The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier III Training

Module 3

Identifying Students for Individualized Support

Arkansas State Personnel Development Grant

Focus Area: System for identifying students for individualized support

Title of Training:

Module 3: Identifying Students for Individualized Support

Suggested Training Time: 1-2 hours

About this guide:

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

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:

- PBIS Tier I Modules and PBIS Tier II Modules
- Basic Behavior Concepts, developed by K-12 Arkansas Behavior Support Specialists, which can be found at this website: www.arbss.orghttps://arbss.org/courses-2/
- PBIS Tier III Modules 1-2

Training Description:

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

Module Sections:

Training Materials/Equipment:

<u>PowerPoint for Module 3: Identifying Students for Individualized Support</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:

- Intervention Implementation Fidelity Checklist Template (pg. 22)
- Intervention Implementation Fidelity Checklist Example (pg. 23)
- Teacher Nomination for Assistance (pg. 48)

Activities in this Training:

- Data Decision Rules (pg. 37)
- Identifying Students Based on Criteria (pg. 38)
- Referrals (pg. 44)
- Universal Screening (pg. 55)

Essential Questions:

These essential questions will be addressed in this training module:

- In what ways can schools identify students who need individualized interventions?
- How do schools define entry criteria for students to receive individualized interventions?
- Why is it important to have a system in place for referring students for Tier III interventions? What does that entail?
- What role does screening play in identifying students for Tier III interventions?

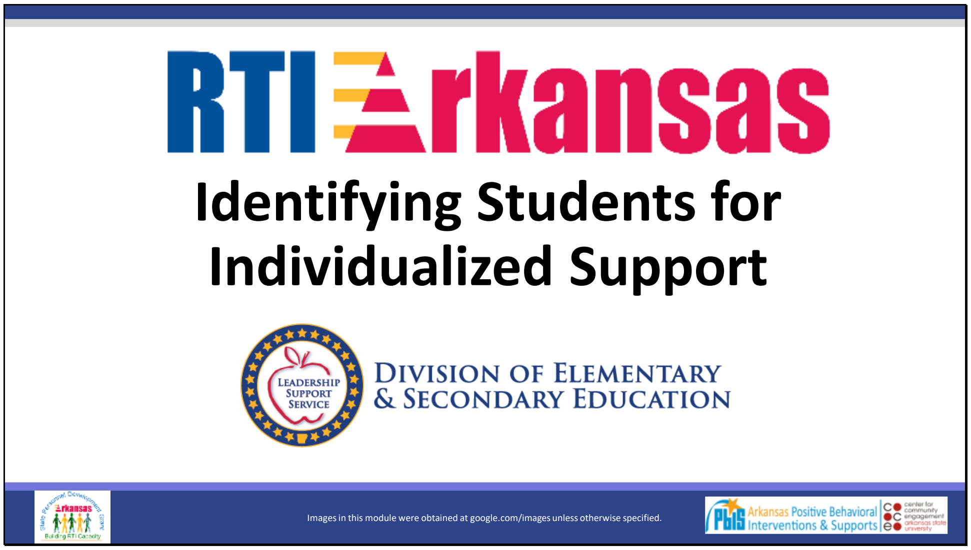
Trainer Tips:

- It's important to have entry criteria for Tier III interventions. Some students who are in Tier II interventions may not be responding positively, but that doesn't mean Tier III is needed. At the same time, there may be students who are identified as needing more than Tier I but meet the criteria for Tier III intervention without receiving Tier II interventions.
- Having a clearly defined system (processes, procedures, materials, training, etc.) will make it more efficient to refer students for Tier III interventions and get supports in place for them more quickly.

Introduction

Slides 1 - 6

- Purpose of this module
- Objectives of this module
- Introduction to the case study

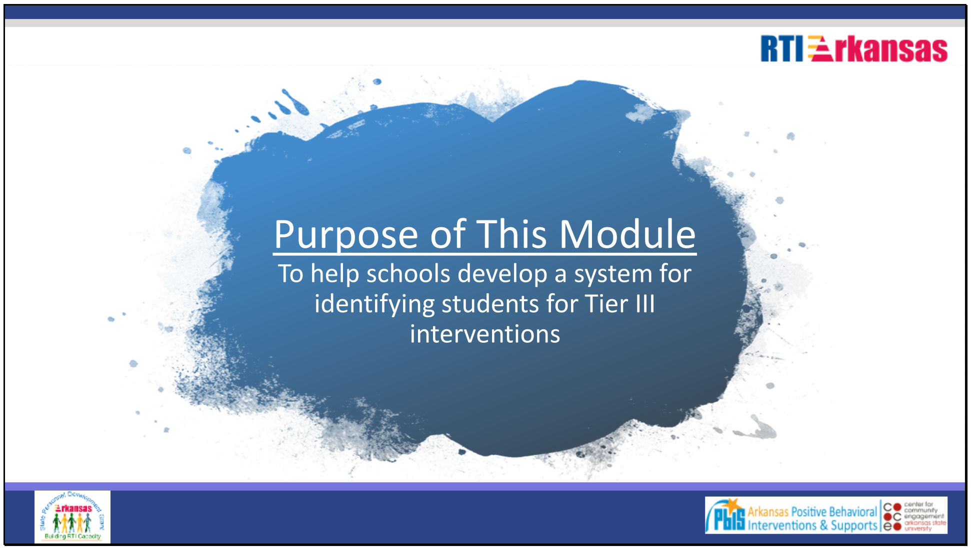


Slide #1

[Identifying Students for Individualized Support]

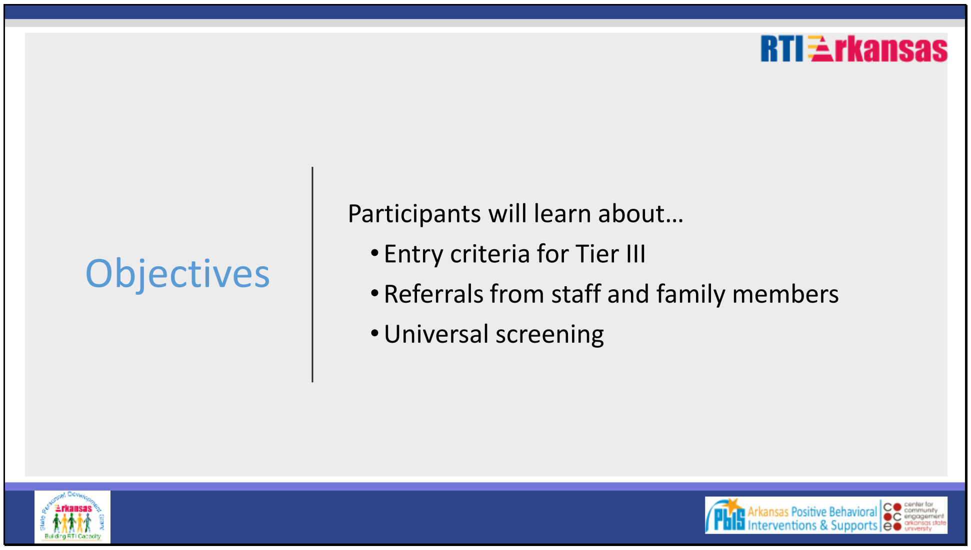
Trainer Notes:

Basic Behavior Concepts developed by K-12 Arkansas Behavior Support Specialists will be live soon. The website is www.arbss.org (courses). This should be a prerequisite for viewing these Tier III modules. (https://arbss.org/courses-2/)



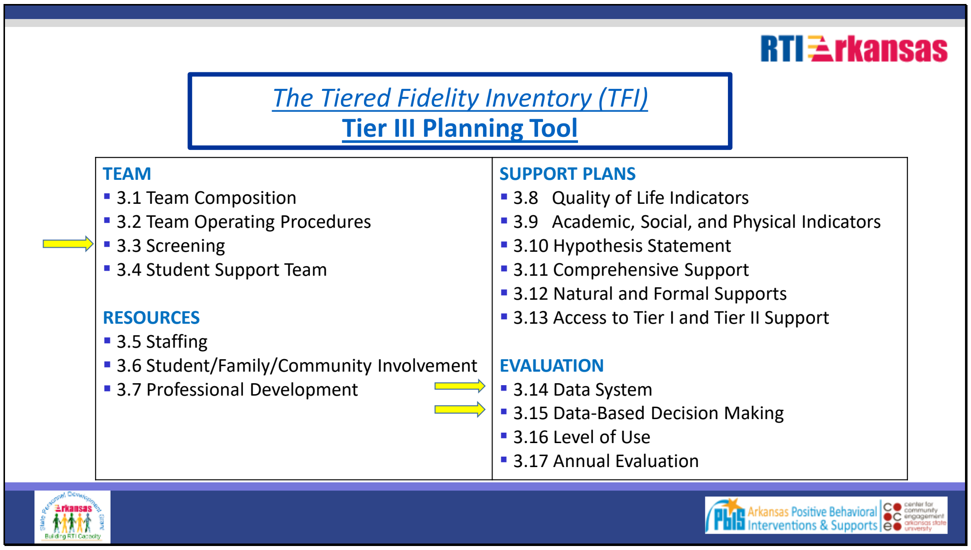
Slide #2

[Purpose of This Module]



Slide #3

[Objectives]

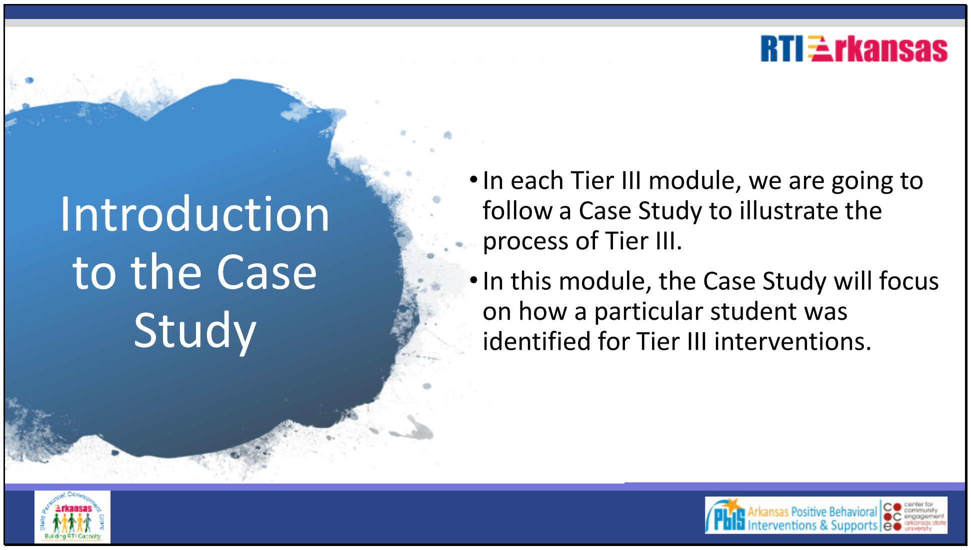


Slide #4

[The Tiered Fidelity Inventory (TFI) Tier III 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 PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, items 3.3, 3.14 and 3.15 will be addressed.

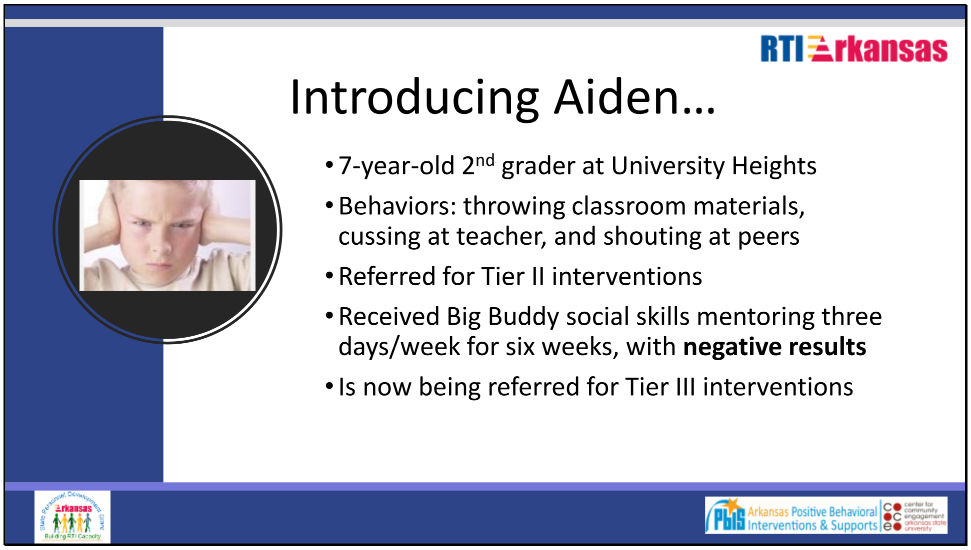


Slide #5

[Introduction to the Case Study]

Trainer Notes:

The school and people presented in this case study are fictional. The purpose of the case study is to provide a concrete example of Tier III processes to enhance participant understanding.



Slide #6

[Introducing Aiden…]

Trainer Notes:

- We will be following Aiden's journey throughout the remaining Tier III modules.
- Aiden is a 7-year-old 2nd grader at University Heights Elementary School who was first identified for interventions due to aggressive behaviors and disengagement in the classroom.
- Due to the severity of the behavior problems Aiden displayed, he was referred to the school building level committee for Tier II interventions.
- Based on data decision rules, Aiden met the threshold for Tier II supports.
- After determining the probable function of behavior (an FBA was not conducted), it was decided by the team that Aiden would begin Big Buddy mentors for three days per week for social skills training.
- After six weeks of participating in this training, Aiden continued to display the same behaviors, and the classroom behaviors generalized and intensified to the cafeteria, school bus, and at home.
- At this point, the team may want to revisit the data decision rules and determine if it is now time to refer Aiden for Tier III interventions to determine the cause of the behaviors.

Training Section One

Entry Criteria for Tier III

Slides 7 - 30

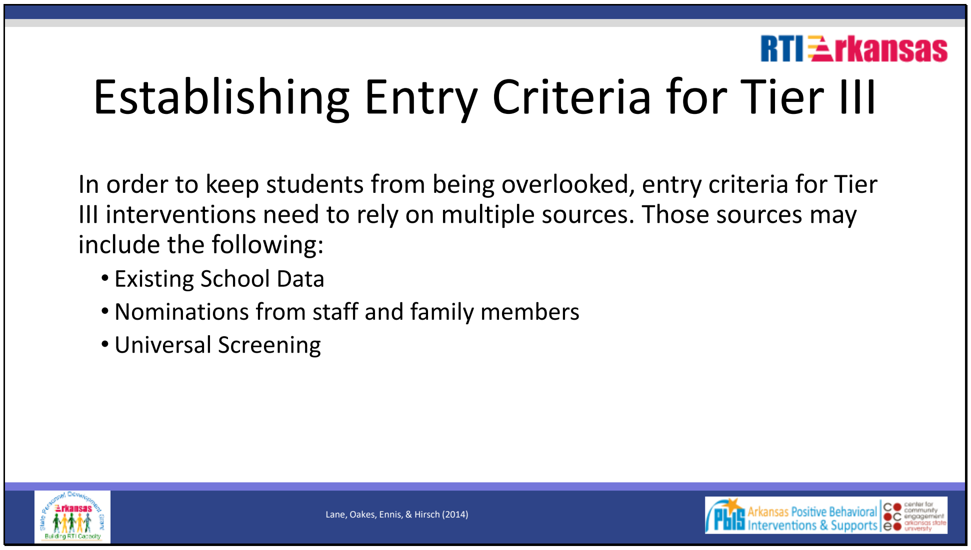
Goals

Participants will learn

- How to identify students for Tier III
- Adaptations to Tier II interventions
- About data decision rules

Slide #7

[Entry Criteria for Tier III]

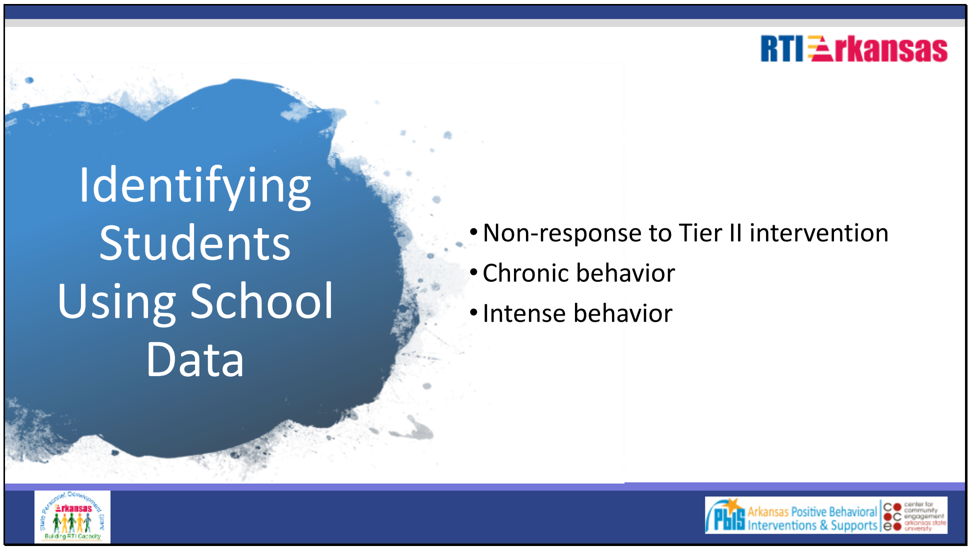


Slide #8

[Establishing Entry Criteria for Tier III]

Trainer Notes:

- Each of these sources will be discussed in more depth in the rest of this module. "Existing school data" could include data from outside agencies that have been provided in the student's records.
- Kathleen Lynne Lane, Wendy Peia Oakes, Robin Parks Ennis & Shanna Eisner Hirsch (2014) Identifying Students for Secondary and Tertiary Prevention Efforts: How Do We Determine Which Students Have Tier 2 and Tier 3 Needs?, Preventing School Failure: Alternative Education for Children and Youth, 58:3,171-182, DOI: 10.1080/1045988X.2014.895573

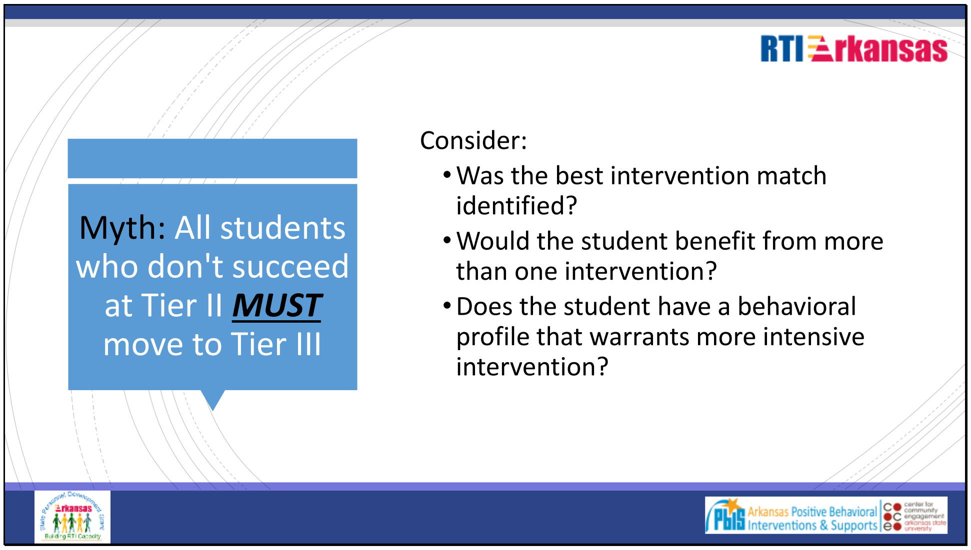


Slide #9

[Identifying Students Using School Data]

Trainer Notes:

- These are the three main entry criteria for Tier III intervention.
- Chronic and intense behaviors will be defined later in the module.

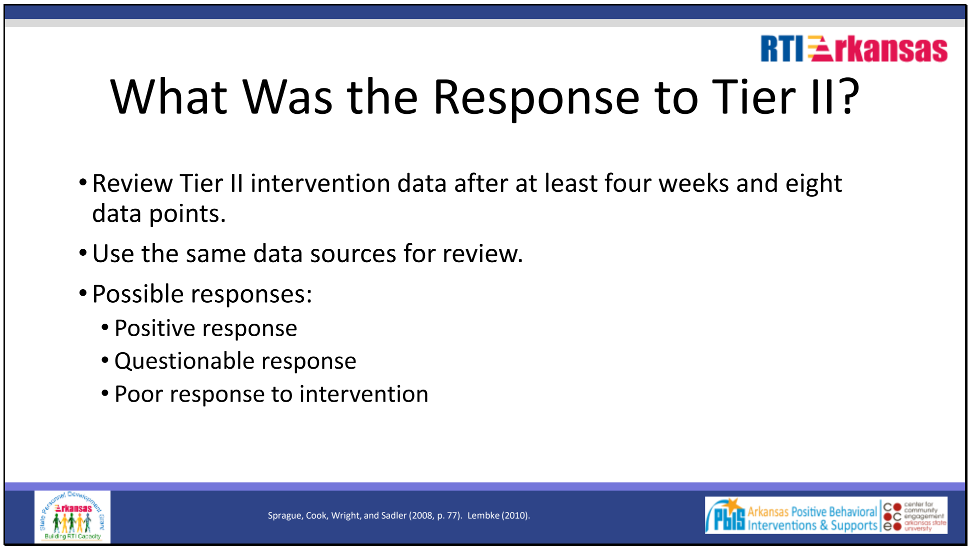


Slide #10

[Discussion]

Trainer Notes:

Discuss adaptations to Tier II interventions to make them more effective.

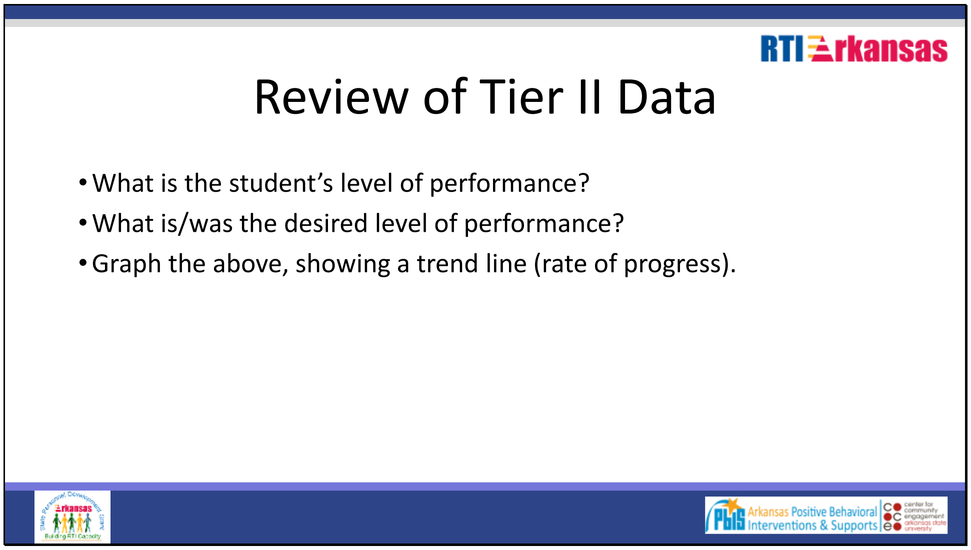


Slide #11

[What Was the Response to Tier II?]

Trainer Notes:

- Interventions implemented a *minimum* of four weeks with eight data points allow time for the student to demonstrate response to intervention and for teams to determine the trend.
- It is important to use the same data sources for the data review to determine response to intervention.
- As the data are reviewed, results can be separated into three basic categories of performance:
  - Positive response
  - Questionable response
  - Poor response to intervention
- When data indicate the student is making progress toward the goal and will reach the goal within a reasonable amount of time, the team should determine how long the student is expected to maintain success before interventions are removed.
- For more in-depth content around using data at Tier II, please refer to Tier II Module 8.

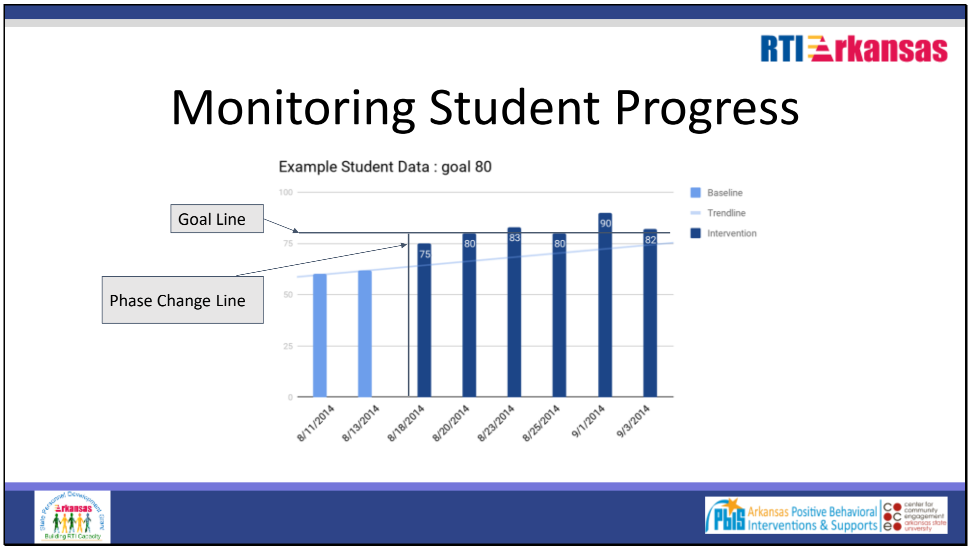


Slide #12

[Review of Tier II Data]

Trainer Notes:

- These are questions to ask when reviewing data from Tier II interventions.
- For more on Tier II data, review Tier II Module 8: **Collecting and Using Data for Tier II Decision Making.**

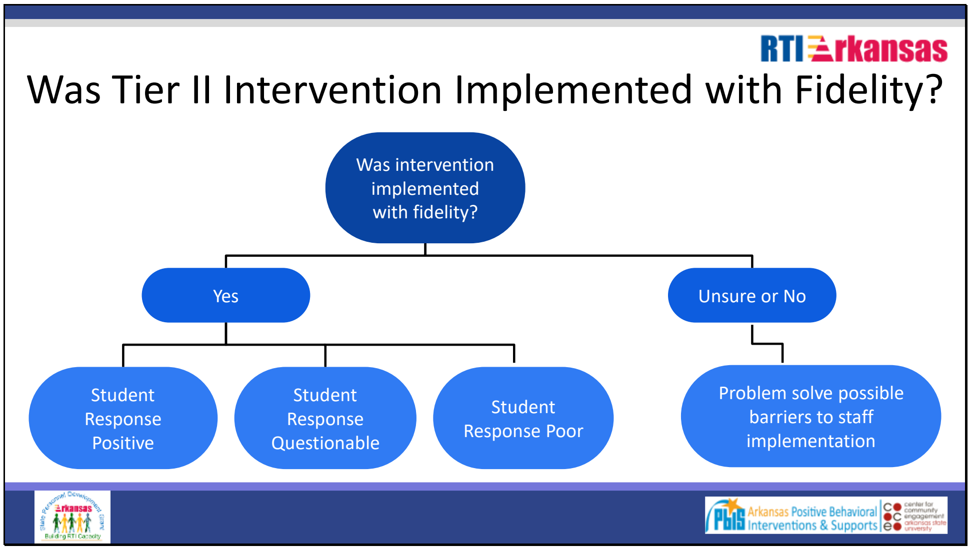


Slide #13

[Monitoring Student Progress]

Trainer Notes:

- This is an example of graphed student data that include eight data points over four weeks with an identified goal of 80.
- The point of intervention is marked as the phase change line.
- Also marked is the goal line and trend line.
- The trend line is drawn through a series of data points to represent the student's actual rate and level of progress. An increasing **(positive response)**, flat **(questionable response),** or decreasing **(poor response)** trend signifies the level of progress.
- This particular student's data were entered twice weekly; the level of performance can be entered daily or summarized weekly.
- The desired level of performance is determined by the student's behavioral goal and is indicated by the goal line.
- When there is a positive response the team can choose:
    - Continue the intervention with the current goal.
    - Continue the intervention with an increased goal.
    - Teach self-management and begin fading to determine functional independence. Before deciding to teach self-management, the student should demonstrate a consistently positive response.

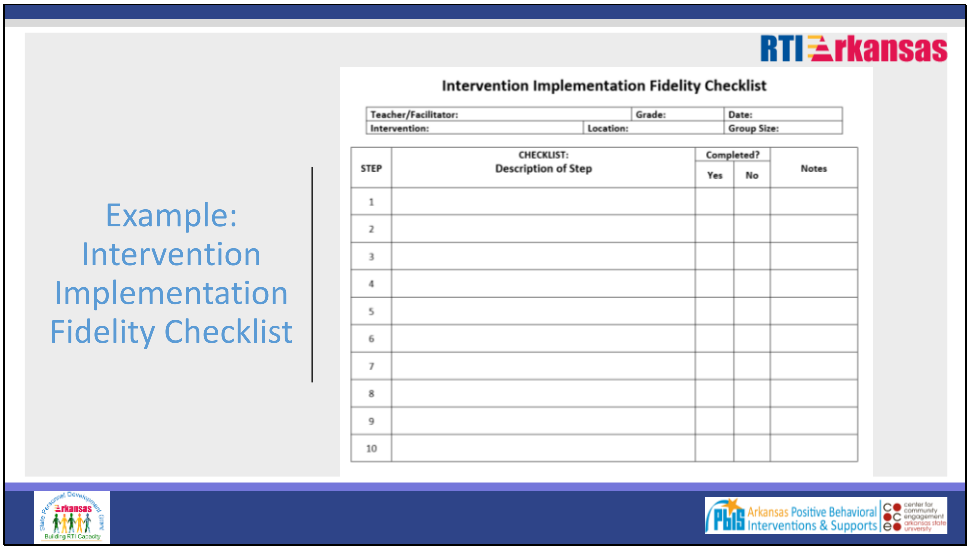


Slide #14

[Was Tier II Intervention Implemented with Fidelity?]

Trainer Notes:

- When reviewing the data, consider the fidelity of the interventions and procedures as well as the data collection.
- If the team is unsure or cannot assure fidelity, first examine if all components of the intervention were delivered consistently and accurately.
- An example of common fidelity checks include the use of an observation checklist and/or self-report of intervention implementation.
- If it is determined that the intervention may not have been implemented with fidelity, the team should problem solve possible solutions to help their staff fully implement all features of the intervention.
- The next slide gives an example of an intervention implementation fidelity checklist.



Slide #15

[Example: Intervention Implementation Fidelity Checklist]

Trainer Notes:

- The following pages contain the full checklist (pg. 22) and a sample for using the Checklist for Check-in, Check-out (CICO) (pg. 23).
- At the top of the form, group size means the number of students that the teacher or staff member is facilitating for that intervention (for example, 10 kids in CICO, or 6 kids in a social skills group, etc.).
- Instructions for using the checklist:
    - List all the steps that need to happen for the intervention to be most successful. Include all daily or weekly components (this may differ depending on the intervention), including data collection and entry. Be sure to include **the student's part and the teacher's and/or facilitator's parts**. See the example of CICO on pg. 23. An example for a Mentoring intervention is on the CCE website. This can be modified for any intervention.
    - Ask teachers and facilitators to note whether they completed each of their steps, and whether the student completed their steps. They can add any notes to explain any issues or problems with completing the steps.
    - Use this feedback to develop any action plans needed to ensure that the student and teacher/facilitator can complete all the steps efficiently. Also, you can use the aggregated feedback from all facilitators for a specific intervention to assess whether there are bigger issues that can be addressed to make the intervention more successful.

Intervention Implementation Fidelity Checklist

Teacher/Facilitator:	**Grade:**	**Date:**
Intervention:	**Location:**	**Group size:**

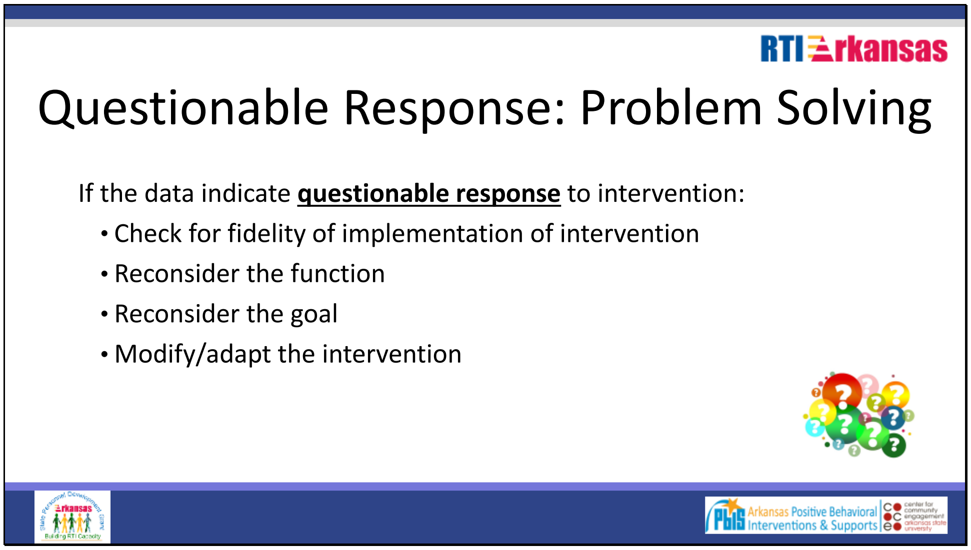
Step	Checklist: Description of Step	Completed?		Notes
		Yes	No	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

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			

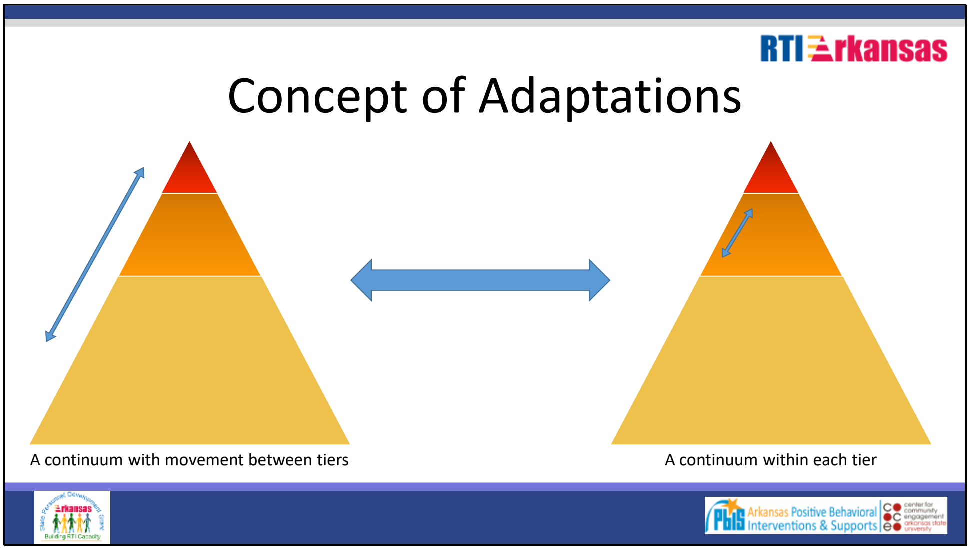


Slide #16

[Questionable Response: Problem Solving]

Trainer Notes:

- If the intervention isn't making a difference (the trend line is flat), then we say the student's response is questionable.
- Determine fidelity in intervention delivery and implementation.
- The team will verify that the correct function was identified, confirm that the intervention aligns with the function, and review all features of the implemented intervention.
- Further, the team will reconsider the goal making certain it was appropriately established based on the baseline data.
- Take time to review current daily percentages on performance reports and adjust goals as needed to ensure student success.
- If the data indicate questionable response to intervention and fidelity has been assured, then the Tier II team may decide to modify or intensify the intervention while collecting more data.
- When modifying or adapting an intervention, make only one change at a time.

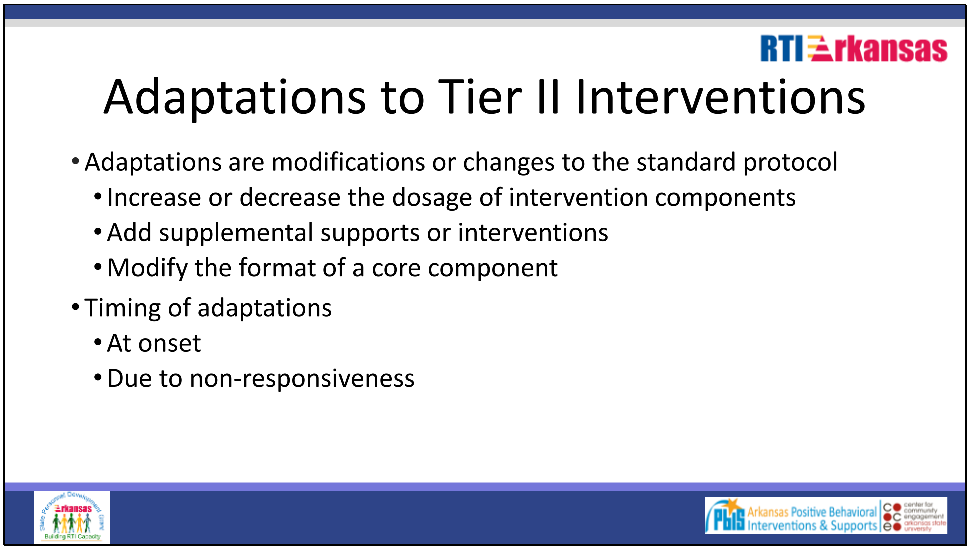


Slide #17

[Concept of Adaptations]

Trainer Notes:

- When we look at student outcomes or progress, we need to consider next steps.
- With multi-tiered systems of support we can move students to other interventions within a tier or consider moving them into an intervention in another tier (higher or lower, depending on their progress).

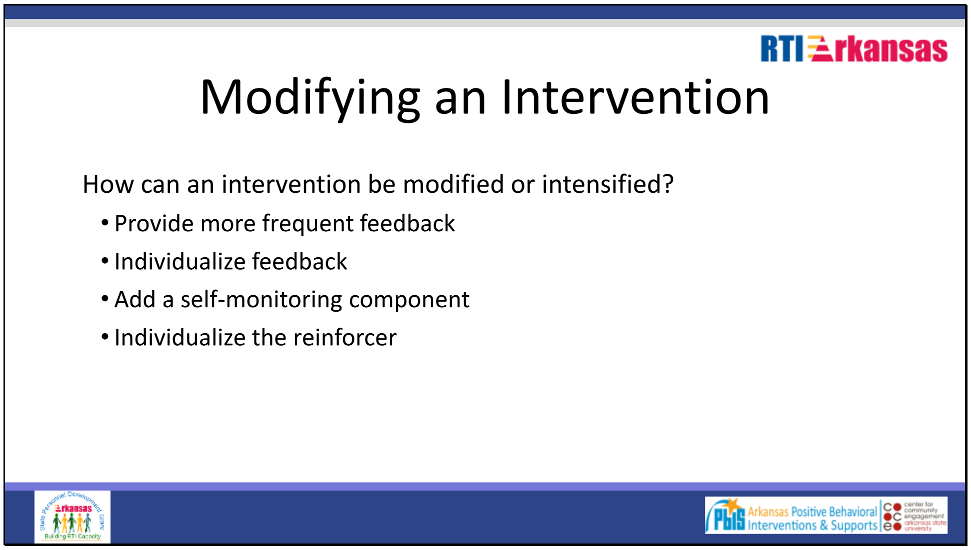


Slide #18

[Adaptations to Tier II Interventions]

Trainer Notes:

The next slide shows examples of how you can modify an intervention.

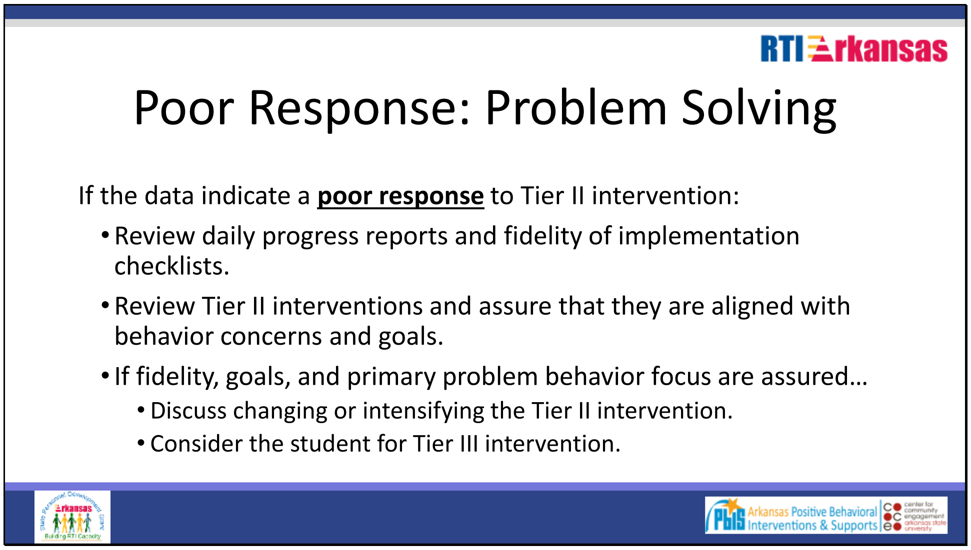


Slide #19

[Modifying an Intervention]

Trainer Notes:

- For a questionable response, progress is being made but occurs at an **unacceptable rate.**
- Modify or intensify the intervention while continuing to take data.
- The intervention facilitator can provide more frequent feedback with more frequent interactions between the student and his or her teachers.
- The team can choose to individualize the feedback procedure by allowing the student to select the adult with whom he or she will regularly meet to review progress or provide alternate means for contacting the adult.
- Add a self-monitoring component or individualize the reinforcer based on the student's function of behavior.

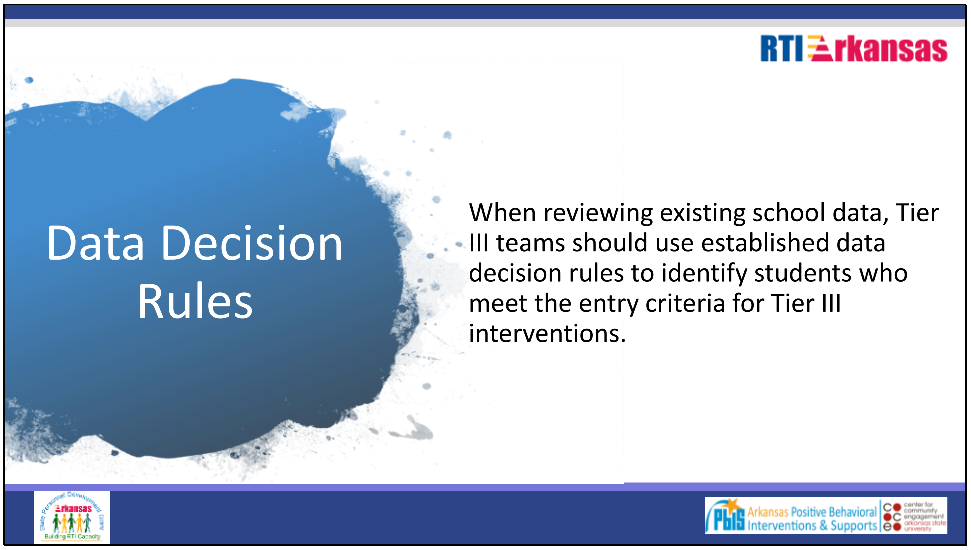


Slide #20

[Poor Response: Problem Solving]

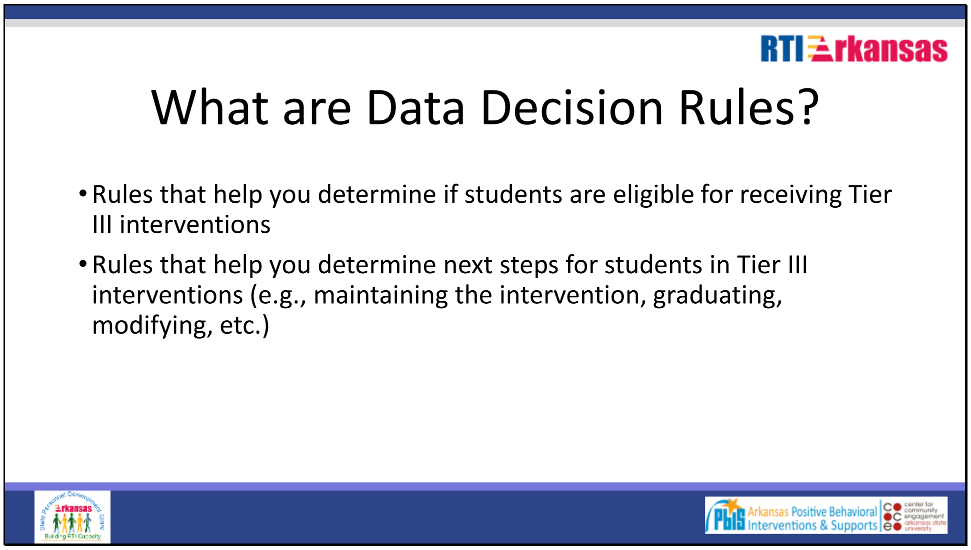
Trainer Notes:

- This slide is animated.
- When the response is poor, the distance between trend line and goal line widens (negative trend).
- The first step is to again verify fidelity of implementation and, if necessary, address possible barriers to staff implementation.
- Document the decision made and steps to take in meeting minutes.
- If fidelity is assured determine if the primary problem behavior has been correctly identified, refer back to the behavior concerns for more intense intervention or consider moving to Tier III.
- Determine if the intervention is aligned with the function of the behavior or if there are other functions to consider. Otherwise, more intensive, individualized interventions may be needed especially when the Tier II team is reasonably confident that modification to the current intervention will not result in a better student response.
- Should new interventions be introduced, a new phase line would be indicated and more data points will be necessary.
- *By establishing consistent decision-making systems and basing next steps decisions on reliable and valid data, teams are more likely to increase the number of students who successfully progress from identification, through positive response to fading and graduation.*



Slide #21

[Data Decision Rules]

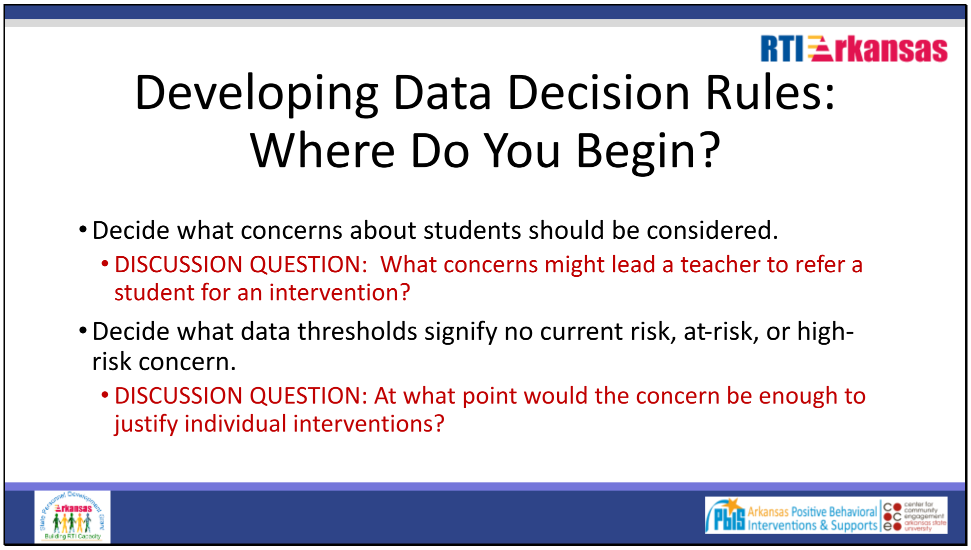


Slide #22

[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 six or more office referrals are considered for Tier III 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 fading from or graduating from an intervention (positive response) or if they need to modify or change the intervention.

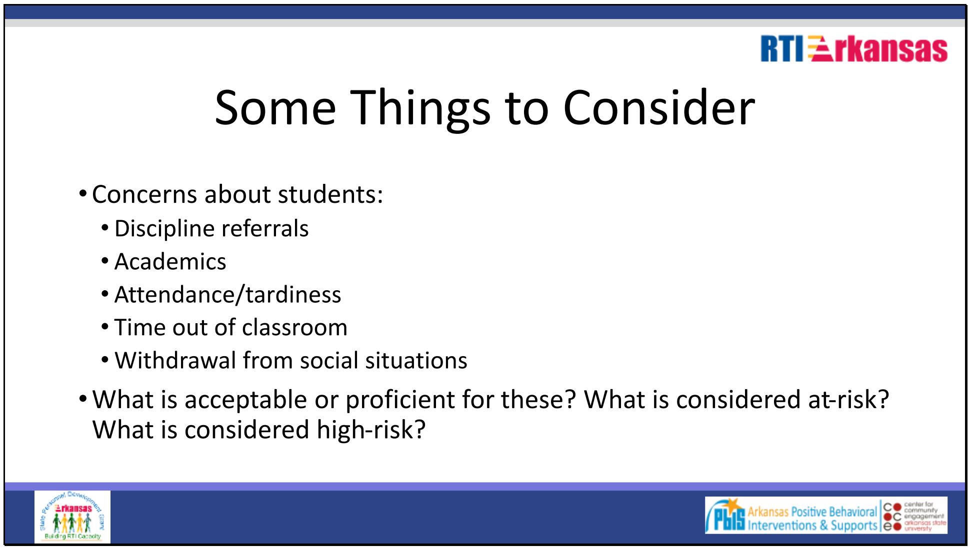


Slide #23

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

Trainer Notes:

- This slide is animated.
- Generate some discussion here; what concerns would lead a teacher or the PBIS team to consider referring a student for an individual 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".
- Teams will be tasked with determining parameters for students to be eligible for Tier III interventions. Once the various concerns are determined, teams will decide what data indicate that a student is in need of individual supports.

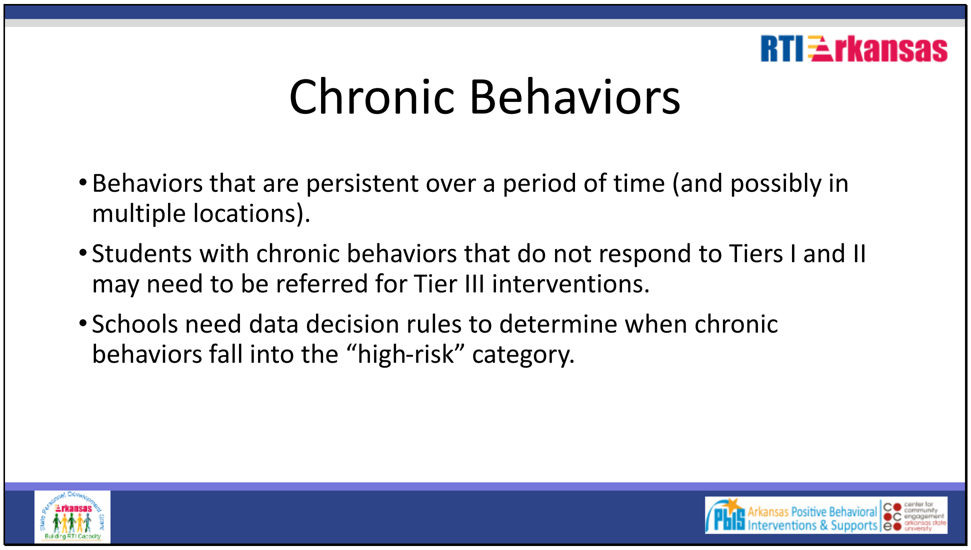


Slide #24

[Some Things to Consider]

Trainer Notes:

- School teams should decide what range or combination of “red flags” warrant consideration for Tier II and Tier III interventions. Think of these rules as “gates” for getting into Tier II/Tier III 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 high risk (e.g., how many referrals, how many absences, how many low grades, etc.), schools can efficiently identify students and get them into Tier III interventions swiftly.

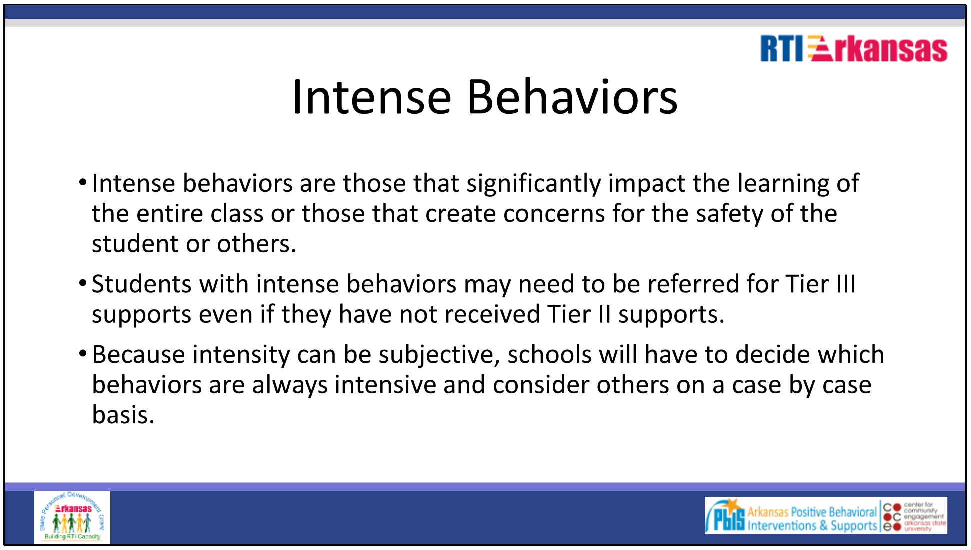


Slide #25

[Chronic Behaviors]

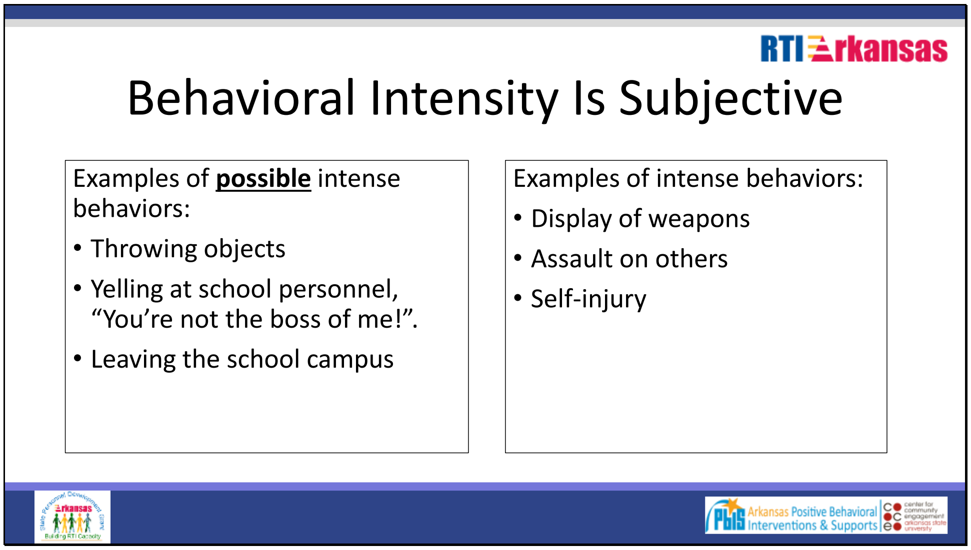
Trainer Notes:

- Chronic behaviors, such as those that cause a student to receive a high number of classroom minors or office discipline referrals, may indicate a need for Tier III interventions, especially if the student has not responded to Tier II.
- Slide 29 contains a sample "data decision rules" chart.



Slide #26

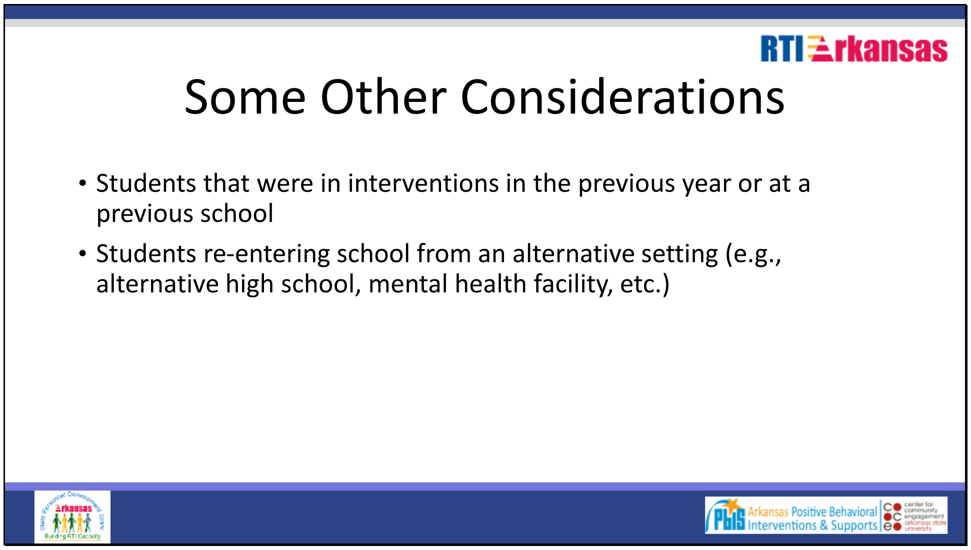
[Intense Behaviors]



Slide #27

[Behavioral Intensity Is Subjective]

Trainer Notes:
Consider context when deciding if a behavior is intense (e.g., throwing a chair at the teacher as opposed to throwing paper airplanes in class).



Slide #28

[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.

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	**Proficient**	**Basic**	**Below Basic**
Visit to Nurse (non-medication)	>1/month	1/week	>1/week
Out of Class - Other	**>1/month**	**1/week**	**>1/week**

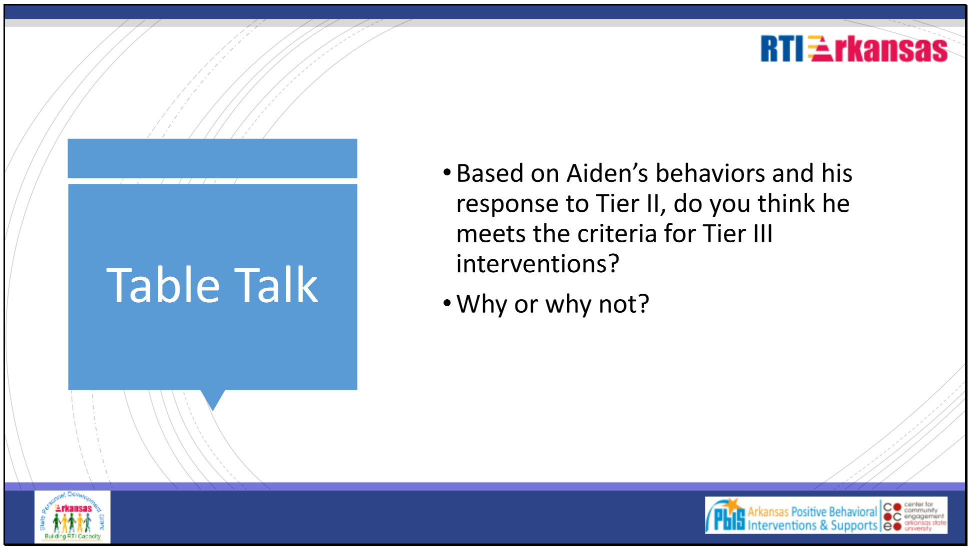
Slide #29
[Example: Data Decision Rules for Student Support]

Trainer Notes:

- Classroom minors refer to behaviors that are managed by the teacher in the classroom, as opposed to office referrals.
- This is an example showing the data guidelines that a fictional 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 not a risk or very low risk for each measure. Share and ask for feedback as time allows (see activity below).
- 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.

ACTIVITY
Data Decision Rules

- This exercise was completed in Tier II Module 4 (pg. 28 of that facilitator guide).
- Have participants review any data decision rules they created for Tier II (and possibly Tier III). Consider what the threshold would be for receiving Tier III supports.
- Information in the trainer notes may be useful in setting up this activity.
- A blank template is available at this link: http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Tier-II-Data-decision-rules-template-for-interventions.docx



Slide #30

[Table Talk]

Trainer Notes:

- Remind participants of Aiden's behaviors:
  - Behaviors: throwing books, cussing at teacher, and shouting at peers
- Aiden participated in a Big Buddy Mentoring Group for three days per week for social skills training.
  - After six weeks of participating in this training, Aiden continued to display the same behaviors, and the classroom behaviors generalized and intensified to the cafeteria, school bus, and at home.

DISCUSSION

Identifying Students Based on Criteria

- Use information from the trainer notes to engage participants in discussion on whether they think Aiden meets criteria for Tier III support.
- What other data would be useful in assessing Aiden for Tier III support?
- Participants can use the data decision rules from the previous slide or their own data decision rules to consider if Aiden meets the criteria.

Training Section Two

Referrals from Staff and Family Members

Slides 31 - 38

Goals

Participants will learn

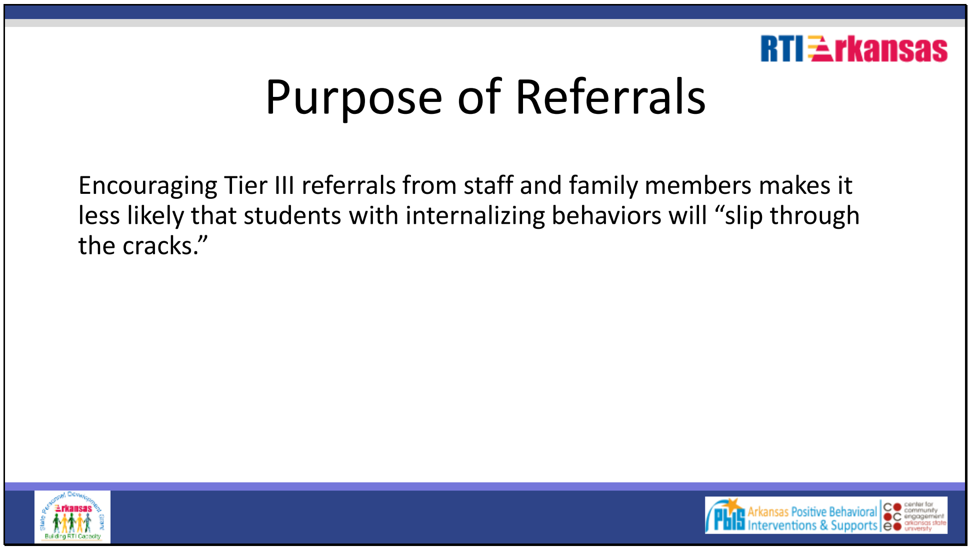
- The purpose of referrals
- Some guiding questions about referrals
- The process for teacher referrals

Slide #31

[Referrals from Staff and Family Members]

Trainer Notes:

The terms Nomination and Referral are used interchangeably in PBIS literature and evaluation (e.g., TFI). We will use the term Referral in this section but note that there are examples of referral forms that use the word Nomination.

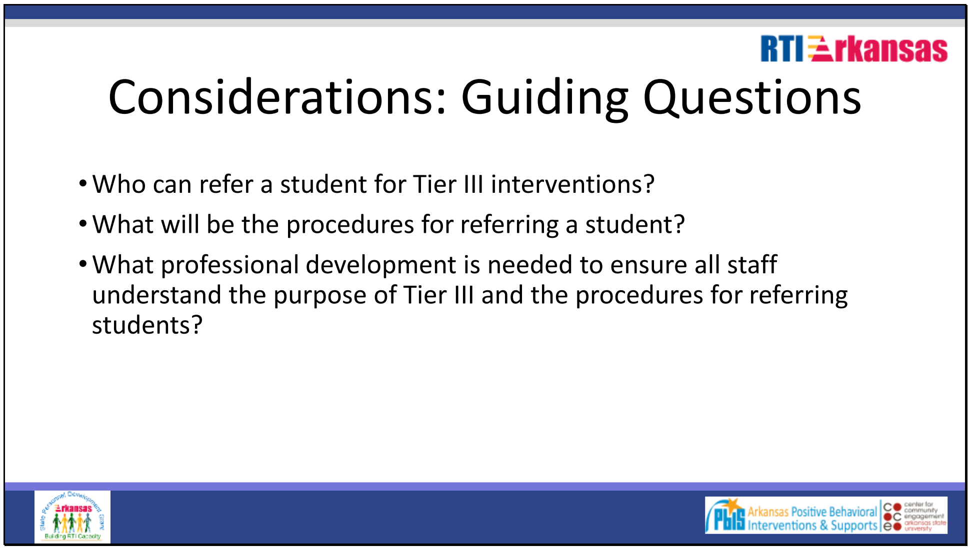


Slide #32

[Purpose of Referrals]

Trainer Notes:

- Here are some examples of internalizing behaviors: cuts on skin, excessive nail biting, pulling out hair, avoiding contact with peers, excessive or frequent crying, etc.
- Because students with internalizing behaviors are often not disruptive, they may not receive classroom minors or office discipline referrals. Therefore, they may not be referred for interventions based on existing school data.
- Having a procedure for teachers, staff, parents, and other family members to refer students for additional supports makes it more likely that these students will receive the help they need.

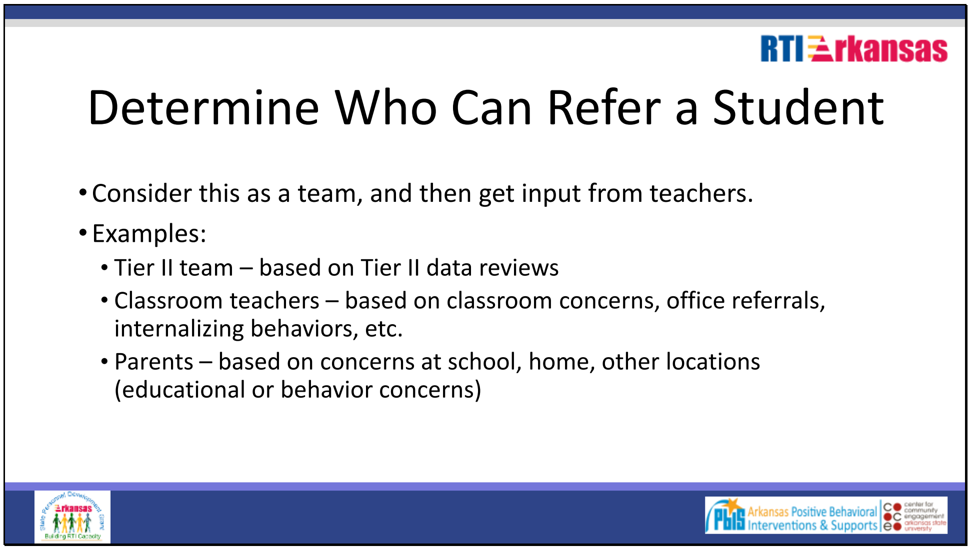


Slide #33

[Considerations: Guiding Questions]

Trainer Notes:

These are some guiding questions to consider when developing procedures for Tier III nominations or referrals.

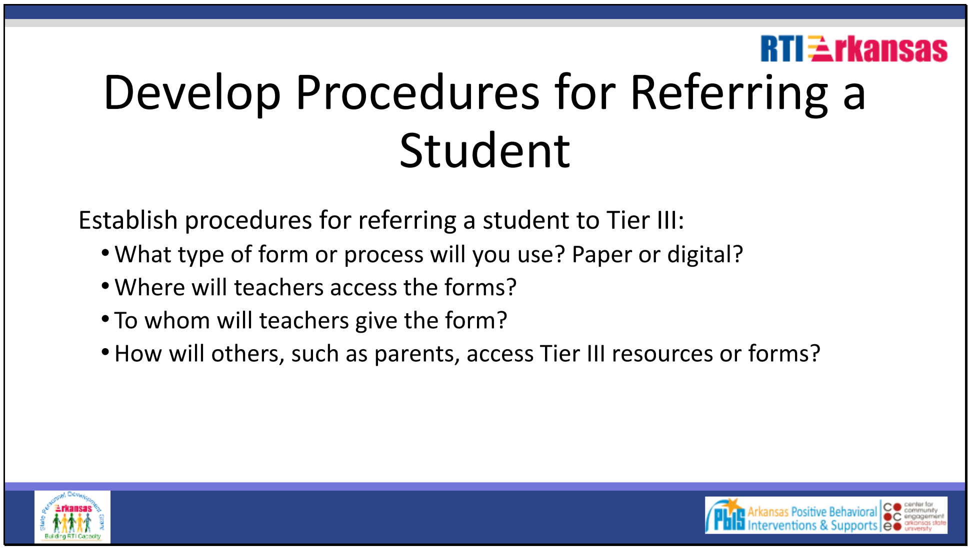


Slide #34

[Determine Who Can Refer a Student]

Trainer Notes:

This could be an activity, if time permits (see next page for activity).



Slide #35

[Develop Procedures for Referring a Student]

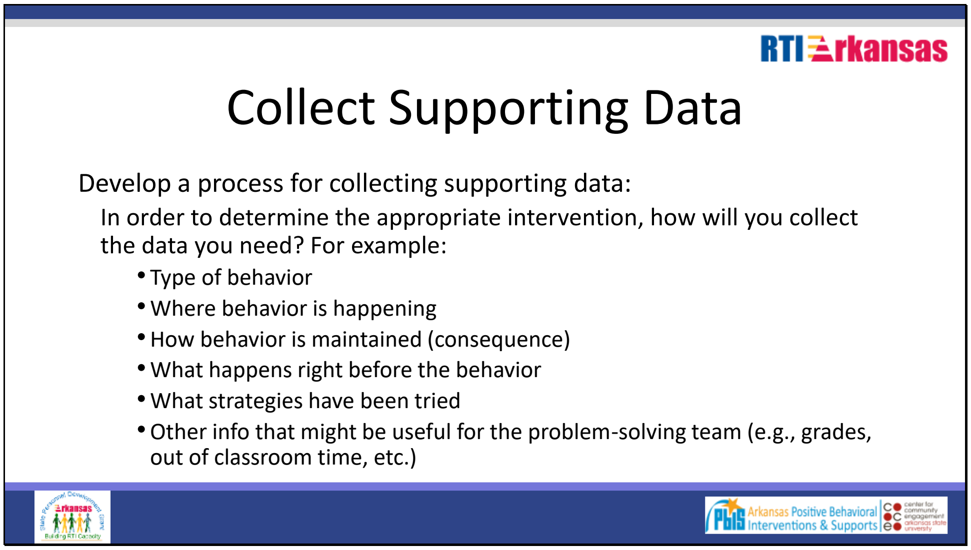
Trainer Notes:

- What type of form will you use? Paper or digital? Where will the teacher access the forms? To whom will the teacher give the form? How will others, such as parents, access Tier III resources or forms?
- Many schools implementing Tier III have a standard form for nominations, e.g., a Teacher Referral or a Nomination for Assistance form (examples on slides 37 and 38).

ACTIVITY

Referrals

- Have participants consider who should nominate or refer students for Tier III interventions.
- Then, have participants begin planning their referral process. (The bullet points on this slide and in the trainer notes give some guidance on this.)

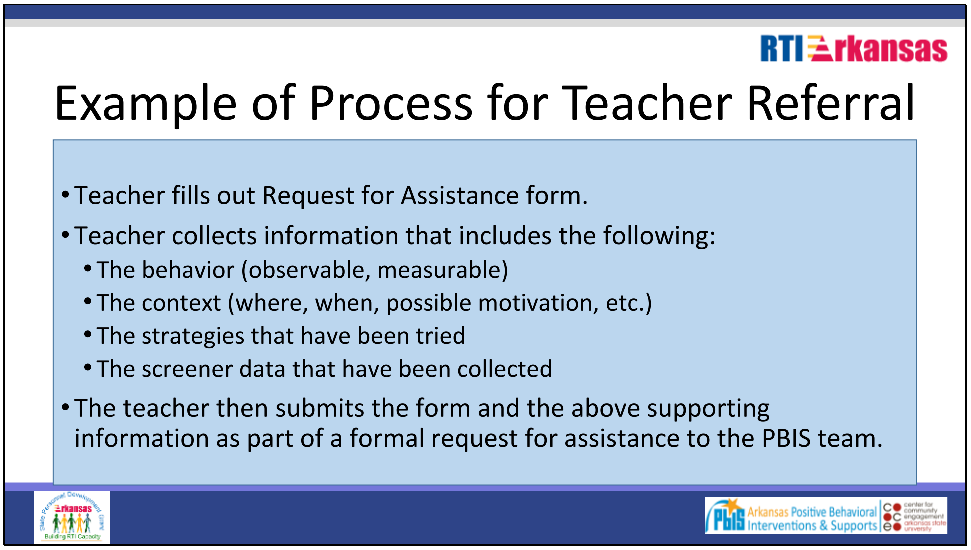


Slide #36

[Collect Supporting Data]

Trainer Notes:

- It is important to collect additional data to determine the appropriate intervention for a student.
- Although an FBA will be conducted, it is useful for the person doing the referral to collect supporting data that can help the team complete the FBA.

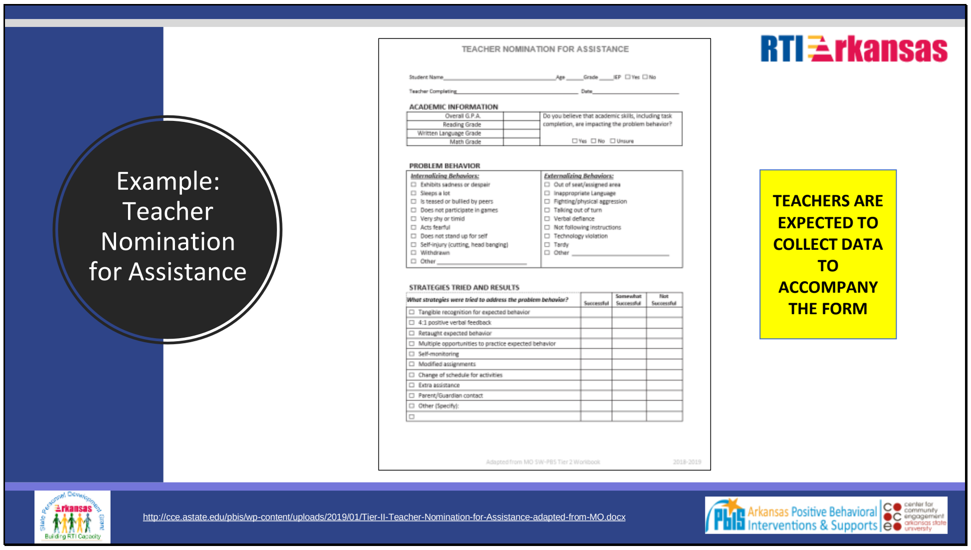


Slide #37

[Example of 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 slide shows a sample Request for Assistance form that can be used to record all of the data and information that need to be submitted with the request.



Slide #38

[Example: Teacher Nomination for Assistance]

Trainer Notes:

- Note: the terms Nomination and Referral are used interchangeably in PBIS literature and evaluation (e.g., TFI).
- A teacher nomination form is something teams will need to decide on; either create their own, use this one, or adapt another one.
- Also, schools may decide to have forms for parents or others to nominate students.
- This form is included on the next page and is downloadable from the link provided on the slide.

☺

EXAMPLE

Teacher Nomination for Assistance

This form is presented as a handout on page 48 or is downloadable from this link: http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Tier-II-Teacher-Nomination-for-Assistance-adapted-from-MO.docx

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? ☐ Yes ☐ No ☐ Unsure
Reading Grade		
Written Language Grade		
Math Grade		

PROBLEM BEHAVIOR

Internalizing Behaviors:

- ☐ Exhibits sadness or despair
- ☐ Sleeps a lot
- ☐ Is teased or bullied by peers
- ☐ Does not participate in games
- ☐ Very shy or timid
- ☐ Acts fearful
- ☐ Does not stand up for self
- ☐ Self-injury (cutting, head banging)
- ☐ Withdrawn
- ☐ Other __________________________

Externalizing Behaviors:

- ☐ Out of seat/assigned area
- ☐ Inappropriate Language
- ☐ Fighting/physical aggression
- ☐ Talking out of turn
- ☐ Verbal defiance
- ☐ Not following instructions
- ☐ Technology violation
- ☐ Tardy
- ☐ Other ____________________________

STRATEGIES TRIED AND RESULTS

What strategies were tried to address the problem behavior?	**Successful**	**Somewhat Successful**	**Not Successful**
☐ Tangible recognition for expected behavior			
☐ 4:1 positive verbal feedback			
☐ Retaught expected behavior			
☐ Multiple opportunities to practice expected behavior			
☐ Self-monitoring			
☐ Modified assignments			
☐ Change of schedule for activities			
☐ Extra assistance			
☐ Parent/Guardian contact			
☐ Other (Specify):			
☐			

Training Section Three

Universal Screening

Slides 39 - 45

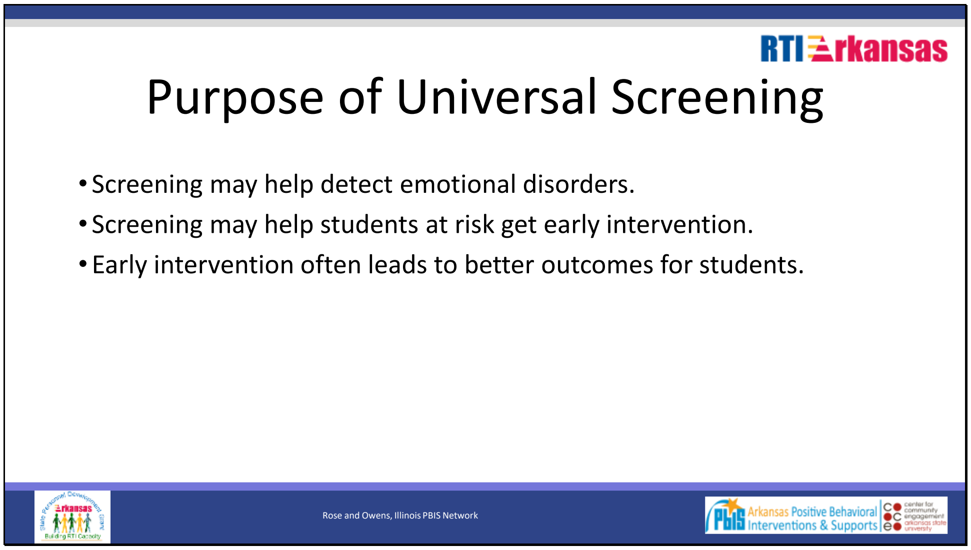
Goals

Participants will learn

- The purpose of universal screening
- Some examples of universal screeners
- How to develop procedures for screening

Slide #39

[Universal Screening]

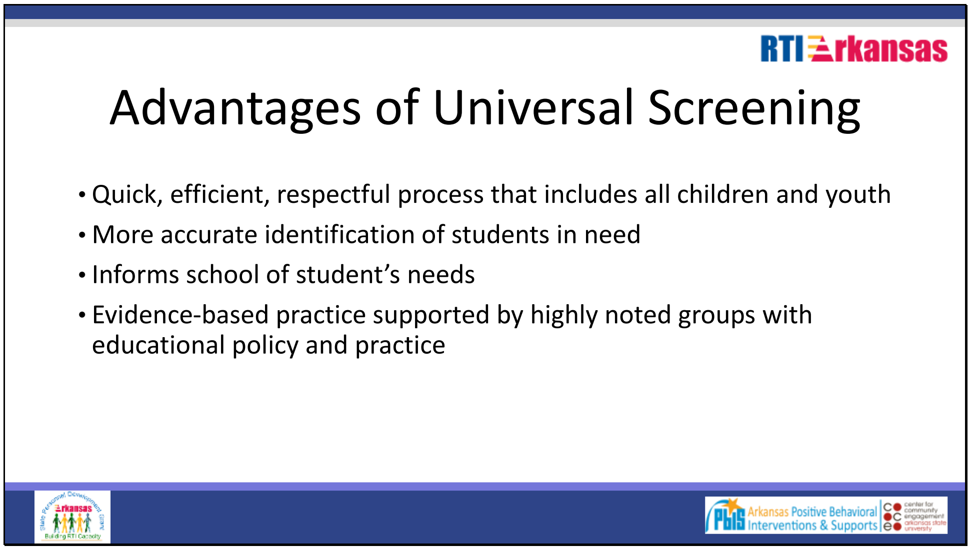


Slide #40

[Purpose of Universal Screening]

Trainer Notes:

- Universal screeners can help detect emotional disorders and may help students at risk to get early intervention (Tier II or Tier III supports).
- Screeners can help identify behavior concerns that wouldn't be otherwise identified, e.g., internalizing behaviors.
- Students with emotional and behavioral disorders who experience a delay in intervention often experience worse outcomes than those who receive early intervention.

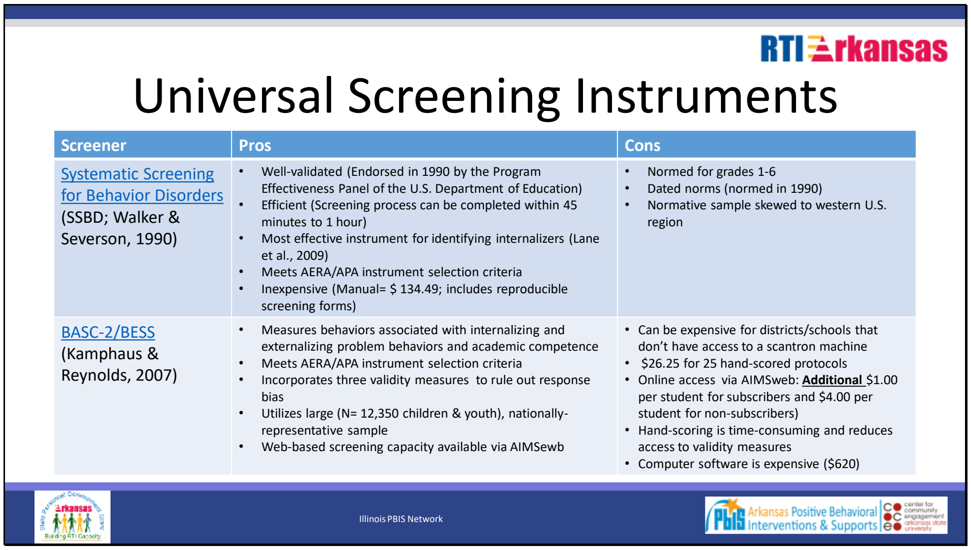


Slide #41

[Advantages of Universal Screening]

Trainer Notes:

There are several advantages in using a standardized screening tool to assist in the identification process in Tier III (MO SW-PBS, 2017).



Slide #42

[Universal Screening Instruments]

Trainer Notes:

- This table, developed by the Illinois PBIS Network, compares a selection of evidence-based screeners that districts may consider using.
- When choosing a screener, districts need to consider what they want to measure (e.g., internalizing problem behaviors) and choose a screener accordingly.
- Other considerations districts may want to consider are time required to administer the screener, ease of use, and cost.
- This is continued on the next slide. The entire spreadsheet is in the facilitator guide.
- Link to resources for screening: https://www.pbis.org/resource/screening-resources

RTI Arkansas

Universal Screening Instruments, Cont'd

Screener	Pros	Cons
Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001)	• Measures internalizing/externalizing behaviors • Free • Option of completing pencil and paper, or online version • Can be scored online • Technically sound: Large, representative normative group	• Perceived length of administration time • Items skewed toward externalizing behaviors
Student Risk Screening Scale (SRSS; Drummond, 1993)	• Measures internalizing/externalizing behaviors • Free • Quick to administer (less than 5 minutes per student; 15 minutes for entire class, depending upon number of students) • Easy to understand and interpret score results • Technically-adequate	• Not as accurate as the SSBD regarding identification of internalizers
Social Skills Improvement System (SSIS; Gresham & Elliott, 2008)	• Measures problem behaviors, social and academic competence • Computer and web-based (AIMSweb) administration and scoring available	• Expensive: Technical manual=$105.60; Rating forms= $43.75 for package of 25 hand-scored forms; scoring software= $270.00; Scanning software= $640 • Can be time-consuming. It takes 10-25 minutes per student to complete the screening instrument

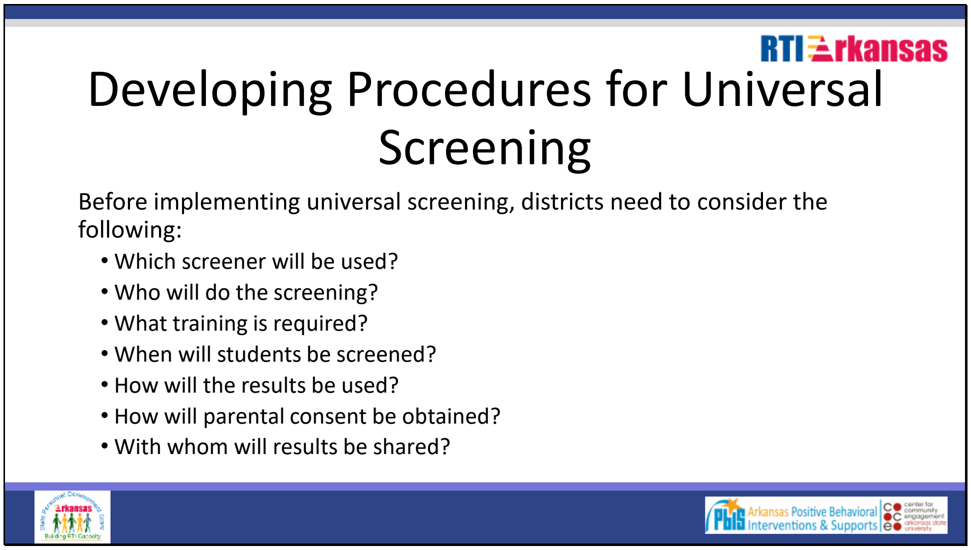
Illinois PBIS Network

Slide #43

[Universal Screening Instruments, Cont'd]

Trainer Notes:

- SDQ here: http://www.sdqinfo.org
- Info on SRSS here: http://www.ci3t.org/screening#MiMTSS
- SSIS here: http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm



Slide #44

[Developing Procedures for Universal Screening]

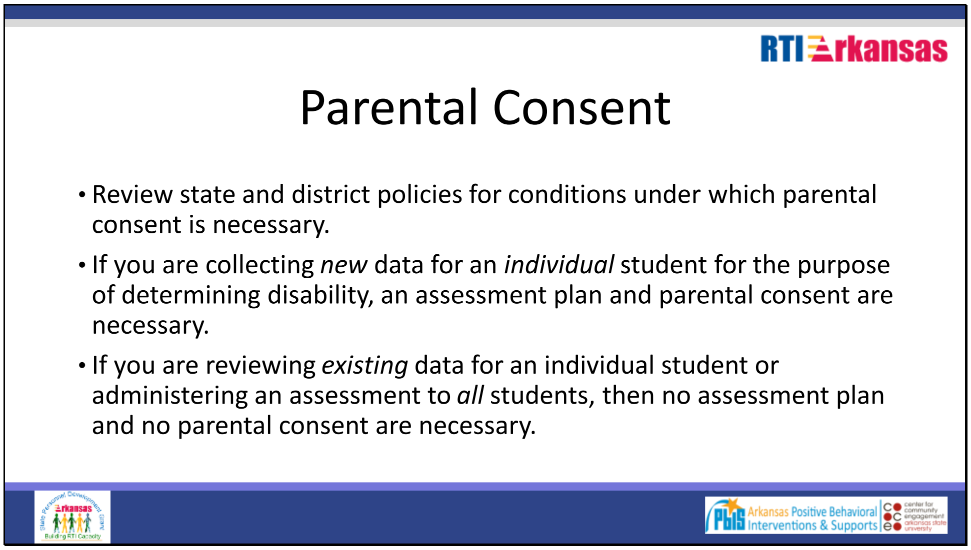
Trainer Notes:

Districts should develop a standard procedure for universal screening.

DISCUSSION

Universal Screening

- Engage participants in a discussion on using universal screening.
  - What procedures would need to be put into place?
  - What would work in their school or district?
  - Who should be involved in the process?
- Bullets on the slide contain additional considerations.



Slide #45

[Parental Consent]

Trainer Notes:

- During a student's observation, interview, or testing it is important that parents provide informed consent.
- IDEA 2004 permits "screening" procedures without parental consent.
- If universal screening surveys are being completed by students, a school should seek parental consent and student assent.
- If universal screening surveys are being completed by teachers about students, a school should seek to inform the parents/guardians.
- Examples of review of existing data include:
  - A response to behavior supports or academic instruction or instructional methods.
  - The speaker will field questions and answers regarding hypothetical situations and the question of whether consent is needed in that case.
  - Refer to state and district policies.

Case Study and TFI

Slides 46 - 57

- A summary of how this module relates to the case study
- A review of the TFI components addressed in this module

Slide #46
[Case Study]

Trainer Notes:
The slides in this section provide a case study example of a student who is referred for Tier III support.

RTI Arkansas

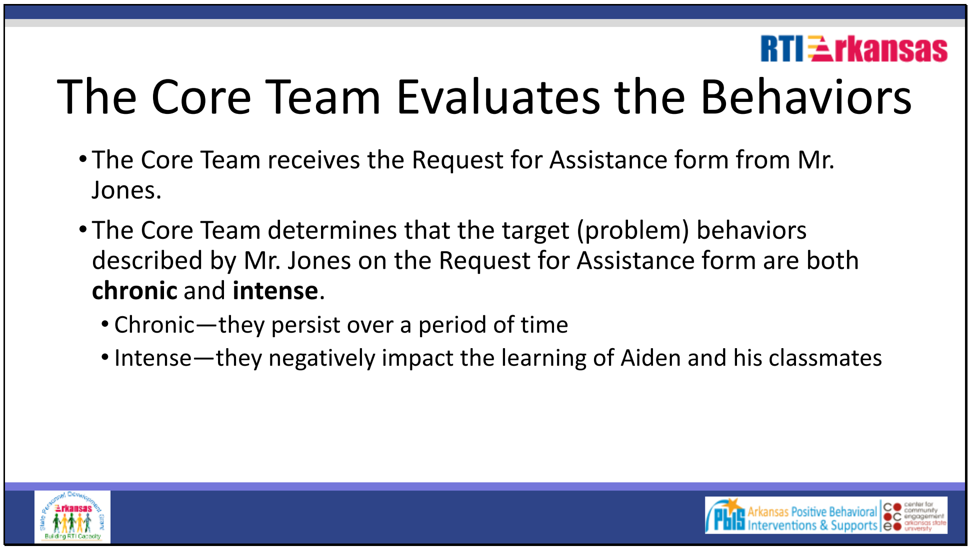
Aiden is Nominated

- Before Mr. Jones, Aiden's teacher, fills out a Request for Assistance form to nominate Aiden for Tier III interventions, he tries these strategies:
  - Reteaching the expected behavior
  - Increasing positive, specific praise when Aiden was following expectations
  - Contacting Aiden's mother
- Despite these strategies, Aiden's behavior continues to intensify.
- Mr. Jones fills out the Request for Assistance and submits it, along with the required data.

Arkansas Positive Behavioral Interventions & Supports

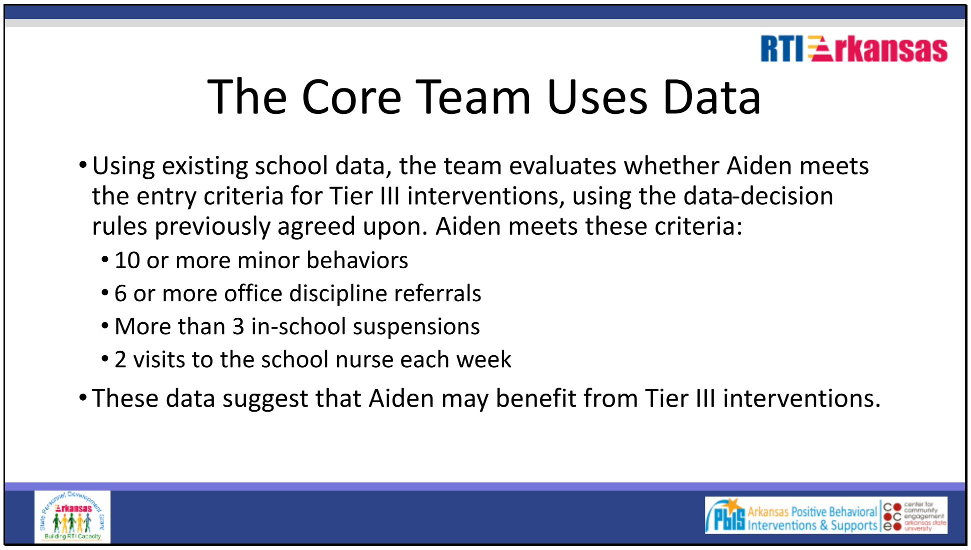
Slide #47

[Aiden is Nominated]



Slide #48

[The Core Team Evaluates the Behaviors]

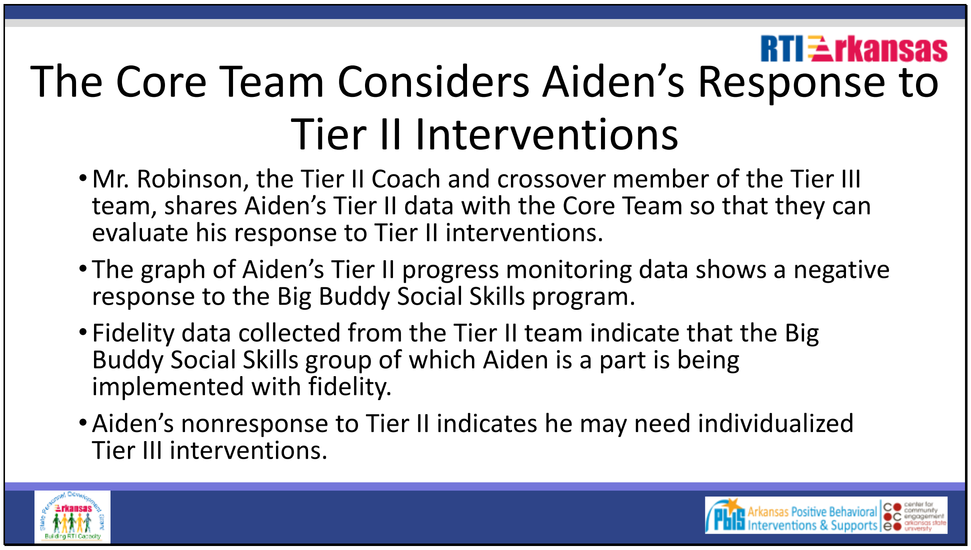


Slide #49

[The Core Team Uses Data]

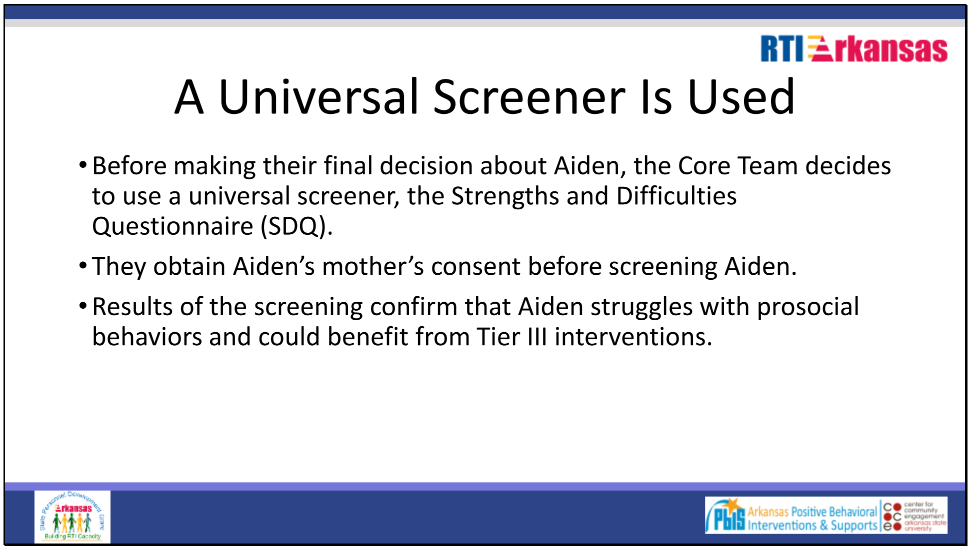
Trainer Notes:

- Existing school data are used both to evaluate whether a student meets the entry criteria for Tier III interventions and to determine the Function of a student's behavior.
- If it is determined that a student meets Tier III entry criteria, an Action Team (also called a Problem-Solving Team) will be formed to complete the Functional Behavior Assessment and Behavior Intervention Plan.



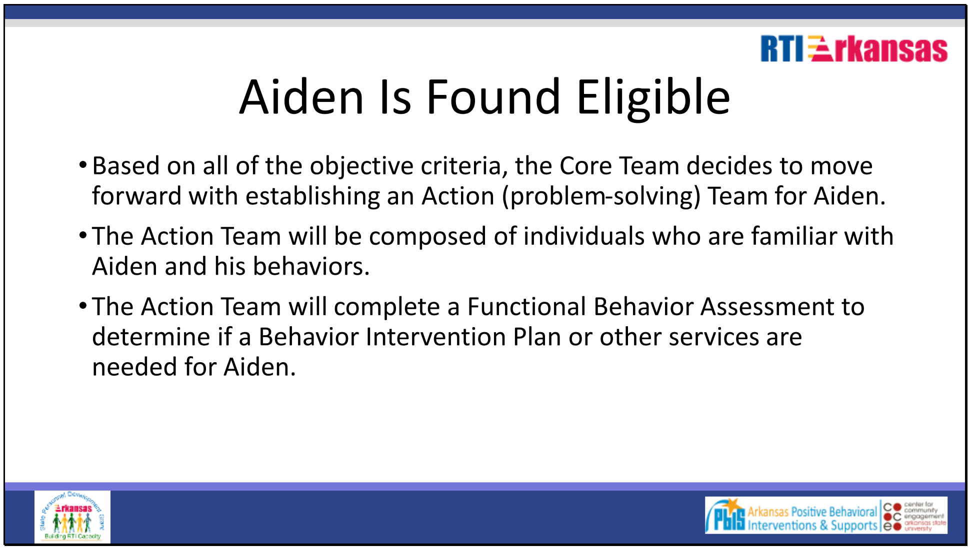
Slide #50

[The Core Team Considers Aiden's Response to Tier II Interventions]



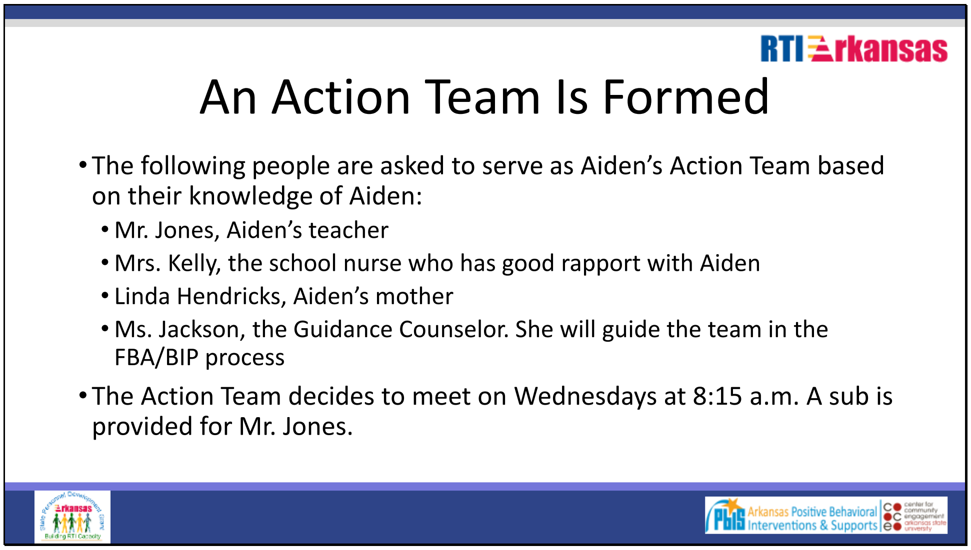
Slide #51

[A Universal Screener Is Used]



Slide #52

[Aiden Is Found Eligible]

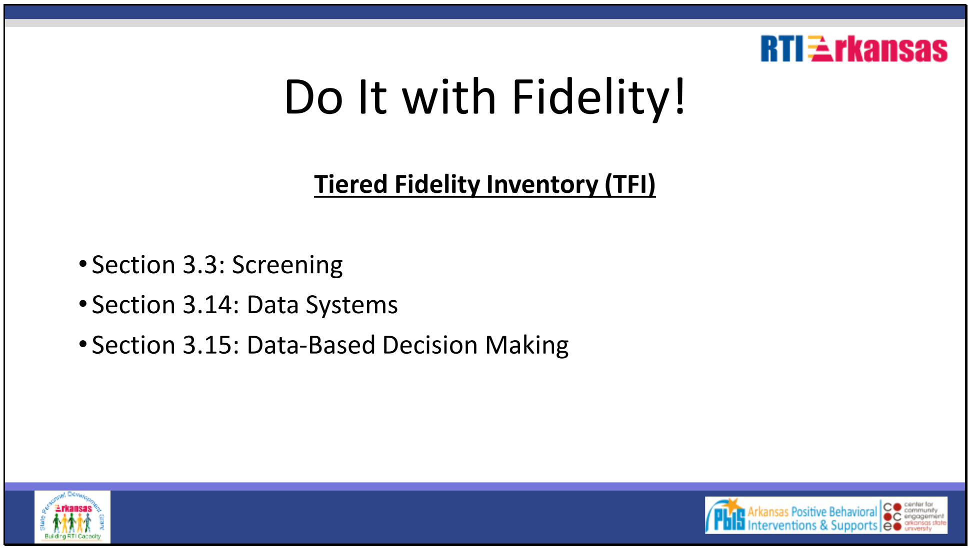


Slide #53

[An Action Team Is Formed]

Trainer Notes:

- This Action Team will be responsible for completing a Functional Behavior Assessment to determine the Function of Aiden's behavior.
- The Action Team will use the FBA to complete a Behavior Intervention Plan for Aiden.
- In the modules on FBA and BIP, we will follow the story of this Action Team as they work together to help Aiden meet the school's Behavioral Expectations.



Slide #54

[Do It with Fidelity!]

Trainer Notes:

- Use TFI item 3.3 to measure your use of data decision rules for identifying students for Tier III.
- Use TFI item 3.14 to measure how you use and share data for Tier III systems.
- Use TFI item 3.15 to measure how action teams use data to make decisions for individual students in Tier III interventions.

RTI Arkansas

3.3 Screening

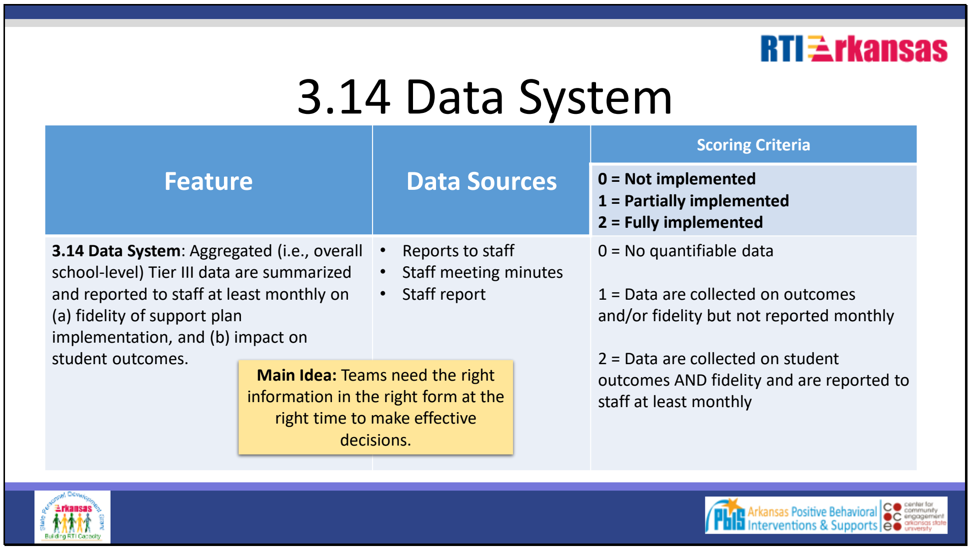
Feature	Data Sources	Scoring Criteria **0 = Not implemented** **1 = Partially implemented** **2 = Fully implemented**
3.3 Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	• School policy • Team decision rubric • Team meeting minutes	0 = No decision rules for identifying students who should receive Tier III supports 1 = Informal process or one data source for identifying students who qualify for Tier III supports 2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations

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

Arkansas Positive Behavioral Interventions & Supports

Slide #55

[3.3 Screening]



Slide #56

[3.14 Data System]

RTI Arkansas

3.15 Data-based Decision Making

Feature	Data Sources	Scoring Criteria **0 = Not implemented** **1 = Partially implemented** **2 = Fully implemented**
3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	• Three randomly selected Tier III behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = Student individual support teams do not review plans or use data 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans 2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcome data for decision making

Main Idea: Teams need to regularly review fidelity/outcome data to identify how Tier III supports should be altered.

Arkansas Positive Behavioral Interventions & Supports

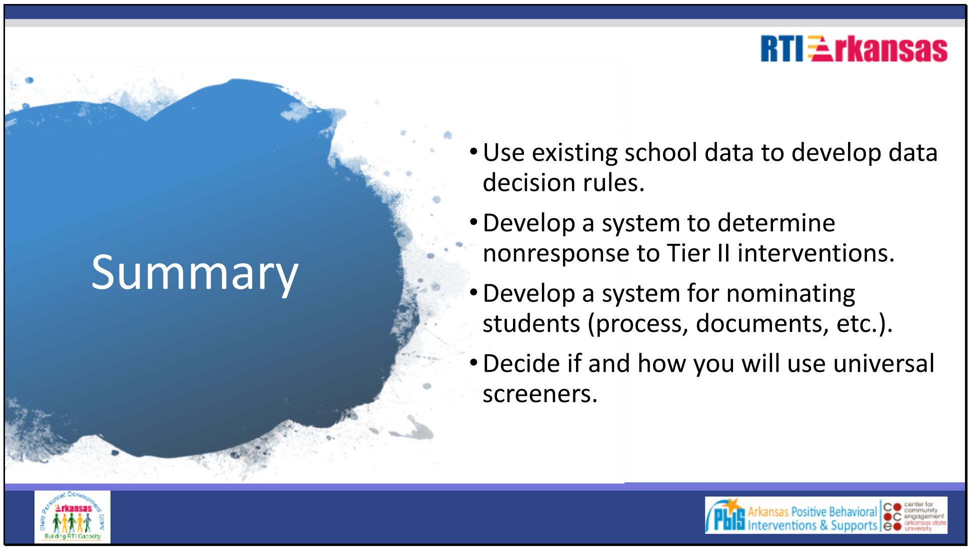
Slide #57

[3.15 Data-based Decision Making]

Conclusion

Slides 58 - 60

- Summary
- Resources



Slide #58

[Summary]

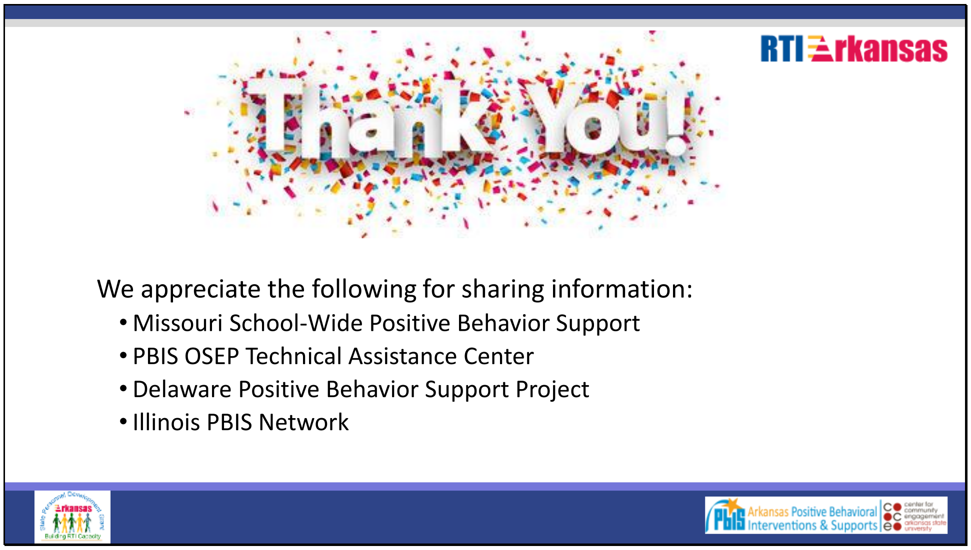
RTI Arkansas

Resources

- SWPBIS Tiered Fidelity
- National Center on Intensive Intervention
- Missouri SW-PBIS Tier III Team Workbook
- Screening resource: Mental Health, Social-Emotional, And Behavioral Screening And Evaluation Compendium (2nd Ed)

Slide #59

[Resources]



Slide #60

[Thank You!]

Discussion Questions:

The following questions will help schools prepare for developing their system for identifying students for Tier III 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. How will you develop data decision rules for eligibility for Tier III interventions? Who will provide input?

2. What procedures will you create for the Tier III referral process? What forms will you use?

3. Who will refer students for Tier III interventions? In what way(s) will you inform staff, parents, and others about Tier III and the referral process?

4. Will you use screening tools in the identification process for Tier III? Which tool(s) will you use? Who will be involved?

Homework:

- Develop data decision rules that will determine if students are eligible for Tier III interventions. Consider follow-up measures for when students don't meet the threshold but are moving in that direction (e.g., monitor student discipline data, suggest classroom strategies for teacher, consider Tier II interventions, etc.).
- Create a process and procedures for referring a student for Tier III interventions:
    - Who can refer? (e.g., classroom teachers, parents, Tier II team, students self-refer, etc.)
    - How? (e.g., paper referral, electronic referral)
    - What accompanying data are required? (e.g., ABC form, discipline data, Tier II intervention data, classroom strategies already tried, screener data, etc.)
- Discuss the use of screeners. Develop a plan and procedures that need to be in place to use a universal screener. (This may be a district-wide discussion.)

Resources:

The following resources will give attendees more information on identifying students for Tier III interventions:

- Arkansas State PBIS Resource Center: Identification of Students at Tier III
- MO-SWPBS: Identifying Students for Individualized Support
- Center on PBIS: School-wide Screening For At-Risk Students: Best Practices And School Examples
- Center on PBIS: Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?

Next Module:

The suggested next module is Module 4: Functional Behavior Assessment (FBA).