

The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 4

Identifying Students for Tier II Interventions

RTI  **Arkansas**



Arkansas State Personnel Development Grant

Focus Area: To help districts and schools create a consistent system for identifying and referring students for Tier II interventions

Title of Training:



Module 4: Identifying Students for Tier II Interventions

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:

- Tier I Modules
- Tier II Modules 1, 2, and 3

Training Description:

This module is designed to give administrators, schools, districts, and other personnel information about developing a system for identifying students for Tier II interventions.

Module Sections:

Introduction: Purpose and objectives (slides 1 – 4) pgs. 5 - 9

Training Sections:

Section 1 – Assess Current Initiatives and Interventions (slides 5 – 8)
pgs. 10 – 15

Section 2 – Developing a System for Identifying Students for Tier II Interventions (slides 9 – 10) pgs. 16 – 18

Section 3 – Data Decision Rules (slides 11 – 19) pgs. 19 – 29

Section 4 – Procedures for Referring Students to Tier II Interventions (slides 20 – 34) pgs. 30 – 47

Section 5 – Screening Tools (slides 35 – 38) pgs. 48 – 52

Conclusion: Summary and resources (slides 39 – 44) pgs. 53 – 59

Discussion questions, homework, resources – pgs. 60 – 61

Training Materials/Equipment:

PowerPoint for Module 4: Identifying Students for Tier II Interventions

- Equipment needed/recommended to project the PowerPoint:
 - Laptop computer
 - Access to PowerPoint (downloaded on computer, flash drive, etc.)
 - Projector
 - Speakers, if needed
 - Microphone(s), if needed
 - Required connecting cables, extension cords, etc.
 - “Clicker” to advance slides
- Showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.

- Note that it may take a minute for the video to load.
- Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes



Handouts:

Physical and/or electronic copies of:

- [Initiative Inventory](#) (pg. 15)
- [Data Decision Rules template](#) (pg. 29)
- [Teacher Nomination for Assistance](#) (pg. 40)
- Process for Supporting Students Through PBIS (pg. 47)



Activities in this Training:

- Initiative Inventory (pg. 13)
- Identify Students for Tier II Intervention (pg. 25)
- Data Decision Rules (pg. 28)

Essential Questions:

These essential questions will be addressed in this training module:

- Why and how should schools assess initiatives, programs, supports, etc. that are in place for students with at-risk behavior?
- What is needed to develop a system for identifying students for Tier II interventions?
- How are data decision rules developed to determine eligibility for receiving Tier II interventions?
- What should be considered when developing procedures for referring students for Tier II interventions? What are the steps?
- How can screening tools be used when identifying students for Tier II?

Trainer Tips:

- Consider facilitating Module 3 (Function of Behavior) along with this module, as Module 4 builds on Module 3.
 - Module 3 gives trainees some basic underlying information on why students may engage in chronic misbehavior.
 - In Module 4 we learn how we can use that information (function of behavior) to ensure students receive the proper intervention.
- This module provides a lot of opportunity for practice. It is important for participants to understand why and how we use data every step of the way when identifying and placing students in interventions.

Introduction

Slides 1 - 4

- Purpose of this module
- Objectives of this module

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Identifying Students for Tier II Interventions



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Images in this module were obtained at google.com/images unless otherwise specified.



Slide #1

[Identifying Students for Tier II Interventions]

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Purpose of This Module

To guide schools and teams in creating a system for identifying and referring students for Tier II interventions


Arkansas Department of Education

Arkansas Positive Behavioral Interventions & Supports

Center for community engagement and research




Slide #2

[Purpose of This Module]



Objectives

- Assess current school and/or district initiatives and interventions
- Learn what is needed to develop a system to identify students for Tier II interventions
 - Data decision rules for Tier II interventions
 - Procedures for referring students for Tier II interventions
 - Screening Tools



Slide #3
[Objectives]

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The Tiered Fidelity Inventory (TFI)
Tier II Planning Tool

<p>TEAM</p> <ul style="list-style-type: none"> ▪ 2.1 Team Composition ▪ 2.2 Team Operating Procedures → ▪ 2.3 Screening → ▪ 2.4 Request for Assistance <p>INTERVENTIONS</p> <ul style="list-style-type: none"> ▪ 2.5 Options for Tier II Interventions ▪ 2.6 Tier II Critical Features ▪ 2.7 Practice Matched to Student Need ▪ 2.8 Access to Tier I Supports ▪ 2.9 Professional Development 	<p>EVALUATION</p> <ul style="list-style-type: none"> ▪ 2.10 Level of Use ▪ 2.11 Student Performance Data ▪ 2.12 Fidelity Data ▪ 2.13 Annual Evaluation
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Slide #4

[The Tiered Fidelity Inventory (TFI)]

Trainer Notes:

- The TFI will be used throughout PBIS modules. Each module aligns with one or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, items 2.3 and 2.4 will be addressed.
- Fidelity checks will appear throughout this module at the end of content sections, as appropriate.

Training Section One

Assess Current Initiatives and Interventions

Slides 5 - 8

Goals

Participants will learn about assessing and streamlining programs, initiatives, interventions, etc. that are currently in place for groups of students with similar at-risk behavior.

Assess Current Initiatives and Interventions



Slide #5

[Assess Current Initiatives and Interventions]

Trainer Notes:

- This section will help guide schools in looking at what initiatives, programs, interventions, etc. are already in place in the school (or district) that support students who need extra support – group and individual interventions.

What Is Already In Place?

- What initiatives in the school or district are currently addressing student behavior (e.g., Olweus, Trauma-informed initiative, etc.)?
- What interventions are currently supporting groups of students with common behavior needs (e.g., social skills groups, mentoring, etc.)?
- What interventions are currently in place to support individual students?





Slide #6

[What Is Already In Place?]




Trainer Notes:

- For the first bullet above, consider whether, besides PBIS, there are programs or initiatives that address behavior, such as bullying, social skills, or something else?
- For the second bullet above, consider whether schools have any type of social skills groups, mentoring/buddy programs, or a special room or location for students to go when they need extra support?
- For the third bullet above, some examples of individualized interventions would be intensive mentoring (such as Check and Connect), tutoring, or counseling.

Activity


- Document any supports currently in place for small groups or individual students.
- What can be incorporated as you build your Tier II systems?
- The Initiative Inventory (next slide) is a tool to help give a snapshot of current initiatives and resource allocation.

Slide #7
[Activity]

Trainer Notes:

- This is a good exercise for Tier II teams to do as they prepare or begin to implement Tier II.
- The inventory on the next slide will give schools/teams a “big picture” of what has already been tried, what is currently going on in the school, and where resources are currently committed.



ACTIVITY

Initiative Inventory

- Advance to the next slide and present the Initiative Inventory. A copy of the inventory is on page 15, or it is downloadable here:
<http://cce.astate.edu/pbis/wp-content/uploads/2019/01/NIRN-Initiative-Inventory-3-1.docx>
- Have participants spend a short amount of time (10-15 minutes) listing any initiatives that have been tried or are currently in place for students with at-risk behavior.
- Encourage participants to complete the inventory (preferably as a Tier II team exercise) before they begin developing Tier II systems and interventions. There may be things they can build upon and/or things that don't serve a clear purpose or have a clear outcome.

Initiative Inventory

This tool can be used to guide your team's review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

Date of Inventory:								
Name of Initiative	Leadership of Initiative (Team and/or Coordinator: Name and Department)	Expected Outcome	Scale of Intended Use (National, regional, targeted population)	Start and End Date	Financial Commitment and Source of Funding (federal, state, grant, or other)	Relation to Organization Priorities & Strategic Plan	Measures of Outcomes	Evidence of Outcomes What has happened thus far?

Adapted from MiBLSi (4/15/10), ISSA (10/19/09), G.Sugai (1/26/01)
Learn more from implementation.fpg.unc.edu

Slide #8

[Student Office Discipline Referral Data]

Trainer Notes:

- This tool can be used to guide the Tier II team’s review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Document: <https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN%20Initiative%20Inventory.docx>
- Definition of **Initiative**: *Initiatives are priority efforts, strategies, or projects in which an agency is directly engaged to produce change that results in desired outcomes (e.g. improved outcomes for learners).*
- Information and data collected can be used to explore the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.
 - Adapted from MiBLSi (4/15/10), ISSA (10/19/09), G.Sugai (1/26/01)
 - The Active Implementation (AI) Hub, AI Modules and AI Lessons are developed and maintained by the National Implementation Research Network (NIRN) at The University of North Carolina at Chapel Hill’s FPG Child Development Institute. Copyright 2013-2017; implementation.fpg.unc.edu

Initiative Inventory



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Adapted from MIBLSi (4/15/10), ISSA (10/19/09), G. Sugai (1/26/01)

The Active Implementation Hub, AI Modules and AI Lessons are developed and maintained by The National Implementation Research Network (NIRN) at The University of North Carolina at Chapel Hill’s FPG Child Development Institute. Copyright 2013-2017

Learn more: implementation.fpg.unc.edu

Training Section Two

Developing a System for Identifying Students for Tier II Interventions

Slides 9 - 10

Goals

Participants will learn what is needed to develop a system for identifying students for Tier II interventions.

Developing a System for Identifying Students for Tier II Interventions



Slide #9

[Developing a System for Identifying Students for Tier II Interventions]

A presentation slide with a blue header and footer. The title "What Is Needed?" is centered in a large black font. Below the title is a numbered list: 1. Data decision rules, 2. Procedures for referring students, 3. Screening tool(s)*. The RTI Arkansas logo is in the top right. A small footnote at the bottom right reads: "*Screening tool(s) can be used to identify potential at-risk students". The footer contains logos for "Arkansas Positive Behavioral Interventions & Supports" and "Center for community engagement and leadership".

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What Is Needed?

1. Data decision rules
2. Procedures for referring students
3. Screening tool(s)*

**Screening tool(s) can be used to identify potential at-risk students*

Arkansas Positive Behavioral Interventions & Supports
Center for community engagement and leadership

Slide #10
[What Is Needed?]

Trainer Notes:

- In this section, we will talk about developing each of the above bullets.
- Teams will establish criteria (data decision rules) that students must meet to receive Tier II interventions. These criteria will be based on data from various sources, such as office referrals, absences, out of classroom time, etc.
- Teams will establish forms and procedures for staff and others to use when suggesting a student for interventions. Teams will be responsible for informing staff and others of the process (e.g., where the forms are located, what data must accompany the referral, who receives the referral form, etc.).
- Schools may also want to identify a screening tool or tools that classroom teachers can also use to further determine if students warrant interventions and also what type of interventions might be right for the students.

Training Section Three

Data Decision Rules

Slides 11 - 19

Goals

Participants will learn

- What are data decision rules
- How to develop data decision rules

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Data Decision Rules

Arkansas Department of Education

Arkansas Positive Behavioral Interventions & Supports

Center for Community Engagement and Leadership

Slide #11
[Data Decision Rules]

What Are Data Decision Rules?

- Rules that help you determine if students are eligible for receiving Tier II interventions
- Rules that help you determine next steps for students in Tier II interventions (e.g., maintaining the intervention, graduating, modifying, etc.)



Slide #12

[What Are Data Decision Rules?]

Trainer Notes:

- There will be more examples in a few slides, but a very common data rule is that students with two to five office referrals are considered for Tier II supports.
- Rules for determining next steps would include data that indicate if the student is responding positively or negatively to the intervention. This will guide teams in deciding if the student should start graduating from an intervention (positive response) or if they need to modify/change the intervention or even refer the student for Tier III (negative response).

Developing Data Decision Rules: Where Do You Begin?

- **Decide what student concerns should be considered.**
 - DISCUSSION QUESTION: What concerns might lead a teacher to refer a student for an intervention?
- **Decide what data thresholds signify no current risk, at-risk, or high-risk concern.**
 - DISCUSSION QUESTION: At what point would the concern be enough to justify group interventions? Or individual interventions?



Slide #13

[Developing Data Decision Rules: Where Do You Begin?]

Trainer Notes:

- This slide is animated.
- Generate some discussion. What concerns would lead a teacher or the PBIS team to consider referring a student for a group intervention?
- Schools are already looking at school-wide data. These data can also help reveal students with a high number of infractions so that teams can consider if those students need additional supports. We will discuss this more in the next sub-section on “Procedures for Referring Students to Tier II Interventions”.
- Teams will be tasked with determining parameters for students to be eligible for group interventions. Once the various concerns are determined, teams will decide what data indicate that a student is at-risk of escalating.

Some Things To Consider

Student concerns:

- Discipline referrals
- Academics
- Attendance/tardiness
- Time out of classroom
- Withdrawal from social situations

What is acceptable or proficient for these? What is considered at-risk?
What is considered high-risk?



Slide #14

[Some Things To Consider]

Trainer Notes:

- School teams should decide what range or combination of “red flags” warrant consideration for Tier II interventions. Think of these rules as “gates” for getting into Tier II interventions.
- Above are some concerns that teams may want to consider. (Discussion from the last slide may add to this list.)
- By creating data decision rules that define what is acceptable, what is at-risk, and what is too serious for Tier II (e.g., how many referrals, how many absences, how many low grades, etc.), schools can efficiently identify students and get them into Tier II interventions more swiftly.

Some Other Considerations

- Students that were in interventions in the previous year or at a previous school
- Students re-entering school from an alternative setting (e.g., alternative high school, mental health facility, etc.)




Slide #15


[Some Other Considerations]

Trainer Notes:

- Students that were being supported the previous year will need follow up to determine if they still need support.
- Students new to the school that were being supported at their previous school will need support, especially when they first enter the school.
- Students that are re-entering school after being placed in an alternative setting will need support as they get accustomed to being in a school setting again.






Activity



Identify five students that might benefit from Tier II support.


First Quarter of School Year					
Name	Grade Level	Time out of Class (nurse, counselor visits)	Major Behavior Referrals/Minor Classroom Reports	Core Grades	Attendance
Jana	2	0	4 minors	1 D 1 F	82%
Blake	5	Average 3 visits to nurse/week	0	3F	70%
Toby	5	0	16 minors; 3 majors	2D 1 F	84%
Doug	5	Average 2 visits to counselor/week	22 majors; 3 suspensions	4 F	62%
Yvonne	2	0	2 minors	2 D 1 F	86%
Lin	1	Average 4 visits to nurse/week	0	1 F	90%
Maria	K	0	16 minors; 1 suspensions	4 D 1 F	74%
Tyrone	4	0	2 majors	1 F	81%
Paul	3	0	5 minors	2 D	89%
Sam	3	0	13 majors; 1 suspension	2D 1 F	87%
Carlos	2	0	1 major	1 D	86%
Tia	1	0	1 minor	2 C	60%

Slide #16
[Activity]

Trainer Notes:


- The outcome of this activity is to help teams begin to establish data decision rules or “gates” for access to Tier II interventions.
- Ask participants to identify five students they would enroll in a Tier II intervention.
- Create a discussion by asking what made them choose those five.
 - Were they chosen based on just one factor, or a combination of factors?
- Guide the discussion by reminding participants that Tier II interventions are for:
 - Students displaying frequent, but minor problem behaviors, across multiple locations
 - Students needing enhanced Tier I supports to prevent escalating behavior
 - Students with internalizing or externalizing behaviors



ACTIVITY/DISCUSSION


Identify Students for Tier II Intervention

- Using the example on the slide, ask participants to choose students they think may be candidates for Tier II interventions and have them explain their reasons. Encourage everyone to discuss why they agree or not.
- This exercise will help prepare teams to create their data decision rules.
- The next slide shows an example of data decision rules used at a fictional school.





EXAMPLE

EXAMPLE: DATA DECISION RULES FOR STUDENT SUPPORT			
Measure	No or Low-Risk	At-risk	High-risk
Classroom minors	0-4	5-9	10 or more
Office Discipline Referrals	0-1	2-5	6 or more
Absences	0-2/semester	3-5/semester	>5/semester
Tardiness	0-3/semester	4-9/semester	>10/semester
In-School Suspension	0-1	2-3	>3
Out-of-School Suspension	0	1	2
Course Grades	C or above in all	D or F in any	Multiple Ds or Fs
*Reading Assessment	> 159	143 to 159	< 143
Visit to Nurse (non-medication)	>1/month	1/week	>1/week
Out of Class - Other	>1/month	1/week	>1/week



*Assessment used: Measures of Academic Progress® (MAP®)

Slide #17
[Example]

Trainer Notes:

- This is an example showing the data guidelines that a fictional Arkansas school uses to identify students for Tier II and III interventions (at-risk and high risk). Note that they also have a column showing what is considered no risk or low risk for each measure. Share and ask for feedback as time allows.
- If possible, steer discussion towards looking at all of these student data to get a snapshot, or “big picture”.
- Remind schools to consider the context and culture of their own schools when developing their data decision rules.
- *Measures of Academic Progress® (MAP®) scores will vary from grade to grade and from classroom to classroom. An explanation of scoring for this assessment can be found here: <https://www.nwea.org/resource-library/research/2015-normative-data-3>
- The example above is from page 3, the 2015 Reading student status norms table, using the second grade begin-year data:
 - No or low risk was assessed to be -1 standard deviation or above (score of 160 or greater)
 - At-risk was between -2 and -1 standard deviations (score of 143-159)
 - High risk was lower than -2 standard deviations (score of 142 or lower)

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Other Data Decision Rules: Progress Monitoring

- Maintaining the intervention
- Fading or graduating from the intervention
- Modifying or intensifying the intervention
- Considering Tier III supports

Slide #18

[Other Data Decision Rules: Progress Monitoring]

Trainer Notes:

- Once students are in interventions and teams are progress monitoring, there will need to be data decision rules for what the next steps will be.
- Teams will need to determine guidelines for the following:
 - When a student has progressed sufficiently and is ready to graduate from an intervention or begin a fading period
 - When a student is not making sufficient progress and may need a modification or more intense version of the intervention
 - When a student should be considered for Tier III supports, after not making progress with Tier II interventions

Activity

Begin developing data decision rules for students to be identified for Tier II interventions.

Concern	Decision Rule	Data Source
Attendance		
Social Behavior		
Academics		

Template Download: <http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Tier-II-Data-decision-rules-template-for-interventions.docx>

Slide #19
[Activity]

Trainer Notes:

- Teams or participants can use this template to begin creating their data “gates” for entering Tier II interventions.
- This template is included on the next page and can be used as a handout. It is also available to download here: <http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Tier-II-Data-decision-rules-template-for-interventions.docx>

★ ACTIVITY

Data Decision Rules

- Give participants a copy of the template on this slide (handout on pg. 29 or downloadable version noted above).
- Have participants begin working on their data decision rules:
 - Begin by deciding what types of concerns will be considered when deciding if a student needs Tier II intervention (the three listed are just examples).
 - Next decide what parameters will define no risk, at-risk, or high risk for each concern.
 - Finally, list the source(s) of the data for each concern. For example, will you look at both classroom and office discipline referrals?

Data Decision Rules

Concern	Decision Rule	Data Source
Attendance		
Social Behavior		
Academics		

Training Section Four

Procedures for Referring Students to Tier II Interventions

Slides 20 - 34

Goals

Participants will

- Learn how to develop procedures for referring students for Tier II interventions
- See examples of procedures and documents used in the referral process



Procedures for Referring Students to Tier II Interventions



Slide #20

[Procedures for Referring Students to Tier II Interventions]

Things To Consider

- How often will school-wide data be reviewed to identify possible at-risk students?
- Who can refer a student for Tier II interventions?
- What will be the procedures for referring a student?



Slide #21

[Things To Consider]

Trainer Notes:

- These three bullets will be discussed in the next several slides.

Review School-wide Data

- School-wide data should be reviewed at least monthly (Tier I meetings)
- The data manager can look for students with multiple infractions



Slide #22

[Review School-wide Data]

Trainer Notes:

- Since teams are already looking at school-wide data on a regular basis, the data manager, the person that brings data to the team meetings, can begin looking for groups of students that have had multiple infractions over a given period of time (team can decide what this timeframe will be).

Develop Procedures: Step 1

Step 1: Determine who can refer a student.

- Who can refer students for Tier II interventions?
 - Tier I team (*based on school-wide data reviews*)
 - Classroom teachers? (*based on classroom concerns, minor behavior, office referrals, etc.*)
 - What about parents? (*based on concerns at school, home, and other locations [educational or behavior concerns]*)
 - Any others?

Consider this as a team, and then get input from teachers.



Slide #23

[Develop Procedures: Step 1]

Trainer Notes:

- This can be an activity if time permits. See the facilitator guide for more information.
- There will be six steps in the process to develop procedures. Each step will be on a separate slide. The facilitator guide will include a handout with all of the steps (a guide for implementers).
- Step 1: Who will refer students for Tier II interventions? Just teachers? Parents? Others?

Develop Procedures: Step 2

Step 2: Establish a process for referring a student.

- What type of referral will you use? Paper or digital?
- Where will teachers access the referral forms?
- To whom will teachers give the form?
- How will others, such as parents access Tier II resources?



Slide #24

[Develop Procedures: Step 2]

Trainer Notes:

- Step 2: What type of referral will you use? Paper or digital? Where will the teacher access the referral forms? To whom will the teacher give the form? How will others, such as parents access Tier II resources?
- Many schools implementing Tier II have some type of form called a Request for Assistance or Student Nomination form. There will be an example on slide 28.

Develop Procedures: Step 3

Step 3: Establish a process to determine if the student had full access to Tier I.

- How will you verify if the student has been taught the behavior expectations (school-wide and in the classroom)?
- Has the student received any feedback or acknowledgements for following the expectations?



Slide #25

[Develop Procedures: Step 3]

Trainer Notes:

- Step 3: Before going any further in the investigation, it is important to determine if the student has been taught the behavior expectations (school-wide and in the classroom), and if the student received any feedback or acknowledgements for following the expectations.

Develop Procedures: Step 4

Step 4: Develop a process for collecting supporting data.

- In order to determine the appropriate intervention, how will you collect the data you need? For example:
 - Type of behavior
 - Where behavior is happening
 - How behavior is maintained
 - What happens right before the behavior
 - What strategies have been tried
 - Other info that might be useful for determining placement (e.g., grades, out of classroom time, etc.)



Slide #26

[Develop Procedures: Step 4]

Trainer Notes:

- It is important to collect additional data to determine the appropriate intervention for a student.
- In Module 3, there is a form called ABC, or Antecedent – Behavior – Consequence Form. This can be used to record observational data, such as what happens right before the behavior (antecedent) and what is the response to the student's behavior (consequence). This form and an example of a Request for Assistance form will be included in the next few slides.

Example: Process For Teacher Referral

Teacher fills out Request for Assistance form.

Teacher collects information that includes the following:

- The behavior (observable, measurable)
- The context (where, when, possible function of behavior, etc.)
- The strategies that have been tried
- The screener data that have been collected

The teacher then submits the form and the above supporting information as part of a formal request for assistance to the PBIS team.




Slide #27

[Example: Process For Teacher Referral]

Trainer Notes:

- The idea is to create a process for referrals that everyone will be able to follow consistently.
- The teacher example above includes information the teacher needs to make available to the PBIS team when they submit a request.
- The next two slides show examples of forms (including the Request for Assistance that is referenced above) that can be used to record all the data and information that need to be submitted with the request.



Example:
Teacher
Nomination
for Assistance

TEACHER NOMINATION FOR ASSISTANCE

Student Name: _____ Age: _____ Grade: _____ Sex: Male Female

Teacher Completing: _____ Date: _____

ACADEMIC INFORMATION

Current I.P.A.	Do you believe that academic skills, including task completion, are impacting the problem behavior? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
Reading Grade	
Math Grade	

PROBLEM BEHAVIOR


<p>Interfering Behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excessive talking or chatter <input type="checkbox"/> Severe A.S.P. <input type="checkbox"/> Is teased or bullied by peers <input type="checkbox"/> Does not participate in games <input type="checkbox"/> Says yes or no <input type="checkbox"/> Acts hostile <input type="checkbox"/> Does not stand up for self <input type="checkbox"/> Self-harm (cutting, head banging) <input type="checkbox"/> Withdrawn <input type="checkbox"/> Other _____ 	<p>Classroom Behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Out of seats/loped area <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Fighting/physical aggression <input type="checkbox"/> Taking out of turn <input type="checkbox"/> Verbal abuse <input type="checkbox"/> Not following instructions <input type="checkbox"/> Technology violation <input type="checkbox"/> Tardy <input type="checkbox"/> Other _____
---	---

STRATEGIES TRIED AND RESULTS

What strategies were tried to address the problem behavior?

	Successful	Somewhat Successful	Not Successful
<input type="checkbox"/> Targeted instruction for expected behavior			
<input type="checkbox"/> 4-5 positive verbal feedback			
<input type="checkbox"/> Reinforce expected behavior			
<input type="checkbox"/> Multiple opportunities to practice expected behavior			
<input type="checkbox"/> Self-monitoring			
<input type="checkbox"/> Modified assignments			
<input type="checkbox"/> Change of schedule for activities			
<input type="checkbox"/> Extra assistance			
<input type="checkbox"/> Removal/Classroom contact			
<input type="checkbox"/> Other (Specify): _____			

Adapted from MO SW PBS Tier 2 Workbook 2018-2019



TEACHERS ARE EXPECTED TO COLLECT DATA TO ACCOMPANY THE FORM


Form Download:
<http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Tier-II-Teacher-Nomination-for-Assistance-adapted-from-MO.docx>

Slide #28

[Example: Teacher Nomination for Assistance]

Trainer Notes:

- A teacher nomination form is something teams will need to decide on – either create their own, use this one, or adapt another one. (Note: in PBIS literature, the words nomination and referral are used interchangeably here.)
- Schools may also decide to have forms for parents or others to nominate students.
- This form is included in the accompanying facilitator guide and is downloadable here: <http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Tier-II-Teacher-Nomination-for-Assistance-adapted-from-MO.docx>
- See the next slide for an example of a form staff can use to collect observational data to accompany this form.



EXAMPLE

Teacher Nomination for Assistance

See page 40 for this example of a nomination form.

Teacher Nomination for Assistance

Student Name _____ Age _____ Grade _____ IEP Yes No

Teacher Completing _____ Date _____

ACADEMIC INFORMATION

Overall G.P.A.		Do you believe that academic skills, including task completion, are impacting the problem behavior? <div style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure </div>
Reading Grade		
Written Language Grade		
Math Grade		

PROBLEM BEHAVIOR

<p><u>Internalizing Behaviors:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Exhibits sadness or despair <input type="checkbox"/> Sleeps a lot <input type="checkbox"/> Is teased or bullied by peers <input type="checkbox"/> Does not participate in games <input type="checkbox"/> Very shy or timid <input type="checkbox"/> Acts fearful <input type="checkbox"/> Does not stand up for self <input type="checkbox"/> Self-injury (cutting, head banging) <input type="checkbox"/> Withdrawn <input type="checkbox"/> Other _____ 	<p><u>Externalizing Behaviors:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Out of seat/assigned area <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Fighting/physical aggression <input type="checkbox"/> Talking out of turn <input type="checkbox"/> Verbal defiance <input type="checkbox"/> Not following instructions <input type="checkbox"/> Technology violation <input type="checkbox"/> Tardy <input type="checkbox"/> Other _____
---	--

STRATEGIES TRIED AND RESULTS

<i>What strategies were tried to address the problem behavior?</i>	Successful	Somewhat Successful	Not Successful
<input type="checkbox"/> Tangible recognition for expected behavior			
<input type="checkbox"/> 4:1 positive verbal feedback			
<input type="checkbox"/> Retought expected behavior			
<input type="checkbox"/> Multiple opportunities to practice expected behavior			
<input type="checkbox"/> Self-monitoring			
<input type="checkbox"/> Modified assignments			
<input type="checkbox"/> Change of schedule for activities			
<input type="checkbox"/> Extra assistance			
<input type="checkbox"/> Parent/Guardian contact			
<input type="checkbox"/> Other (Specify):			
<input type="checkbox"/>			

Adapted from MO SW-PBS Tier 2 Workbook

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Date	Setting/Routine	Antecedent (what happened immediately before the behavior)	Behavior (observable and measurable)	Consequence (what happened directly following the behavior)

Antecedent-Behavior-Consequence Form:
<http://cce.astate.edu/pbis/wp-content/uploads/2019/04/ABC-form.docx>

Slide #29
[ABC Form to Collect Observational Data]

Trainer Notes:

- In Module 3, this form called ABC, or Antecedent – Behavior – Consequence Form is introduced.
- This can be used to record observational data, such as what happens right before the behavior (antecedent) and what is the response to the student’s behavior (consequence).
- This is included as a handout in the facilitator guide for Module 3.
- Link for download: <http://cce.astate.edu/pbis/wp-content/uploads/2019/04/ABC-form.docx>

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Example: Process For Parent Referral

Parents will receive an overview of Tier II and available supports provided in the...

- Parent handbook
- PBIS monthly emails
- Parent-teacher conferences

Overview includes...

- Who to contact
- How to contact the above
- Examples of concerning behaviors that can be addressed with Tier II supports
- How the request will be addressed at the school

Parents will be able to follow the process outlined in the overview to request assistance in addressing their child's behavior.

Arkansas Building RTI Capacity | PBIS Arkansas Positive Behavioral Interventions & Supports | Center for community engagement and leadership

Slide #30

[Example: Process For Parent Referral]

Trainer Notes:

- This parent example shows how the parents would get information about Tier II and how they can address their concerns about their child with the school.
- There are multiple ways the information is distributed.
- The information includes some examples that will help guide parents in determining what types of behaviors might be concerning.

Develop Procedures: Step 5

Step 5: Establish how you will use data decision rules to determine eligibility.

- Once data are gathered, use the data decision rules to determine what level of support would be appropriate for the student.



Slide #31

[Develop Procedures: Step 5]

Trainer Notes:

- Students may have multiple signs of at-risk behavior, so the team needs a process or guidelines for determining when Tier II supports are appropriate. For example, if a student has six minor classroom behavior write-ups, two office referrals, and a D in math, would this be an indication that the student needs Tier II support?
- What would indicate that the behavior is beyond the scope of Tier II interventions?

Develop Procedures: Step 6

Step 6: Determine how you will choose the appropriate intervention based on function of behavior.

- For example, if the student is seeking adult attention, the appropriate intervention may be Check-in, Check-out.



Slide #32

[Develop Procedures: Step 6]

Trainer Notes:

- Module 3: Function Based Thinking... goes into more detail about determining function of behavior and using that information to choose the appropriate intervention.
- The next slide shows how function aligns with different interventions.

Some Tier II Interventions And How They Target Function Of Behavior

	Check-in, Check-out	Social Skills Groups	Academic Supports	Mentoring	Self-Monitoring
Obtain adult attention	X	X	X	X	
Obtain peer attention		X		X	
Access an item		X		X	
Access an activity		X		X	
Avoid adult attention		X		X	X
Avoid peer attention		X		X	X
Avoid tasks		X	X	X	X
Avoid situations		X	X	X	X



Adapted from Umbreit, Ferro, Liaupis, and Lane, 2007

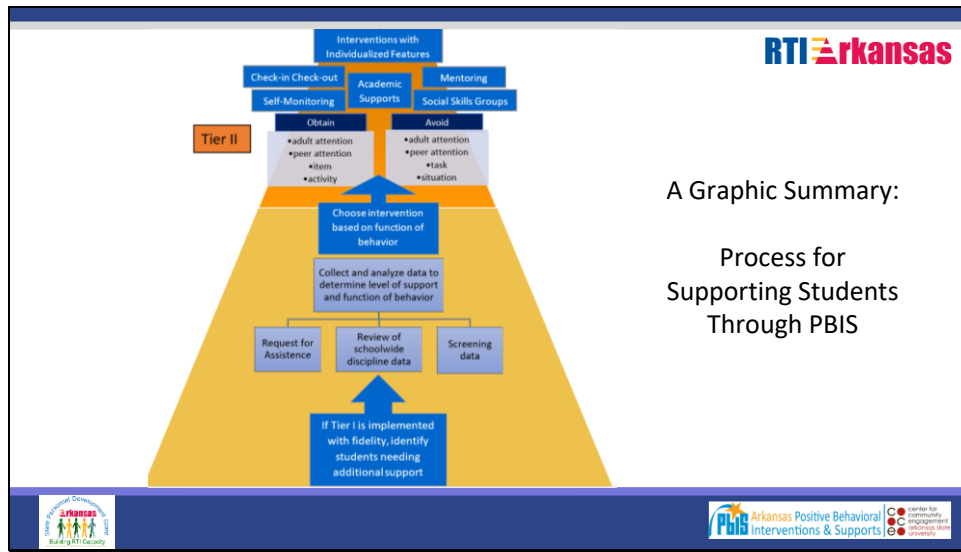


Slide #33

[Some Tier II Interventions And How They Target Function Of Behavior]

Trainer Notes:

- This matrix shows some Tier II interventions and the function(s) of behavior that they address.
- In Module 3: Function Based Thinking and Overview of Tier II Interventions the basic functions of behavior are defined. Behavior serves the function of helping students obtain or access something or avoid something.
- Self-monitoring can also be used as a fading tool from other interventions, such as Check-in, Check-out.

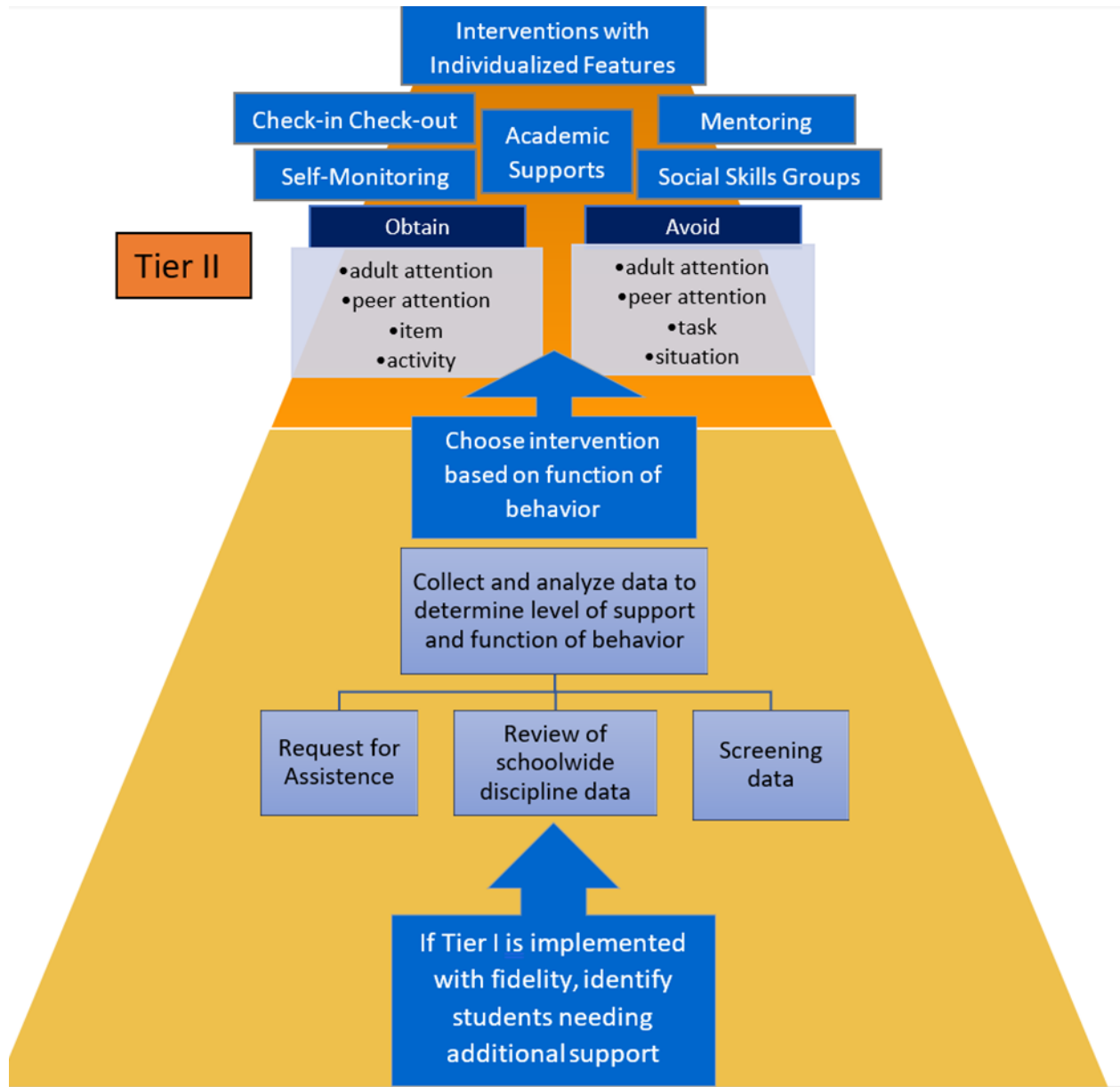


Slide #34

[Process for Supporting Students Through PBIS]

Trainer Notes:

- This is an animated slide.
- The first graphic that appears shows how students are supported through each tier of PBIS. This will be available as a handout in the facilitator guide on the next page (pg. 47).
- When you advance, the graphic zooms in on the Tier II portion of the process.
- This basically sums up the steps we have talked about in this section of the PowerPoint.



Training Section Five

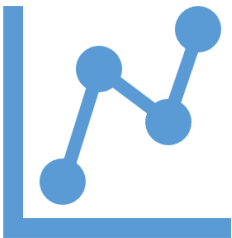

Screening Tools

Slides 35 - 38



Goals

Participants will learn

- How screening tools can be helpful when identifying students for Tier II interventions
- About a screening tool and resources for other tools



Screening Tools



Slide #35
[Screening Tools]

Why Consider Screening Tools?

- Give classroom teachers more options for identifying students
- May identify students with internalizing behaviors
- Help better determine the function of behavior and the appropriate intervention



Slide #36

[Why Consider Screening Tools?]

Trainer Notes:

- Screening tools can be very helpful in determining which students might need more support, as well as how to support them. Keep in mind that a system needs to be in place to support students if you're going to screen them.
- Schools and districts have different policies and will have to decide if using behavior screeners is something they want to do.
- This section will give more information and resources to schools for consideration.

Example Of A Screening Tool

- **Student Risk Screening Scale (SRSS)** - available from the Michigan Integrated Behavior and Learning Support Initiative (MiBLSi)
- Universal screener used by classroom teachers to determine at-risk behavior
- Link: <https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale>



Slide #37

[Example Of A Screening Tool]

Trainer Notes:

- “The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk.” (MiBLSi)

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Screening Tool Resource

MENTAL HEALTH, SOCIAL-EMOTIONAL, AND BEHAVIORAL SCREENING AND EVALUATION COMPENDIUM (2ND ED)

Ohio Department of Education
Ohio Department of Education
MIAMI UNIVERSITY
Ohio Mental Health Network for School Services

DOWNLOAD LINK:
<http://resources.oberlinkconsulting.com/uploads/compendiums/Compendium-2.pdf>

Arkansas Positive Behavioral Interventions & Supports

Slide #38
[Screening Tool Resource]

Trainer Notes:

- This resource compares a long list of no-cost screeners, as well as some that are at-cost.
- The document includes information on screeners, including: author, year, description, target population, length, etc.
- Link: <http://resources.oberlinkconsulting.com/uploads/compendiums/Compendium-Version-2.pdf>

Conclusion

Slides 39 - 44

- Summary
- Resources

The slide features a blue header with the RTI Arkansas logo in the top right corner. The main title "Do It With Fidelity!" is centered in a large, black, sans-serif font. Below the title, the subtitle "Tiered Fidelity Inventory (TFI)" is centered and underlined. A bulleted list contains two items: "Section 2.3: Screening" and "Section 2.4: Request for Assistance". The slide has a blue footer containing three logos: the Arkansas Department of Education logo on the left, the PBIS Arkansas Positive Behavioral Interventions & Supports logo in the center, and the Center for Community Engagement and Leadership logo on the right.

Slide #39
[Do It With Fidelity!]

Trainer Notes:

- Have attendees review TFI items 2.3 and 2.4 and assess where they are right now.
- Record any actions that need to be taken to improve their score for each item.

2.3 Screening

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.3 Screening: 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.</p>	<ul style="list-style-type: none"> Multiple data sources used (<i>ODRs/Time out of instruction, Attendance, Academic performance</i>) Team Decision Rubric Team meeting minutes School Policy 	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 (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports

Main Idea: Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.



Slide #40
[2.3 Screening]

2.4 Request for Assistance

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.</p>	<ul style="list-style-type: none"> School Handbook Request for Assistance Form Family Handbook 	<p>0 = No formal process</p> <p>1 = Informal process in place for staff and families to request behavioral assistance</p> <p>2 = Written request for assistance process is in place and team responds to request within 3 days</p>


Main Idea: Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.

V.21






Slide #41

[2.4 Request for Assistance]



Summary

- Assess what current initiatives and interventions are in place for supporting small groups of students with similar needs.
- Develop data decision rules for entering, maintaining, and exiting Tier II interventions.
- Develop a process and procedures for referring students for Tier II interventions.




Slide #42
[Summary]

Resources

- Delaware Positive Behavior Support Project – Tier II examples and resources:
<http://wh1.oet.udel.edu/pbs/forms-and-tools/tier-2-targeted-tools/>
- Missouri SW-PBS:
http://pbissmissouri.org/wp-content/uploads/2018/08/Tier-2-2018_Ch.-3.pdf?x30198
- Screening resource: Mental Health, Social-Emotional, And Behavioral Screening And Evaluation Compendium (2nd Ed)
<http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Screening-considerations-Compendium-Version-2.pdf>






Slide #43
[Resources]



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We appreciate the following for sharing information:

- Missouri School-Wide Positive Behavior Support
- PBIS OSEP Technical Assistance Center
- Delaware Positive Behavior Support Project
- Michigan Integrated Behavior and Learning Support Initiative



Slide #44
[Thank You!]

Discussion Questions:

The following questions will help schools prepare for developing their system for identifying students for Tier II interventions. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. What current programs or supports in place at your school can be built upon and weaved into your PBIS Tier II systems? Think about programs or interventions that support groups of students with similar needs.
2. How will you develop data decision rules for eligibility for Tier II interventions? Who will provide input?
3. What procedures will you create for the Tier II referral process? What forms will you use?
4. Who will refer students for Tier II interventions? How will you inform staff, parents, and others about Tier II and the referral process?
5. Will you use screening tools in the identification process for Tier II? Which tool(s) will you use?

Homework:

1. Assess current supports in place for small groups of students with at-risk behavior. Make decisions on how (or if) these would fit with PBIS Tier II.
2. Develop data decision rules that will determine if students are eligible for Tier II interventions. Consider follow-up measures for when students don't meet the qualifications but are moving that direction (e.g., monitor student discipline data, suggest classroom strategies for teacher).
3. Create processes and procedures for referring a student for Tier II interventions.
 - a. Who? (e.g., classroom teachers, parents, students self-refer, etc.)
 - b. How? (e.g., paper referral, electronic referral)
 - c. What data are required? (e.g., ABC form, classroom discipline reports, strategies already tried, screener data, etc.)
4. Create a process and procedures for determining the appropriate intervention (refer to Module 3: Function-Based Thinking for more information on determining function of behavior).
 - a. Who will be involved?
 - b. What data will be used to make decisions?

Resources:

The following resources will give attendees more information:

- Arkansas State University CCE PBIS Resource Center:
 - <http://cce.astate.edu/pbis/resources/tier-ii-resources/>

Next Module:

The suggested next module is Module 5: Check-in, Check-out (CICO) Intervention.