Overview of Tier 2 PBIS: Supplemental Systems

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Big Ideas
1. Some students need more than just Tier 1 interventions
2. A SYSTEM is needed to guide interventions that are aligned with the Tier 1 PBIS system
3. Schools need an efficient data system to screen for students needing more support
4. Teaming is essential
5. Decision rules are your guidelines for interpreting data
6. Only invest in evidence-based interventions
7. Progress monitoring checks for intervention effectiveness
8. It is important to evaluate your overall Tier 2 system!

What is PBIS?
Positive Behavioral Interventions and Supports

The application of evidence-based strategies and systems to assist schools to improve academic performance, enhance school safety, decrease problem behavior, and establish positive school cultures through a multi-tiered behavioral framework

Evidence-based Features of SWPBIS

• Prevention
  • Define and teach positive social expectations
  • Acknowledge positive behavior
  • Arrange consistent consequences for problem behavior
  • On-going collection and use of data for decision-making
  • Continuum of intensive, individual intervention supports
  • Implementation of the systems that support effective practices

Why PBIS?

• The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments.

Predictable
Positive
Safe
Consistent

U.S. Public Health:
Tiered Logic Model

A few
Cancer treatment; nursing homes; dentures; organ transplants

Some
Medication; medical treatment; fill cavities; vision correction

All
Check-ups; diet; exercise; vaccinations; fluoride; seatbelts

Experimental Research on PBIS

SWPBIS Experimentally Related to:
1. Reduction in problem behavior
2. Increased academic performance
3. Improved perception of safety
4. Reduction in bullying behaviors
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Improved Social Emotional competence
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Multi-Tiered System of Supports

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and support.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

We need to bridge our resources so our educators and adults can effectively and efficiently support our children!

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Multi-Tiered System of Supports (MTSS)

How Does Tier 2 Fit with MTSS?
Tier II Supports are for students who fail to respond to Tier I support and general classroom management techniques and interventions...

Critical Features of Tier I:
1) Defining and Explicitly Teaching Expectations
2) Systematically and Consistently Acknowledging Appropriate Behavior
3) Continuum of Supports for Responding to Challenging Behavior
4) Team-Based Data for Decision-Making

What do our implementation fidelity data show us??

How can we transform learning environments so that students learn better, teachers teach more effectively, and schools become spaces to intentionally develop the whole child?

Establish a nurturing environment!
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Critical Features of Tier II Support
• Linked directly to Tier I Goals
• Continuously available for student participation
• Can be implemented within 3 school days of determination
• All procedures clearly defined and documented
• Orientation materials provided for staff/subs/volunteers and students
• School-home communication exchange system (at least weekly)

Purpose of Tier 2 Training
1. Discuss a system for supporting Tier 2 including screening, evidence-based interventions, progress monitoring, and evaluation
2. Begin to develop plans and procedures for building and rolling-out Tier 2 supports in your district
3. Identify interventions currently being used and determine procedures and identify areas to streamline, strengthen, or scale-up to better serve students and staff

Tier 2 Goals
• Provide remediation
• Prevent problems from getting worse
• Provide a continuum of supports
• Identify and support students ‘at-risk’ for not reaching behavioral expectations
• Provide sufficient and appropriate interventions

Tier 2 Interventions
• Builds on Tier 1 expectations
• Supports/Interventions:
  • Evidence-based
  • Match students by similar areas of need
  • Function-based
  • Readily available on campus (materials/resources)
  • Provide data for progress monitoring
  • Efficient: staff and students are easily trained on implementing intervention
  • System for communicating progress
  • Students, staff and families

What Tier 2 is NOT!
• Time out in another teacher’s room
• Self-reflection sheets
• Providing choices to students
• Behavior contracts
• Specific positive praise
• Referral to guidance counselor with a one time session
• Point sheet

Activities at Tier 2
• Classroom consultations
• Identifying and prioritizing students for interventions
• Measuring intervention fidelity
• Daily data collection for individual students
• Bi-Weekly/Weekly data analysis of small groups of students
• Small group interventions

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In Other Words...

- We organize our resources
  - Multi-Tiered model
- So kids get help early
  - Actions based on outcomes (data!), not procedures
- We do stuff that’s likely to work
  - Evidence-based interventions
- And make sure they’re successful
  - Progress monitoring
  - Problem-solving process
  - Increasing levels of intensity

Why this is important:
“Responding” to Interventions

- If a student is identified as needing Tier 2 supports, but spends a lot of time in an environment that generates a high rate of problem behavior
  - the environment likely contributes to the student’s “problem”

- Or if that student spends a lot of time with adults who don’t teach or reward appropriate behavior
  - that student hasn’t contacted the Tier 1 supports

The Schoolwide PBIS Tiered Fidelity Inventory (TFI)

- The purpose of the TFI is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.
  - Tier I (Universal PBIS)
    - Whole School Universal Prevention
  - Tier II (Targeted PBIS)
    - Secondary, Small Group Prevention
  - Tier III (Intensive PBIS)
    - Tertiary, Individual Support Prevention

Everything Builds on Tier 1

Data-Based Guiding Questions
1. Is our Tier 1 system doing what it needs to do?
   a. Does the school have a ‘healthy’ triangle?
   b. Do 80% of students have 0-1 office referrals?
2. Is PBIS being implemented with fidelity?
   a. Benchmarks of Quality (BoQ) ≥ 70%?
3. Are fewer than 40% of referrals coming from classrooms?
4. Are only a ‘few’ students receiving referrals?
5. Are only a ‘few’ staff writing referrals?
6. Are effective instruction and behavior management occurring in the classroom?
   a. PBIS Walk-Throughs
   b. Classroom Assistance Tool (CAT), Classroom Management Self-Assessment(s)

In either case...

- We can’t say the student had a poor response to the supports, because the supports weren’t implemented with fidelity
  - The responsibility is on the adults in the school to arrange effective environments
  - A Tier 2 Team is needed to coordinate Tier 2 supports and is aligned and interactive with the Tier 1 Team

SWPBIS Tiered Fidelity Inventory is a TEAM Self-Assessment (completed with a COACH)

- Helps school teams improve
- Audience for results is the team, faculty, families and administrators of the school.
- Effective use of the instrument requires multiple administrations (action planning/progress monitoring)
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Tier II: Teams

- Composition
- Operating Procedures
- Screening
- Request for Assistance

Tier II: Interventions

- Tier II Intervention Options
- Tier II Critical Features
- Practices Matched to Student Need
- Access to Tier I Supports
- Professional Development

Tier II: Evaluation

- Level of Use
- Student Performance Data
- Fidelity Data
- Annual Evaluation

Tier II Team Considerations

- Tier II team does not need to be large. Even 2-4 people may be sufficient.
- The key is to ensure that the authority to make decisions exist, and the behavioral expertise is present to guide adaptations.

Team Roles

**Essential**

1. Administrator - Resource allocation
2. Facilitator – Leader/Coach
3. Communication
   a. Tiers 1 and 3 for behavior and academic needs
   b. Staff and families
4. Content Knowledge
   a. Social and emotional behavior, academics
   b. Tier 2 evidence-based interventions
   c. Legal/ethical guidelines
5. Skilled with accessing and using data
   a. Progress monitoring
   b. Implementation fidelity
   c. Evaluation

Teams may look different from school to school

Team Responsibilities

1. Identify students
2. Match student needs to interventions
3. Monitor/coordinate interventions
4. Implement data-based problem-solving
5. Communicate with all stakeholders
6. Identify staff professional development needs
7. Monitor effectiveness of Tier 2
   a. Number of students receiving support
   b. Implementation fidelity
   c. Student progress across interventions
8. Adhere to legal/ethical guidelines

What Could this Look Like?

_ Lonestar School_

Does Lonestar have an effective core for behavior?

Multiple Sources of Data Needed to Identify Students

- Use existing data sources to identify many students who need Tier 2 supports
- Identifies students with internalizing & externalizing concerns
- Helps to integrate academic & behavior interventions
- May inform motivation of students, leading to more effective grouping/intervention
- Helps mediate teacher bias
- Provides varying viewpoints, information across multiple locations
Possible Sources of Data: Tier 2

- Teacher/Team Nomination
- Normed behavior rating scales
- Daily Progress Reports (DPR)
- Reward system artifacts
- Student discipline data
- Referrals to Special Ed./requests for assistance
- Achievement data
- Early Warning Systems (EWS)

Importance of the Data System

- Schools must know where problems are and are not occurring so they can tell if the environment needs fixing, or if the student needs more support
- Students are identified and prioritized for Tier 2 interventions based on accurate data
  - If your data system is not in place, you may miss the students who need help the most
- The interventions schools provide at Tier 2 must be based on student need; the data system provides the information that identifies the students and the needs

Data System

At Tier 2, an integrated data system should:

- Directly assess specific skills
- Be sensitive to small increments of growth over time
- Be administered efficiently (quickly and easily)
- Be administered repeatedly
- Be readily summarized in teacher/family-friendly formats
- Be used to make comparisons across students
- Have direct relevance to intervention development for specific skills

Features of Tier 2 Interventions

(Anderson & Borgmeier, 2009)

- Increasing pro-social behavior thus involve explicitly teaching expected behavior
- Structured prompts for appropriate behavior
- Increased opportunities to practice skills
- Increased opportunities for feedback
- System for communication with parents

Evidence-Based Practices

Evidence-based Features Include:

1. Research and theory to support the intervention (i.e., similar population, demographics, setting, etc.)
2. Method for progress monitoring
3. Ongoing evaluation of intervention fidelity
4. Validated by systematic data collection

Avoid:

1. “I think it might work” (opinion) strategies
2. Interventions with few studies/data to support them
3. Studies with inconsistent results

What are some of the practices that you are currently using in the district that fit the criteria for “evidence-based practices”?

How could you implement these more systematically for students who need Tier II support?
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Progress Monitoring
1. Evaluates if Tier 1 systems are fully implemented
2. Monitors progress of students receiving Tier 2 supports
3. Monitors fidelity of Tier 2 interventions
4. Develops or refines and implements decision rules around student data
5. Determines how to monitor individual as well as groups of students

Data Decision Rules Needed: Poor or Questionable Response?

Is your school ready?
Prior to beginning Tier 2, have your team answer these questions:
• Does your school have administrative support?
  • money, allocation of resources, planning/meeting time, materials, etc.
• Is your school implementing Tier 1 with fidelity (> 70% BoQ)?
• Is there staff buy-in?
• Has the school climate remained the same?
  • no major changes in administration and/or staff, funding or staff morale
• Is Tier 2 implementation a top priority?

Planning Next Steps
1. Continue implementing Tier 1 PBIS with fidelity
2. Identify if your school is ready for Tier 2 Training
3. Complete the Readiness Paperwork required of your local ESC
4. Assemble your Tier 2 Team
5. Prepare your team for Tier 2 Training
6. Complete the Tiered Fidelity Inventory (TFI)
7. Revise and update your PBIS Action Plan

Resources
• TBS Project
  • http://www.txbehaviorsupport.org
• FLPBIS:MTSS Project
  • http://flpbs.fmhi.usf.edu
• OSEP TA Center on PBIS
  • www.pbis.org
• Association for PBS
  • www.apbs.org

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