The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 8

Collecting and Using Data for Tier II Decision Making

RTI Arkansas

Arkansas Positive Behavioral Interventions & Supports

center for community engagement arkansas state university

State Personnel Development Grant

Arkansas

Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Data-Based Decision Making (DBDM) for PBIS Tier II

Title of Training:

Module 8: Collecting and Using Data for Tier II Decision Making

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 1-7

Training Description:

This presentation is a brief overview of how to collect and use Tier II data for decision making. It is designed to give administrators, schools, districts, or other personnel an introduction to data-based decision making (DBDM) as they begin the Tier II implementation process.

Module Sections:

Training Materials/Equipment:

<u>PowerPoint for Module 8: Collecting and Using Data for Tier II Decision Making</u>

- 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:

- Antecedent-Behavior-Consequence (ABC) Form (pg. 31)
- Social Validity Form for Teachers (pg. 52)
- Social Validity Student Questionnaire (pg. 53)
- Social Validity Rating Form Example (pgs. 54 – 56)
- Intervention Implementation Fidelity Checklist (pg. 61)
- Guiding Questions (pg. 66)

Activities in this Training:

- Developing Data Decision Rules for Tier II Eligibility (pg. 20)
- Tier II Data Tools (pg. 21)
- Creating a Plan for Evaluation of Tier II Interventions (pg. 67)

Essential Questions:

These essential questions will be addressed in this training module:

- In what ways are data used in Tier II of PBIS?
- What types of data are used to identify students needing Tier II interventions? How are these data used to determine the type of intervention each student needs?
- How are data collected and used to monitor the progress of students in Tier II interventions? What kinds of Tier II data tools are available?
- How are Tier II systems monitored for implementation fidelity?

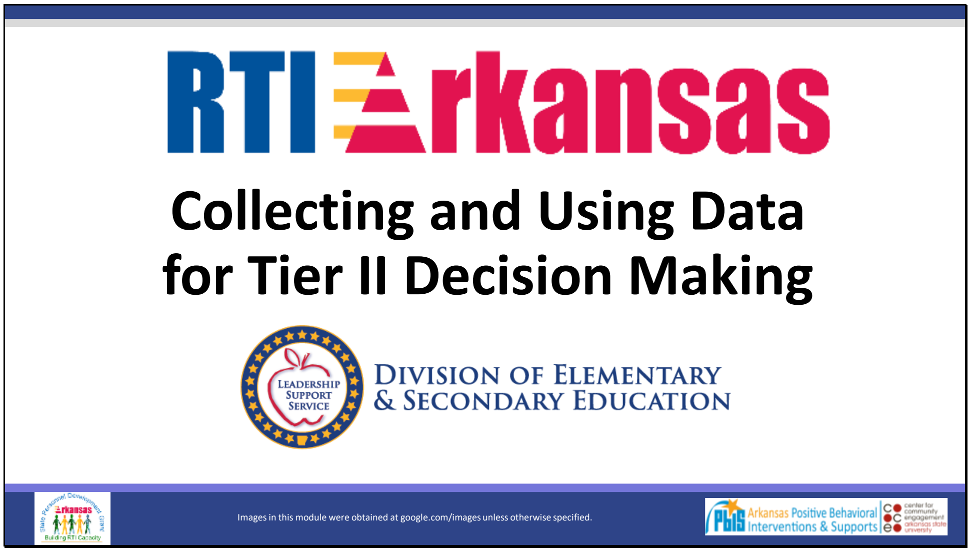
Trainer Tips:

- At Tier I, teams monitor schoolwide discipline to identify areas where large groups of students are making behavior mistakes. At Tier II, teams monitor schoolwide discipline and other data to identify small groups of students who are making similar repeated behavior mistakes but who aren't using dangerous or serious behaviors that require individualized intervention. Teams will need to define criteria that will determine if a student is eligible to receive Tier II interventions. This process is outlined in this module.
- Tier II teams will monitor the progress of individual students using standard data collection methods. Grouping students by need and using standard data collection makes Tier II more efficient – requiring very little time or effort from staff.
- As with Tier I, Tier II teams will also look at the fidelity of the implementation of systems. It's important to know that interventions were implemented the way they were intended in order to know if the outcomes were due to the intervention.

Introduction

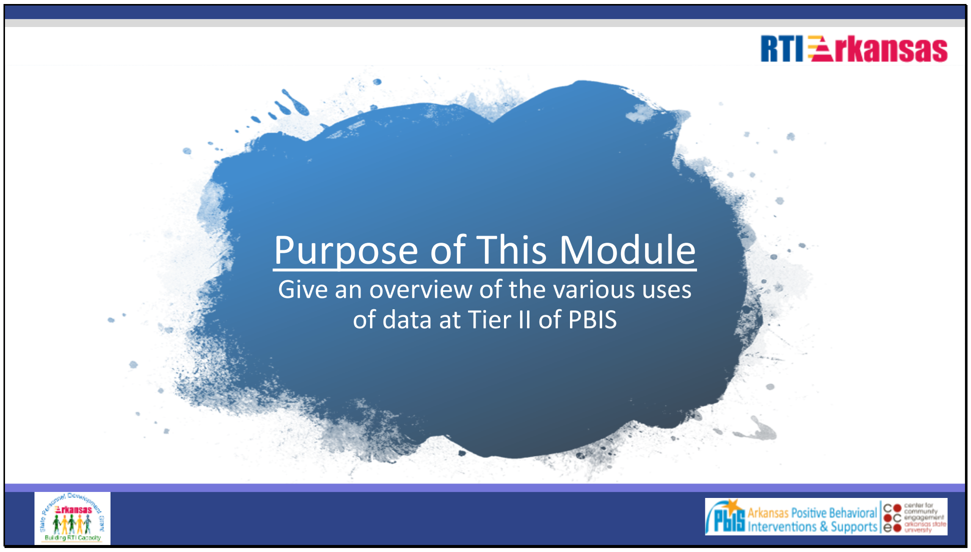
Slides 1 - 4

- Purpose of this module
- Objectives of this module



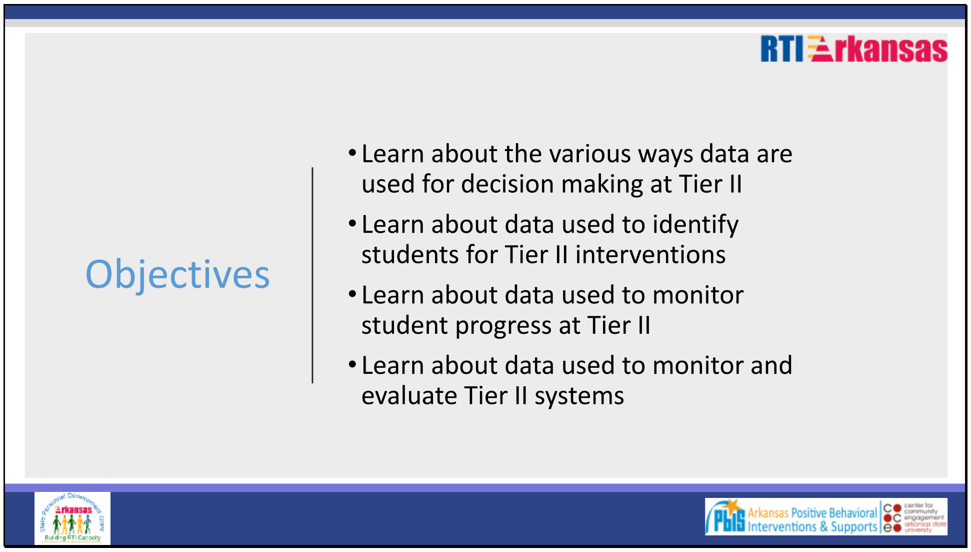
Slide #1

[Collecting and Using Data for Tier II Decision Making]



Slide #2

[Purpose of This Module]

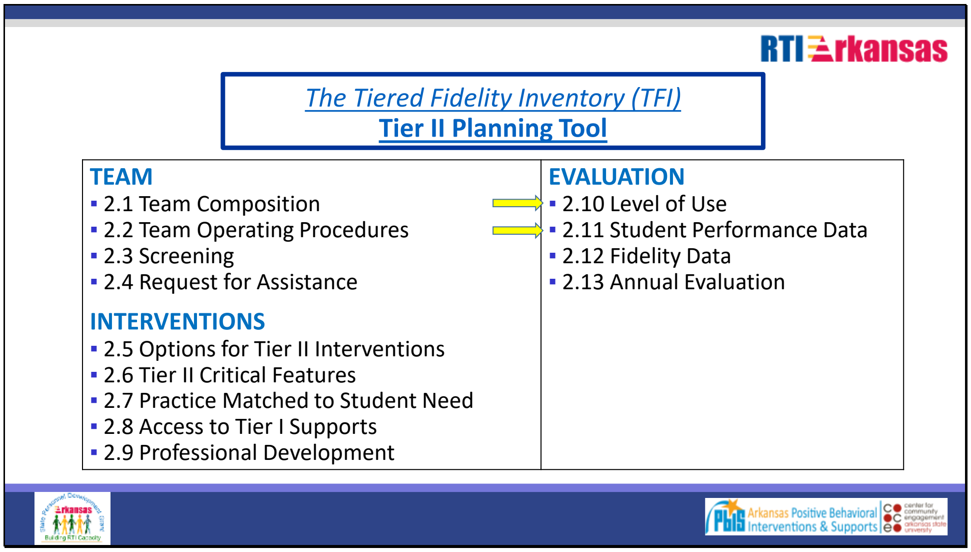


Slide #3

[Objectives]

Trainer Notes:

Refer to Module 4: Identifying Students for Tier II Interventions for more detail about developing a system for identifying students.



Slide #4

[The Tiered Fidelity Inventory (TFI) Tier II Planning Tool]

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 all three tiers of PBIS implementation planning, PBIS progress monitoring, and PBIS implementation evaluation.
- In this module, items 2.10 and 2.11 will be addressed.
- Link to TFI: https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf.

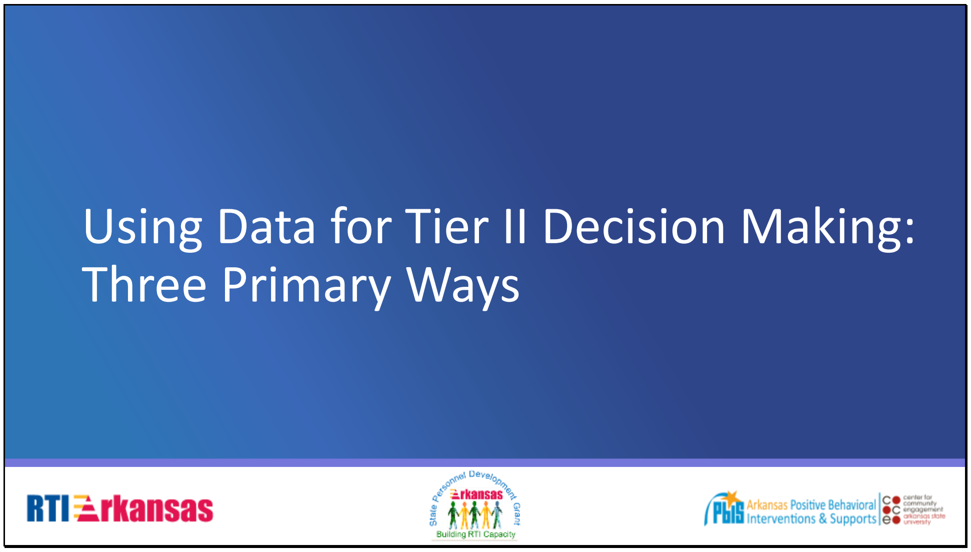
Training Section One

Using Data for Tier II Decision Making:
Three Primary Ways

Slides 5 - 9

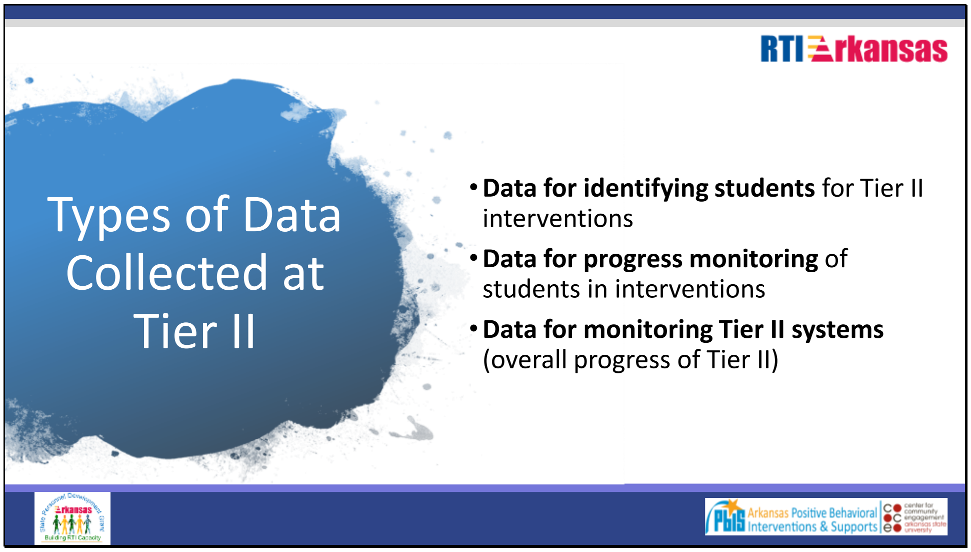
Goal

Participants will learn about the three ways data are used for decision making in Tier II.



Slide #5

[Using Data for Tier II Decision Making: Three Primary Ways]

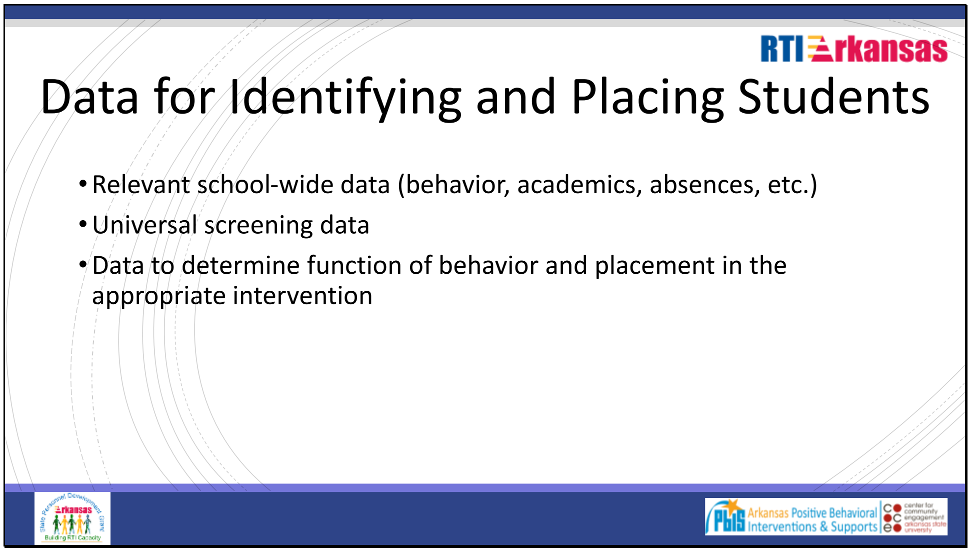


Slide #6

[Types of Data Collected at Tier II]

Trainer Notes:

- These are the three general categories of data used in Tier II decision making.
- This section will go into each of the categories briefly.
- Each of these will be addressed more deeply in subsequent sections.

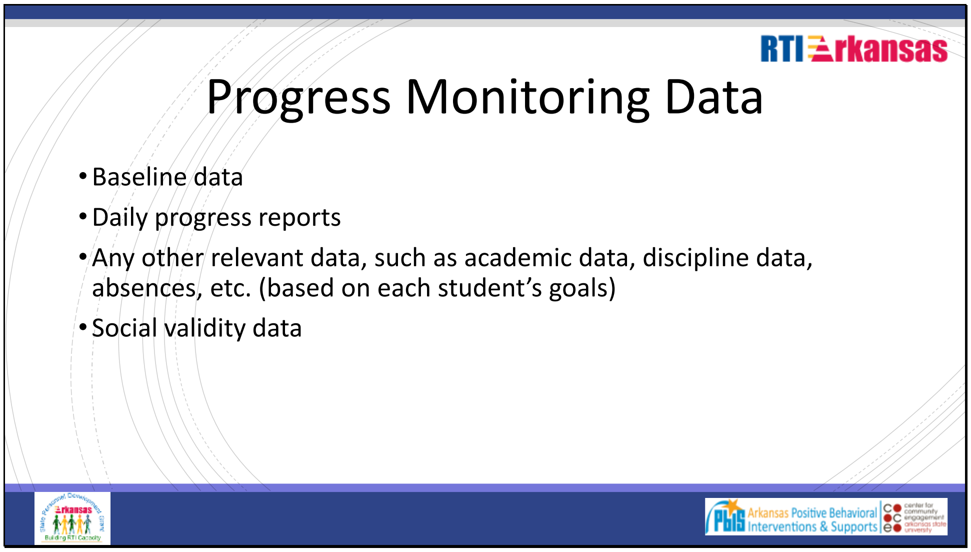


Slide #7

[Data for Identifying and Placing Students]

Trainer Notes:

- There are many different avenues for identifying students for Tier II interventions.
- Schools can look at multiple sources of data, such as school-wide discipline data, universal screener data, and classroom discipline data to make decisions about student placement.
- Schools will develop data decision rules which will guide them in deciding whether Tier II interventions are appropriate for a student.
- Schools will also look at data to determine the function of behavior so that the student is placed in the appropriate intervention.

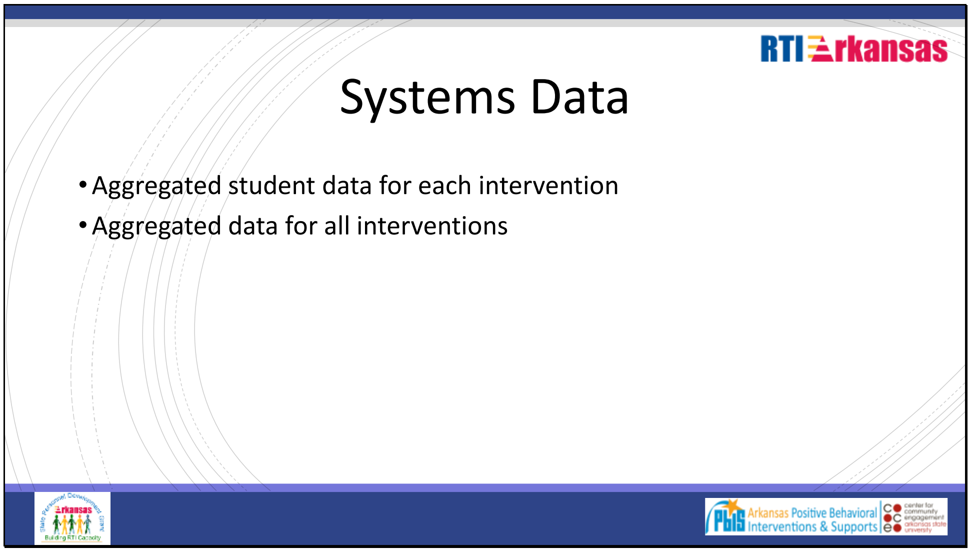


Slide #8

[Progress Monitoring Data]

Trainer Notes:

- Baseline data collected prior to the student entering the intervention and are used to create appropriate goal setting, assess impact of intervention, and as a comparison for future decision making on student progress.
- Daily Progress Reports are used to collect daily data for students in interventions. These data are used to show the trend in the student's progress.
- Some students may have multiple goals when beginning an intervention. For example, a student may have a behavior issue that is affecting their academic success, so teams may want to monitor discipline referrals, daily points for appropriate behavior, and grades in the affected subject(s).
- Social validity data can help teams understand if an intervention is viewed as appropriate and worthwhile by relevant stakeholders (student, teacher, parent, etc.).



Slide #9

[Systems Data]

Trainer Notes:

- Teams need to monitor the overall effectiveness of Tier II.
- By looking at combined student data, teams can determine if an acceptable percentage of students are meeting their goals in the interventions.
- This process can be done for each intervention as well as for all students in Tier II interventions.

Training Section Two

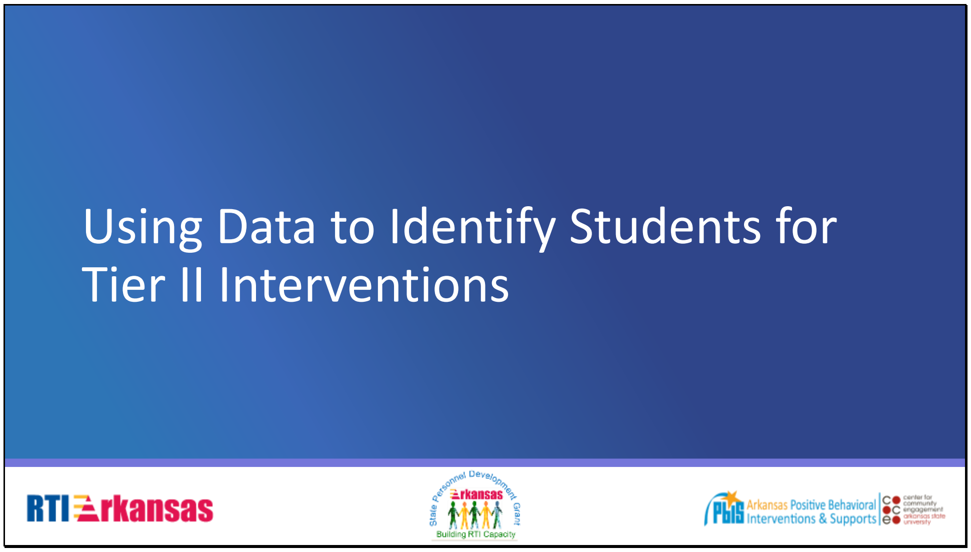
Using Data to Identify Students for Tier II Interventions

Slides 10 - 23

Goals

Participants will learn about…

- Data decision rules
- How to “drill down”
- Screening tools
- Identify function of behavior

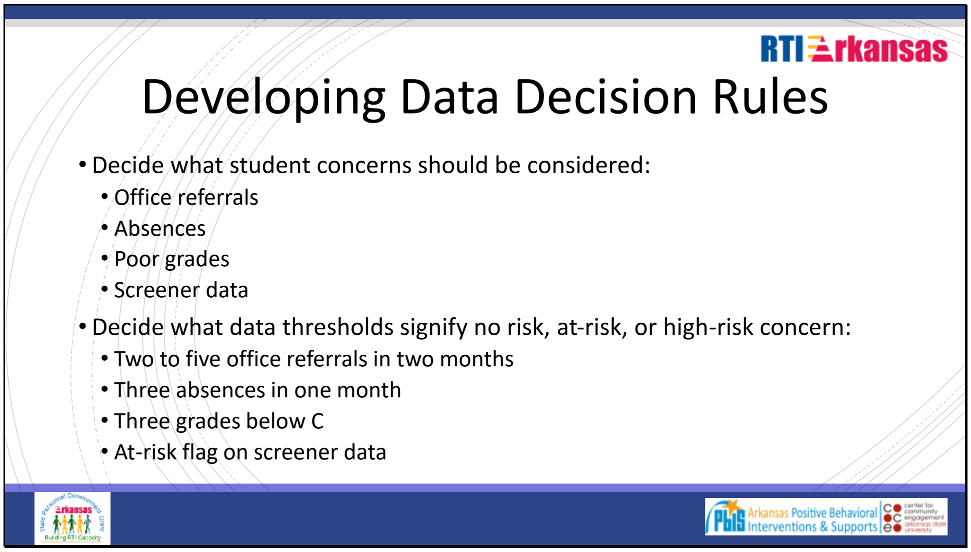


Slide #10

[Using Data to Identify Students for Tier II Interventions]

Trainer Notes:

- In this section we will be looking more closely at data for identifying and placing students. More specifically, we will look at methods and tools that can be used to identify students that may need Tier II support.
- As was shown in the previous section, there are various types of data that can be used to help teams determine if a student needs Tier II interventions.
- In Module 4: Identifying Students for Tier II Interventions, there is more detail about developing data decision rules for identifying students for Tier II interventions.

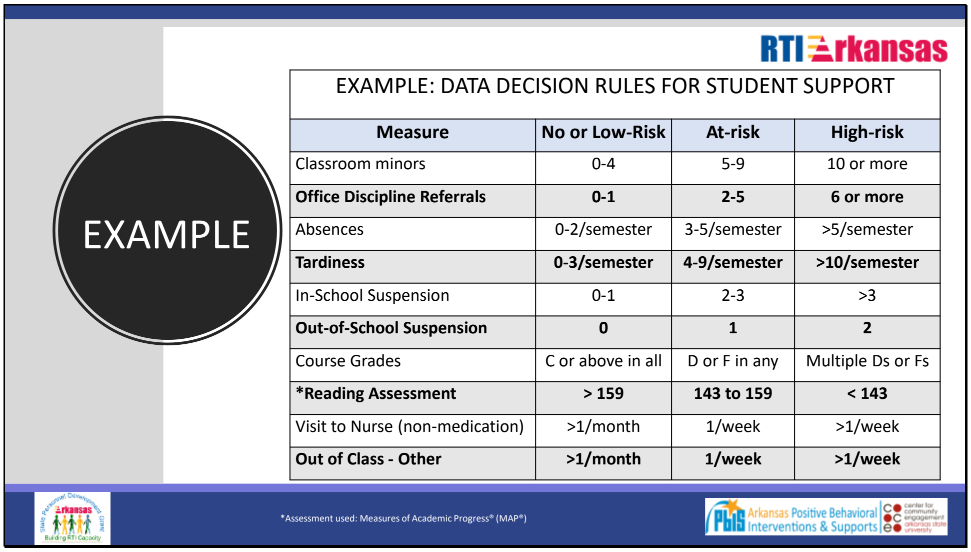


Slide #11

[Developing Data Decision Rules]

Trainer Notes:

- Refer to Module 4: Identifying Students for Tier II Interventions for more content around data decision rules.
- Teams will be tasked with determining parameters for students to be eligible for interventions.
- Once the various concerns are determined, teams will decide what data indicate that a student is at-risk.
- The data decision rules would also be an opportunity to decide what threshold will determine eligibility for Tier III intervention.



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**

Slide #12
[EXAMPLE]

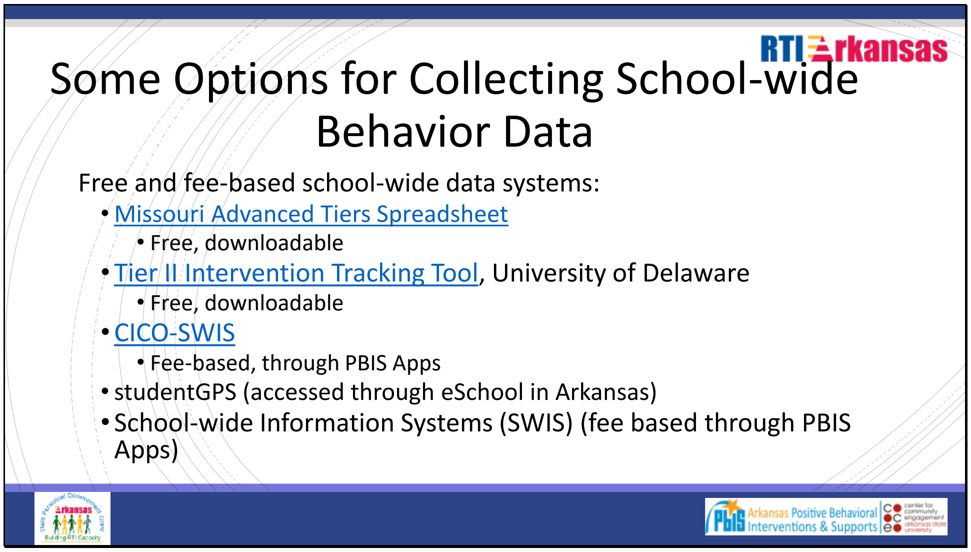
Trainer Notes:

- *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)

ACTIVITY

Developing Data Decision Rules for Tier II Eligibility

- Slide #12 has an example of 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 the student data to get a snapshot, or "big picture".
- Remind participants to consider the context and culture of their own schools when developing their data decision rules.



Slide #13

[Some Options for Collecting School-wide Behavior Data]

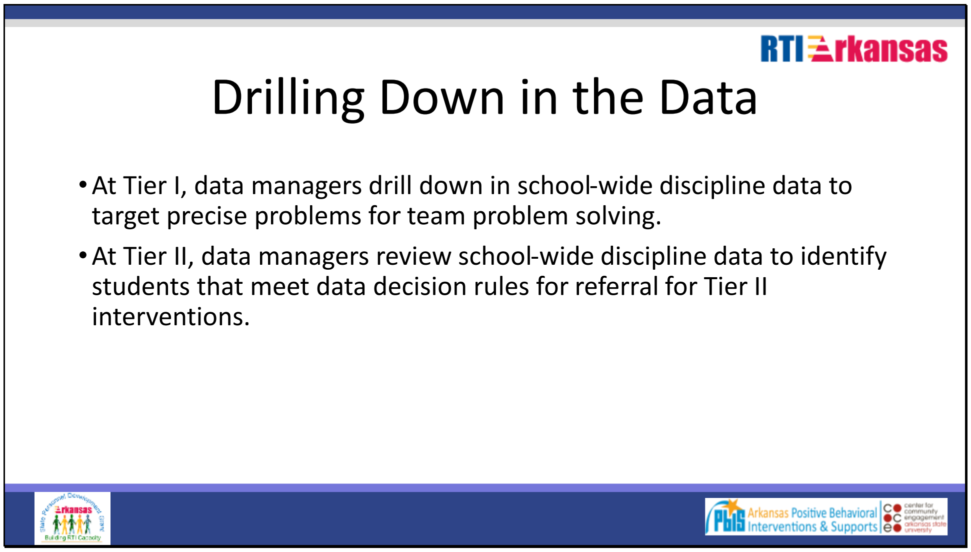
Trainer Notes:

- StudentGPS information can be found here: https://adedata.arkansas.gov/sgps/
- CICO-SWIS demos can be found here: https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx
- Missouri SW-PBS Tier II data tools and tutorials can be found here: https://pbismissouri.org/tier-2-and-tier-3-data-tools/
- University of Delaware Tier II tools and tutorials can be found here: http://wh1.oet.udel.edu/pbs/forms-and-tools/tier-2-targeted-tools/

ACTIVITY (Optional)

Tier II Data Tools

- Open and share the Missouri or Delaware tool, using the links provided above, and show teams how to use the tool.
- Give them the opportunity to practice using the tool on their own.

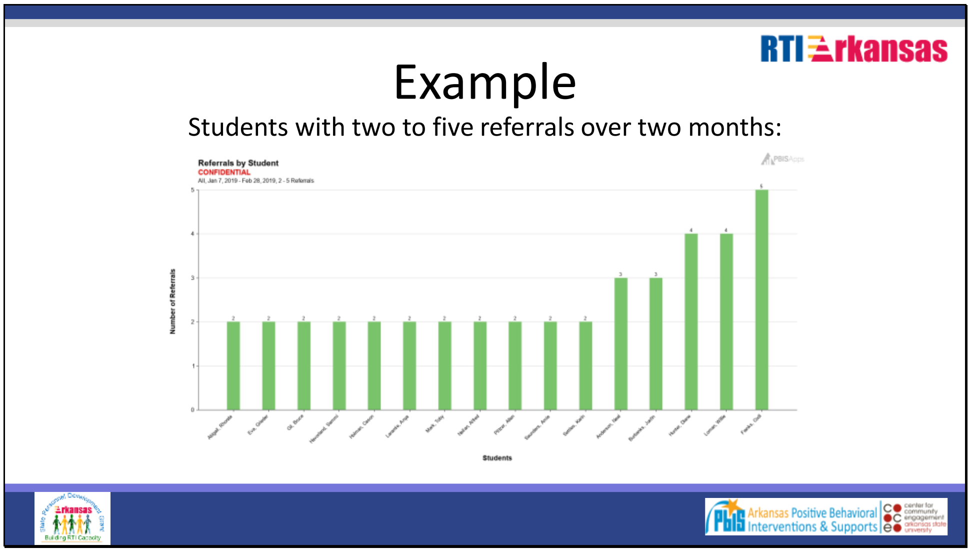


Slide #14

[Drilling Down in the Data]

Trainer Notes:

- Tier I Module 9 (Collecting and Using Data for Tier I Decision Making) is a good reference for reviewing school-wide data.
- In Tier I, we talk about drilling down to find a precise problem to target for school-wide action planning.
- When Tier II is implemented, reviewing school-wide data also becomes a tool for identifying students that may need additional interventions.
- Schools will develop data decision rules to determine the target rate (number of referrals in a specified time period) for students that may need Tier II interventions.

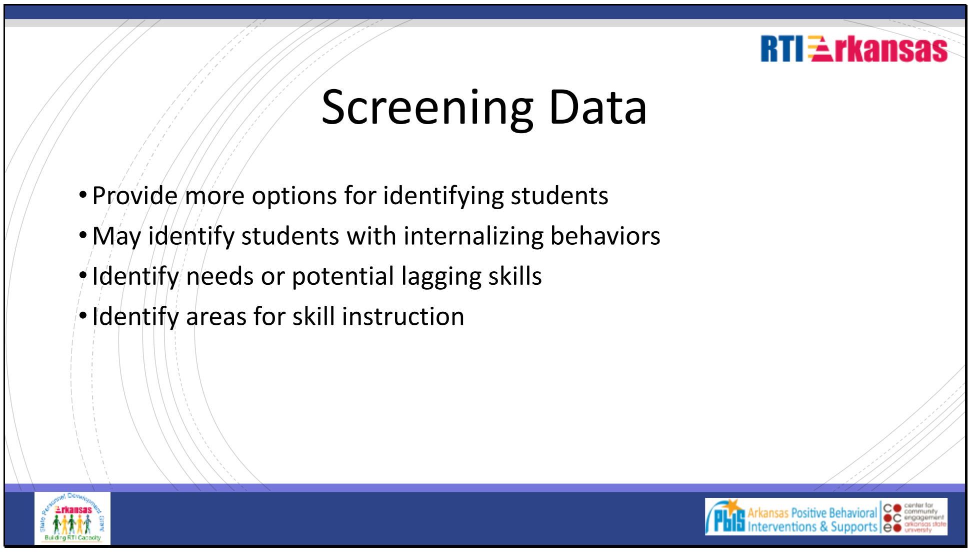


Slide #15

[Example]

Trainer Notes:

- This example (generated from PBIS Apps' SWIS demo – link here: https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx) shows a school's office referral data, sorted by student, over a period of two months.
- The parameters indicated and shown here are two to five office referrals in a two-month period.
- This example shows how a school team may review data to look for potential students in need of Tier II interventions, based on data decision rules (in this case, two to five office referrals in a two-month period).

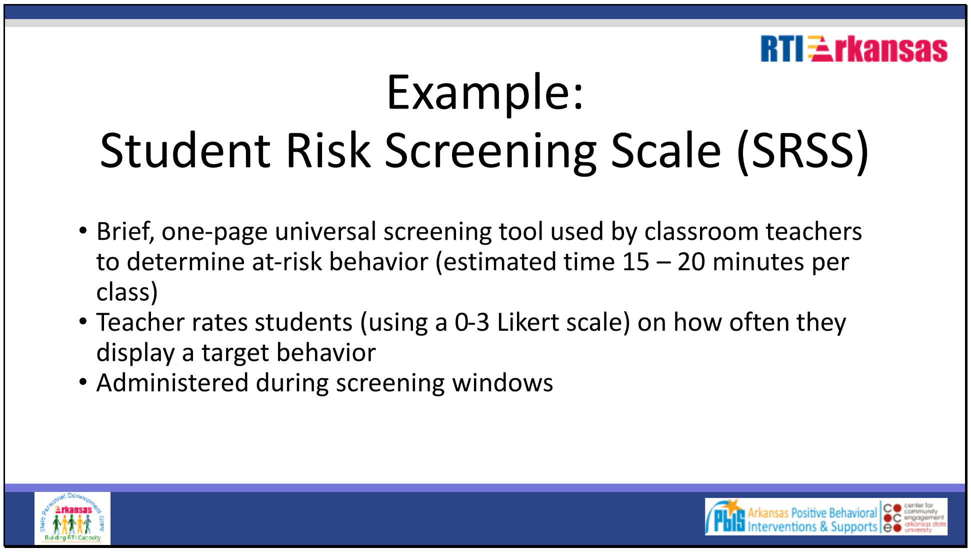


Slide #16

[Screening Data]

Trainer Notes:

- Screening tools can be very helpful in determining which students might need more support, as well as how to support them. They are not meant to be used as the only factor for determining eligibility for any types of supports or services.
- If a screener is going to be used, a system needs to be in place to support students identified by the screening data.
- 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.



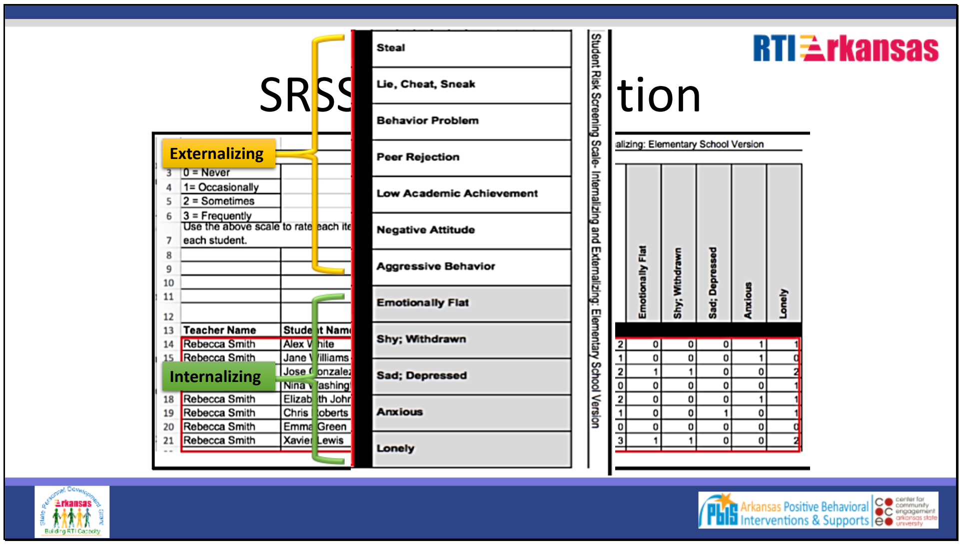
Slide #17

[Example: Student Risk Screening Scale (SRSS)]

Trainer Notes:

From the website https://mimtsstac.org/evaluation/student-assessments/universal-screening

- "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."
- "The SRSS is not an assessment of static traits or personality and it should not be used to determine eligibility or access to programs such as special education. The SRSS should be used as one of many data sources to inform instruction and indicate student risk."
- Link for more information: http://etbsp.utk.edu/wp-content/uploads/sites/28/2017/05/Universal-Screening-Tools-ONLY.docx.pdf

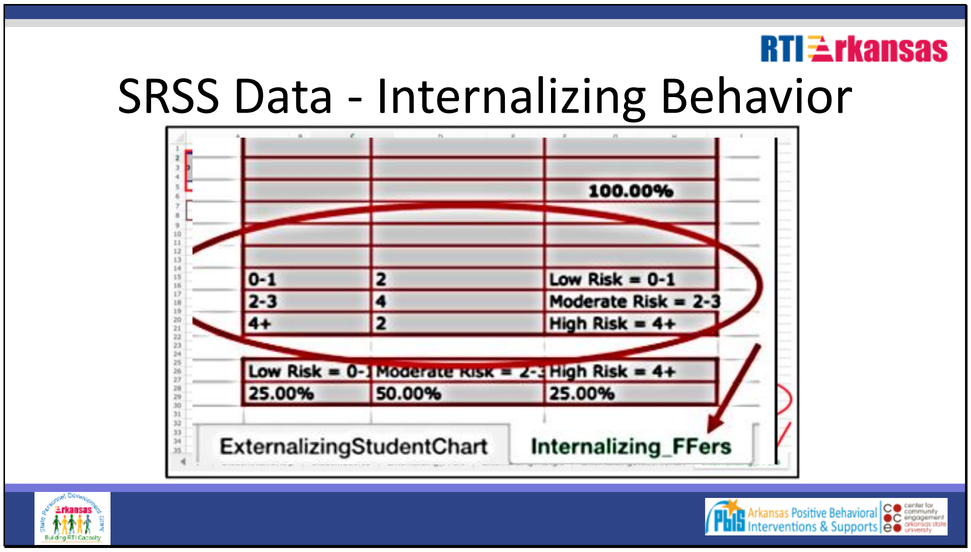


Slide #18

[SRSS Data Collection]

Trainer Notes:

- Teachers collect data by observing students and then submit the data to administration.
- The SRSS is composed of both externalizing and internalizing risk factors.
- The closeup (animation) shows the risk factors that are assessed with this tool.
- Teachers use their own understanding of each risk factor to assess the students; there are no operational definitions provided.

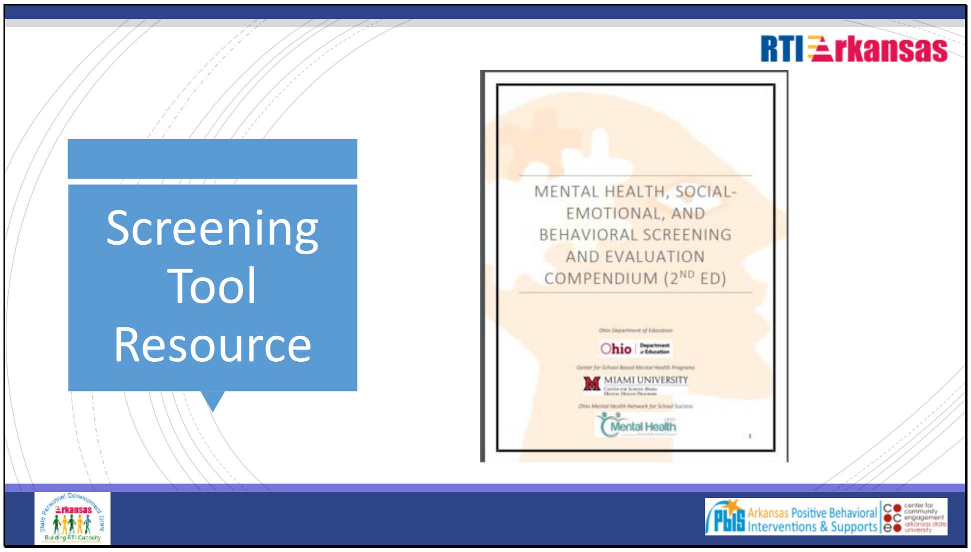


Slide #19

[SRSS Data - Internalizing Behavior]

Trainer Notes:

- Once the teachers have all submitted data, the data are entered in a master spreadsheet that calculates the total number of students with low, moderate and high-risk factors.
- The closeup of the scoring (animated) shows the cutoff scores for each category and how many students fall into each range.
- This screener will not only help schools find students that may need more support (and find them early in the school year), but this will give schools insight into how many students may need support so that they can begin planning and earmarking resources.

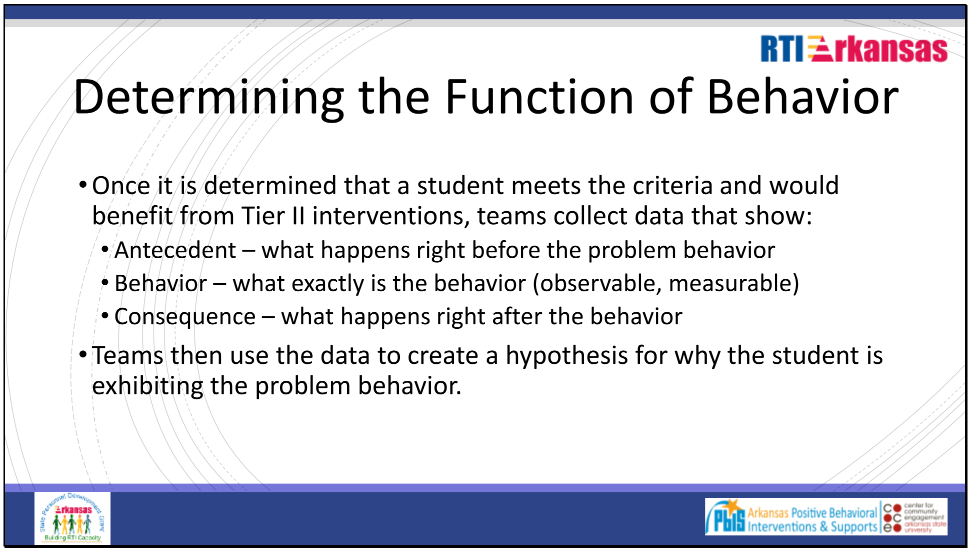


Slide #20

[Screening Tool Resource]

Trainer Notes:

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



Slide #21

[Determining the Function of Behavior]

Trainer Notes:

- Refer to Module 3 (Function Based Thinking and Overview of Tier II Interventions) for more complete information about function of behavior.
- When a student is referred or identified through data, the next step is to collect data that will help determine the appropriate intervention.
- The data will be collected in various settings throughout the day to determine what events precede the behavior, and what happens right after the behavior that may be encouraging the student to repeat the behavior.
- These data will help the team create a hypothesis for why the student keeps repeating the problem behavior; i.e., what is the payoff, or what are they getting by using this behavior?

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Antecedent-Behavior-Consequence Form

Date	Setting/Routine	Antecedent (what happened immediately before the behavior)	Behavior (observable and measurable)	Consequence (what happened directly following the behavior)
10/2/18	Math – working problems at board	Asked to work a problem at board	Started to do problem and then threw chalk	Teacher sent Jimmy to office
10/3/18	English – reading out loud	Asked to read two pages out loud	Read two pages out loud	Teacher praised Jimmy for doing well on reading
10/4/18	Science – groups presenting results of experiment	Teacher asked follow-up questions after Jimmy's group's presentation	Jimmy worked with group to answer questions	Teacher thanked group and asked them to update their results and turn them in

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Slide #22

[Antecedent-Behavior-Consequence Form]

Trainer Notes:

- The slide will begin with a blank template. Then there is an example that will appear when the presentation is advanced.
- This form can be used to record observations of students in order to understand the ABCs and determine the function of behavior.
- The student should be observed in other settings and time periods to get a complete picture of Jimmy's behavior before beginning to problem solve.
- This form can be found and downloaded here: http://cce.astate.edu/pbis/identification-of-students-at-tier-ii/
- Next, teams use the data to develop the hypothesis or summary statement.

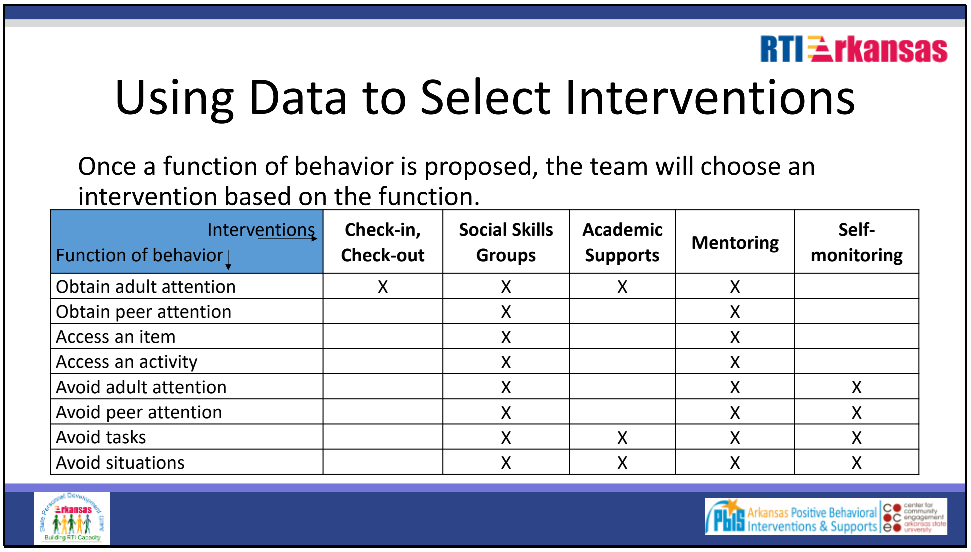
EXAMPLES

ABC Form

The following page (pg. 31) contains the ABC (Antecedent – Behavior – Consequence) form.

Antecedent – Behavior – Consequence Form

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



Slide #23

[Using Data to Select Interventions]

Trainer Notes:

- After the team has collected the appropriate data and function of behavior is proposed, the next step is to choose an intervention that fits with the proposed function of behavior.
- This chart shows functions of behavior down the leftmost column, matched with interventions across the top row.
- The next section will discuss the data that are collected and reviewed once a student begins an intervention.

Training Section Three

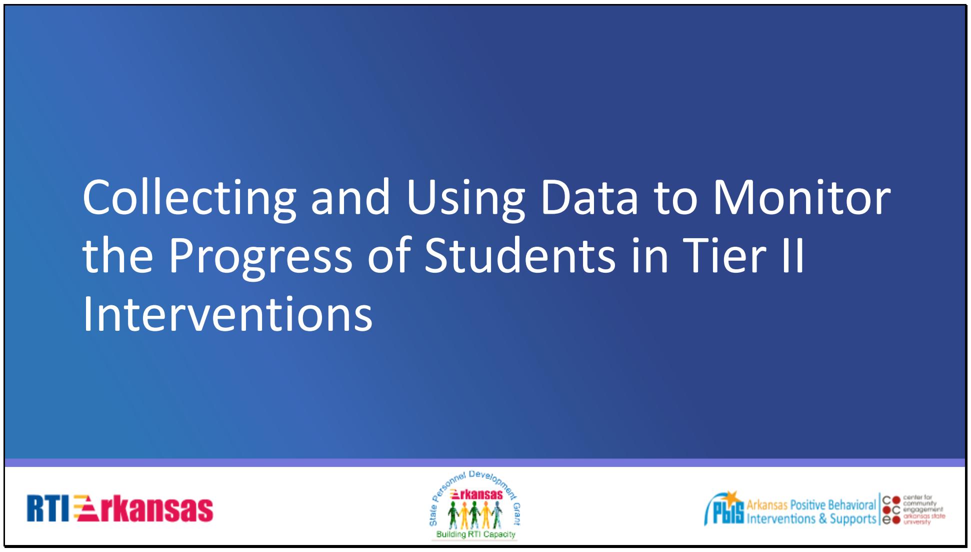
Collecting and Using Data to Monitor the Progress of Students in Tier II Interventions

Slides 24 - 41

Goals

Participants will learn…

- How to collect student progress data
- How to use student performance data

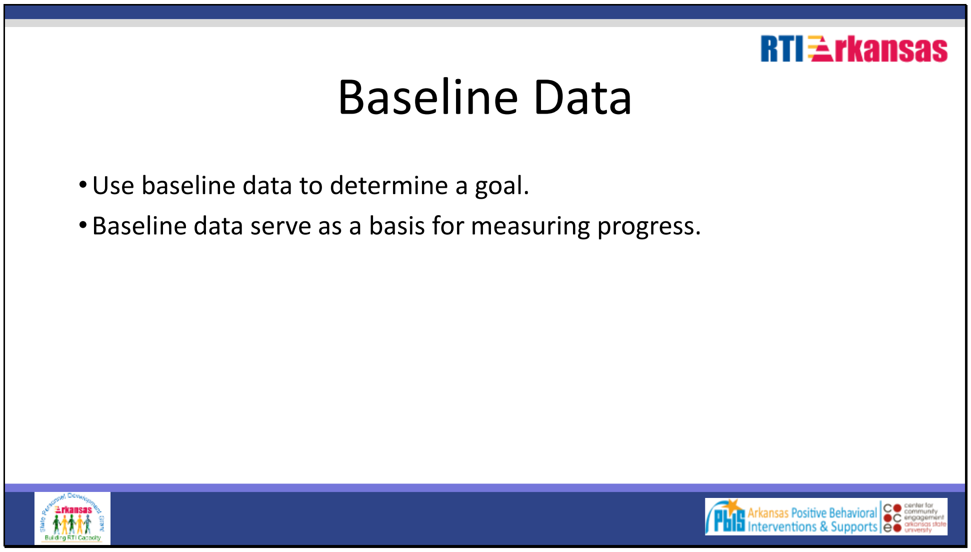


Slide #24

[Collecting and Using Data to Monitor the Progress of Students in Tier II Interventions]

Trainer Notes:

- Once the team has decided on an intervention for a student, they will need to determine how they will know if the student is responding positively to the intervention or if they need to problem solve and make some changes.
- In this section, we will look at baseline data, daily progress report data, and social validity data.
- These three types of data will help teams determine if the student is being supported appropriately.

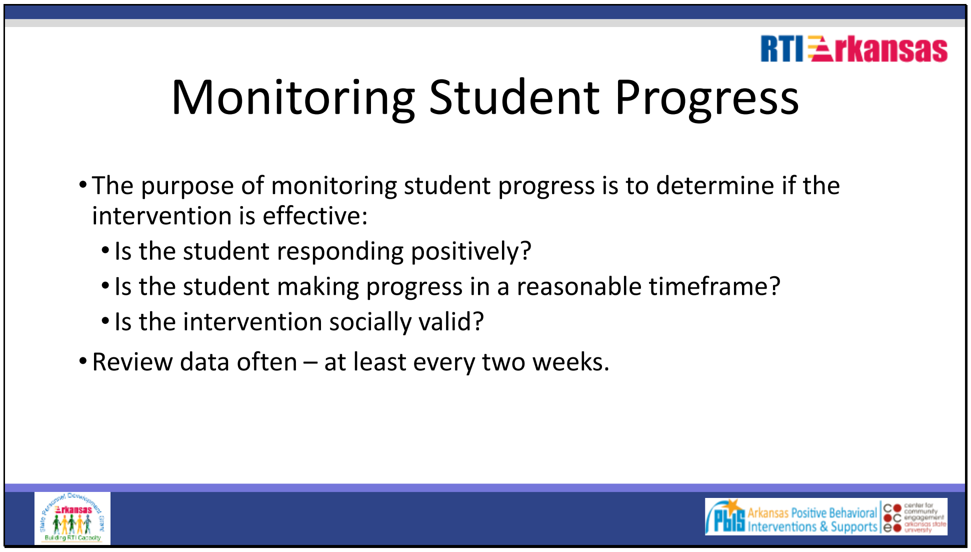


Slide #25

[Baseline Data]

Trainer Notes:

- Baseline data tell us if there is a problem. They should be collected prior to any intervention being implemented. For example, the team may look at office referrals, minor classroom behaviors, attendance, etc. Another option is to have the classroom teacher rate the student using a DPR for a specific intervention, such as CICO.
- These data will help the team determine what goal (e.g., number of points to earn per day on CICO DPR form) would be reasonable and appropriate for the student and serve as a basis for measuring the student's progress.



Slide #26

[Monitoring Student Progress]

Trainer Notes:

- In order to measure a student's success in an intervention, data will have to be collected and reviewed often.
- The big question is if the student is responding positively to the intervention – are they reaching their daily goal consistently?
- It is also important to know if the student is progressing at a reasonable rate – are they responding quickly enough?
- Another important question is whether the intervention is working – is it meaningful, is it appropriate, is it worth the time invested?
- It is recommended that student data be reviewed at least every two weeks to monitor the trend in their response.

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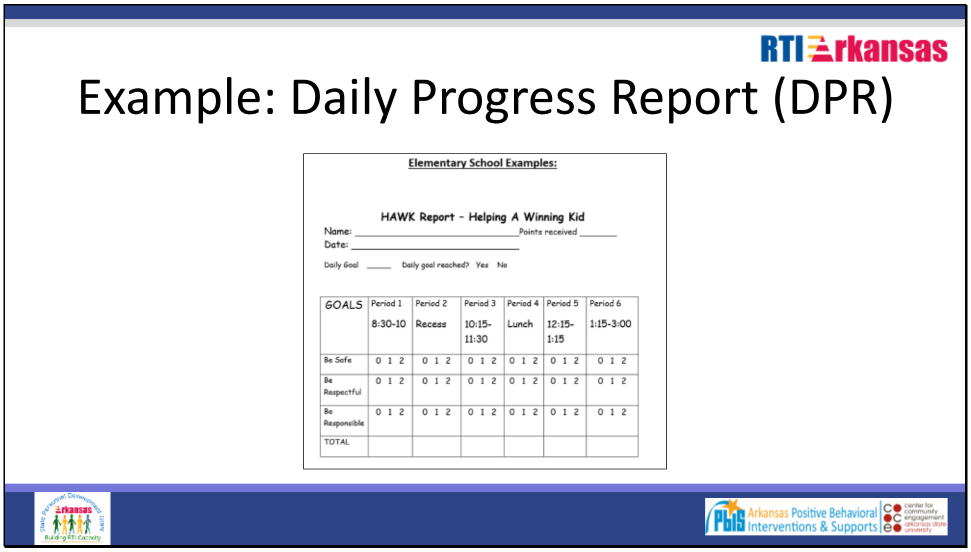
Daily Student Data

- Student data are collected daily (using a daily progress report form).
- Data are recorded and reviewed at least every two weeks.
- If possible, student data should be graphed, with these elements included:
  - Goal line
  - Daily points
  - Trend line

Slide #27

[Daily Student Data]

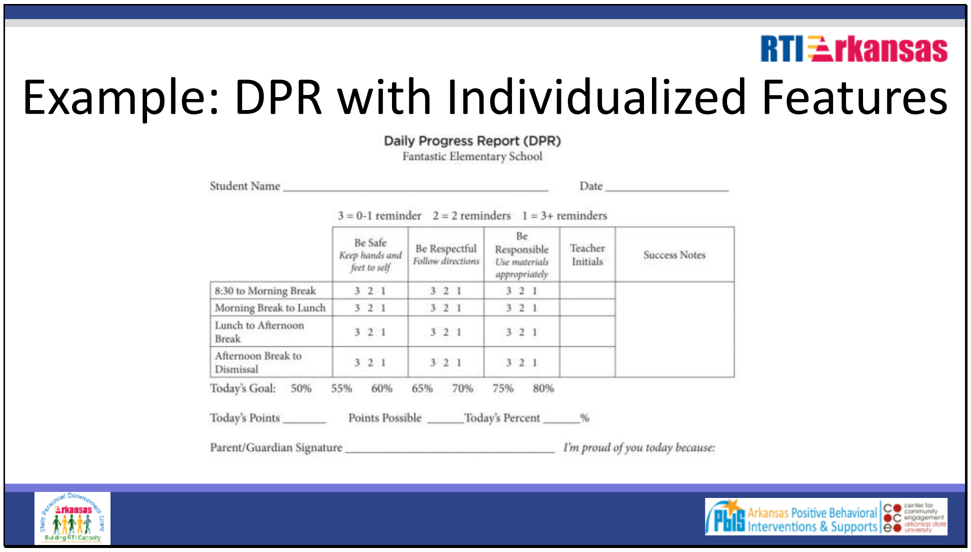


Slide #28

[Example: Daily Progress Report (DPR)]

Trainer Notes:

- This is a generic elementary progress report used daily to collect data on how well the student is following the school-wide expectations.
- Each student will have a goal.
- Depending on the intervention, each student will be rated by a teacher or facilitator or will self-monitor.
- Data are totaled and graphed each day.
- Data are reviewed at least every two weeks to monitor how well the student is doing in the intervention.

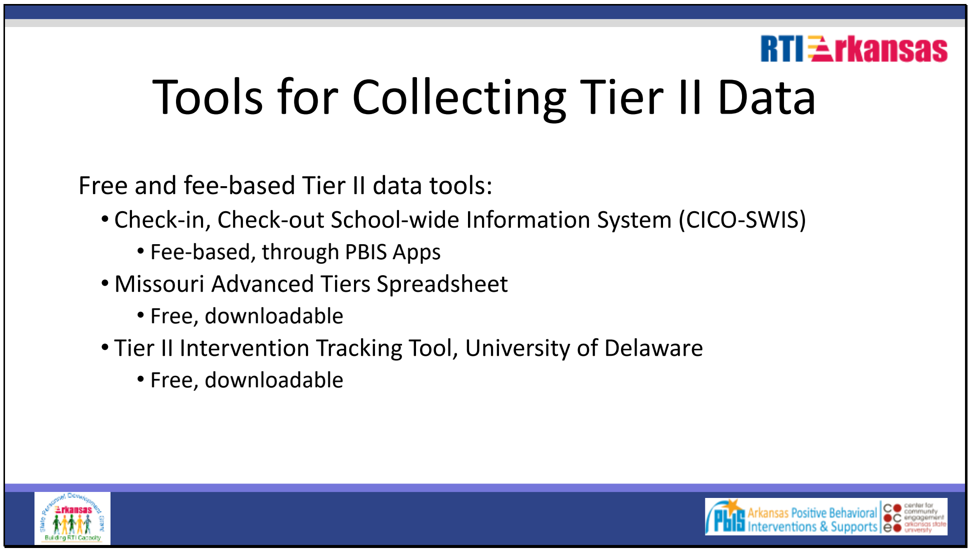


Slide #29

[Example: DPR with Individualized Features]

Trainer Notes:

- In this example of a DPR form, you will note how additional information has been added underneath the stated school-wide expectations.
- These are areas that were identified for the student that are somewhat individualized to capture what is needed by that student to meet his/her behavior goals.

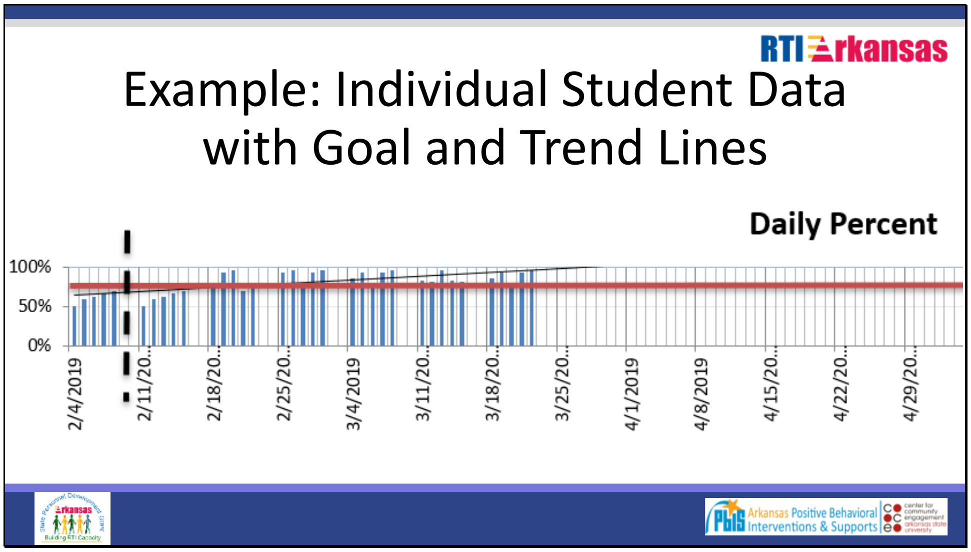


Slide #30

[Tools for Collecting Tier II Data]

Trainer Notes:

- Above are some examples of data collection tools that can be used for Tier II progress monitoring.
- CICO-SWIS demos can be found here: https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx
- Missouri SW-PBS Tier II data tools and tutorials can be found here: https://pbismissouri.org/tier-2-and-tier-3-data-tools/
- University of Delaware Tier II tools and tutorials can be found here: http://wh1.oet.udel.edu/pbs/forms-and-tools/tier-2-targeted-tools/

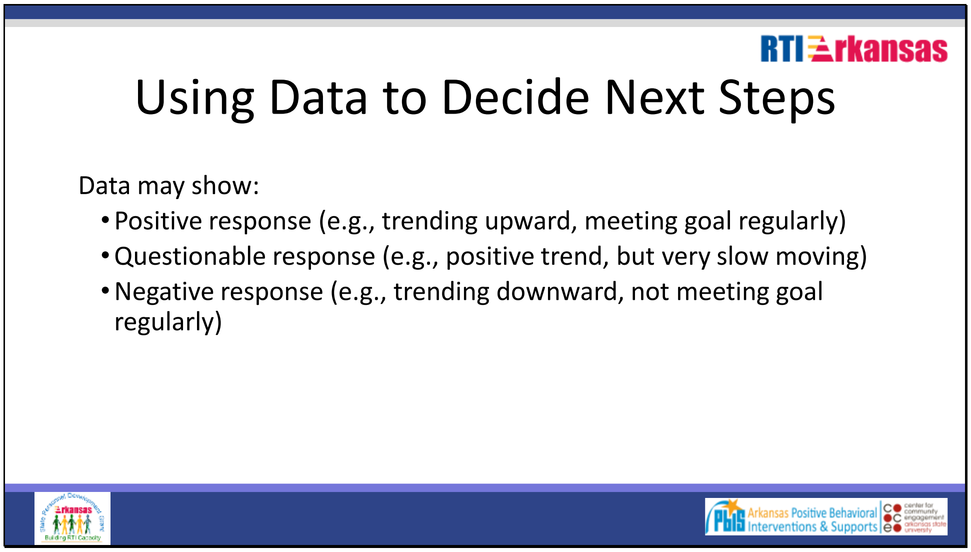


Slide #31

[Example: Individual Student Data with Goal and Trend Lines]

Trainer Notes:

- This graph was generated using the MO SW-PBS Advanced Tiers Spreadsheet. More information about these spreadsheets can be found here: https://pbismissouri.org/wp-content/uploads/2016/11/4.3-Advanced-Tiers-Spreadsheet-Guide.docx
- The data recorded here are the percentage of points earned each day for an individual student.
- The vertical dashed line indicates where the baseline data collection ends and the intervention data collection begins.
- The red line is the goal line.
- The upward slanting line indicates the trend.

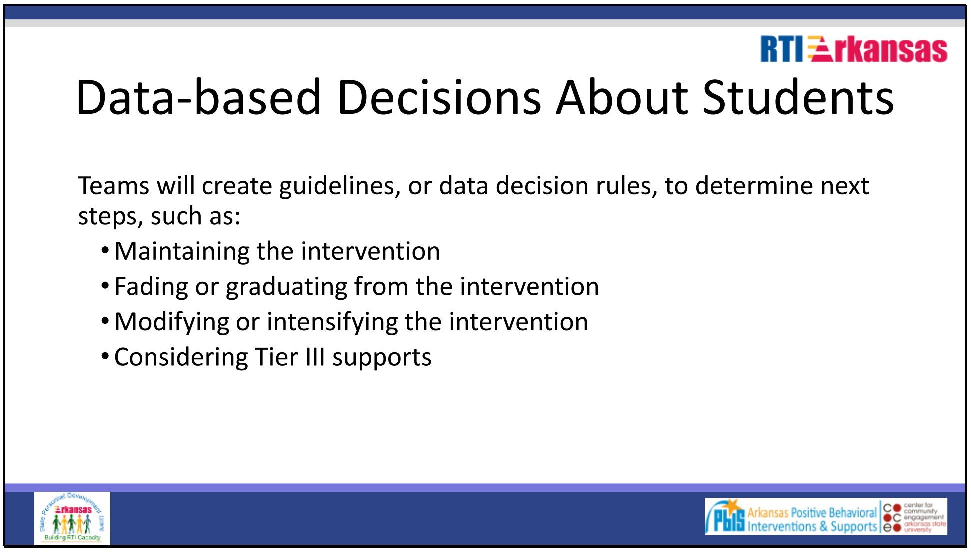


Slide #32

[Using Data to Decide Next Steps]

Trainer Notes:

After the determined minimum amount of time, consider the student's response and use data decision rules to determine what the next steps will be.

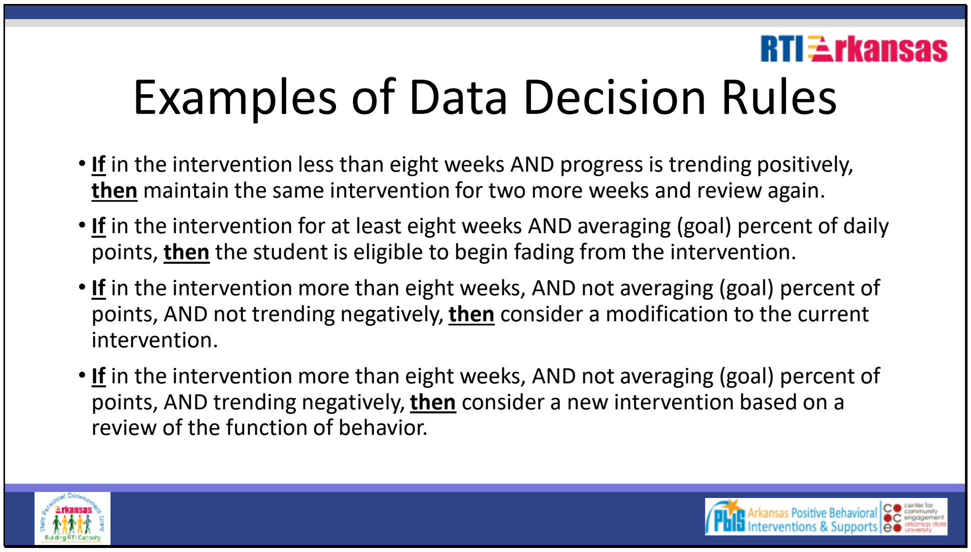


Slide #33

[Data-based Decisions About Students]

Trainer Notes:

- Refer to Module 4 (Identifying Students for Tier II Interventions) for more on data decision rules, as well as modules 5 – 7 on individual interventions (Check-in Check-out, Social Skills Groups, Mentoring, and Self-monitoring).
- Teams will determine guidelines for when a student should continue in an intervention and when they are ready to fade or graduate from the intervention.
- If a student falls within the criteria for a pre-determined category (data decision rules), teams will then create a new plan with a new goal and method for progress monitoring.

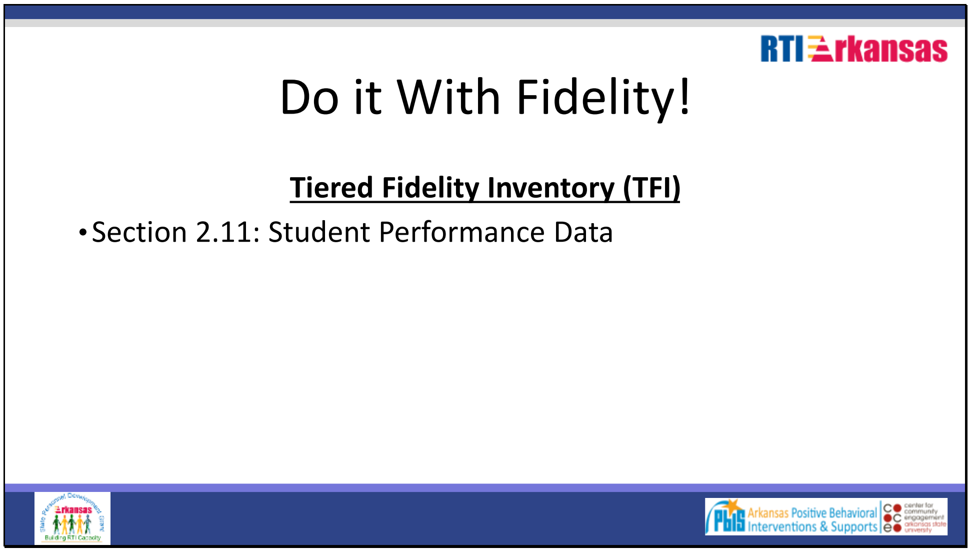


Slide #34

[Examples of Data Decision Rules]

Trainer Notes:

These are some basic data decision rules that a team might have. By creating these rules, it makes team problem solving time more efficient and effective.

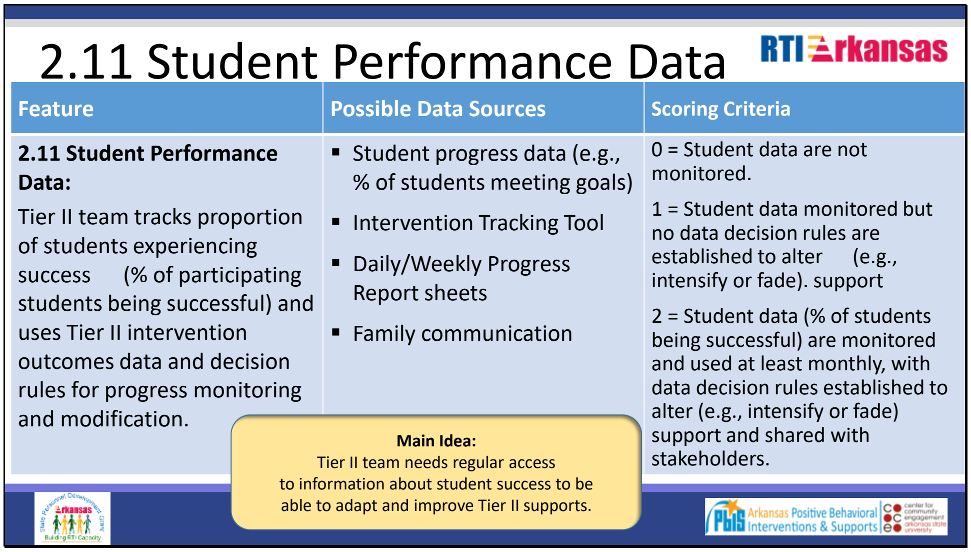


Slide #35

[Do it With Fidelity!]

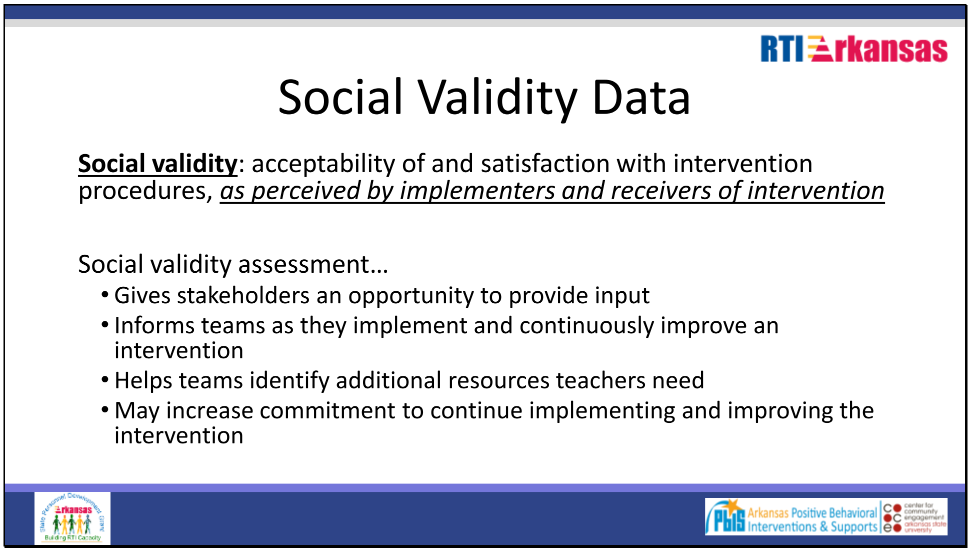
Trainer Notes:

Have attendees record any actions that need to be taken to improve the score for this item.



Slide #36

[2.11 Student Performance Data]

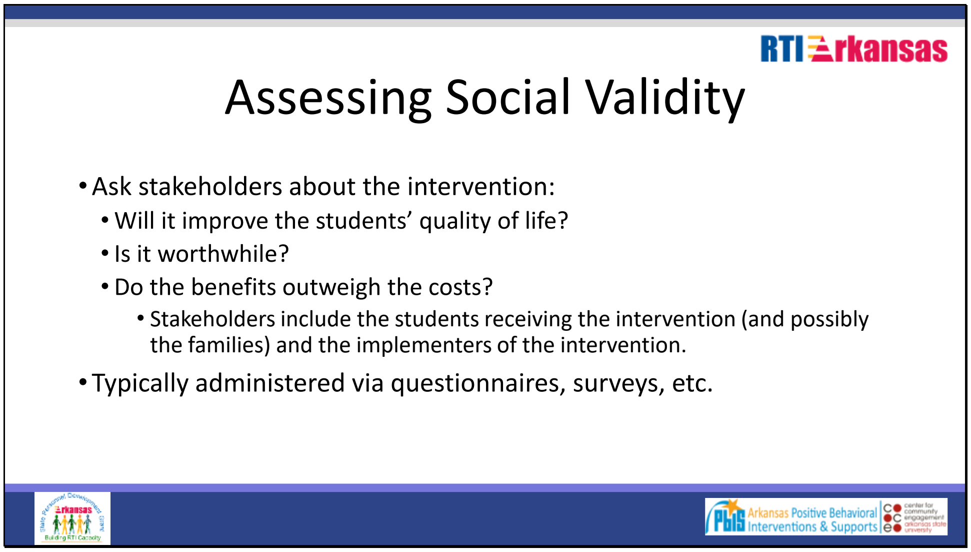


Slide #37

[Social Validity Data]

Trainer Notes:

- Teams may want to assess social validity in order to understand how the interventions are perceived by the students and teachers that are implementing them.
- Social validity assessment gives the team valuable information to continually improve the interventions.
- To explain social validity, a good comparison is when assessing PBIS implementation, schools may use both the TFI (fidelity of implementation) and the Self-Assessment Survey (staff perception of PBIS implementation). Social validity surveys give you the staff and student perspective on the intervention implementation, like the SAS gives you for PBIS implementation.

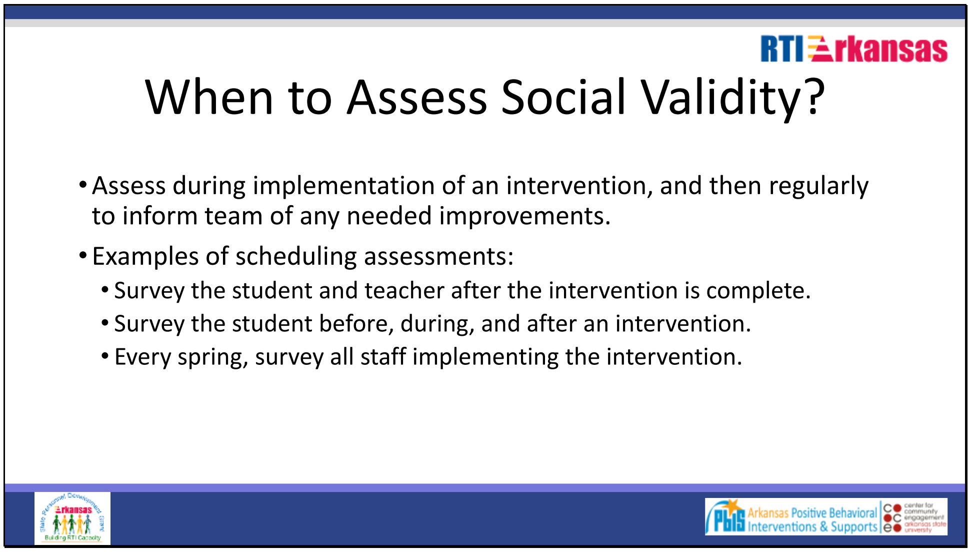


Slide #38

[Assessing Social Validity]

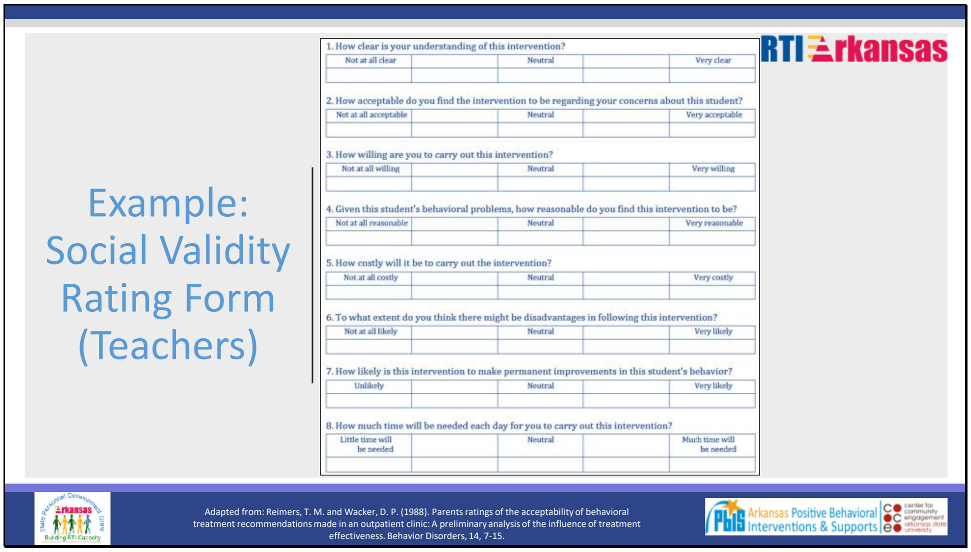
Trainer Notes:

- Do stakeholders agree that the intervention is acceptable and satisfactory for students?
  - Is the goal significant? Will it improve the students' quality of life?
  - Is the intervention worth the effort?
  - Do the benefits of intervention outweigh the costs?
- Social validity is determined by assessment of the students receiving the intervention (and possibly their families) and the implementers of the intervention (teacher, facilitator, mentor, etc.).
- Social validity is typically assessed through questionnaires, surveys, etc.



Slide #39

[When to Assess Social Validity?]

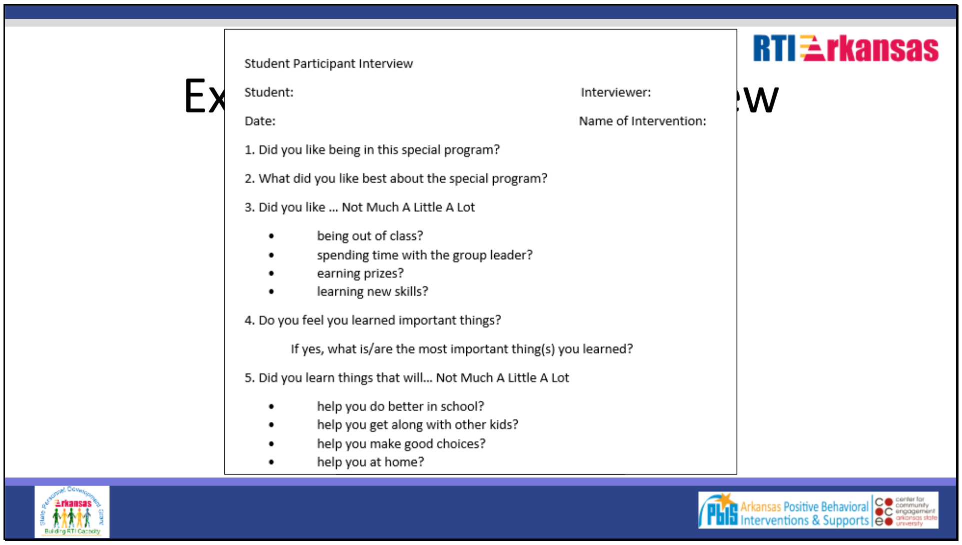


Slide #40

[Example: Social Validity Rating Form (Teachers)]

Trainer Notes:

- This rating form is for staff implementing an intervention (it was adapted from a parent rating form). This is just part of the assessment; the complete form is in the facilitator's guide.
- Link to download this form: https://pbismissouri.org/wp-content/uploads/2018/08/T2-Ch.-4_Social-Validity-Rating-Form.docx



Slide #41

[Student Interview]

Trainer Notes:

The rating form from the last slide and this one are included after this page, along with another example of a social validity questionnaire.

EXAMPLES

Social Validity Forms and Examples

- The next page (pg. 52) contains the Social Validity Rating Form for Teachers.
- After that, on page 53, you will find the Social Validity Student Questionnaire.
- Lastly, there is an example of the Social Validity Rating Form (pgs. 54 – 56).

Social Validity Survey for Teachers

Student Name________________________ Teacher___________________ Date___________

For each statement, circle one number that best describes how you feel about behavior intervention plan for this student.

1. I understood all of the elements of the behavior intervention plan.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

2. I had the skills needed to implement the behavior intervention plan.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

3. Problem behaviors have decreased since the implementation of the behavior intervention plan.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

4. Appropriate classroom behaviors have increased as a result of the implementation of the behavior intervention plan.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

5. My participation in the implementation of the behavior intervention plan was relatively easy (e.g. amount of time/effort) to implement.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

6. Participation in implementing the behavior intervention plan for this student was worth the time and effort.

   Strongly Disagree Strongly Agree
   1 2 3 4 5 6

Adapted from Deanne A. Crone, Leanne S. Hawken, and Robert H. Horner (2010)

Social Validity Questionnaire

1. Did you like being in this special program?
2. What did you like best about this special program?

____

3. Did you like…

	Not much	A little	A lot
Being out of class?			
Spending time with the group leader?			
Earning prizes?			
Learning new skills?			

4. Do you feel you learned important things?

If yes, what is/are the most important things you learned?

____

5. Did you learn things that will…

	Not much	A little	A lot
Help you do better in school?			
Help you get along with other kids?			
Help you make good choices?			
Help you at home?			

6. Do you use the skills that you learned in our special program? If yes, where do you use these skills…

	Not much	A little	A lot
In class?			
With your teachers?			
With your friends?			
With other kids?			
At home?			

7. Do you wish our special program could have lasted longer? If yes, how much longer would you like to have met?
8. Is there anything else you would like to tell me about our special program?

Social Validity Rating Form

Please complete the items listed below. The items should be completed by placing a check mark in the box under the question that best indicates how you feel about the intervention recommendations. This is a good form for the teacher to use before the intervention begins.

1. How clear is your understanding of this intervention?

Not at all clear		Neutral		Very clear

2. How acceptable do you find the intervention to be regarding your concerns about this student?

Not at all acceptable		Neutral		Very acceptable

3. How willing are you to carry out this intervention?

Not at all willing		Neutral		Very willing

4. Given this student's behavioral problems, how reasonable do you find this intervention to be?

Not at all reasonable		Neutral		Very reasonable

5. How costly will it be to carry out the intervention?

Not at all costly		Neutral		Very costly

6. To what extent do you think there might be disadvantages in following this intervention?

Not at all likely		Neutral		Very likely

7. How likely is this intervention to make permanent improvements in this student's behavior?

Unlikely		Neutral		Very likely

8. How much time will be needed each day for you to carry out this intervention?

Little time will be needed		Neutral		Much time will be needed

9. How confidant are you the intervention will be effective?

Not at all confident		Neutral		Very confident

10. Compared to other children with behavioral difficulties, how serious are this student's problems?

Not at all serious		Neutral		Very serious

11. How disruptive will it be to carry out this intervention?

Not at all disruptive		Neutral		Very disruptive

12. How effective is this intervention likely to be for this student?

Not at all effective		Neutral		Very effective

13. How affordable is this intervention?

Not at all affordable		Neutral		Very affordable

14. How much do you like the procedures used in the proposed intervention?

Do not like them at all		Neutral		Like them very much

15. How willing will other staff members or family members be to help carry out this intervention?

Not at all willing		Neutral		Very willing

16. To what extent are undesirable side effects likely to result from this intervention?

No side-effects likely		Neutral		Many side-effects

17. How much discomfort is this student likely to experience during the course of this intervention?

No discomfort at all		Neutral		Very much discomfort

18. How severe are this student's behavioral difficulties?

Not at all severe		Neutral		Very severe

19. How willing would you be to change your instructional routine to carry out this intervention?

Not at all willing		Neutral		Very willing

20. How well will carrying out this intervention fit into the instructional routine?

Not at all well		Neutral		Very well

21. To what degree are this student's behavioral problems of concern to you?

No concern at all		Neutral		Great concern

Adapted from: Reimers, T. M. and Wacker, D. P. (1988). Parents ratings of the acceptability of behavioral treatment recommendations made in an outpatient clinic: A preliminary analysis of the influence of treatment effectiveness. Behavior Disorders, 14, 7-15.

Training Section Four

Using Data to Monitor and Evaluate Tier II Systems

Slides 42 - 52

Goals

Participants will learn

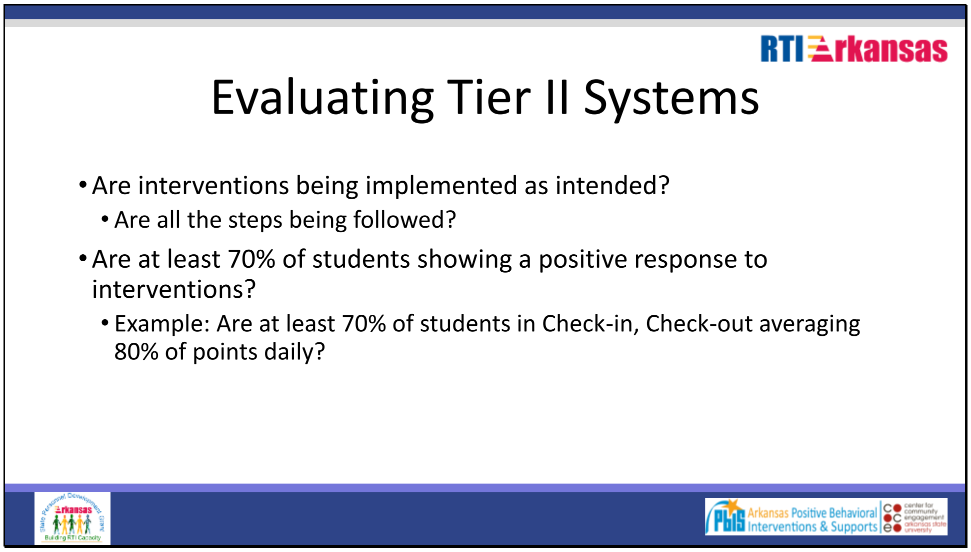
- How to conduct fidelity checks
- How to evaluate outcomes
- Problem solving for Tier II systems

Slide #42

[Using Data to Monitor and Evaluate Tier II Systems]

Trainer Notes:

- Systems data are collected and reviewed to monitor how well Tier II interventions are serving all the students in Tier II.
- This section will discuss data collection and how the data are assessed.

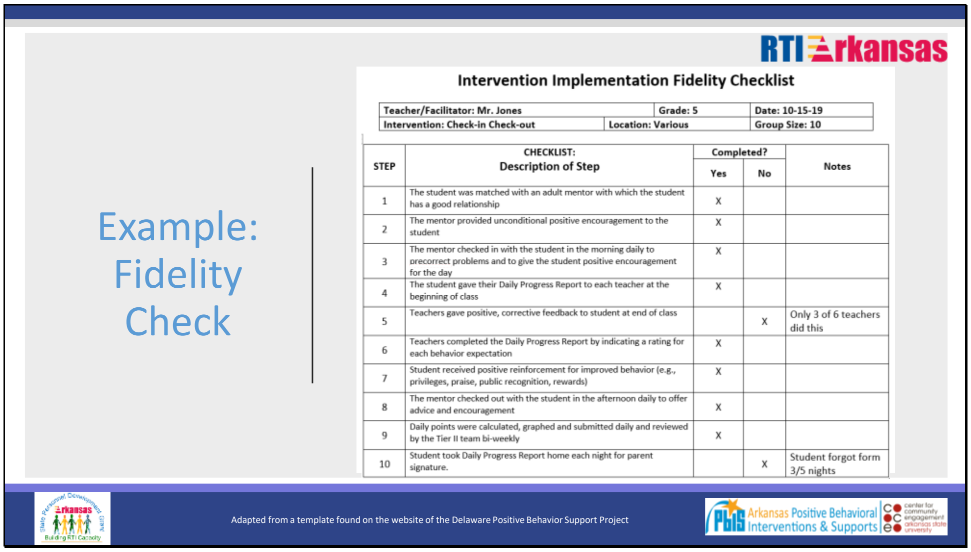


Slide #43

[Evaluating Tier II Systems]

Trainer Notes:

- To determine how effective Tier II is, we look at each of the interventions and Tier II as a whole.
- We want to know if the students in Tier II interventions are having positive results and if we have needs that aren't being addressed by the interventions available.
- If a large percentage of students are not having positive results, the team may need to investigate whether the intervention is being implemented correctly, or if the intervention was mismatched (e.g., incorrect function of behavior).



Intervention Implementation Fidelity Checklist

Teacher/Facilitator: Mr. Jones		Grade: 5	Date: 10-15-19
Intervention: Check-in Check-out	Location: Various		Group Size: 10

STEP	CHECKLIST: Description of Step	Completed? Yes	Completed? No	Notes
1	The student was matched with an adult mentor with which the student has a good relationship	X		
2	The mentor provided unconditional positive encouragement to the student	X		
3	The mentor checked in with the student in the morning daily to precorrect problems and to give the student positive encouragement for the day	X		
4	The student gave their Daily Progress Report to each teacher at the beginning of class	X		
5	Teachers gave positive, corrective feedback to student at end of class		X	Only 3 of 6 teachers did this
6	Teachers completed the Daily Progress Report by indicating a rating for each behavior expectation	X		
7	Student received positive reinforcement for improved behavior (e.g., privileges, praise, public recognition, rewards)	X		
8	The mentor checked out with the student in the afternoon daily to offer advice and encouragement	X		
9	Daily points were calculated, graphed and submitted daily and reviewed by the Tier II team bi-weekly	X		
10	Student took Daily Progress Report home each night for parent signature.		X	Student forgot form 3/5 nights

Slide #44

[Example: Fidelity Check]

Trainer Notes:

- This is an animated slide.
- At first there will be a blank template. This is an example of a checklist that can be used to observe whether all steps are being properly carried out for an intervention. It has been adapted from a template found on the website of the Delaware Positive Behavior Support Project.
- When the slide is advanced, the template is filled with an example of what a checklist might look like for Check-in, Check-out. This check can be done to make sure students are receiving the intervention the way it was intended.
- “Group size” means the number of students in the intervention.
- The Tier II Coordinator would check the fidelity of CICO on the facilitator.

EXAMPLES

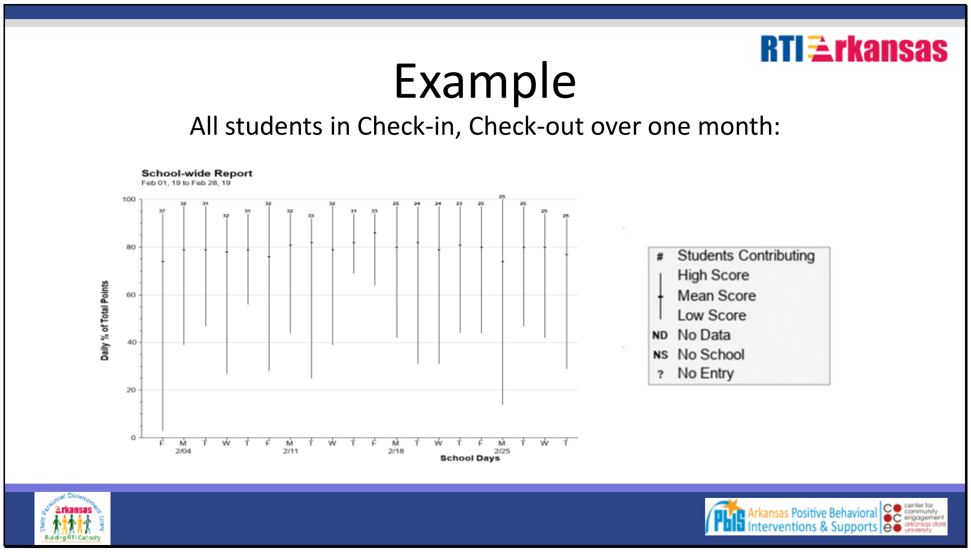
Intervention Implementation Fidelity Checklist

The next page (pg. 61) contains a blank copy of the Implementation Fidelity Checklist that is shown on this slide. An example used for Mentoring can be found here and edited for use with any intervention: http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Fidelity-of-Implementation-of-Mentoring-Intervention-11-12-19.docx

Intervention Implementation Fidelity Checklist
(example for Check-in Check-out)

Teacher/Facilitator:	Grade:	Date:
Intervention: Check-in Check-out	Location:	Group size:

Step	Checklist: Description of Step	Completed?		Notes
		Yes	No	
1	The student was matched with an adult mentor with which the student has a good relationship			
2	The mentor provided unconditional positive encouragement to the student			
3	The mentor checked in with the student in the morning, daily, to pre-correct problems and to give the student positive encouragement for the day			
4	The student gave their Daily Progress Report to each teacher at the beginning of the class			
5	Teachers gave positive, corrective feedback to the student at the end of the class			
6	Teachers completed the Daily Progress Report by indicating a rating for each behavior expectation			
7	Student received positive reinforcement for improved behavior (e.g., privileges, praise, public recognition, rewards)			
8	The mentor checked out with the student in the afternoon, daily, to offer advice and encouragement			
9	Daily points were calculated, graphed and submitted daily and reviewed by the Tier II team bi-weekly			
10	Student took the Daily Progress Report home each night for parent signature			

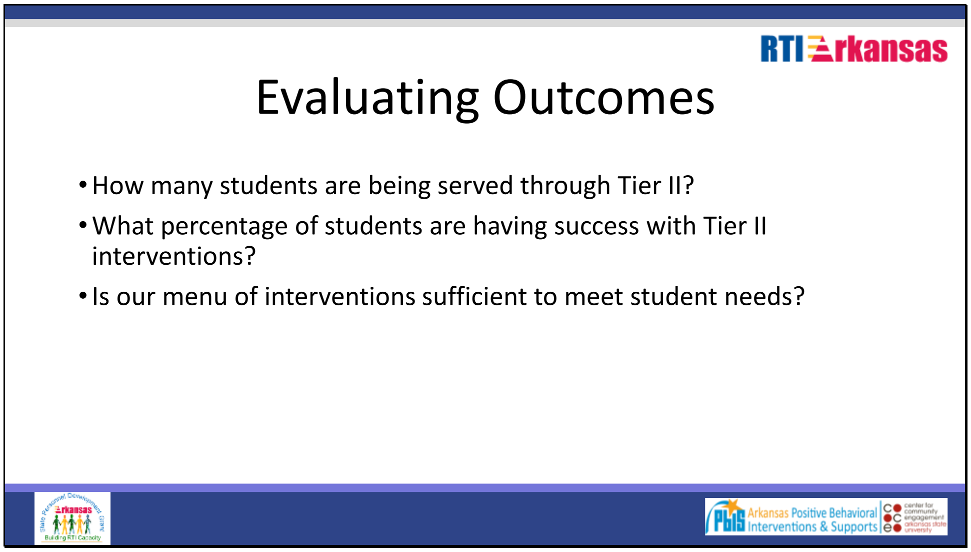


Slide #45

[Example]

Trainer Notes:

- This graph gives an overview of all students in the CICO intervention.
- This graph was generated using the CICO-SWIS demo at PBISApps.org; https://www.pbisapps.org/Applications/Pages/default.aspx
- As explained in the legend, each vertical line shows the range, from high to low of the students' daily points, with the total number of students noted at the top of each line.
- The notch on each line shows the mean score for the students that day.
- If the mean score is consistently lower than 80%, teams will need to investigate whether or not the intervention is being implemented as intended and if the students are placed in the appropriate intervention.

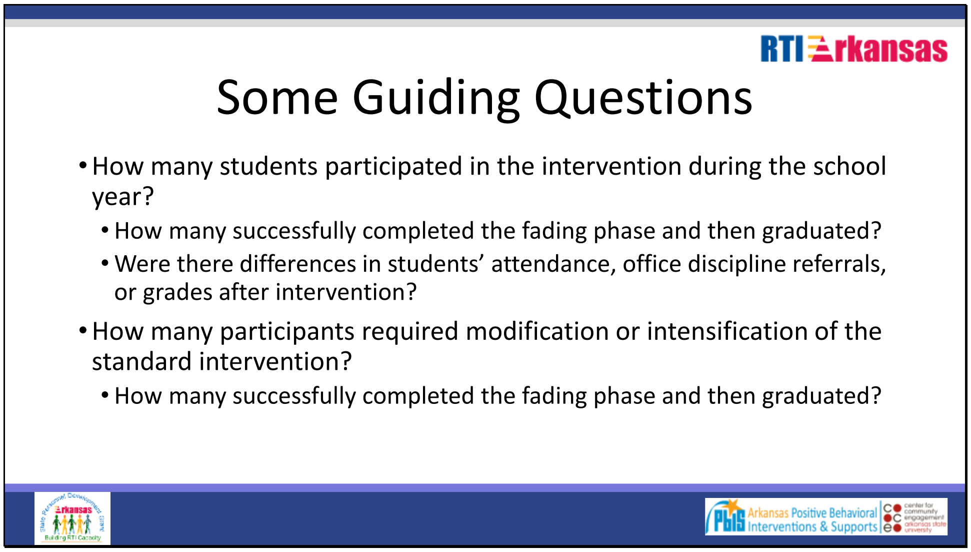


Slide #46

[Evaluating Outcomes]

Trainer Notes:

- Schools should expect to serve 7-15% of students in Tier II.
- Teams should evaluate outcomes for interventions each year and report these to stakeholders.
- This evaluation will also help schools plan and problem solve for the next school year.

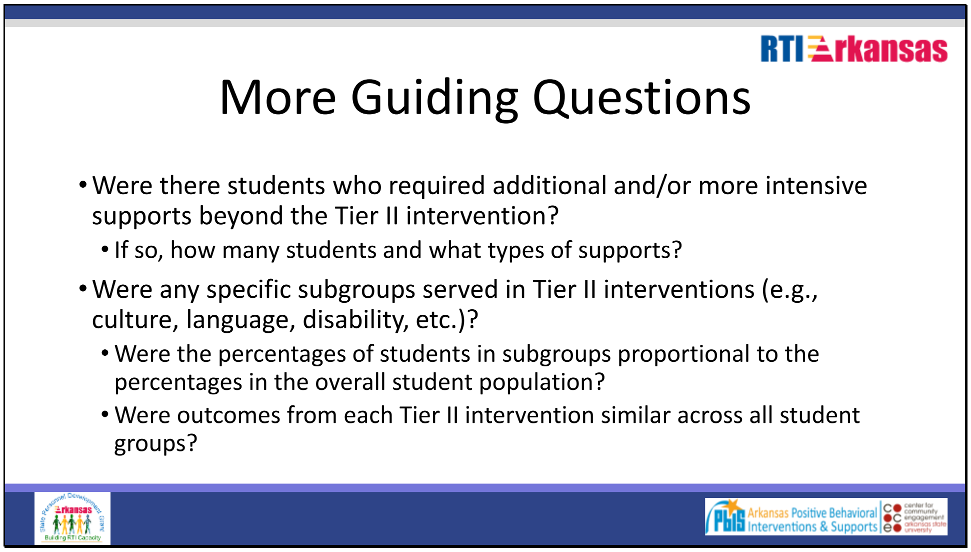


Slide #47

[Some Guiding Questions]

Trainer Notes:

- These will be provided, along with other questions, in the facilitator's guide after the next slide.

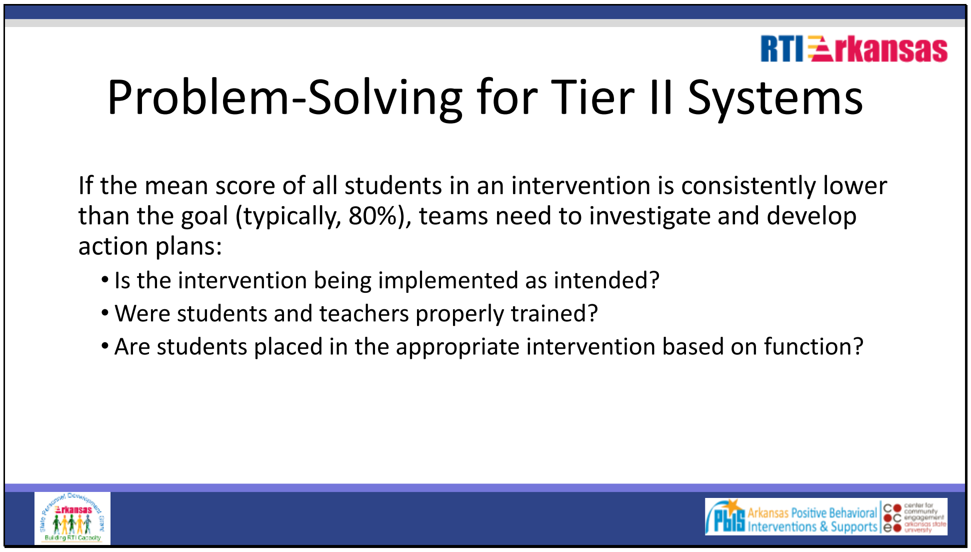


Slide #48

[More Guiding Questions]

Guiding Questions

- How many students participated in the intervention during the school year?
    - How many successfully completed the fading phase and then graduated?
    - Were there differences in students' attendance, office discipline referrals, or grades after the intervention?
- How many participants required modification or intensification of the standard intervention?
    - How many successfully completed the fading phase and then graduated?
- Were there students who required additional and/or more intensive supports beyond the Tier II intervention?
    - If so, how many students and what types of supports?
- Were any specific subgroups served in Tier II interventions (e.g., culture, language, disability, etc.)?
    - Were the percentages of students in subgroups proportional to the percentages in the overall student population?
    - Were outcomes from each Tier II intervention similar across all student groups?



Slide #49

[Problem-Solving for Tier II Systems]

Trainer Notes:

The next slide shows an example of a team meeting.

ACTIVITY

Creating a Plan for Evaluation of Tier II Interventions

For this activity, have teams create a plan for evaluating Tier II interventions:

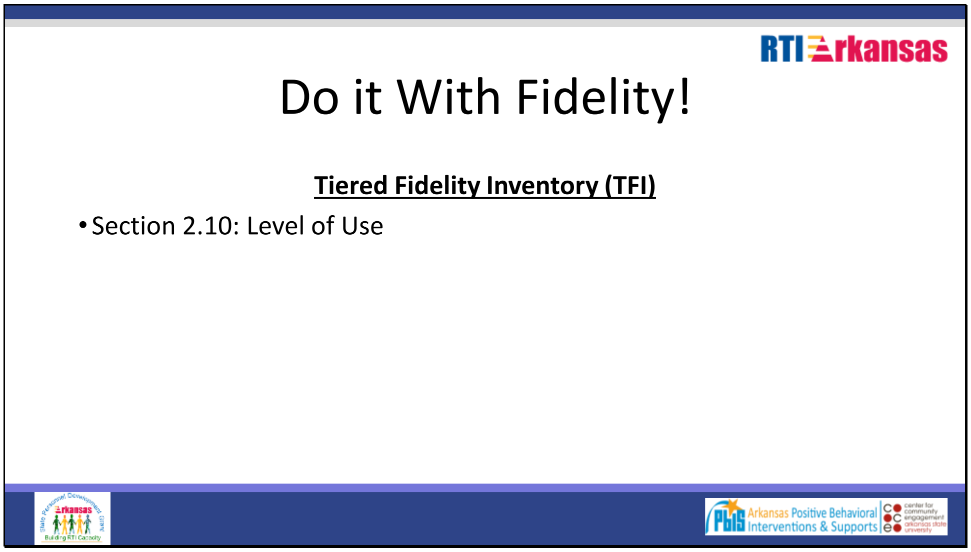
- Plans should include a schedule (monthly, quarterly, etc.), personnel involved, an evaluation tool or tools, and dates for reporting data to school staff and other stakeholders.
- Some helpful tools can be found here: http://cce.astate.edu/pbis/data-at-tier-ii/

Slide #50

[Example of a Tier II Meeting]

Trainer Notes:

- Note that the team discusses all the students (without names) currently in interventions, how many are meeting their goals and will not need discussion, and how many are not meeting goals and need further discussion.
- Note that all discussion comes back to data.
- Link to video on YouTube (IPBS Meeting #2 – CICO Progress Monitoring): https://www.youtube.com/watch?time_continue=1&v=z6MtVtRSXMs&feature=emb_logo.



Slide #51

[Do it With Fidelity!]

Trainer Notes:

Have attendees record any actions that need to be taken to improve the score for this item.

2.10 Level of Use

Feature	Possible Data Sources	Scoring Criteria
Level of Use: Team follows a written process to track proportion of students participating in Tier II supports, and access is proportionate.	• Tier II enrollment data • Tier II team meeting • minutes • Progress monitoring tool	0 = Team does not track number of students responding to Tier II interventions. 1 = Team defines criteria for responding to each Tier II intervention, but fewer than 5% of students are enrolled. 2 = Team defines criteria and tracks proportion, with at least 5% of students in the school receiving Tier II supports.

Main Idea: Tier II supports that are used by too few students (e.g., 1% of enrollment) or by too many students (e.g., 20% of enrollment) are not sustainable.

Slide #52

[2.10 Level of Use]

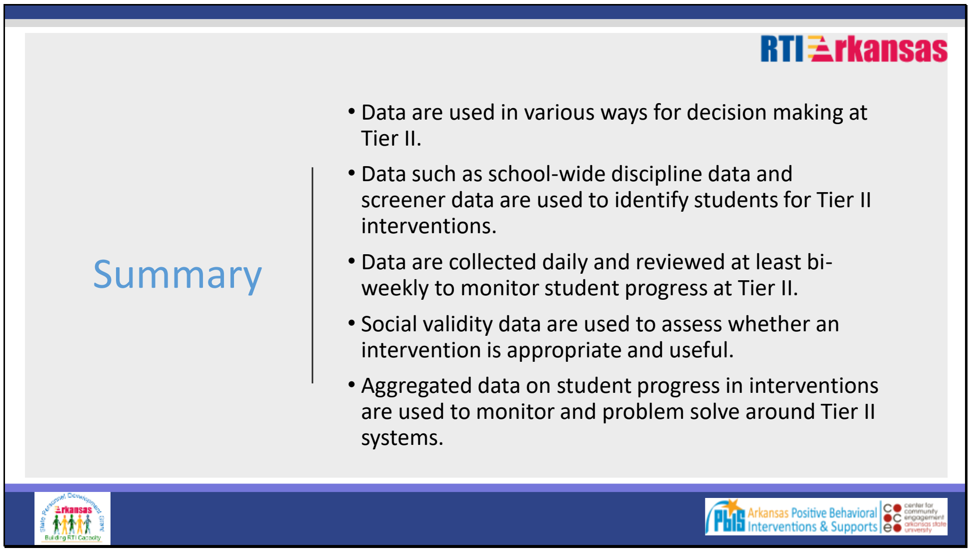
Conclusion

Slides 53 - 57

- Summary
- Resources

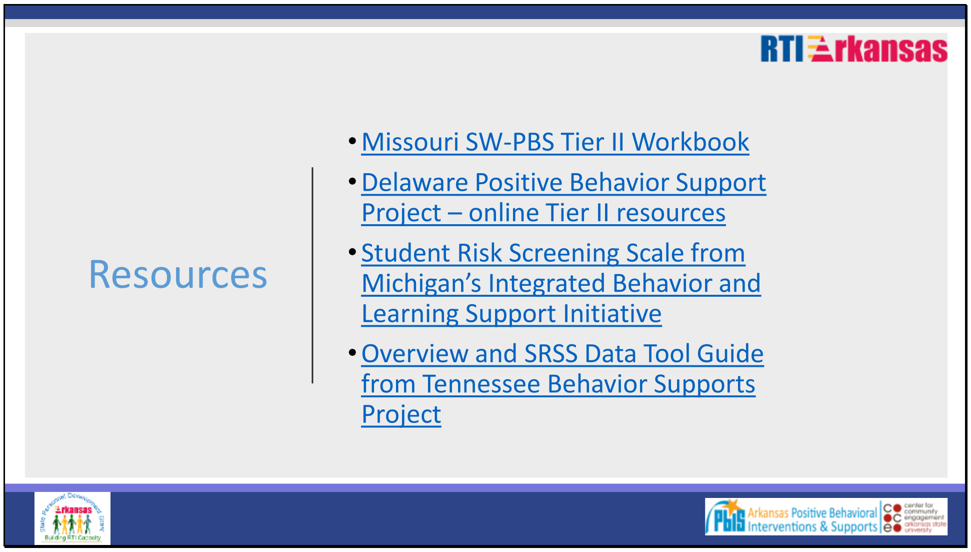
Slide #53

[Summary and Resources]



Slide #54

[Summary]



Slide #55

[Resources]

RTI Arkansas

Resources (cont.)

- [The Social Validity Survey for Teachers]
  - *Adapted from Deanne A. Crone, Leanne S. Hawken, and Robert H. Horner (2010)*
- [The Intervention Rating Profile]
  - *Adapted from: Witt, J. C. and Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Ed.), Advances in School Psychology, 4, 251-288. Mahwah, NJ: Erlbaum.*

Slide #56

[Resources (cont.)]

Slide #57

[Thank you]

Discussion Questions:

The following questions will help schools begin developing their systems and processes for collecting and using data at Tier II. 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 data will you use to identify students who would benefit from Tier II interventions?

2. How will you determine which intervention is appropriate for a student identified?

3. What data collection methods and tools will you use to monitor student progress in Tier II interventions?

4. What methods and tools will you use to monitor the fidelity of implementation of Tier II interventions?

Homework:

- Develop a process or procedures for identifying students for Tier II. This should include regular review of school-wide discipline data.
- Research data tools for Tier II decision making. Develop a plan for using the chosen data tool (e.g., who needs to be trained, how often will data be recorded and graphed, etc.).
- Determine how student progress data will be collected (e.g., Daily Progress Reports), who will record data, who will analyze data, and how often teams will review student progress data.
- Develop a plan for assessing the social validity of Tier II interventions.
- Develop a plan for regular evaluation of Tier II interventions to ensure they are being implemented as intended.

Resources:

The following resources will give attendees more information on collecting and using data.

- Arkansas State University CCE PBIS Resource Center: Tier II resources
- Missouri SW-PBS Tier II Workbook resource

Next Module:

The suggested next module is Module 9: Assessment and Evaluation for PBIS Tier II.