through a behavioral sequence that begins with passive in subordination (non response), moves to a mild protest, shifts to harassment and name calling, increases to property damage and even to physical aggression. Its interesting that he seems to "enjoy" the reactions he gets from peers that he aggresses toward, and from peers who look up to him for his aggressiveness.*
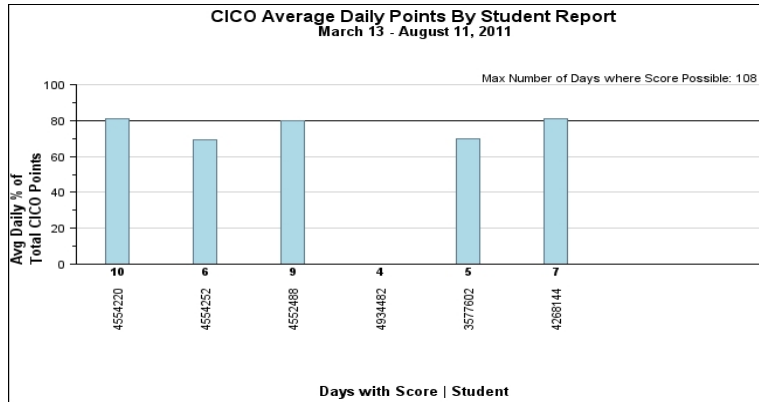
Tier 2 Data

- Screening
  - Data you already collect: ODRs. Attendance, grades, frequent visit to the nurse or office
  - Teacher identification for concerns or needs
  - Diagnostics
- Progress Monitoring
  - Is the student *actually receiving* the intervention?
  - Is the student benefitting from the intervention?
  - Do teachers/adults need support? Is it working for them?
- Outcomes
  - When will we know that the student has the skills?
  - Does the student need a different/enhanced intervention?

What the Data Tells Us…

CICO Average Daily Points By Student Report
February 13 - March 20, 2011

Max Number of Days where Score Possible: 19

Avg Daily % of Total CICO Points

Days with Score | Student

8 weeks later...

CICO Average Daily Points By Student Report
March 13 - August 11, 2011

Max Number of Days where Score Possible: 108

Avg Daily % of Total CICO Points

| 10 | 6 | 9 | 4 | 5 | 7 |
| 4554220 | 4554252 | 4552488 | 4934482 | 3577602 | 4268144 |

Days with Score | Student

Jameson's BEP Progress

% of Total Points

◆ Progress
— Daily Goal

4/18 4/20 4/22 4/24 4/26 4/28

Data used to gather information

- Referral form
- Staff interview forms
- Student Interview forms
- ODR's
- Attendance Data
- Progress reports, transcript
  - Classroom observations (if needed)
- Parent Permission (call) and letter home…to have it on file
- File Review

Somersworth students who received behavior support plans-changes over time
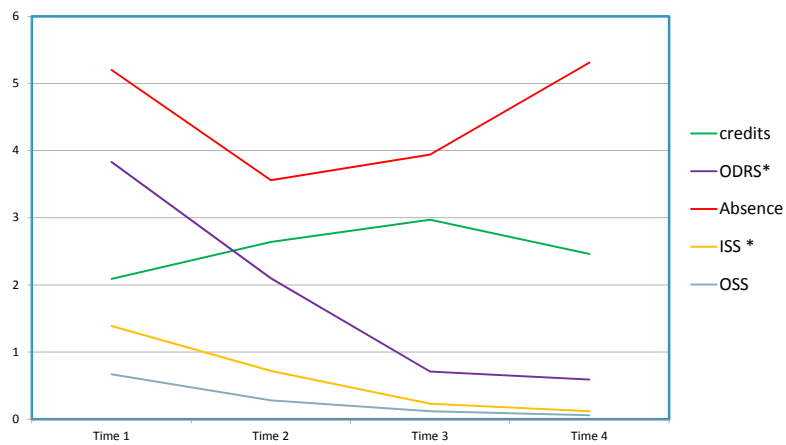
** statistically significant change in means from baseline: $p < .01$

Somersworth students who received CICO-changes over time

*Significant change in means from baseline: $p < .05$

PBIS Support

- UNH Institute on Disability: www.unh.edu

- Center for Effective Behavior Interventions and Supports (CEBIS) at SERESC: www.**nhcebis**.seresc.net/

- Strafford Learning Center: www.**straffordlearningcenter**.org/

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