4I – Essential Features of Tier 2: Data, Practices, & Systems

Tim Lewis, University of Missouri & PBIS Center
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- **Topic:** Schoolwide
- **Keywords:** Tier 2, Targeted, Fidelity, Assessment, Behavior
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Strand Overview

5I – “One Size Does Not Fit All: Effectively Implementing Check-in Check-out from Kindergarten through High School”

Presenters: Sara Estrapala & Angus Kittleman, University of Missouri
Jana Schultz, Independence Elementary School

6I – “Building Cultural Competency Utilizing Small Group Social Skills as a Tier 2 Intervention”

Presenters: Aaron Campbell, University of Missouri
Mary Rose Sallese, University of Alabama at Birmingham
Learning Objectives

1. Understand key readiness markers to build Tier 2 systems
2. Understand key features of Tier 2 systems
3. Identify characteristics of Tier 2 interventions
4. Understand how different types of data are used to support Tier 2 decision-making processes
Starting Point....

- We cannot “make” students learn or behave
- We can create environments to increase the likelihood students learn and behave
- *Environments* that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
Universal School-Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement
Tier 2

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Progress Monitoring
- Part of a continuum – must link to universal school-wide PBS system
Data Determine When Your SWPBS Team is Ready to Build Supports Beyond Universals
Readiness for Tier 2

- SWPBS universal systems are consistently implemented with fidelity
  - School-wide
  - Non-Classroom
  - Classroom

- SWPBS Universal System Outcomes
  - TFI score of 70% or higher (SET or BoQ = 80%) within past 18 months
  - SAS: 80% of staff report that School-wide, Non-Classroom & Classroom Systems are in place
Readiness for Tier 2

- SWPBS Universal System Outcomes
  - Data indicating 80% of students with 0-1 ODR or within national average for the school’s grade levels
  - Consistent use of school-wide data for making decisions as evidenced by monthly Big 5 Data Reports
  - System in place to collect classroom minor referrals
Baseline Behavior Data Spring

- 15% Tier 3
  - Goal 5%
  - 6+ Referrals

- 16% Tier 2
  - Goal 15%
  - 2-5 Referrals

- 69% Tier 1
  - Goal 80%
  - 0-1 Referral

57 students with 9+ Referrals

1712 referrals

National PBIS Leadership Forum
Classroom Universals

- Self-assessment / Review of behavioral infractions
- Literacy block
  - Teacher led small group
  - Independent work
  - Student work group
- Clear procedures & routines
  - Taught & practiced
Post Intensifying Tier I + Classrooms

16 Students with 9+ Referrals

- 7% Tier 3
  Goal 5%
  6+ Referrals

- 10% Tier 2
  Goal 15%
  2-5 Referrals

- 83% Tier 1
  Goal 80%
  0-1 Referrals

516 Referrals
Meaningful Differences in the Everyday Experience of Young American Children

Betty Hart & Todd R. Risley

Foreword by Lois Bloom
Readiness for Tier 2

Evidence of implementation of *Classroom Essential Practices* & a process developed for ongoing training faculty/staff.
Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need
Challenge: How to Ensure All Staff Are Using Effective Practices
Effective Classroom Practices

Classroom Expectations and Rules

Classroom Procedures and Routines

Classroom Encouraging Expected Behavior

Classroom Discouraging Inappropriate Behavior

Classroom Active Supervision

Classroom Opportunities to Respond

Classroom Activity Sequencing and Offering Choice

Classroom Task Difficulty
# Effective Professional Development

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Practice and Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Plus</strong> Coaching in the Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

| Joyce and Showers, 2002 | National PBIS Leadership Forum |
Classroom Systems

Teach
  • Brief in-service, single topic focus

Practice with performance feedback
  • Peer coaching
  • Principal “walk through”
  • Direct observation / data collection
Tier 2 Overview

Outcomes

Systems
- Organizational structures

Data
- Measures to guide decision-making

Practices
- Evidence-based services and supports

What are we doing?
Is what we’re doing working?
How do we support this work?
<table>
<thead>
<tr>
<th>Systems: How do we support this work?</th>
<th>Practices: What are we doing?</th>
<th>Data: Is what we’re doing working?</th>
</tr>
</thead>
</table>
| • Tier 1 team with administrative leadership  
  • Communication  
  • Technology  
  • Professional Development | • Defining & teaching expectations  
  • Acknowledging positive behaviors  
  • Correcting negative behaviors  
  • Clear discipline plan | • ODR  
  • Attendance  
  • Grades  
  • Standardized Tests  
  • Positive referrals  
  • Tiered Fidelity Inventory  
  • Student survey  
  • Universal Screeners |
| • Tier 2 team with administrative leadership  
  • Communication  
  • Technology  
  • Professional Development | • Check-in/Check-out  
  • Social Skills Instruction  
  • Self-determination skills (e.g., self-monitoring)  
  • Cognitive-behavioral therapy | • All Tier 1 data  
  • Progress monitoring data (e.g., DBR, SDO) |
Systems

TEAMING  RESOURCES  PROFESSIONAL DEVELOPMENT
Systems: Teaming

- Who?
  - Behavioral expertise
  - Knowledge of students
  - Administrative authority
Teaming: Stand-alone or combined?

- Tier 2 &/or Tier 3
- Behavior &/or Academics
- Grade level teams
Teaming: Procedures

- Meeting Logistics:
  - At least monthly
- Roles
- Documentation
- Tasks:
  - Review data
  - Identify students for Tier 2 supports
  - Match students to available interventions
  - Provide training/support
Systems: Resources

- Time
  - Team members, interventionists
  - Training
- Materials
  - Commercial manuals (e.g., social skills curricula)
  - Reinforcers
  - Paper/pencil or technology
  - Data collection systems & storage
- Data Systems
Systems: Professional Development

- Initial Training and Follow up Coaching
  - How much is needed?
  - Who should attend?
  - What are effective components of training and coaching?
  - What is the best delivery mode (e.g., in-person, web-based)?
Systems: Discussion

• Given the complexity of the systems required for Tier 2 implementation,
  • What do you see as systems-based challenges to implementation?
  • What do you see as possible solutions?
Practices

CHARACTERISTICS

MATCHING

ADAPTATIONS
Discussion

• What Tier 2 interventions are you currently using in your school/district?
One Size Fits Who?

What do you do when your pitcher is struggling to throw strikes?

What do you do when your child is coughing and sneezing?

What do you do when a child is struggling academically?

What do you do when a student is identified as needing a Tier 2 behavioral intervention?
## Tiered Fidelity Inventory: Tier 2

<table>
<thead>
<tr>
<th>Subscale: Interventions</th>
<th>0 = No Tier II interventions with documented evidence of effectiveness are in use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.5 Options for Tier II Interventions:</strong> Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</td>
<td>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</td>
</tr>
<tr>
<td></td>
<td>2 = Multiple Tier II interventions with documented evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data sources used to identify interventions</th>
<th>0 = No process in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>School policy</td>
<td>1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need</td>
</tr>
<tr>
<td>Tier II handbook</td>
<td>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</td>
</tr>
<tr>
<td>Needs assessment</td>
<td></td>
</tr>
<tr>
<td>Targeted Interventions Reference Guide</td>
<td></td>
</tr>
</tbody>
</table>

**2.7 Practices Matched to Student Need:** A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).
Practices: Characteristics of Tier 2 Interventions

- Readily available
- Align with Tier 1 expectations
- Able to deliver to small groups of students
- Require minimal commitment, resources, and changes in practices (e.g., fit well within classroom routines/procedures)
- Easy to implement (e.g., require little training)
- Multiple interventions available that are matched and adapted to student need rather than a “one size fits all” approach
Practices

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block</td>
<td>Materials</td>
</tr>
<tr>
<td>1st</td>
<td>210</td>
</tr>
<tr>
<td>2nd</td>
<td>210</td>
</tr>
<tr>
<td>3rd</td>
<td>210</td>
</tr>
<tr>
<td>4th</td>
<td>210</td>
</tr>
<tr>
<td>Subtotal</td>
<td>/8</td>
</tr>
<tr>
<td>Poss</td>
<td></td>
</tr>
<tr>
<td>GOAL</td>
<td>Current Goal: __%</td>
</tr>
</tbody>
</table>

Self-Monitoring Checklist

Skill: Accepting No
Directions: Circle Yes or No

<table>
<thead>
<tr>
<th>Did I decide why I was told no?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I act out my best choice?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Think about my choices:
1. Do something else.
2. Stay how I feel in a friendly way.
3. Write about how I feel.

Describe what happened:

If I did not think about and act on good choices, what could I do next time?

Teacher comments: ____________
Learn More: Tier 2 Sessions

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Practices: Adapting

Horizontal Adaptations

- Adaptations made prior to the start of intervention due to factors that may impact intervention effectiveness
  - Student factors
    - Gender, race, function, topography, family dynamics, interpersonal relationships
  - Contextual factors
    - Resource availability, classroom instruction, physical space, time, technology

Vertical Adaptations

- Adaptations made during intervention based on student response data
  - Intensifying or fading
    - Duration
    - Frequency
    - Feedback
    - Reinforcement
    - Goals
Learn More: Journal of Applied School Psychology

Latest articles

- **Article**
  Reengineering Tier 2 Interventions for Responsive Decision Making: An Adaptive Intervention Process
  Majeika et al.
  Published online: 29 Jan 2020

- **Article**
  Using Evidence Informed Strategies to Adapt Tier 2 Interventions
  Sterrett et al.
  Published online: 29 Jan 2020

- **Article**
  An Evaluation of Adaptations Made to Tier 2 Social Skill Training Programs
  Kern et al.
  Published online: 29 Jan 2020

- **Article**
  Both/and: Tier 2 Interventions with Transdiagnostic Utility in Addressing Emotional and Behavioral Disorders in Youth
  Clifford et al.
  Published online: 29 Jan 2020
Data

DATA-BASED MATCHING

PROGRESS MONITORING

DATA-BASED ADAPTATIONS

TREATMENT FIDELITY
Data-Based Matching

- How can you match students to an appropriate intervention?
  - Validated rating scales/screeners (e.g., SDQ, SSIS, SAEBRS)
  - ODRs (e.g., when, where, with whom, potential motivation)
  - Brief FBA (e.g., FACTS)
  - Academic measures (e.g., CBM, district assessments)
Strengths & Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of this student’s behavior over the last six months or this school year.

Student’s name: 
Date of birth: 

<table>
<thead>
<tr>
<th>Item</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerate of other people’s feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restless, overactive, cannot stay still for long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often complains of headaches, stomachaches or illness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares readily with other youth, for example pencils, books, food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often loses temper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would rather be alone than with other youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally well behaved, usually does what adults request</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many worries or often seems worried</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constantly fidgeting or squirming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has at least one good friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often fights with other youth or bullies them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often unhappy, depressed or tearful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally liked by other youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily distracted, concentrates wavers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous in new situations, easily loses confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind to younger children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often lies or cheats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picked on or bullied by other youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often offers to help others (parents, teachers, children)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thinks things out before acting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steals from home, school or elsewhere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets along better with adults than with other youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many fears, easily scared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good attentions span, uses work through to the end</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the next page.

Signature: ____________________________ Date: ____________

Thank you very much for your help.
Enter a single-sided SDQ completed by a **teacher or other educational professional about a 4-17 year old**

Please select an answer for every item - if the respondent has not answered the question, you should select the 'Missing' option in the white column.

<table>
<thead>
<tr>
<th>Item</th>
<th>Missing</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restless</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headache, stomach-ache</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Shares</td>
<td></td>
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</tr>
<tr>
<td>Instable</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Solitary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overactive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worries</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Helpful</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fidgety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has good friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fights, bullies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unhappy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Popular</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Poor concentration</td>
<td></td>
<td></td>
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</tbody>
</table>

**Strengths and Difficulties Questionnaire**

**aged 12, male**

**Teacher Questionnaire, completed**

<table>
<thead>
<tr>
<th>Score for overall stress</th>
<th>19</th>
<th>(19 - 40 is very high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score for emotional distress</td>
<td>3</td>
<td>(0 - 4 is close to average)</td>
</tr>
<tr>
<td>Score for behavioural difficulties</td>
<td>4</td>
<td>(4 is high)</td>
</tr>
<tr>
<td>Score for hyperactivity and attentional difficulties</td>
<td>10</td>
<td>(9 - 10 is very high)</td>
</tr>
<tr>
<td>Score for difficulties getting along with other children</td>
<td>2</td>
<td>(0 - 3 is close to average)</td>
</tr>
<tr>
<td>Score for kind and helpful behaviour</td>
<td>4</td>
<td>(4 is low)</td>
</tr>
</tbody>
</table>

**Caution**

If you think this report has missed the point, whether by exaggerating or underestimating the difficulties, you may be right. A brief questionnaire obviously isn't the same as an individual assessment by an expert. Perhaps both are needed.
Match Risk Area to Tier 2 Intervention

**Emotional Symptoms**
- Cognitive-behavioral therapy, Internalizing modifications to CICO, Mindfulness

**Conduct Problems**
- Check-in/Check-out Variations (e.g., CCE)

**Hyperactivity/Inattention**
- Self-Regulation Strategies (e.g., goal-setting, self-monitoring)

**Peer Problems**
- Small group instruction: problem-solving, social skills

**Prosocial Behavior**
- Small group instruction: problem-solving, social skills

McDaniel, Bruhn, & Mitchell, 2015
Social, Academic, and Emotional Behavior Risk Screener

19-ITEM SCALE FOR OVERALL BEHAVIOR
- Social Behavior (6 items)
- Academic Behavior (6 items)
- Emotional Behavior (7 items)

Kilgus & von der Embse, 2014

National PBIS Leadership Forum
### Intervention Matched with Function

<table>
<thead>
<tr>
<th>Function</th>
<th>Check-in/Check-out</th>
<th>Social Skills Instructional Groups</th>
<th>Self-Monitoring</th>
<th>Check &amp; Connect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Adult Attention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Get Peer Attention</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Escape/Avoid Social Interaction</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Escape/Avoid Task or Activity</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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Data: Progress Monitoring

• How do you know if a student is responding to a Tier 2 intervention?
  • Accurate and frequent measures of progress

• Purpose of progress monitoring:
  • Measure student growth
  • Make judgments about intervention effectiveness
  • Determine how and when to continue, adapt, or discontinue intervention
Data: Progress-Monitoring

- Direct Behavior Ratings, Systematic Direct Observation, Intervention-Based Measures
Data: Progress Monitoring

• Do data indicate the student is responding to intervention?
  – Graph data and observe graph to determine:
    • How does the behavior compare to baseline?
    • Is the behavior better or worse?
    • Is the behavior stable?
Is Student Engagement Improving?
Is Student Engagement Improving?

Baseline

<table>
<thead>
<tr>
<th>% Engagement</th>
</tr>
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<tbody>
<tr>
<td>100</td>
</tr>
<tr>
<td>90</td>
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<tr>
<td>80</td>
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<td>70</td>
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<td>60</td>
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<td>50</td>
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<td>20</td>
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<tr>
<td>10</td>
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Intervention

<table>
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<tr>
<th>% Engagement</th>
</tr>
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<tbody>
<tr>
<td>100</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>80</td>
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Now what?
We do NOT do the same thing for responders and nonresponders! What would you do?
Decision Rules

• Progress monitoring data are used to inform instructional decisions

• The Tier 2 team defines the decision rules to ensure the interventions are efficient, effective, and equitable
Example CICO Decision Rules

- **Fade**: 4 weeks of data; 4 or more days a week goal was met at 80% or higher
- **Intensify**:
  - If 3 or more consecutive data points are below the goal line after student has reached the goal line and fidelity is verified
  - If progress on trend line indicates that student will take more than 3 weeks before reaching goal line & fidelity is verified
  - If after two weeks, the gap between the goal line and the trend line widens despite implementation with fidelity
- **Maintain**: Criteria for fading or intensifying the intervention have not been met
Data-Based (Vertical) Adaptations

**NONRESPONDERS**
- **Goal**
  - Lower the goal
- **Frequency**
  - Increase the frequency of intervention
- **Feedback**
  - Increase the frequency of feedback
- **Reinforcement**
  - Add a reward for meeting the daily goal
  - Provide reward choice
- **Add Components**
  - Self-graphing
  - Prompts
  - Check-Ins

**RESPONDERS**
- **Goal**
  - Raise the goal
- **Frequency**
  - Decrease the frequency of intervention
- **Feedback**
  - Provide less frequent feedback
- **Reinforcement**
  - Increase the contingencies (e.g., must meet goal 3 days in a row to receive reward)
  - Change the reward, provide choice
  - Fade to praise only
- **Remove Components**

**Intensify**

**Fade**

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Resources

An Evaluation of Adaptations Made to Check-In Check-Out

Caitlyn E. Majnika, MEEd, Alyssa M. Van Camp, MEEd, Joseph H. Wehby, PhD, Lee Kern, PhD, Colleen E. Commissio, MS, and Kelsey Gaiser, MEEd

Abstract

Check-in check-out (CICO) is a widely implemented program aimed at increasing prosocial behavior. Aligned with a behavior analysis framework, CICO has a standard protocol meant to be implemented in a standardized fashion across classrooms. However, as CICO is not effective for all at-risk students, it is not uncommon for teachers and other professionals to adapt CICO to better suit the needs of their students. The current review was conducted to examine the nature of adaptations that were made to CICO. The purpose of this review was to examine the types of adaptations that were made to CICO. The review found that 21% of studies using CICO made adaptations to core components. While these adaptations were made at the onset of treatment, we found that evidence of effectiveness was still present. Studies continue to seek the most efficient and effective means to provide behavior supports to students. Adaptive intervention planning is an important process to consider.

Keywords

Positive behavior support, classroom intervention, prevention of challenging behavior

Intensive Intervention Practice Guide: Intensifying Check-In Check-Out for Students With or At-Risk for Emotional or Behavioral Disabilities

Rachel Rosenburg, Virginia Commonwealth University, Carolyn Mayhew, Vanderbilt University, Veronica Galindo De La Cruz, Southern Methodist University, Sarah Woods, University of Connecticut

Don't Quit Cold Turkey

Systematic Fading to Promote Sustained Behavioral Change

Sara Estrapala, Ashley Rila, and Allison Leigh Bruhn

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Data: Treatment Fidelity

<table>
<thead>
<tr>
<th>Jonathan Cash Doe</th>
<th>Hydralazine 25 mg</th>
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<tr>
<td><strong>Take</strong></td>
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<td>2 pills in the morning,</td>
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<td>2 pills at noon,</td>
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<td>2 pills in the evening,</td>
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<td>2 pills at bedtime.</td>
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**How much and when**

**What it looks like**

**Length of time**

**Matched to need**

**Adaptation**

**Take your medicine!**
Data: Treatment Fidelity

- The extent to which an intervention is implemented as designed or prescribed

Students do NOT have an opportunity to benefit from an intervention they did not experience!
What does treatment fidelity tell us about response to intervention?

According to student data, is the student responding to intervention?

Is the intervention being implemented with fidelity?

No
Need better implementation prior to placing student in more intense level of intervention. Provide training, coaching, performance feedback, & self-monitoring.

Yes
The student may need (a) a different or more intense or (b) assessment and evaluation.

Is the intervention being implemented with fidelity?

No
There are likely factors outside of the intervention contributing to improved student behavior.

Yes
Keep implementing the intervention as designed, and then begin to fade the intervention to promote maintained behavioral change.

(Bruhn, Hirsch, Gorsh, & Hannan, 2013)
Need to measure intervention fidelity beyond global measures (e.g., TFI)

- Design a form
  - What are the core components?
  - Who is involved?
  - When does intervention occur?
  - How often?
  - For how long?

- Methods
  - Self-report (can be a prompt for implementation)
  - Direct observation
  - Permanent product (e.g., DPR)
Conclusion: Tier 1 Circles Also Apply to Tier 2

Outcomes

- Systems
  - Organizational structures

- Data
  - Measures to guide decision-making

- Practices
  - Evidence-based services and supports

Is what we’re doing working?

How do we support this work?

What are we doing?
Questions

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• Tim Lewis  
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Please Complete this Session’s Evaluation

10/27/2023
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