



Positive Behavioral Intervention and Supports Tier 2 Day 2 Training

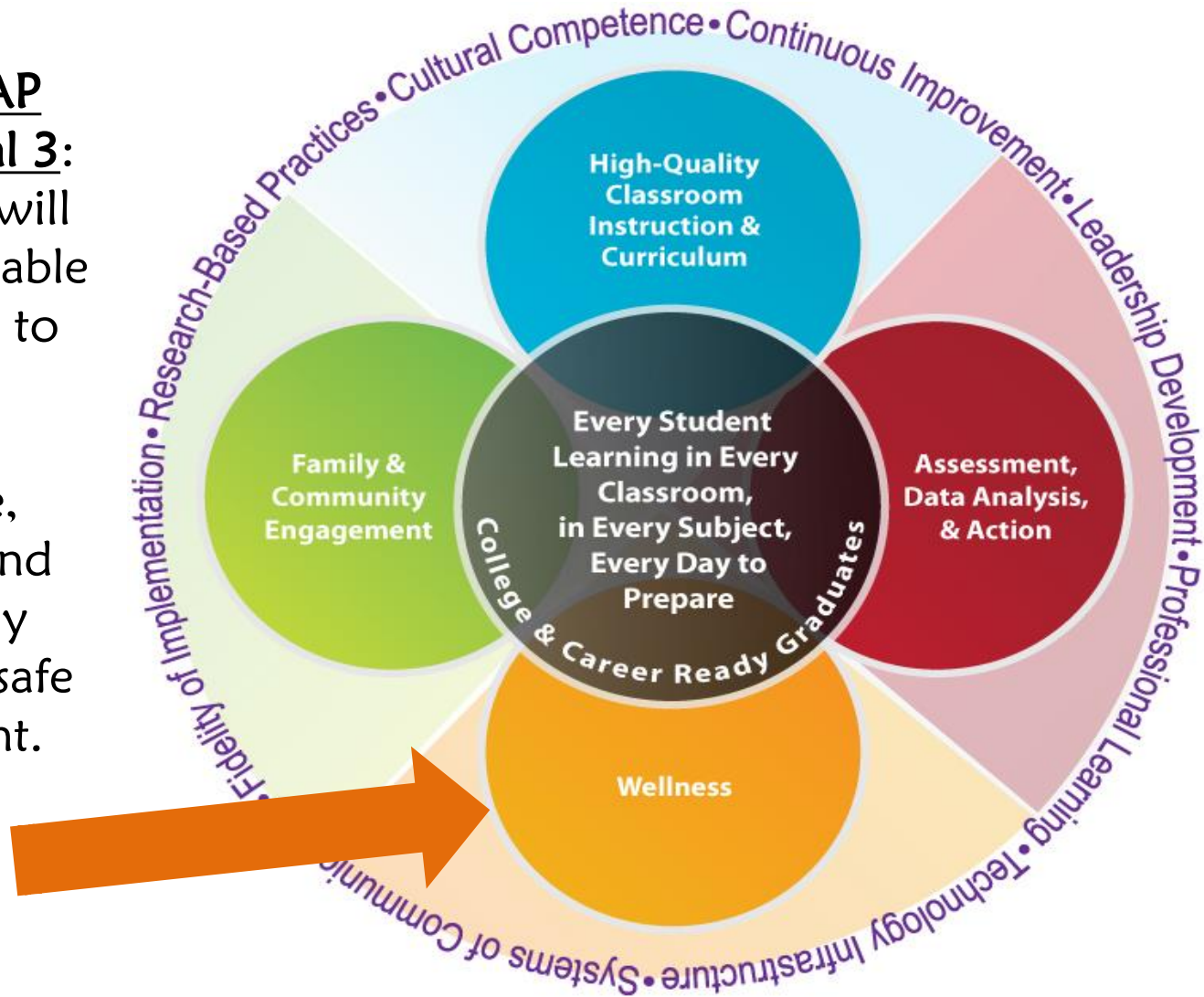


E4—Where do we fit?

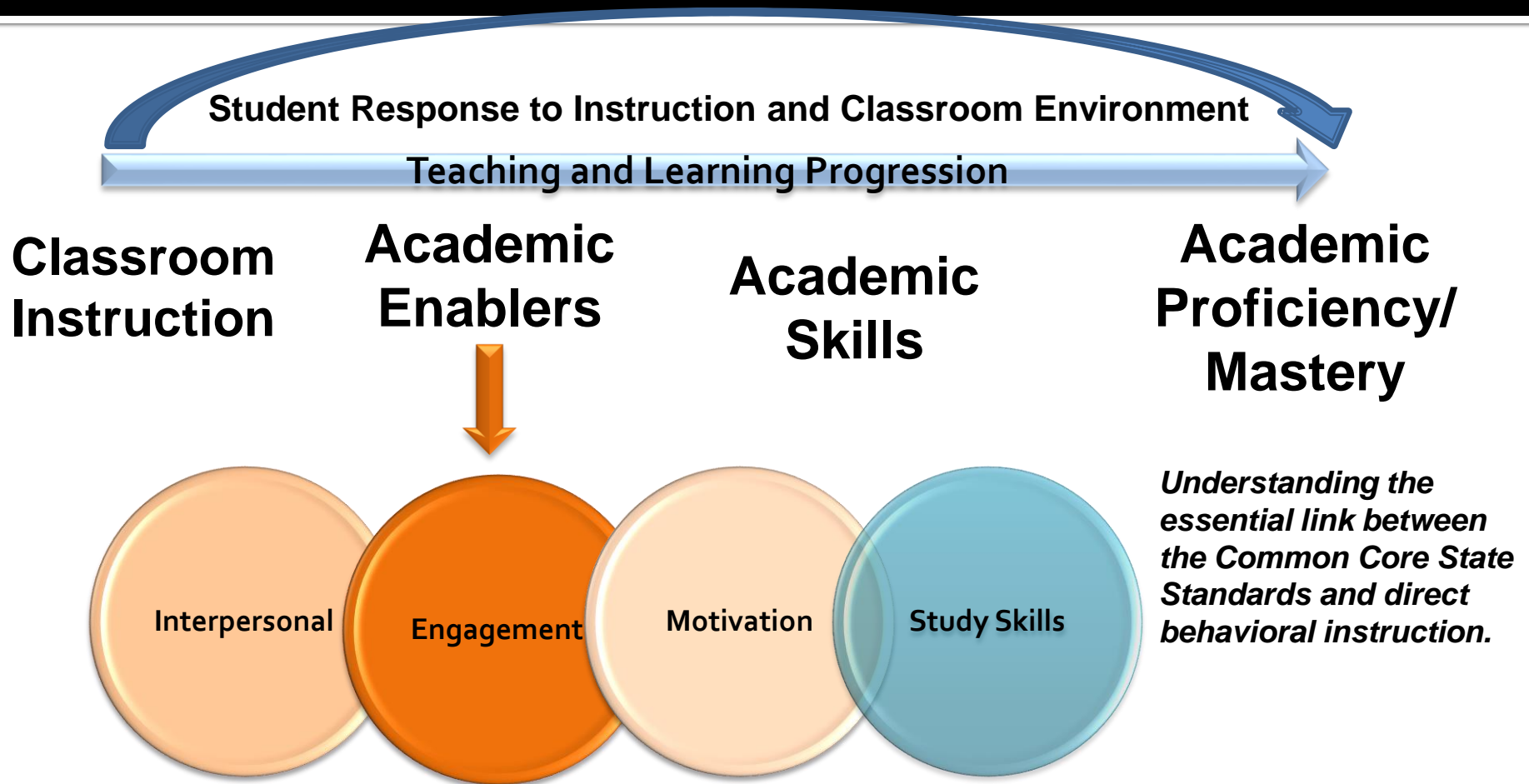
EGUSD LCAP

Strategic Goal 3:

All Students will have an equitable opportunity to learn in a culturally responsive, physically/and emotionally healthy and safe environment.



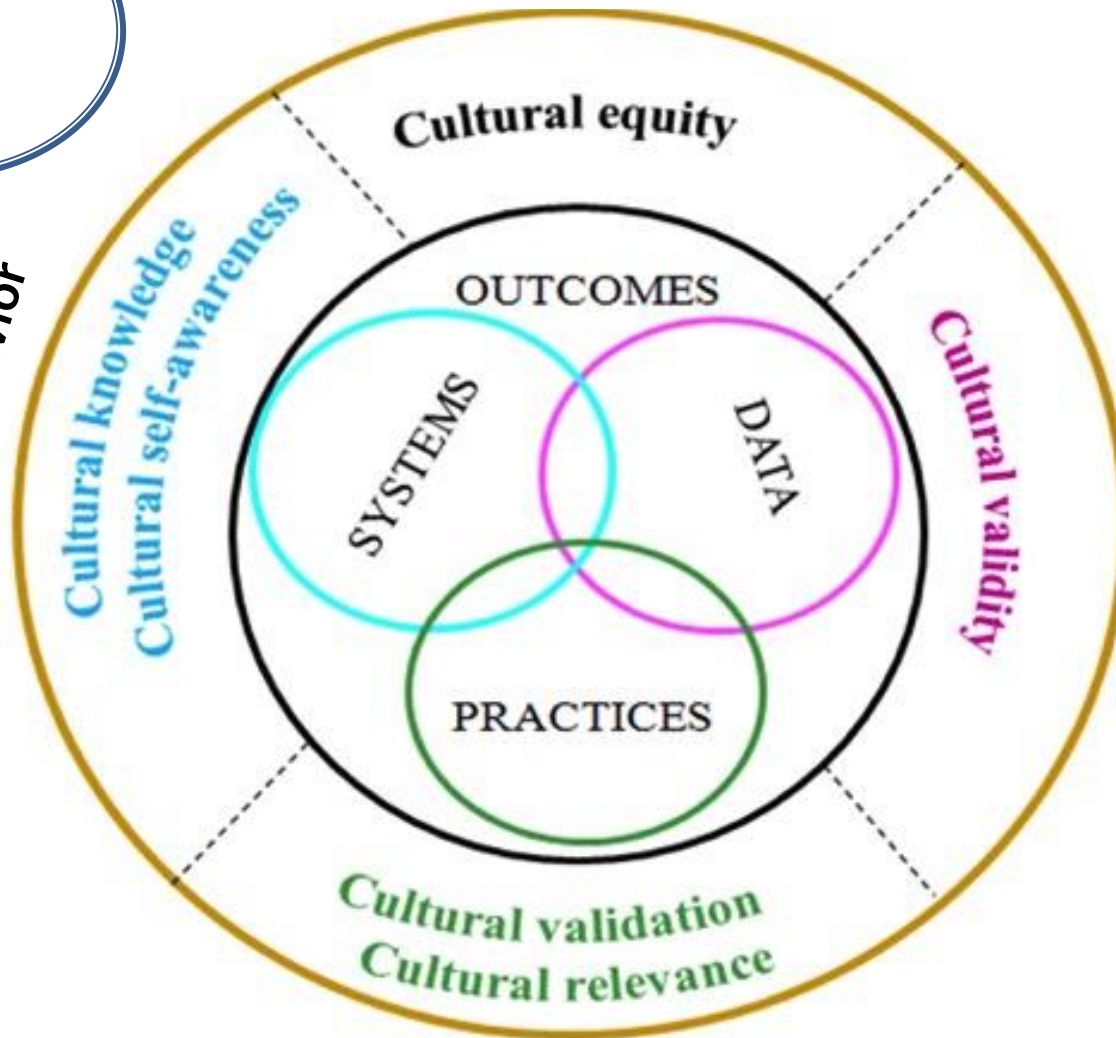
Model of Skill Relationships



Supporting Social Competence, Academic Achievement and Safety

School-
Wide
PBIS

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting Student
Behavior

Training Expectations

Be Safe

- Watch for power cords
- Keep belongings tidy to prevent trips
- Share ideas for support

Be Respectful

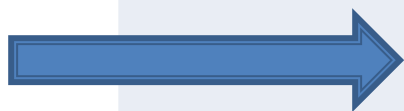
- Disconnect to connect
- Listen during presentation time
- Question to clarify
- Use Parking Lot when appropriate

Be Engaged

- Participate fully with your team
- Use team time to complete tasks
- Listen to learn

Overview of Tier II PBIS Training

Date	Content
Day 1	Solidify Tier I Practices Classroom and TIPS Extension Stop, Walk and Talk/Expect Respect—Bully Prevention Navigating PBIS Assessment Intervention Team Established Communication System for Tier I and Tier 2 Teams
Day 2	Intervention Team Roles/Meeting Template Identifying Students for Tier 2 Menu of Tier 2 Interventions Identifying Community Supports Check In Check Out Introduction
Day 3	Check in Check Out Roles Identified Check In Check Out Process Check in Check Out Communication System
Day 4	Assess fidelity and outcomes in CICO Decision Rules Established Targeted Intervention Guide



Acknowledgments



- PBIS Technical Assistance Center
 - Co Directors: Dr. Rob Horner, University of Oregon & Dr. George Sugai, University of Connecticut
- Celeste Rossetto-Dickey, University of Oregon
- Dr. Chris Borgmeier, Portland State University
- Dr. Cindy Anderson, West Virginia University
- Jessica Swain-Bradway, Midwest PBIS Network

Tools for the day



- PBIS Tier 2 Binder
- Tier 2 Day 2 Packet
- EGUSD PBIS Website
 - <http://www.egusd.net/students-families/wellness/>

Let's have some fun!

Everyone stand up and form a circle with your team.



When it's your turn for the talking piece, share one thing about you that others in the group may not know.

Pass the talking piece to another person in your group until everyone has had the opportunity to share. 😊

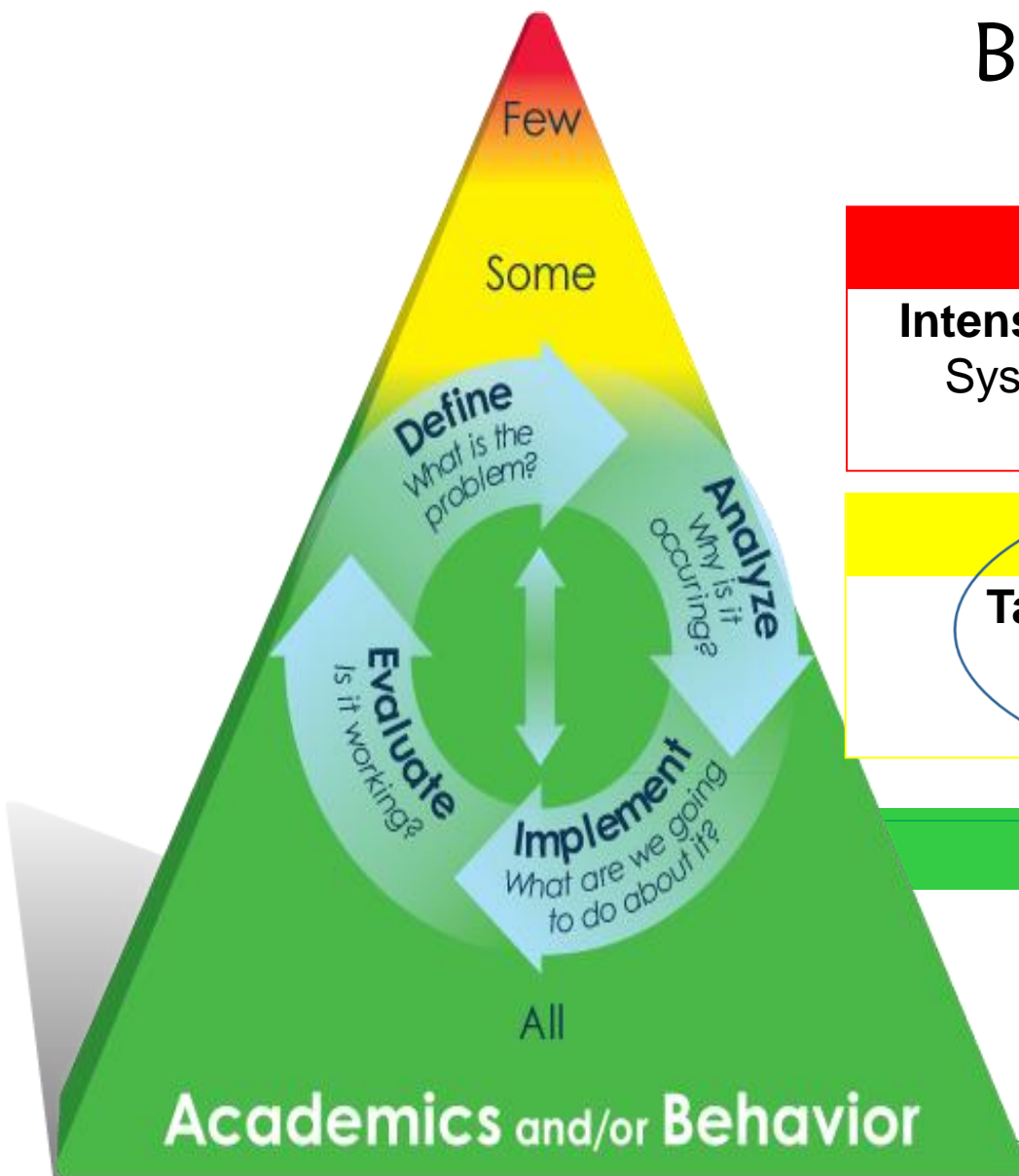
Training Objectives



- Explore Team Member Personal Work Styles
- Document Intervention Team Roles
- Solidify Intervention Team Process (Meeting Agenda)
- Develop Systems to Identify Students Needing Additional Support
- Identify and Map School and Community Resources
- Overview of Tier 2 Interventions
- Check In Check Out Introduction

See Day 2
Action Plan
Document 201

Continuum of Instructional & Positive Behavior Support



TIER 3

Intensive Individualized Interventions:
Systems for Students with High-Risk Behavior

TIER 2

Targeted Group Interventions:
Check In Check Out
Strong Kids Curriculum

TIER 1

School-/Classroom-Wide Interventions:
All Students,
Staff, & Settings

How's it going?

- Review your Day 1 Action Plan (Document 108)
- Be prepared to share your progress...

Tasks To Be Completed	Completed?	Who is Responsible?	When will it be started?	When will it be completed?	When evalu
<input type="checkbox"/> Solidify Tier I Practices (TFI >= 70%)					
<input type="checkbox"/> Plan for review of Classroom expectations and routines					
<input type="checkbox"/> Classroom Self-Assessment is reviewed and shared (TFI 1.7 & 1.8)					
<input type="checkbox"/> Short PD planned for Self-Assessment/Classroom Management					
<input type="checkbox"/> Short PD planned for Student Engagement/OTR					
<input type="checkbox"/> Team refines TIPS process (TFI 1.2)					
<input type="checkbox"/> Plan for Bully Prevention Curriculum Implementation					
<input type="checkbox"/> Team works with coach to schedule and complete fidelity measures (SAS, POI, TFI)					
<input type="checkbox"/> Intervention team is solidified					



Compass Points: Personal Work Style Understanding Preferences in Group Work

Quotes to ponder...

"You can do
what I cannot
do. I can do
what you
cannot do.
Together we can
do great
things."

- Mother Teresa

"ALONE WE CAN
DO SO LITTLE;
TOGETHER WE
CAN DO SO MUCH."

- Helen Keller

Which direction most closely describes your personal work style?

Document 202

“Need It Now”

Let’s Do It

Likes Action, Trying Things Out,
Getting Started Quickly

PRODUCER

“Who? What? When? Where? Why?”

Paying Attention to Details

Asks Questions

Needs Questions Answered
Before Acting

DEVELOPER



“Envision, Expression”

Speculating

Likes to Look at the Big
Picture,
Discuss Possibilities Before
Acting

EXPLORER

“ Share, Support”

Caring

Likes to Know that Everyone’s Feelings Have Been
Taken into Consideration,

All Voices Have Been Heard Before Acting

SOCIALIZER

Team Work Time



Guiding question	Team task	Use
How can we work effectively and efficiently as a team?	Identify your own 'compass point'.	Compass Point Description (Document 202)
What can I consider about my team that will help us be productive?	Share your answers to the handout questions with your team.	Compass Point Personal Work Style Handout (Document 203)
	Fill out Team Member Profile and discuss each member's needs.	Compass Point Personal Work Style Team Member Profile (Document 204)



Intervention Team Members and Roles Review

Intervention Team Composition:

(See back side of Document 101)

Site Administrator

PBIS Team Lead

Intervention Team Lead

Coordinator(s) of Tier 2 Interventions

Minute Taker/Time Keeper

Intervention Team Meeting Procedures

Team meets 1-2 times per month

Team processes Requests for Assistance Forms and examines screening data

Team monitors progress of students receiving Tier 2 supports

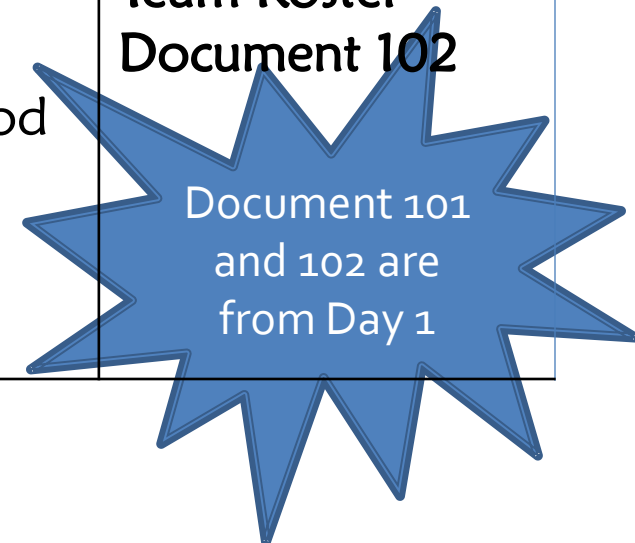
Team uses meeting agenda format:

Document 6: Tier 2 TIPS Meeting Format

Team Work Time



Guiding question	Team task	Use
Who will fill the roles on your Intervention Team?	<p>Identify Intervention Team Lead</p> <p>Think about who may fill the role of the intervention coordinators.</p> <p>Discuss who might be a good fit for keeping records of students receiving Tier 2 supports.</p>	<p>Team Role Descriptions Document 101 (Back Page)</p> <p>Team Roster Document 102</p>





Intervention Team Meeting

Student Outcomes & Fidelity of Implementation
Tier 2 Interventions

This is important work...



“Everything we know about motivation tells us that deep excitement comes from doing something worthwhile, doing it well and getting results.”

- Michael Fullan, Motion Leadership

Team processes...



When?

- Meet every 1-2 weeks to monitor student progress

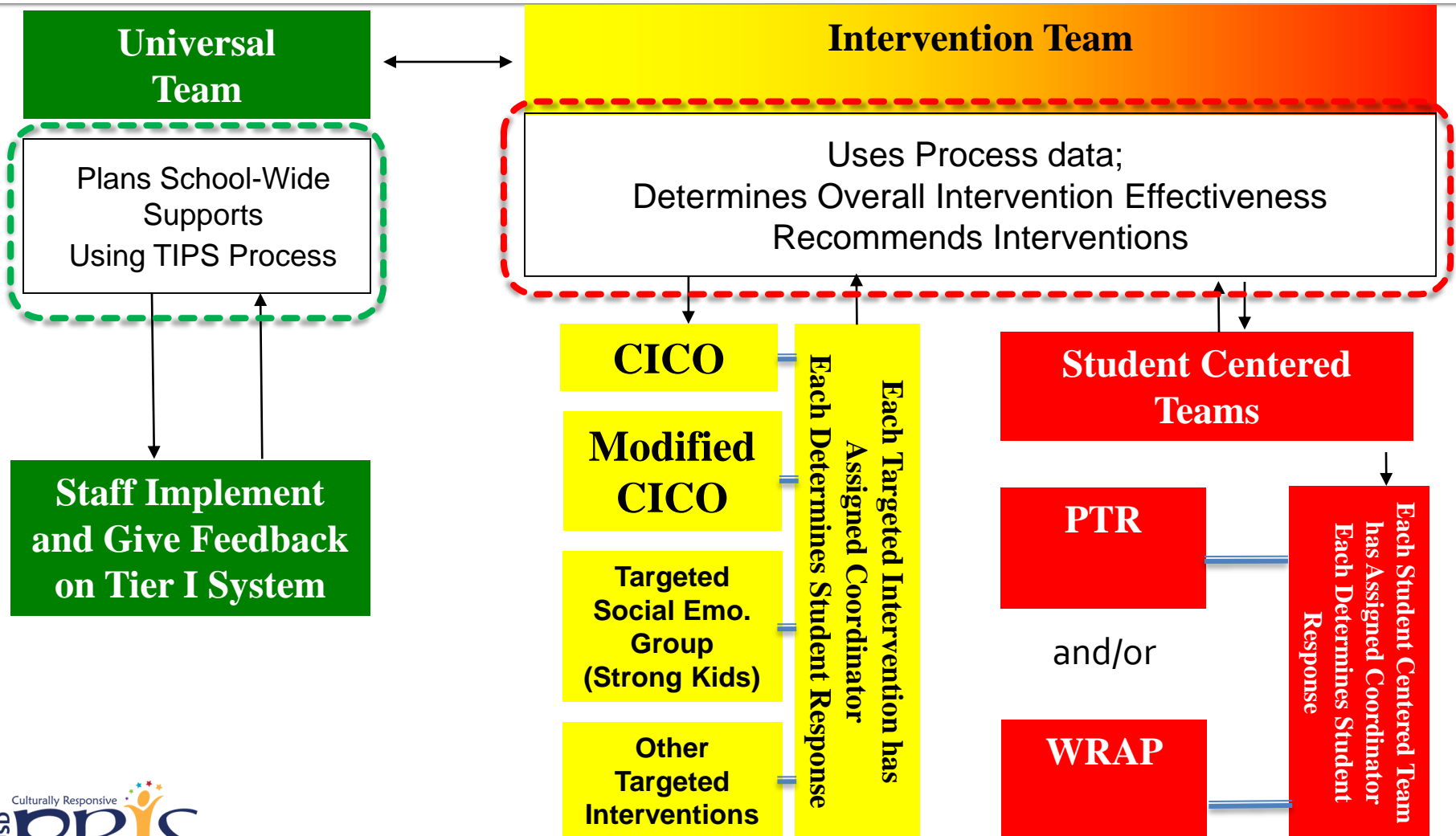
Using what?

- Meeting structure: Use a meeting template

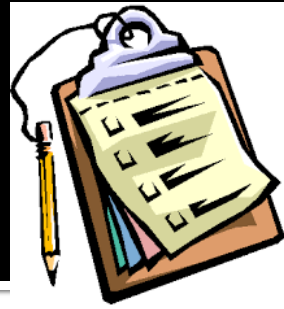
How?

- Decision making framework: Use flowchart

3-Tiered System of Support Communication



Intervention Meeting Agenda



Data based
decision
making

Progress
monitor
students

Modify
interventions
as needed

Schedule
individual
Student meeting
if needed

Follow Up on
Tasks from
previous meeting

Tier 2 TIPS Meeting Template:

Example: Document 205

Intervention Team Meeting Minutes				School: Pathways iCARE Community School				
Meetings	Date	Time (begin and end)	Intervention Lead	Minute Taker	CICO Coordinator	Strong Kids Coordinator	Other Tier II Coordinator	PTR Coordinator
Today's Meeting	1.1.17	8:05-8:50	Ken	Sam	Shannon	Danielle	Chris (Mentoring)	Kim
Next Meeting	1.8.17	8:05-8:50	Ken	Chris	Shannon	Danielle	Chris (Mentoring)	Kim

Team Members (Place "X" to left of name if present)							
<input checked="" type="checkbox"/> Sam	<input checked="" type="checkbox"/> Danielle	<input checked="" type="checkbox"/> Christina	<input checked="" type="checkbox"/> Chris	<input type="checkbox"/> Celeste	<input checked="" type="checkbox"/> Joey		
<input checked="" type="checkbox"/> Craig	<input checked="" type="checkbox"/> Scott	<input checked="" type="checkbox"/> Kim	<input checked="" type="checkbox"/> Tina	<input type="checkbox"/>	<input type="checkbox"/>		

Today's Agenda Items (Place "X" to left of item after completed):				Agenda Items for Next Meeting	
1. <input type="checkbox"/> Review Agenda (2 min.)	5. <input type="checkbox"/> New referrals to Intervention team (10 min.)			1. Review Tier II/III TFI	
2. <input type="checkbox"/> Coordinator Reports (10 min.)	6. <input type="checkbox"/> Sys. Updates & Gen. Info/Issues (5 min.)			2.	
3. <input type="checkbox"/> Problem Solving & Action Planning (10 min.)	7. <input type="checkbox"/>			3.	
4. <input type="checkbox"/> Fading and Graduation (5 min.)	8. <input type="checkbox"/>				

Item 2. Coordinator Reports

Coordinators Reports			
Check in Check out Number of students by status: # of Students in Intervention: 1 # Meeting Goal: 15 % Successful (Meeting Goal): 75% Fading: 5 Modified CICO: 3 Fidelity Measure: CICO Fidelity Fidelity adequate? (Y/N): Y			
Greatness Kids Number of students by status # of Students in Intervention: 10 # Meeting Goal: 6 % Successful: 60% Fidelity Measure: Schedule of sessions Fidelity adequate? (Y/N): Y		Other Tier II Interventions (Groups) Number of students by status # of Students in Intervention: 15 # Meeting Goal: 10 % Successful: 75% Fidelity Measure: Schedule of sessions Fidelity adequate? (Y/N): Y	
Behavior Plans Number of students by status # of Students in Intervention: 9 # Meeting Goal: 6 % Successful: 66% Fidelity Measure: individual Fidelity adequate? (Y/N): Y		Academic Seminar Number of students by status # of Students in Intervention: 16 # Meeting Goal: 16 % Successful: 100% Fidelity Measure: curriculum schedule Fidelity adequate? (Y/N): Y	

Item 3. Tier II/III Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)

Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified; Possible decisions: meet with teacher, change intervention, conduct FBA

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By when?	Goal & Timeline	Follow-up
James W.	CICO	Not picking up card in AM	Practice morning procedure with James	Shannon	1.4.17	JW will pick up card 4 out of 5 days	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
Sean B.	Strong Kids	Behavior and social functioning did not improve	Add CICO	Shannon	1.4.17	SB will receive no more than .5 referral per week	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Intervention Team Form adapted from TIPS II Meeting Minutes Form, Todd, et al. (2014)

Allows for a step by step process for team facilitation and decision making.

Item I → Attendance and Review Agenda

Intervention Team Meeting Minutes School: **Pathways iCARE Community School**

	Date	Time (begin and end)	Location	Minute Taker	CICO Coordinator	Strong Kids Coordinator	Other Tier II Coordinator	PTR Coordinator
Today's Meeting	11/17	8:05-8:50		Sam	Shannon	Danielle	Chris (Mentoring)	Kim
Next Meeting		8:05-8:50		Chris	Shannon	Danielle	Chris (Mentoring)	Kim

Team Members (Place "X" to left of name if present)

<input checked="" type="checkbox"/> Sam	<input type="checkbox"/>	<input checked="" type="checkbox"/> Christina	<input checked="" type="checkbox"/> Chris	<input type="checkbox"/> Celeste	<input checked="" type="checkbox"/> Joey
<input checked="" type="checkbox"/> Craig	<input checked="" type="checkbox"/> Stella	<input checked="" type="checkbox"/> Kim	<input checked="" type="checkbox"/> Tina	<input type="checkbox"/>	<input type="checkbox"/>

Today's Agenda Items (Place "X" to left of item after completed):

1. <input type="checkbox"/> Review Agenda (2 min.)	5. <input type="checkbox"/> New referrals to Intervention team (10 min.)	Agenda Items for Next Meeting
2. <input type="checkbox"/> Coordinator Reports (10 min.)	6. <input type="checkbox"/> Sys. Updates & Gen. Info/Issues (5 min.)	
3. <input type="checkbox"/> Problem Solving & Action Planning (10 min.)	7. <input type="checkbox"/>	
4. <input type="checkbox"/> Fading and Graduation (5 min.)	8. <input type="checkbox"/>	

1. Review Tier II/III TFI
2.
3.

Who	Is doing what	Time allotted
Intervention Team Lead Note Taker	Review agenda. Determine whether changes are needed.	5 minutes

Item 2 → Coordinator Report

Item 2. Coordinator Report				
Coordinators Report				
Check in Check out Number of students by status:				
# of Students in Intervention: 1	# Meeting Goal: 15	% Successful (Meeting Goal): 75%	Fading: 5	M
Fidelity Measure: CICO Fidelity		Fidelity adequate? (Y/N): Y		
Strong Kids Number of students by status			Other Tier II Interventions (Mentoring) Number of students	
# of Students in Intervention: 10	# Meeting Goal: 6	% Successful: 60%	# of Students in Intervention: 15 # Meeting Goal: 10	
Fidelity Measure: Schedule of sessions		Fidelity Measure: Schedule of sessions		
Fidelity adequate? (Y/N): Y		Fidelity adequate? (Y/N): Y		
PTR Number of students by status			Other Number of students by status	
# of Students in Intervention: 3	# Meeting Goal: 2	% Successful: 66%	# of Students in Intervention: # Meeting Goal:	
Fidelity Measure: individual		Fidelity Measure: Fidelity		

Who	Is doing what	Time allotted
Coordinators	Report on numbers and status of students receiving intervention	10 minutes

Item 3 → Intervention Problem Solving

Item 3. Tier II/III Intervention Problem Solving & Action Plan

Possible problems: fidelity, intervention/function mismatch, intervention success)

Student	Intervention	Identified Problems & Supporting Data	Goal & Timeline	Follow-up
James W.	CICO	Not picking up card in AM	JW will pick up card 4 out of 5	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
Sean B.	Strong Kids	Behavior and social functioning did not improve	Add CICO	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Goals may be common among students in intervention

Follow up at next meeting?

Who	Is doing what	Time allotted
Tier 2 Intervention Coordinators	Identify Students not making progress.	15 minutes
Intervention Team Lead	Lead team in identifying changes to interventions for students	

Item 4: Intervention Fading and Graduation

Item 4. Intervention Fading & Graduation

Exit may occur if intervention is successful or if student will be provided with a different intervention

Student	Intervention	Supporting Data	Fade or Graduate	Response Actions & Next Steps	Who?	By when?	Follow-up
Amy M.	CICO	Successful 4 out of 5 days for 4 weeks	Fade	Amy will move to self-scoring with immediate feedback. Ms. Jones will talk with Ms. Anderson about moving Amy to self-scoring with immediate feedback for two weeks.	Shannon	1.4.17	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
Dave I	CICO	Successful for 4 out of 5 days for 4 weeks with self-monitoring	Graduate	Dave will attend Jan CICO graduation lunch	Shannon	1.15.17	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Who	Is doing what	Time allotted
Intervention Coordinators	<i>Identify students that can be faded from intervention</i>	10 minutes
Intervention Coordinator	Lead team in discussion to determine how to fade students from interventions	

Item 5: New Referrals to Interventions Team

Item 5. New Referrals to Intervention Team

Possible sources: SWIS data, teacher nomination, Request for Assistance form

Standard procedure: Referral, assessment, determination within 48 hours, parent/student notification, parent/student introduction, begin CICO

Student	Grade	IEP Y/N	Referral Date	Referral source & relevant information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
Joe R.	K	N	1.1.17	Difficult other comp			1.10.17	Pre Intervention score = 60% Post goal = 80%	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
Jose	3 rd	Y	12.15.16	Off target beha			4.17	80% of points	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Goals and Fidelity Check may be common among students in intervention

Who	Is doing what	Time allotted
Intervention Team Lead	(Review data, compile RFAs in advance) Report on students in need of assistance.	10 minutes
Intervention Team Lead	Lead team in determining next steps for students.	

Item 6: System Updates and General Issues

Item 6. Systems Updates and General Information/Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
TFI Scores Tier II: 75% Tier III: 60%	3.6, Identify district contact person to link students to outside interventions	Ken	2.5.17
CICO Rewards are running low	Buy additional rewards for CICO	Ken	2.5.17

Who	Is doing what	Time allotted
Intervention Team Lead	<i>Report TFI Scores for Tier 2 and Tier 3</i>	10 minutes
Intervention Team Lead	Identify next steps to address systems issues	

Evaluation

Turn and Talk: How are the goals of the Tier 1 and Tier 2 alike? How do they differ?

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of tracking whether we are completing the tasks we agreed upon at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed upon at previous meetings?
4. In general, are the completed tasks having the desired effects on student behavior?

Our Rating		
Yes	So-So	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Who	Is doing what	Time allotted
Intervention Team Lead	<i>Read evaluations and record scores</i>	5 minutes
Intervention Team Lead	Lead team in determining improvements if needed	

Intervention Team Meeting Minutes School: Pathways iCARE Community School

Meetings	Date	Time (begin and end)	Intervention Team Lead	Minute Taker	CICO Coordinator	Strong Kids Coordinator	Other Tier II Coordinator	PTR Coordinator
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Team Members (Place "X" to left of name if present)

<input checked="" type="checkbox"/> Sam	<input checked="" type="checkbox"/> Danielle	<input checked="" type="checkbox"/> Christina	<input checked="" type="checkbox"/> Chris	<input type="checkbox"/> Celeste	<input checked="" type="checkbox"/> Joey
<input checked="" type="checkbox"/> Craig	<input checked="" type="checkbox"/> Scott	<input checked="" type="checkbox"/> Kim	<input checked="" type="checkbox"/> Tina	<input type="checkbox"/>	<input type="checkbox"/>

Today's Agenda Items (Place "X" to left of item after completed):

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3. <input type="checkbox"/> Problem Solving & Action Planning (10 min.)	7. <input type="checkbox"/>	
4. <input type="checkbox"/> Fading and Graduation (5 min.)	8. <input type="checkbox"/>	

Item 2. Coordinator Reports

Coordinators Reports

Check in Check out Number of students by status:
 # of Students in Intervention: 1 # Meeting Goal: 15 % Successful (Meeting Goal): 75% Fading: 5 Modified CICO: 3
 Fidelity Measure: CICO Fidelity Fidelity adequate? (Y/N): Y

Strong Kids Number of students by status
 # of Students in Intervention: 10 # Meeting Goal: 6 % Successful: 60%
 Fidelity Measure: Schedule of sessions Fidelity adequate? (Y/N): Y

Other Tier II Interventions (Mentoring) Number of students by status
 # of Students in Intervention: 15 # Meeting Goal: 10 % Successful: 75%
 Fidelity Measure: Schedule of sessions Fidelity adequate? (Y/N): Y

PTR Number of students by status
 # of Students in Intervention: 3 # Meeting Goal: 2 % Successful: 66%
 Fidelity Measure: individual Fidelity adequate? (Y/N): Y

Other Number of students by status
 # of Students in Intervention: # Meeting Goal: % Successful:
 Fidelity Measure: Fidelity adequate? (Y/N):

Item 3. Tier II/III Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)
 Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified; Possible decisions: meet with teacher, change intervention, conduct FBA

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By when?	Goal & Timeline	Follow-up
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Sean B.	Strong Kids	Behavior and social functioning did not improve	Add CICO	Shannon	1.4.17	SB will receive no more than .5 referral per week	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed



Looking at Document 205...

Did Sam attend the meeting? **Yes**

What percent of students were successful in Strong Kids? **60%**

What problem was James having in CICO? **Not picking up his card**

What two students are being considered for Fading/Graduating? **Amy and Dave**

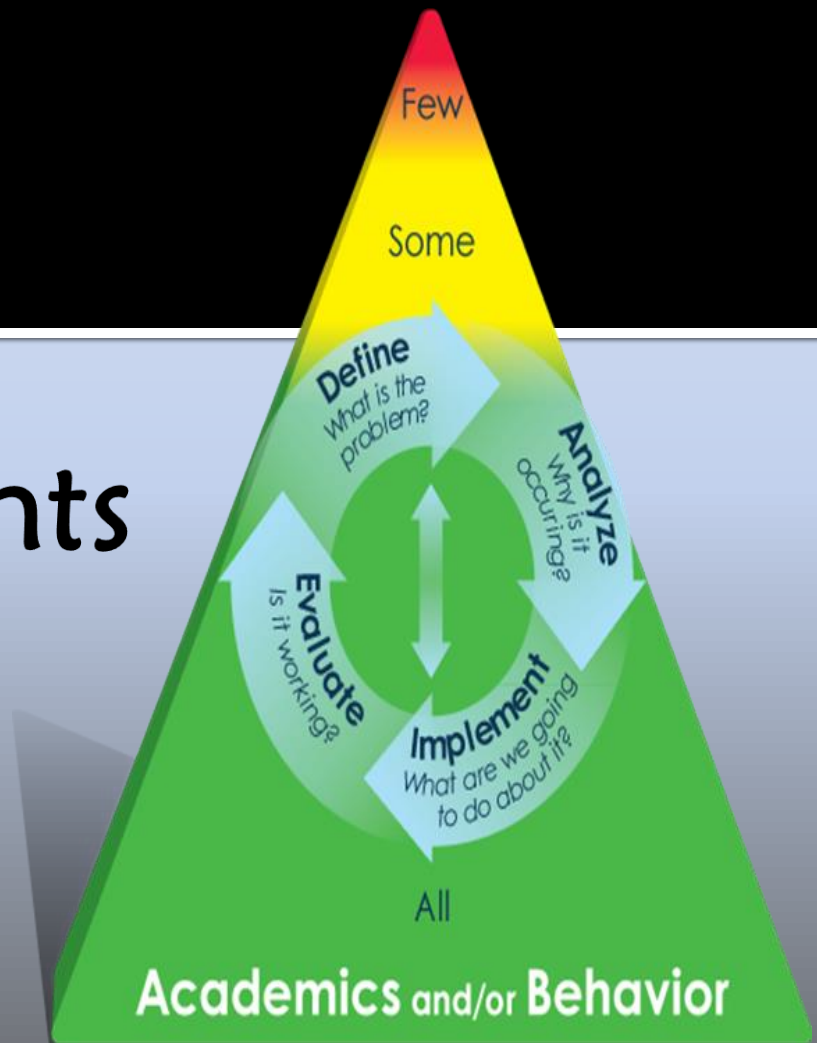
What was the Tier II TFI score? **75%**

Team Work Time: Intervention Team Agenda



Guiding Question	Team Task	Use
How will your team gain fluency in using the new form?	Review the different sections for screening and problem solving for students with Tier 2 needs	Intervention Team Meeting Form: Example Tier 2 TIPS Meeting Format Document 205
What information can you prepopulate for your next meeting?	Download and complete as much of the Intervention Team form as possible	Tier 2 TIPS Format Blank Document 206

Identifying Students Needing Tier 2 Interventions



Identification & Request for Assistance



Data: Office Referral, Attendance, Other

- Identify students early in school year based on last year's data
- Identify students based on current data



Request For Assistance—MTSS Form

- Can be generated by teacher or Intervention Team
- Goal of response time is 3 days or less

Using Data for Screening:

Tier 2 team uses:

- Decision rules (e.g. any student with 5+ ODRs)
- And multiple sources of data to identify students
 - ODRs
 - Academic progress
 - Screening tools
 - Attendance
 - Teacher nominations



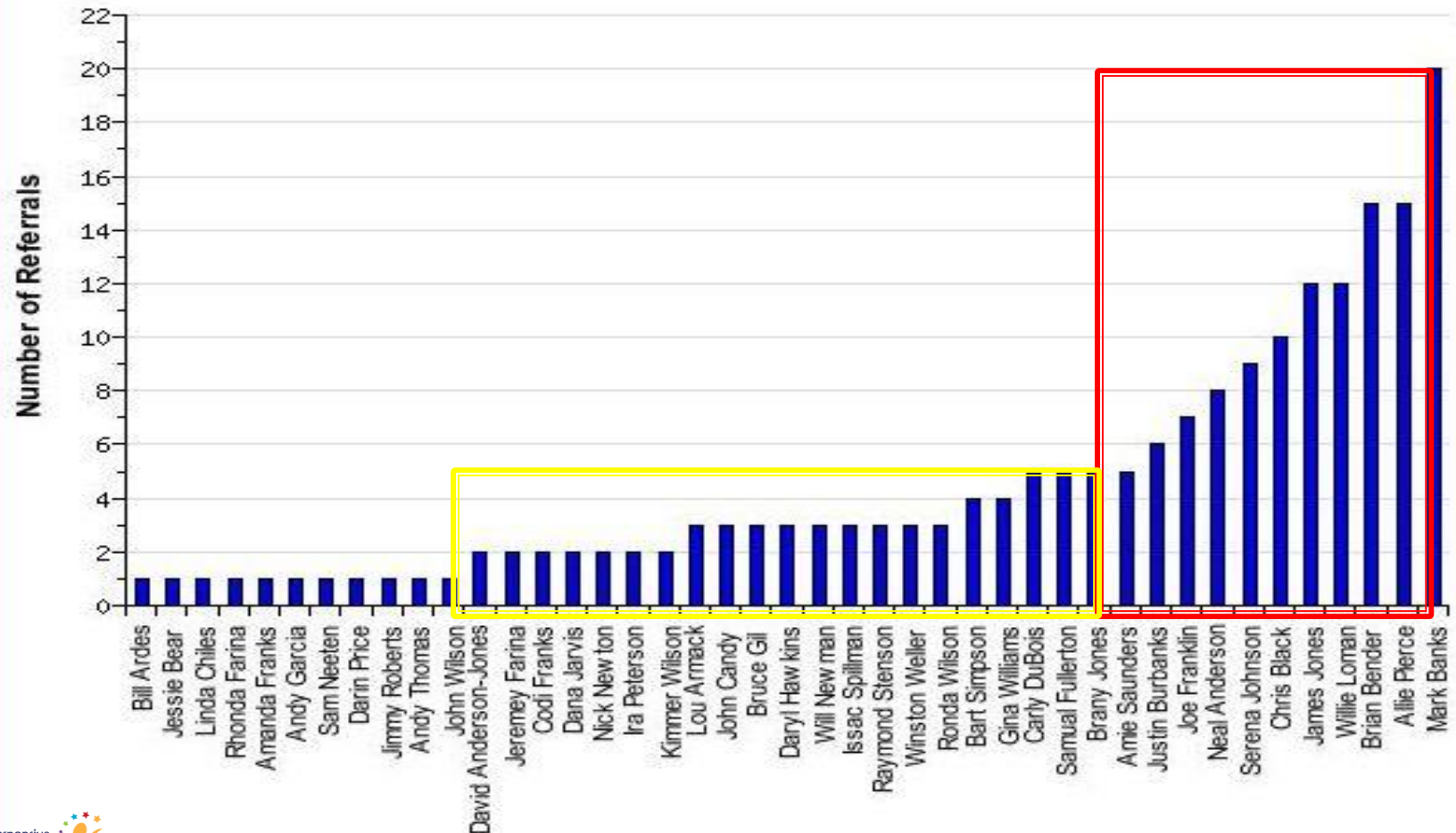
Turn and Talk:

What data will be most useful for your team in identifying students that need Tier 2 Interventions?

How will you access these data?

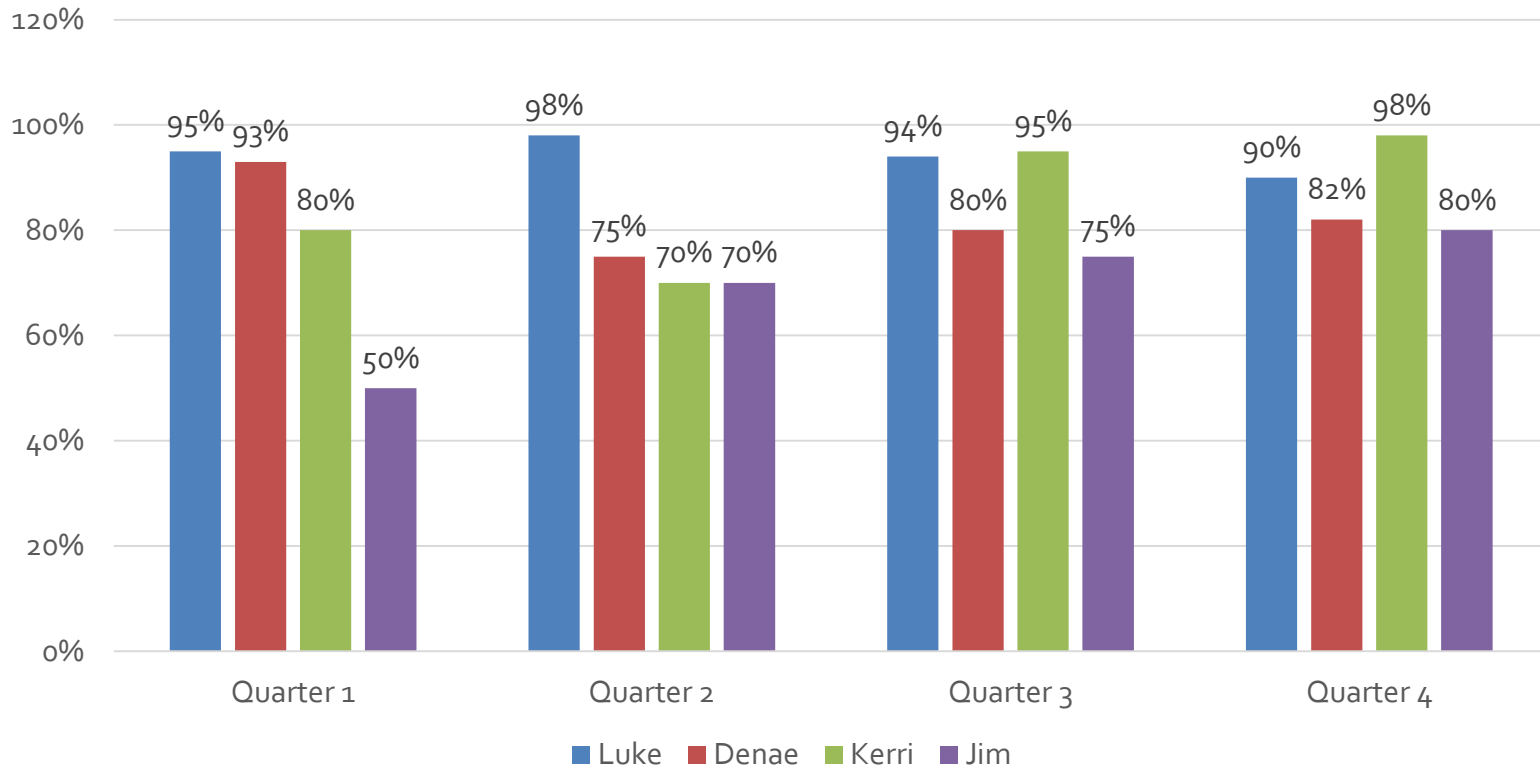
Example 1, Identifying Students: *Referrals by Student Report*

Referrals By Student



Example 2, Identifying Students: *Attendance Data Report*

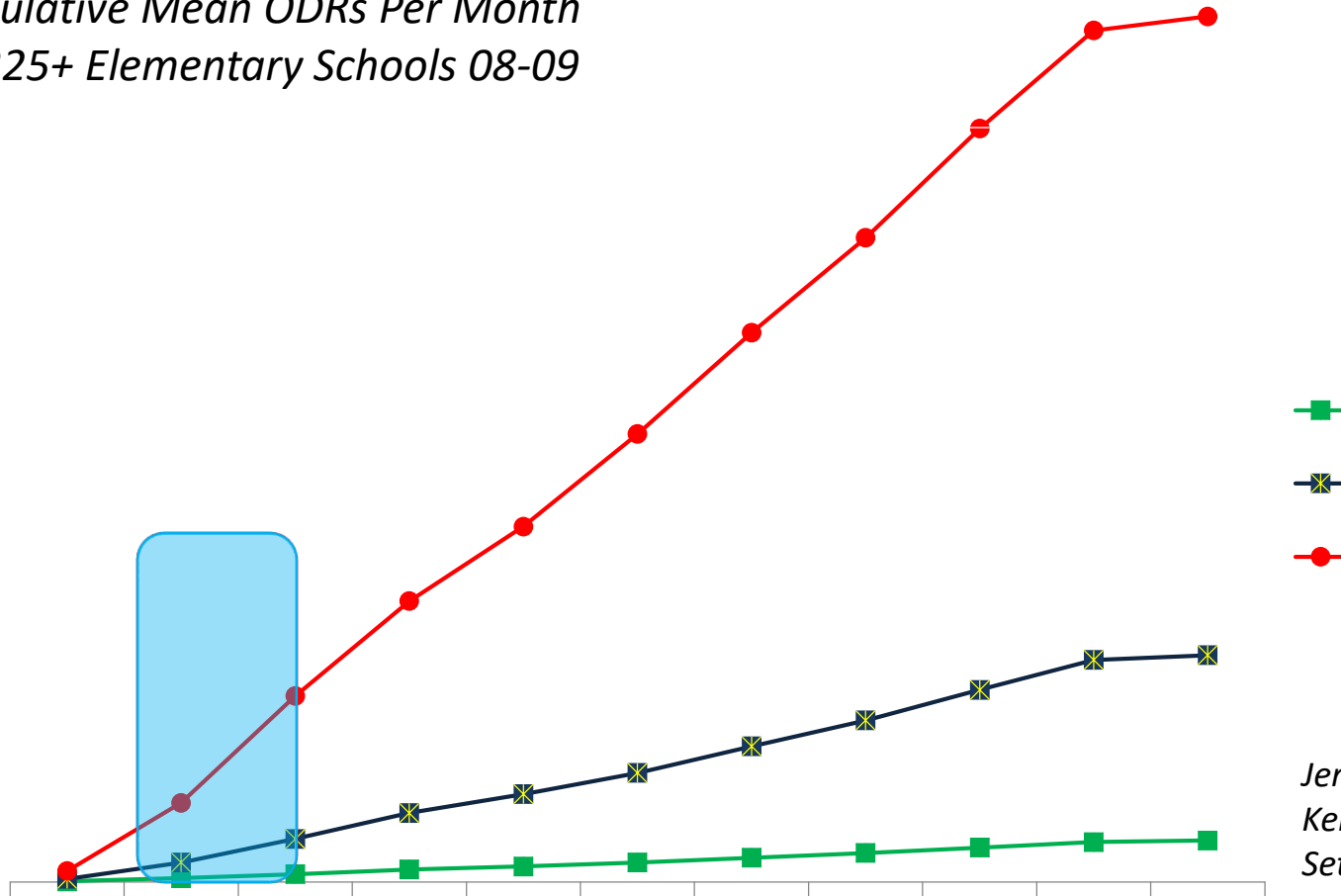
Attendance by Quarter



Research Study on Early Intervention

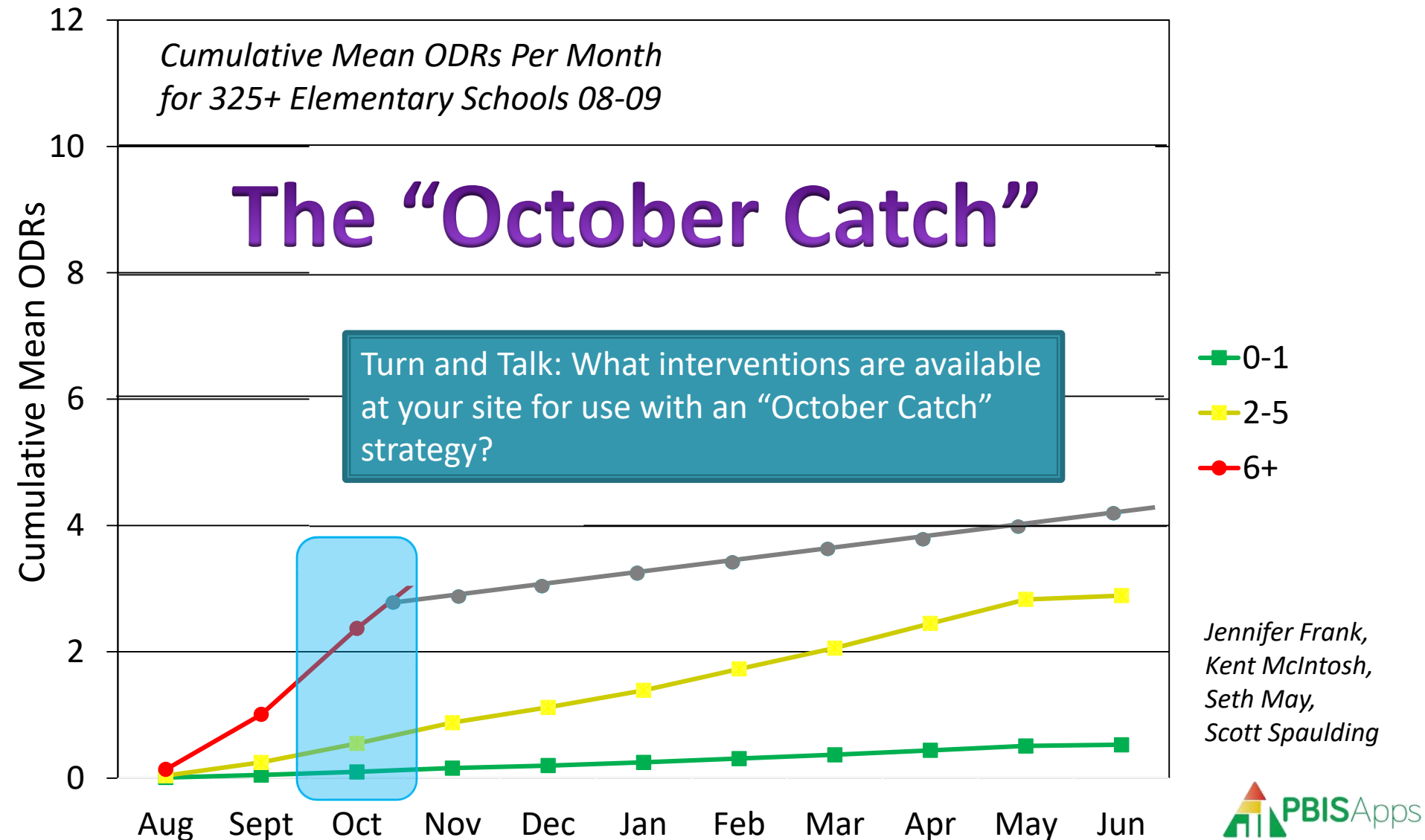
*Cumulative Mean ODRs Per Month
for 325+ Elementary Schools 08-09*

Cumulative Mean ODRs




*Jennifer Frank,
Kent McIntosh,
Seth May,
Scott Spaulding*

Research Study on Early Intervention



Develop Data Decision Rules

(School)
DATA DECISION RULES

	DATA REVIEW FREQUENCY	DATA REVIEW SOURCES	Interventions	Entrance Criteria	Exit Criteria
TIER I	Monthly	<ul style="list-style-type: none"> School attendance record School behavior record SWIS (School Wide) 	<ul style="list-style-type: none"> School wide expectations are taught School wide acknowledgment system is in place Consistent consequence system is in place Data is used effectively for decision making and Interventions are targeted based on data 	 <p>Document 207</p>	
TIER II	1-2 Times Monthly	<ul style="list-style-type: none"> School attendance record School behavior record Request for assistance forms 	<ul style="list-style-type: none"> Check In Check Out Social Skills Group Homework Club Second Step (Small Group) 	<ul style="list-style-type: none"> < 95% attendance 2-5 office Referrals (2 by Oct) Few Peer Connections Few Adult Connections Request for assistance 	<ul style="list-style-type: none"> >95% Attendance for 1 Month 4-6 Weeks meeting goal in CICO Self and teacher report of multiple friendships Met targeted group goal
TIER III	Weekly, or as determined by team	<ul style="list-style-type: none"> School attendance record School behavior record Support Plan data 	<ul style="list-style-type: none"> Prevent Teach Reinforce Individualized Education Plan Supports School-based Wraparound Mental Health Counseling 	<ul style="list-style-type: none"> 6 Office Referrals Unresponsive to Tier II for 4-6 Weeks No adult or student relationships 	<ul style="list-style-type: none"> Met individualized goal as part of Tier III intervention (Must have data to support) Self and teacher report of at least one pro-social peer/adult connection

Students who may need more intensive interventions

Students with dangerous/violent behaviors

Students who bring a weapon to school

Students who injure/may injure themselves

Students with intensive behavioral needs

Evaluating supports...

Move to more intense support:

2 weeks without improvement

Stay as is:

Participating fewer than 6 weeks, with success/upward trend

Fading Support:


Move to Self-management

Participating more than 6 weeks with 4 days per week of success *Graduate from intervention*
4-6 weeks of success on self- management

Monitoring data...

Team Work Time



Guiding Question	Team Task	Use
When you receive a referral for Tier 2 supports, how do you currently assess if Tier 1 and 2 Interventions have been implemented with fidelity?	Discuss ways to ensure the interventions were implemented well.	
What data do you use to determine if immediate Tier 3 supports are in fact necessary?	Develop data decision rules for Tier 2 and Tier 3.	Document 207 (Example) Document 208 (Blank)



Multi-Tiered Systems of Support (MTSS) Focus of Concern



+

+Name of Student		School		Section 1	
Student DOB		Student ID Number			
Referring Staff		Teacher(s)/Grade Level/Track			
**Primary Language/CELDT Level		Primary Ethnicity		<input type="checkbox"/> M	<input type="checkbox"/> F
IEP	***Yes	No	504 Plan	Yes	No
Foster Youth	****Yes	No	Homeless/Unaccompanied Youth	Yes	No
Date		Counselor			

Is interpreter needed Y N ** *Notify IEP case manager & program specialist ***Notify Foster Youth Office ☐

Presenting Concern(s)

Section 2

What is your primary concern(s)~

Request for Assistance~ MTSS Focus of Concern

We already use a SST (Student Study Team) form...



Why should we use another form?

Multi-Tier Systems of Support Focus of Concern

- **Condensed** (1-2 pages)
- **Concise**, use of check boxes and less narrative
- Includes **academics and behavior**
- Prompt asking **what has been implemented already** (e.g. re-teaching expected behavior, modifying environment, consequences)
- Space to indicate **student strengths**
- Prompt to evaluate **academic, behavioral and social/emotional** needs.

EGUSD MTSS Focus of Concern

Student Name		School		Section 1
Student DOB		Student ID Number		
Referring Staff		Teacher(s)/Grade Level/Track		
Primary Language		Primary Ethnicity		
Language/CELD Level		Gender	<input type="checkbox"/> M <input type="checkbox"/> F	
	***Yes No	504 Plan	Yes No	
At-Risk Youth	****Yes No	Homeless/Unaccompanied Youth	Yes No	
		Counselor		

Interpreter needed Y/N ** *Notify IEP case manager & program specialist **** *Notify Foster Youth Office

Presenting Concern(s) Section 2

What is your primary concern(s)

Student Strengths:

Use limit to three areas of focus

Aggression/fighting Alcohol or substance use/abuse Anxious/worried Chronic Absenteeism/tardy Disrespect Disruptive Dishonesty Elopement (leaving area without permission) Other:	<input type="checkbox"/> Health concerns/complaints of sickness, health or pain <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Non-compliant <input type="checkbox"/> Peer conflict <input type="checkbox"/> Sadness/unhappy <input type="checkbox"/> Self-harm <input type="checkbox"/> Social skills <input type="checkbox"/> Theft <input type="checkbox"/> Withdrawn <input type="checkbox"/> Other:	<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Spelling <input type="checkbox"/> Writing <input type="checkbox"/> Study skills <input type="checkbox"/> Organization <input type="checkbox"/> Low work completion <input type="checkbox"/> Inattention <input type="checkbox"/> Low participation <input type="checkbox"/> Other:
---	---	---

Section 3

Location & Time of Behavior

Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Hallway	<input type="checkbox"/> Playground
Throm	<input type="checkbox"/> Gym	<input type="checkbox"/> Passing Period	<input type="checkbox"/> Library
Computer Room	<input type="checkbox"/> Bus	<input type="checkbox"/> Lining Up	<input type="checkbox"/> Locker Room

Frequency of Behavior

Check the strategies that you have implemented consistently during this current school year for a minimum of 4 weeks:

Behavioral Review	Prevention Strategies Attempted	Behavior Expectations Taught	Response Strategies Attempted
PBIS Expectations clearly posted, reinforced, & practiced PBIS acknowledgement system in place Review cumulative file Talk with previous/other teacher(s) Seek colleague help Community referral EGUSD Student Support Center referral Involve PBIS Coach Other:	<input type="checkbox"/> Adjust assignments <input type="checkbox"/> Arrange tutoring <input type="checkbox"/> Behavior Plan <input type="checkbox"/> Change seating <input type="checkbox"/> Check-in Check-out <input type="checkbox"/> Contact with family <input type="checkbox"/> Encourage work breaks <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Provide quiet space <input type="checkbox"/> Admin/counselor/teacher conference <input type="checkbox"/> Student Study/Support Team <input type="checkbox"/> Parent Teacher Conference/Contact <input type="checkbox"/> Home visit <input type="checkbox"/> Change routines or schedule	<input type="checkbox"/> Reminders of behavior expectations <input type="checkbox"/> Prompt before transitions <input type="checkbox"/> Clarify rules and expected behavior for whole class <input type="checkbox"/> Practice expected behaviors in class <input type="checkbox"/> Contract with student <input type="checkbox"/> Targeted social skills training <input type="checkbox"/> Other:	<input type="checkbox"/> Increase incentives for expected behavior <input type="checkbox"/> Phone call to parents <input type="checkbox"/> Buddy room <input type="checkbox"/> Office referral <input type="checkbox"/> Detention <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Meeting with parents <input type="checkbox"/> Student-teacher discussion (1:1) <input type="checkbox"/> Self-reflection activity (think sheet) <input type="checkbox"/> OCS/OCI <input type="checkbox"/> Suspension

Section 4



MTSS Focus of Concern Form Instruction Guide

Purpose: The purpose of the MTSS Focus of Concern form is to provide consistent and documented supports and interventions to students in need. This form can be a tool to support a clear process to identify student need, areas of concern and services in a timely manner. This form establishes guidelines for site intervention teams when considering access to district-level support providers: when site-level interventions have proven insufficient to achieve student gains.

Section 1: Classroom teacher or other concerned school personnel with a concern about a student's learning, behavior or social emotional well-being completes the background and demographic information about the student in need of additional support.

Note: Unaccompanied youth refers to a youth not in physical custody of a parent.

Section 2: Staff generating referral provides descriptive information about the student's strengths and needs (best practice would be to limit concerns to three most pressing concerns).

Section 3: Staff generating referral identifies the two or three times and locations when the presenting concern are most evident.

Section 4: Staff generating referral identifies the prior interventions that have been implemented with fidelity for a minimum of four weeks, during the current school year.

Note: Upon completion of the front four sections the staff member generating the referral will submit the form to site administration.

Section 5: Identify the school site personnel that met to problem solve around the student's needs. At this time the team will decide if this is a crisis situation requiring immediate expedited support.

Section 6: Problem solving team reviews identified elements to confirm that the classroom and school wide environment is consistent with the essential elements of PBIS.

Section 7: Problem solving team identifies areas of need (recommended three or less), the intervention that best aligns with the area(s) of need and if additional supports are necessary.

If team is requesting district support, please forward this form to assigned PBIS coach (for students receiving general and special education).

Section 8: Problem solving team schedules follow up progress monitoring meeting. At that meeting team makes data driven decisions about future interventions and supports.

Thank you, if you have any questions or concerns please contact your school's assigned PBIS coach.

How to access the form:



- PBIS Webpage:
 - EGUSD home → Students/Families → Wellness → Positive Behavior Interventions and Support
- MTSS Form & Instructions:
 - PBIS page → School/District Staff → Training Materials → MTSS Training Materials

First Steps:



- Teacher/staff obtains student ID number, then access MTSS form via EGUSD's PBIS website.
- Creates “New” MTSS form and enters information on staff involved, student strengths and concerns, location/time of behavior of concern, and current/prior interventions.
- After Sections 1-4 are complete, stop and Submit to Admin. An email with the link to view the form will be sent to the Site Admin selected on the form

Next Steps...



- Administrator views form, coordinates with other staff or intervention team to review form, problem solve, and determine follow-up plan.
- During or after the team meeting, one person will access the MTSS form and complete Sections 5-7, stopping after Site-Based Intervention Plan.
- Form can be accessed/edited by designated staff members by accessing PBIS webpage and entering Student ID #.
- Team will determine site-based resources and interventions and future meeting date to review student progress.
- Team meets again to review supports and progress, complete Section 7 (*“Follow-up of site-based intervention plan”*), and determine need for Additional Supports.

Final Steps...



- If additional supports are needed, the team will complete Section 8 and Submit to Coach. An email with the link to view the form will be sent to the PBIS Coach selected on the form.
- Coach will review form, coordinate with Site Intervention Team, and coordinate additional supports as needed (e.g., submit for Behavior Support Specialist assignment).

Team Work Time



Guiding question	Team task	Use
What will the process be for your teachers to initiate the MTSS form?	Review the MTSS Focus of Concern Form and instructions with team	MTSS Form and Instruction Guide MTSS Form link
How will your team communicate the MTSS process to your staff?	Develop a plan to communicate MTSS Process to staff	Note on action plan Document 201

What an MTSS meeting might look like...

Our EGUSD Website is a great resource! 😊

<http://www.egusd.net/>





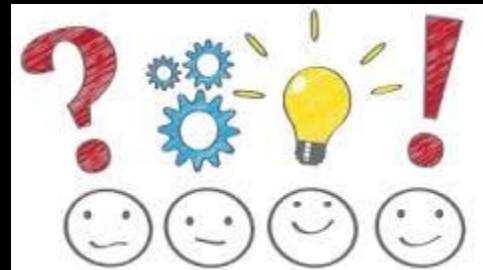
Options for Tier 2 Interventions

Tier 2 Interventions - Examples

- Check In Check Out—CICO
- SEL/Social Skills Groups
 - Second Step/Strong Kids/Teens
- Counseling Groups
- Newcomers Club/Mentoring
- Self Management Groups
- Culture based support groups
- Breakfast Club
- Before/After School Tutoring
- Boys/Girls Group
- Lunch Bunch
- Recess Game Experts



Tier 2 Intervention FAQ's



- How many interventions do we need to have?
- Who is going to provide these services?
- How long does a student need to be served by a Tier 2 Intervention?

Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

TFI 2.5

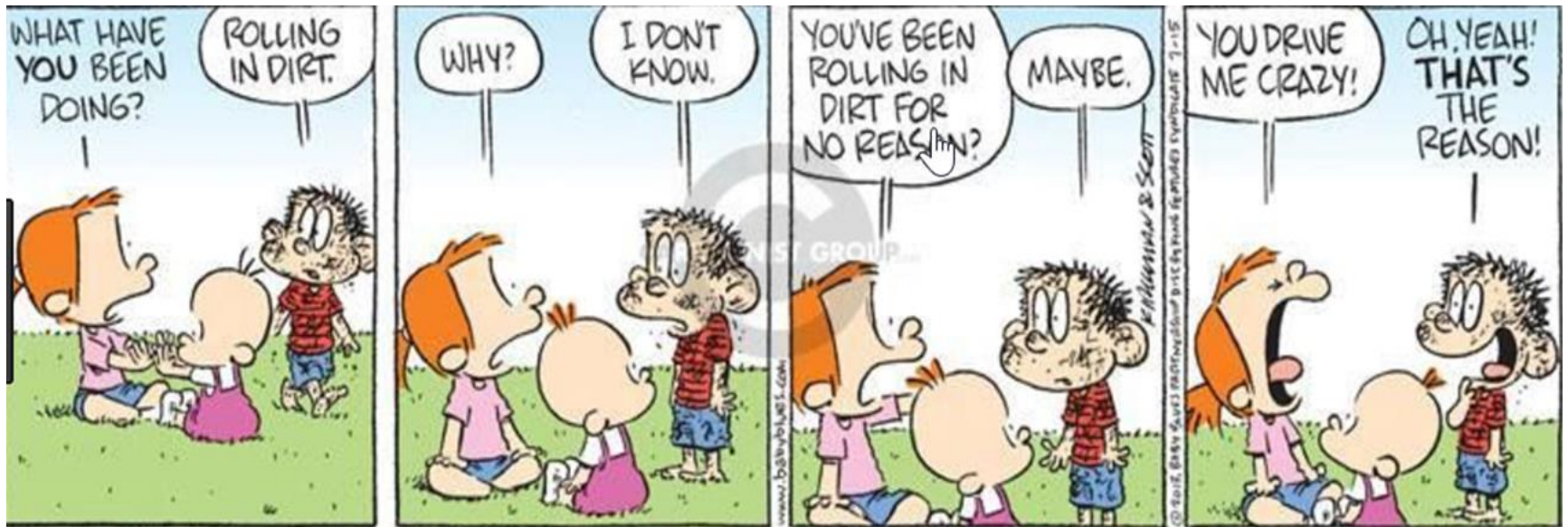
Mapping Intervention with Function



- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peer/ Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

Do you ever feel this way??



Function of Behavior Snapshot

Attention Seeker

Obtaining Adult Attention
Obtaining Peer Attention
Obtaining Items/Activities



Avoider

Avoiding

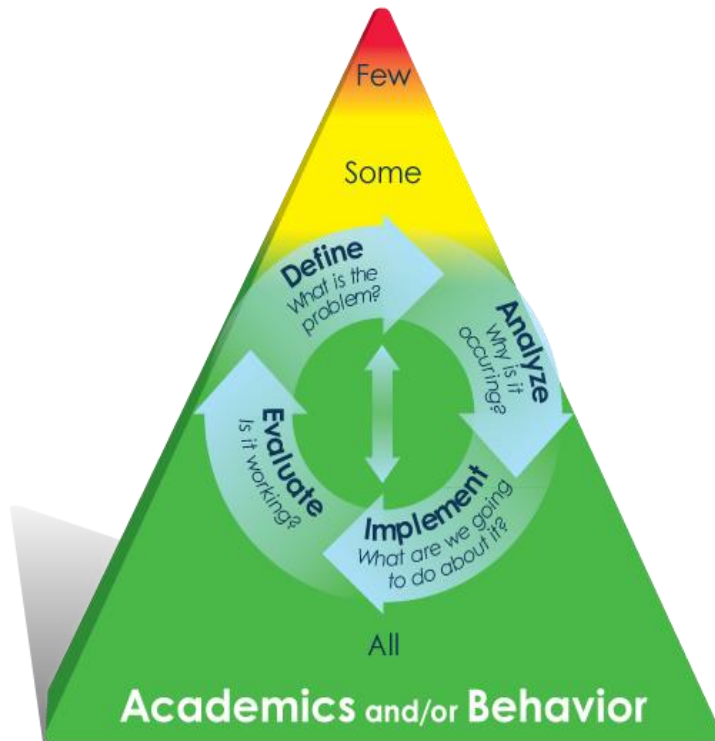
With your team, use your
Function of Behavior handout
(Document 209) to discuss the
function of behavior of
students that have been
referred to you recently.



Taking Inventory of Current Tier 2 Behavior Supports

Inventory Activity

List your site's current Tier 2 Behavior
Interventions on Document 211



Tier 3: _____

What are our current Tier 2
behavior Interventions?
Document 210

How We _____
Lunch Bunch _____
Recess Review _____

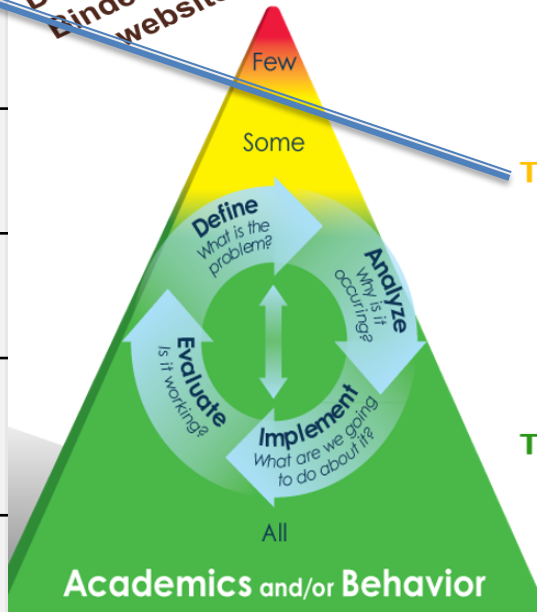
Tier I: _____

Inventory Activity, Step 2:

Transfer your site's current Tier 2 Behavior Interventions into the first column on Document 211

Tier 2 Intervention	Capacity (# of students at 1 time?)	Who coordinates intervention?	Describe students who would be good fit for intervention	What data is used to evaluate student outcomes?	How many students have been:		<u>Maintain,</u> <u>Revise or</u> <u>Discontinue</u>
					Referred	Successful	

Document 104:
Binder/packet/
website



Tier III: _____

Tier II: Check in Check out _____
 Social Skills Group _____
 Homework Club _____
 Lunch Bunch _____
 Recess Review _____

Tier I: _____

Inventory Activity, Step 3:

See the example of a completed Tier 2 Intervention Inventory, Document 212.

Tier 2 Intervention Inventory

Tier 2 Intervention	Capacity (# of students at one time)	Coordinator	Description of students intervention is an appropriate fit	Evaluative Data to be Used	# of students		Maintain, Revise, or Cancel?
					Referred	Successful	
Check-in, Check-out	20	S. Smith	Students who engage in problem behavior in order to obtain adult attention or who find adult attention reinforcing	SWIS Data Charts, Student/Family/Teacher interview			
Social Skills Groups	6-8 (up to 3 groups)	Counselor Community Agency	Students who need friendship, conflict resolution	Post survey of teachers/students, SWIS data			
Homework Club	<10	Teachers or Staff	Students who struggle academically or lack the organizational skills or self-management to complete homework independently	Homework/classwork completion, academic scores			
Lunch Bunch	<5	Teachers or Staff	Students who are relationship driven and may benefit from behavior coaching or relational skills	Student survey, referral data			
Recess Review	10	Counselor High School Mentors	Students who need to learn appropriate playground behavior.	SWIS Data, Observation			

Example

Inventory Activity, Step 4:

As a team, complete/fill in the remaining columns on Document 211.

Tier II Intervention	Capacity (# of students at 1 time?)	Who coordinates intervention?	Describe students who would be good fit for intervention	What data is used to evaluate student outcomes?	How many students have been:		<u>Maintain, Revise or Discontinue</u>
					Referred	Successful	

You
complete
for your
site.

Keep this
inventory for
your use on a
future training
day! 😊

Team Work Time



Guiding question	Team task	Use
What Tier 2 Interventions do you already have at your site and what would you like to add?	Discuss and fill out the Tier 2 section on Document 209	PBIS Triangle Document 210 Chart Paper with other sites' ideas
Determine how you will gather data, monitor and measure fidelity of Tier 2 Interventions.	Discuss and fill out the chart on Tier 2 Intervention Inventory (Document 211)	Tier 2 Intervention Inventory Document 211



Community Resources

Welcome...

- Tami Silvera~
 - Student Support and Health Services Program Specialist
- Megan Sladen Parent~
 - Youth Development Resource Teacher
- Maya Webb
 - Foster Youth Services Administrator



Team Work Time



Guiding question	Team task	Use
What are the community resources you have access to at your site for possible Tier 2 Interventions?	Discuss possible interventions and resources and document.	Document 211
What interventions are working and what are some of the roadblocks to access the resources?	Discuss and take notes about discussion.	Document 211



Check In Check Out (CICO)

What is Check In Check Out?

Student Recommended for CICO

CICO Implemented

Morning
Check-in

Parent
Feedback

Regular
Teacher
Feedback

Afternoon
Check-Out

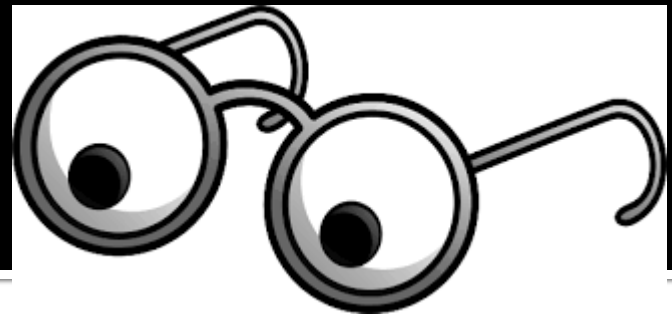
CICO Coordinator
Summarizes Data
for Decision Making

Bi-weekly Meeting
to Assess Student
Progress

Revise Program if
needed

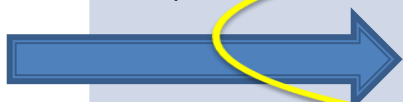
Exit Program

Let's look at an example...



Overview of Tier II PBIS Training

Date	Content
Day 1	Solidify Tier I Practices Classroom and TIPS Extension Stop, Walk and Talk/Expect Respect—Bully Prevention Navigating PBIS Assessment Intervention Team Established Communication System for Tier I and Tier II Teams
Day 2	Intervention Team Roles/Template Identifying Students for Tier II Tier II Interventions Identifying Community Supports Check In Check Out Introduction
Day 3	Check in Check Out Roles Identified Check In Check Out Process Check in Check Out Communication System
Day 4	Assess fidelity and outcomes in CICO Decision Rules Established Targeted Intervention Guide



Questions, Comments and Evaluations



Thank you!



PBIS Coaches & Behavior Support Specialists
Elk Grove Unified School District PBIS
<http://blogs.egusd.net/pbis/>