Systems for Implementing Advanced Tiers in Secondary Schools

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Katie Meyer
Agenda

• Teaming Structures
• Data Systems & Decision Rules
• Professional Development & Coaching Strategies
• District Supports
• Lessons Learned
• Q & A
Acknowledgements

Missouri PBIS
Drs. Leanne Hawken, Deanne Crone, & Rob Horner
Dr. Heather George & FLPBIS
Midwest PBIS Network
Michigan’s MTSS Technical Assistance Center
pbisapps.org
Continue to invest in systems to support high-fidelity implementation over time. Leverage existing leadership teams to guide planning and implementation, and consider effective means to support educators’ professional learning and wellness given current resources, experience, and expertise.
Teaming Structures
3-Tiered System of Support

Necessary Conversations (Teams)

Universal Team
- Plans SW & class-wide supports

Targeted Systems Team
- Uses process data; determines overall intervention effectiveness

Problem Solving Team
- Standing team; uses FBA/BIP process for one youth at a time

Tertiary Systems Team
- Uses Process data; determines overall intervention effectiveness

Universal Support
- CICO
- SAIG
- Group w/ individual feature
- Brief FBA/BIP

Brief FBA/BIP

Complex FBA/BIP

WRAP

UConn NEAG School of Education
# Systems Conversations (Tiers 2 & 3)

<table>
<thead>
<tr>
<th>Composition</th>
<th>Activities</th>
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<tbody>
<tr>
<td>• Administrator</td>
<td>• Plan and deliver PD</td>
</tr>
<tr>
<td>• Intervention Coordinator(s)</td>
<td>• Define identification process</td>
</tr>
<tr>
<td>• Behavioral, Academic, and Mental Health Expertise</td>
<td>• Referral, screening, decision rules</td>
</tr>
<tr>
<td>• Data Specialist</td>
<td>• Monitor fidelity and outcomes</td>
</tr>
<tr>
<td>• Teacher Representation</td>
<td>• Students enrolled</td>
</tr>
<tr>
<td>• Family &amp; Student Representation</td>
<td>• Types of interventions</td>
</tr>
<tr>
<td></td>
<td>• Evaluate overall effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Coordination</td>
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Problem Solving Conversations (Tiers 2 & 3)

<table>
<thead>
<tr>
<th>Composition</th>
<th>Activities</th>
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<tbody>
<tr>
<td>• Student/Family</td>
<td>• Engage student &amp; family</td>
</tr>
<tr>
<td>• Administrator</td>
<td>• Identify strengths and needs</td>
</tr>
<tr>
<td>• Applied Behavioral Expertise</td>
<td>• Coordinate/develop intervention</td>
</tr>
<tr>
<td>• Knowledge of school &amp; programs</td>
<td>• Coordinate data collection</td>
</tr>
<tr>
<td>• Knowledge of multi-agency &amp; community supports</td>
<td>• Monitor fidelity &amp; outcomes</td>
</tr>
<tr>
<td></td>
<td>• Determine progress</td>
</tr>
<tr>
<td></td>
<td>• Modify as indicated</td>
</tr>
<tr>
<td></td>
<td>• Transition to less intensive interventions</td>
</tr>
</tbody>
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Guidelines for Teams

Membership
- 1–2 members with behavioral expertise
- 1–2 Tier 2 Intervention Coordinators
- Active participation from administrator

Systems
- Integrated with other behavior-related initiatives
- Given appropriate priority relative to school/district goals
- Established rules/agreements
- Coaching support (at the district or regional level)

Scheduling
- Monthly meetings
- Monthly presentations/PD to staff
- Annual self-assessments
Data Systems &
Decision Rules
Advanced Tiers Data Systems

Tier 2/Tier 3 leadership team including staff with behavioral expertise, led by a coordinator organizes:

- Formal process for screening & identifying students in need of more than Tier 1 support
- Increased precision in data collection related to implementation fidelity & progress monitoring
- Access to training & technical assistance on Tier 2 and Tier 3 practices and supports
Increasing Efficiencies with Advanced Tiers Data
Decision Rules: Everyone needs to know…

- how students are identified for intervention
- how progress is monitored
- how students exit the intervention
## DECISION RULES EXAMPLE

### Sample Decision Rules

<table>
<thead>
<tr>
<th>Measure</th>
<th>Proficient Score</th>
<th>At-Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Minors</td>
<td>0-4</td>
<td>5 or more</td>
<td>15 or more</td>
</tr>
<tr>
<td>2. Major/ODR</td>
<td>0-1</td>
<td>2 – 5</td>
<td>6 or more</td>
</tr>
<tr>
<td>3. Absences</td>
<td>&lt;5/trimester</td>
<td>5+/trimester</td>
<td>10/trimester</td>
</tr>
<tr>
<td>4. Tardy</td>
<td>&lt;4/trimester</td>
<td>4+/trimester</td>
<td>10/trimester</td>
</tr>
<tr>
<td>5. ISS</td>
<td>0-1</td>
<td>2</td>
<td>4 or more</td>
</tr>
<tr>
<td>6. OSS</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Course Grades</td>
<td>2.5 or higher</td>
<td>D or F in any course</td>
<td>Ds or Fs in multiple courses</td>
</tr>
<tr>
<td>8. Reading Inventory</td>
<td>800+</td>
<td>799 or lower</td>
<td>599 or lower</td>
</tr>
<tr>
<td>9. Writing Assessment</td>
<td>3 or 4</td>
<td>2</td>
<td>NS; 1</td>
</tr>
<tr>
<td>10. Nurse (non-medication)</td>
<td>0-1 (no pattern)</td>
<td>2 – 5 (patterns of regular visits)</td>
<td>6 or more (pattern of regular visits)</td>
</tr>
<tr>
<td>Targeted Intervention</td>
<td>Social</td>
<td>Behavioral</td>
<td>Academic</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Targeted Intervention</th>
<th>Area of Concern</th>
<th>Description</th>
<th>Coordinator</th>
<th>Entry Criteria</th>
<th>Exit Criteria</th>
<th>Data Collected/Monitored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in Check-out</td>
<td>Social, Behavioral</td>
<td>Students identified and enrolled within a week. Check-in and check-out daily with an adult at school. Regular feedback and reinforcement from teachers. Family component. Daily performance data used to evaluate progress</td>
<td>Susan</td>
<td>4 or more ODRs in trimester</td>
<td>4 weeks at &gt;85% of points</td>
<td>Percent points towards daily goal ODR OSS (CICO-SWIS)</td>
</tr>
<tr>
<td>Check and Connect</td>
<td>Social, Emotional</td>
<td>Students matched with mentor/monitor. Mentor monitors risk factors daily/weekly. Regular feedback and problem solving with mentor. Intensive intervention option if risk factors increase. Family component.</td>
<td>Frank</td>
<td>5+ absences in trimester</td>
<td>&lt;2 absence in trimester</td>
<td>Course grades Attendance/Tardles (Infinite Campus)</td>
</tr>
<tr>
<td>Homework Club</td>
<td>Social</td>
<td>Home partners assigned. Partners call each other to remind assignments are due. Homework support available after school. Reinforcers for students/teams who show improvements</td>
<td>Marta</td>
<td>3 or more missing assignments in trimester</td>
<td>No missing assignments</td>
<td>Course grades (Infinite Campus)</td>
</tr>
<tr>
<td>Intervention description</td>
<td>Student entry criteria</td>
<td>How students are referred</td>
<td>Contact</td>
<td></td>
<td></td>
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<td>---------------------------------</td>
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<tr>
<td><strong>Academic Support Team (AST)</strong></td>
<td>Middle school teams identify rising ninth grade students at risk for drop out based on attendance, academics, and conduct.</td>
<td>8th grade teams refer to AST team for consideration</td>
<td>Social Studies teacher:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>The AST reviews potential candidates and selects 15 students based on a rubric that considers student learning style and needs, group dynamics, and environment.</td>
<td></td>
<td>English teacher:</td>
<td></td>
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<tr>
<td></td>
<td>Students are enrolled in a shared humanities class for grades 9 &amp; 10, and followed for grades 11 &amp; 12.</td>
<td></td>
<td>Dean:</td>
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<td></td>
<td></td>
<td></td>
<td>Adjustment counselor:</td>
<td></td>
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<tr>
<td><strong>Credit Recovery</strong></td>
<td>Student who has failed a class with a 49% or higher in 9th grade, and is eligible for credit recovery on their report card.</td>
<td>Guidance counselors review options and give students paperwork about the program and options for payment.</td>
<td>Guidance counselor</td>
<td></td>
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<tr>
<td></td>
<td>Timeframe during school year: Need to add this</td>
<td>Students (or parents of) who would like to do credit recovery reach out to their guidance counselor.</td>
<td>Credit Recovery Coordinator</td>
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<td></td>
<td>Summer Credit Recovery is 3 weeks 8am-12pm (two hour classes)</td>
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*Need to add this*
Professional Development & Coaching Strategies
Embedded Professional Development

- Explicit Training
- Coaching/Prompting
- Performance Feedback

Desired Outcomes
Explicit Training

**Tier 2**
- All staff need to be familiar with available interventions
- All staff need to know how students become eligible
- All staff need to know how progress is monitored
- All staff need to know how students exit the interventions

**Tier 3**
- All staff need to know how Tier 3 systems & supports operate in their school
- All staff need to know how students become eligible
- All staff need to understand their potential role on an individual student support team
- All staff benefit from an understanding of behavior and function
Coaching

Regular, ongoing support with generalizing & adapting new skills provided by someone with expertise.

- External coach
- Build & sustain organizational systems and operating procedures

- District or school-based
- Design, monitor & adapt interventions

- School-based
- Accurate implementation of intervention
Example

Creative uses of existing infrastructure:

• New position created at the district level to support implementation in schools
  • facilitate resource allocation
  • advocate for team needs
  • support consistency across schools
• Coaching built into FTE
District Supports
District Support Example: Comprehensive Mental Health Screening

Comprehensive mental health screening of all high school students to identify students for intervention and monitor progress

- District-wide
- Started small

Aggregate data used to inform tiered system of mental health supports

Screening Measures Across Grades
District Support Example: Training and Coaching for Individualized Supports

District-Wide Coaching for Crisis Intervention (25% staff)
District-Wide Approach to Behavior Support Plans
District Wide Coaching for Collaborative Problem Solving

“all leaders are trained in the tools we want to use”
Lessons Learned
Lessons Learned

1. Continue investing in Tier 1
   • Complete Tier 1 of the TFI
   • Ensure communication between teams
   • Acknowledge Tier 1 successes
   • Invest in building & sustaining Tier 1 foundations

Tier I is the foundation!
Lessons Learned

2. Connect with a community of practice
   • Support and networking
   • Opportunities to share ideas & resources, celebrate progress, brainstorm, problem-solve
Lessons Learned

3. Align academic, social, emotional, behavioral, and mental health efforts
   • Complete an inventory of all existing Tier 2 & 3 interventions
   • Develop routines for reviewing these data together
   • Communicate objective of Tier 2 framework early & often
   • Inform staff of Tier 2 & 3 systems
Resources


• For more information on the PBIS High School Network through APBS: https://www.apbs.org/networks#PBIS-High-School

• To join the Northeast PBIS High School Networking Calls contact Katherine.meyer@uconn.edu

• Intervention Inventory: https://www.pbisapps.org/resource/targeted-interventions-assessment-tool
Questions?

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