

What Now?

**How to Ease Into Tier
2 Interventions in
Large High School
Settings**

WHAT IS PBIS?

A systems approach to establishing
positive **SOCIAL CLIMATE** &
individualized **BEHAVIORAL**
SUPPORTS

needed for a school to be an effective learning
environment for **ALL** students.

YEAR 1 GOALS

PLAN

YEAR 1

YEAR 2

YEAR 3

INTEGRATION INTO SCHOOL FABRIC

KEEPING IT RELEVANT (OWNERSHIP)

FIDELITY TO TIER 1 IMPLEMENTATION

are
TEACHERS
using
**common
language**

are
expectations
being
TAUGHT

are
students
being
REINFORCED

FIDELITY TO TIER I IMPLEMENTATION



HOW TO MEASURE:

Tier 1 practices must be in place:

- > 80% on the School-wide Evaluation Tools (SET)
- > 80% of Team Implementation Checklist (TIC)
- > 70% on the Benchmarks of Quality (BoQ)

FIDELITY TO TIER 1 IMPLEMENTATION

Tier 2 supports are designed to:

- Prevent the development or decrease the frequency of problem behaviors
- Provide standardized interventions that effectively and efficiently support student without requiring individualized plans



FIDELITY TO TIER 1 IMPLEMENTATION

IDENTIFIED NEED FOR TIER 2 SUPPORTS



Consistently implemented across students

Easily accessible

Group-based, standardized
PRACTICES & SYSTEMS
designed to **SUPPLEMENT**
primary prevention efforts (Tier I).

Continuously available

Aligned to school-wide expectations



Improved structure

Student is set up for success

Increase in contingent feedback

Increased reward for appropriate behavior

Evolve to self-management

SUPPORTIVE RESPONSE TO TEACHERS

What other Tier 2 Interventions are have you seen on campus?

STUDENT SUPPORT GROUPS

RX 360 DRUG PRESENTATIONS

LRE LESSONS BASED ON DATA

'IN THEIR SHOES' RELATIONSHIP CURRICULUM

RIPPLE EFFECTS

ALTERNATIVE TO SUSPENSION PROGRAM

TIER 2 TOOLBOX

————— Take a look at some of the possibilities —————

ALTERNATIVE TO SUSPENSION

CHECK AND CONNECT

STUDENT SUPPORT GROUPS

ALTERNATIVE TO SUSPENSION

- Tuesday-Anger Management (After school for one hour)
- Thursday-Drug Group (After school for one hour)
- Groups are not held on AIMS/AZMerit testing weeks or finals weeks.
- Students who do not complete group by end of school year will finish the following school year.
- Groups held in private conference room or classroom.
- Attendance policy for students is strictly enforced. Only 1 unexcused absence is allotted before student is to complete rest of suspension
- Suspension reduction should not be more than 5 days off campus or a combination of 6 days on (OCR) or off campus suspension. Example: 3 days off and 2 days on, 4 days off 1 day on, 2 days off 3 days on.

- In the event of a crisis the Social Worker is unable to run group the Behavioral Interventionist Specialist or Guidance Counselor can substitute or group can be cancelled.
- Group attendance and participation should remain confidential.
- Groups are open-groups meaning they can graduate or enroll at any time.
- Students will be in group together even if they offended together (used on campus together or were involved in a fight).
- Student can be enrolled in anger management and substance use in the same year without disqualifying a student for alternative to suspension.

CRITERIA & QUALIFICATIONS:

anger

management
Examples: verbal or physical altercations between students/staff, aggressive outbursts (punching walls, etc.)

- First offense
- Student behavior meets expectations of group
- Agreement to participate and attend group

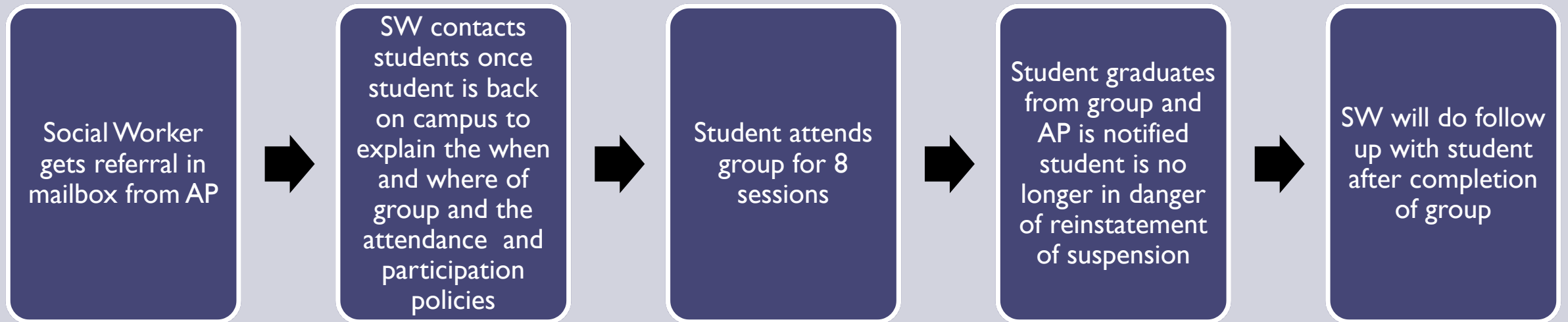
substance abuse

Examples: under the influence, paraphilia, possession without intent to sell, using on campus

- First offense
- Student behavior meets expectations of group
- Agreement to participate and attend group

ALTERNATIVE TO SUSPENSIC

THE ENTIRE PROCESS:



ALTERNATIVE TO SUSPENSIC

WHEN GROUP IS COMPLETE:

Student receives completion certificate

SW documents completion of group in Synergy and fills out Student Group Intervention log.

SW attaches copy of referral along with Student Group Intervention Log and turns into AP

Mandated Intervention Details	Support Intervention Details
Reason for referral: Under the influence	Reason for referral: _____
Referred by: <input checked="" type="checkbox"/> Admin <input type="checkbox"/> Counselor <input type="checkbox"/> Parent <input type="checkbox"/> Social Worker	Referred by: <input type="checkbox"/> Admin. <input type="checkbox"/> Counselor <input type="checkbox"/> Parent <input type="checkbox"/> Self <input type="checkbox"/> Staff <input type="checkbox"/> Teacher
Referred to: Anger Management	Referred to: Click to select group topic
#of Sessions: 6	# of Sessions: Click to select # of sessions
Start Date: 9/17/2013	Start Date: Click here to enter a date
End Date: 11/19/2013	End Date: Click here to enter a date
<hr/>	
Group Completion Details	Group Completion Details
# of Completed Session: 6	# of Completed Session: Click to select #
Attendance: <input checked="" type="checkbox"/> Student completed all sessions. <input type="checkbox"/> Missed Click to select # of sessions. <input type="checkbox"/> NO-SHOW. Never entered program.	Attendance: <input type="checkbox"/> Yes , student completed all sessions. <input checked="" type="checkbox"/> No , missed ___ # of sessions. <input type="checkbox"/> NO-SHOW. Never entered program.
Conduct: <input checked="" type="checkbox"/> EXCELLENT - Student participated well and completed all work. <input type="checkbox"/> SATISFACTORY – Student participated, but was not highly motivated.	Conduct: <input type="checkbox"/> EXCELLENT - Student participated well and completed all work. <input type="checkbox"/> SATISFACTORY – Student participated, but was not highly motivated.
<input type="checkbox"/> UNSATISFACTORY – Comments:	<input type="checkbox"/> UNSATISFACTORY – Comments:

ALTERNATIVE TO SUSPENSIO

CHECK AND CONNECT

- **CHECKS ON STUDENTS:**
 - Assessing engagement with school and learning through close monitoring of their attendance, behavior and grades.

- **CONNECTS WITH STUDENTS:**
 - Offering individualized intervention in partnership with school personnel and their families.

INCREASES:

- Attendance
- Persistence in school
- Accrual of credits
- School completion rates

DECREASES:

- Truancy
- Tardies
- Discipline referrals
- Dropout rates

CRITERIA & QUALIFICATIONS:

Students identified through set criteria (you choose what criteria those are) that qualify them for extra intervention.

Students can be referred by teacher, parent, or self.

Student must agree to participate. Cannot be assigned as a punishment.

FOR THE STUDENT

FOR THE

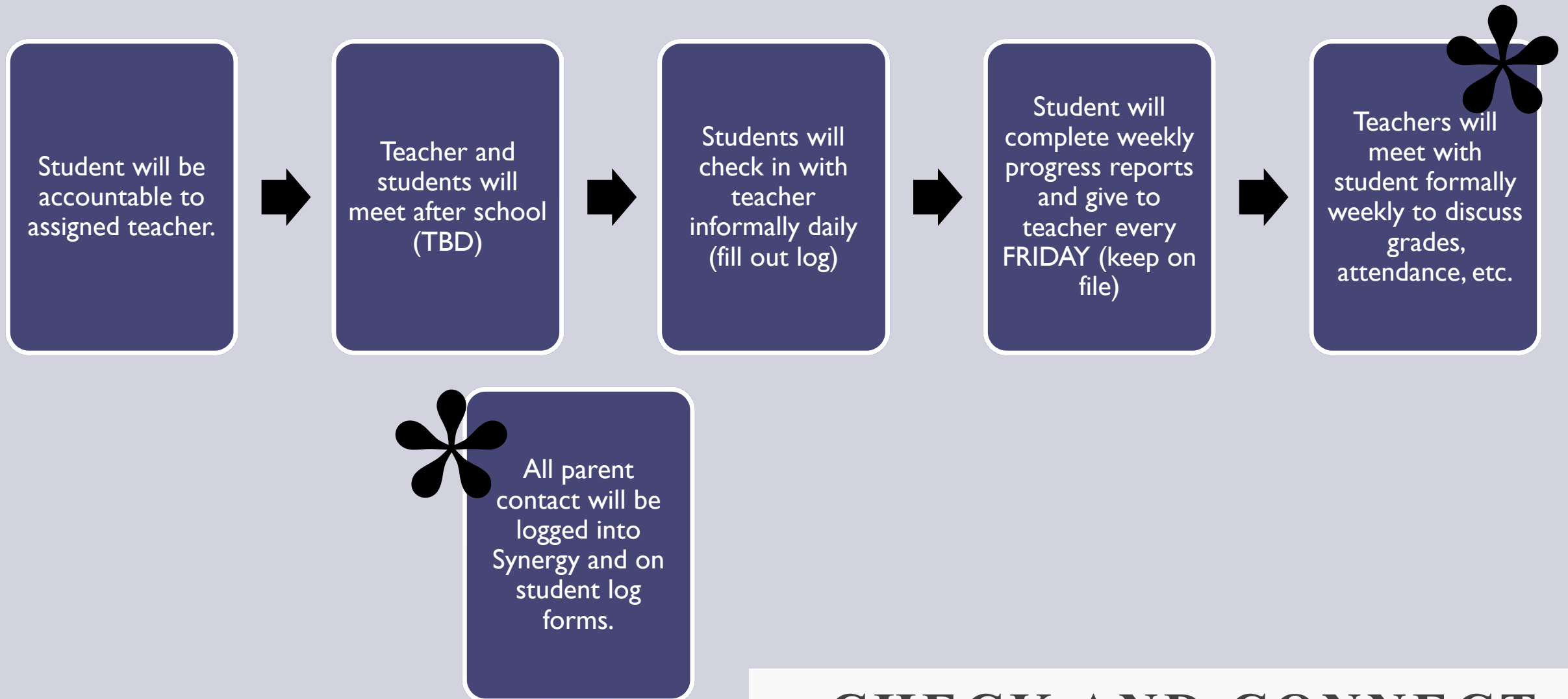
TEACHER

Teacher will VOLUNTEER to mentor ONE Tier II or Tier III student

Teachers can work with a student they know or one they have never met.

CHECK AND CONNECT

THE ENTIRE PROCESS:



CHECK AND CONNECT

STUDENT SUPPORT GROUPS

CRITERIA & QUALIFICATIONS:

Students identified PRIMARILY through self referral.

Referrals can come from parents, social worker, or other staff members. There is no formal referral process at this time. (see handouts for options)

Student must agree to participate. Cannot be assigned as a punishment.

Student are provided a passive permission slip and sign a contract for participation.

FOR THE STUDENT

FOR THE

TEACHER

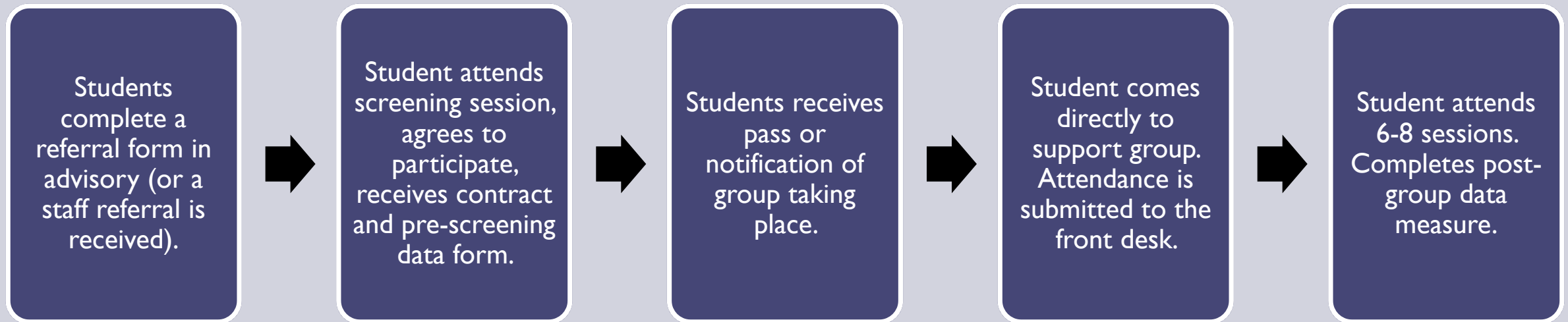
Groups take place during the day.

The class period rotates. Students know and sign a contract agreeing to keep up with all work and not to miss tests or important projects.

Teachers may know that their student is in group, but no additional information is disclosed.

STUDENT SUPPORT GROUP

THE ENTIRE PROCESS:



STUDENT SUPPORT GROUP

STUDENT CONTRACT

As a member of a student support group, I agree to the following:

1. I will treat group members with respect and will expect the same from them.
2. I will keep the names of the group members confidential.
3. I understand that my parents, teachers, counselors, or administrators may be informed that I am in a group and how often I attend it, but that they will not be informed of what I say in group.
4. I understand that if I reveal that I am thinking of harming myself or someone else, or that I have been neglected, or abused sexually, physically, or emotionally, the group leader may be required, by law, to give that information to authorities and/or to my parent(s) or guardian.

STUDENT SUPPORT GROUP

STUDENT CONTRACT

6. I understand that authorities will be notified if, while in group, I am under the influence or in possession of a weapon or alcohol and other drugs.
7. I agree to be on time to class group sessions.
8. I will be responsible for keeping up with all class work and making up test and assignments.
9. My participation in this group is voluntary and if, at any time, I choose to leave group, I will inform the group leader.
10. I understand that it is my responsibility to provide my parent or guardian with the permission form prior to group.

what
makes
tier
tick

2

Tier 1 – 80%

Tier 2 – 15%

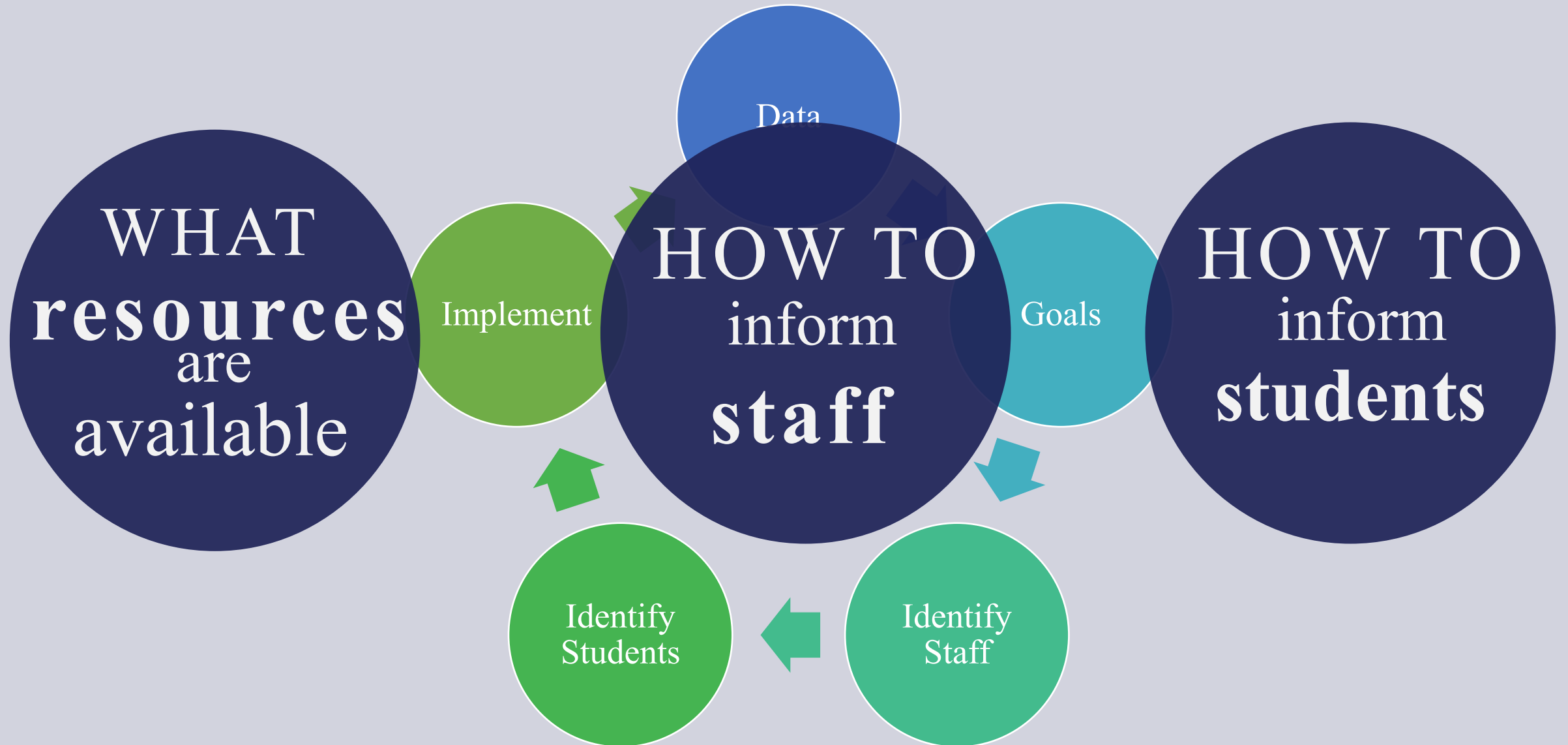
Targeted Supports

- Support Groups
- Academic Supports
- Alternative to Suspension

Universal Supports

- Instruction on expected behavior
- Positive feedback for meeting expectations
- Opportunities to redirect/change behavior errors

TIER 2 ACTION STEPS:



A large dark blue circle containing the text 'tier 2 STRUCTURAL SUPPORTS'. The word 'tier' is in a lowercase serif font, '2' is a large yellow number, and 'STRUCTURAL SUPPORTS' is in a white uppercase serif font.

tier 2
STRUCTURAL
L
SUPPORTS

Administrative buy-in

Flexibility to provide intervention during day

Tier 2 Coordinator

- Data
- Tracker

Funding (Title I)

Student Ambassadors (incentives)

who

what

when

where

how



Consistently implemented across students

Easily accessible

Continuously available

Aligned to school-wide expectations

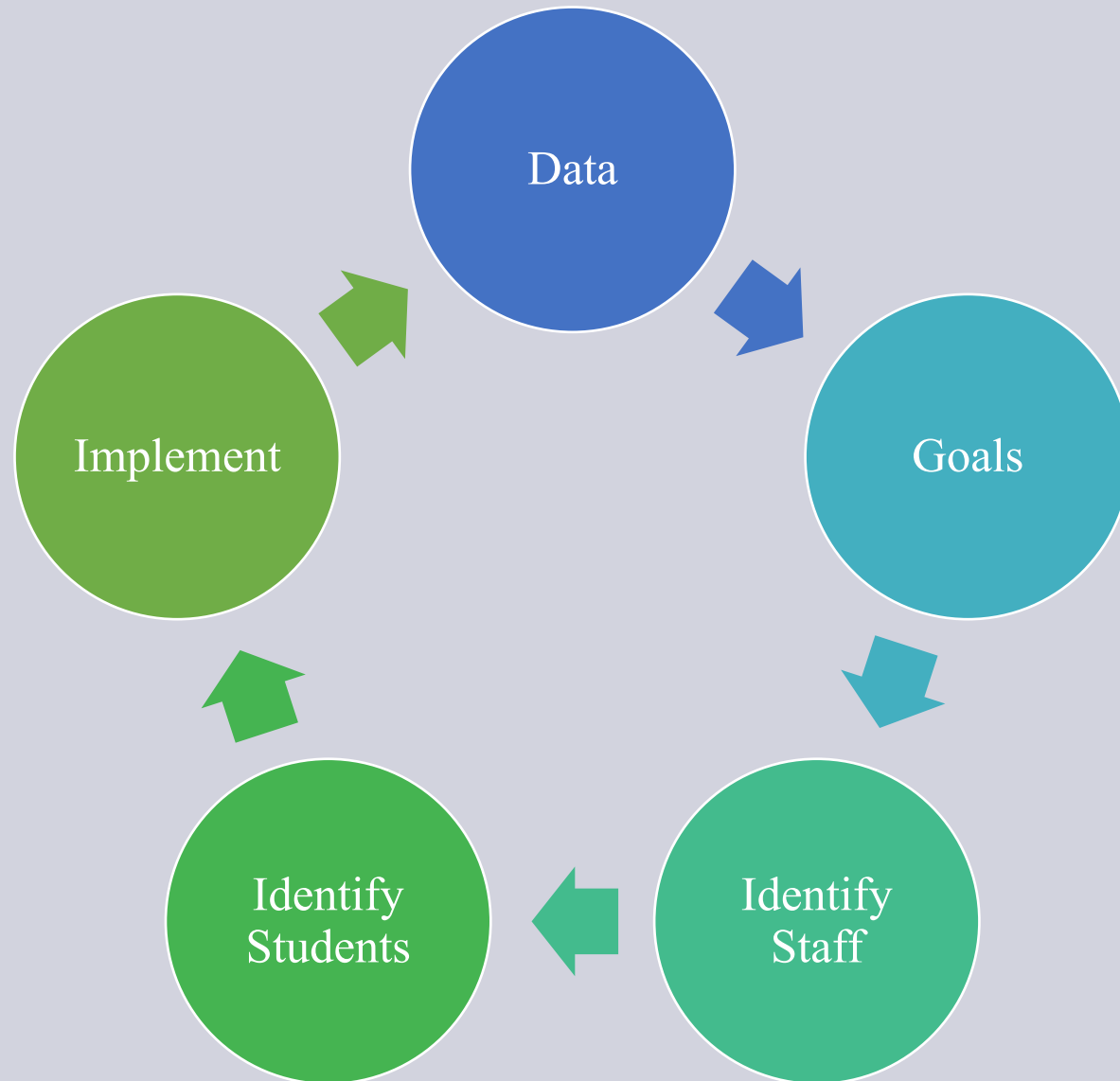
Flexible based on student needs & behavior

Implemented uniformly by staff/faculty

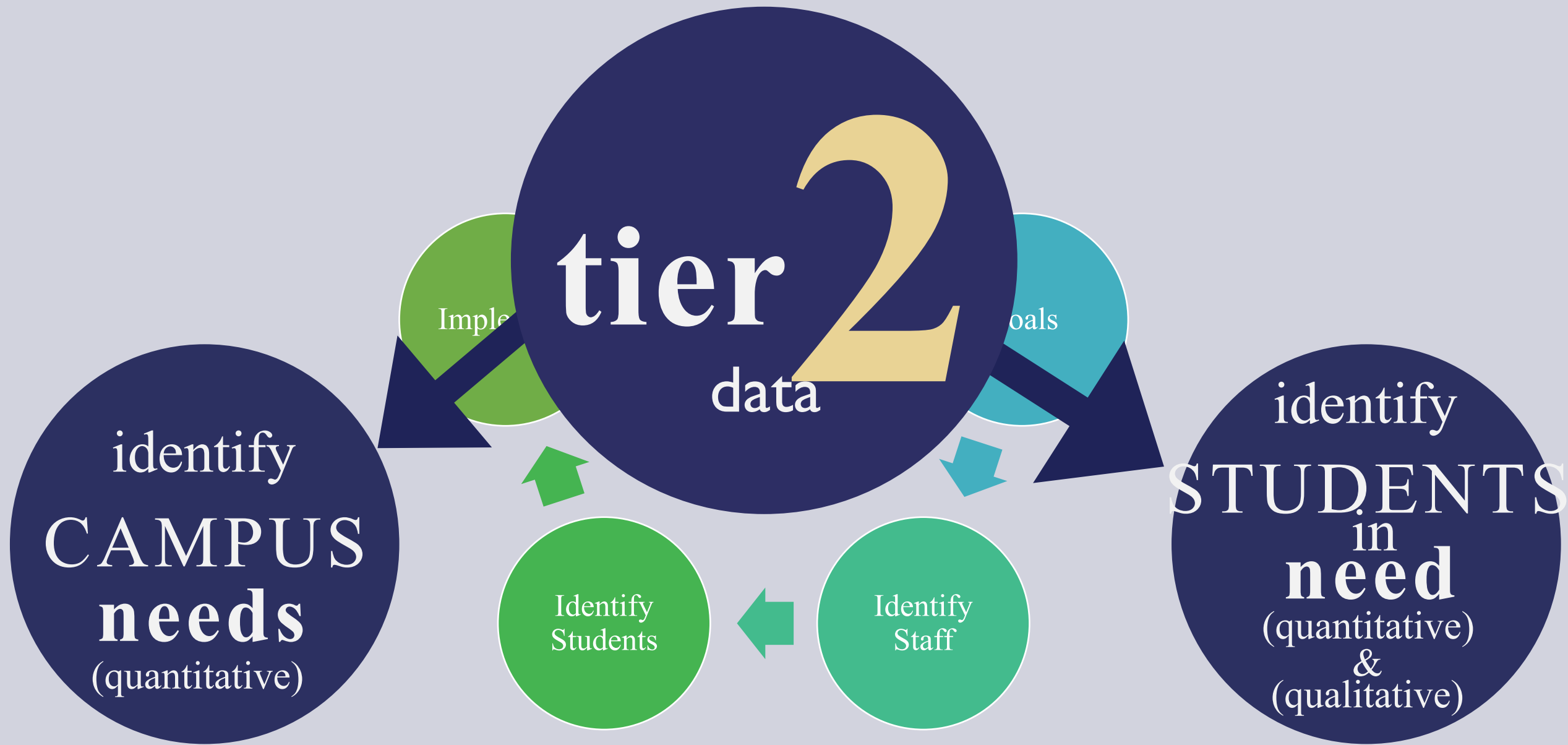
Continuous monitoring of outcomes

Intervention matched to student needs

TIER 2 ACTION STEPS:



TIER 2 ACTION STEPS:



identify
CAMPUS
needs
(quantitative)



- Office Discipline Referrals
- Attendance
- Graduation Rate
- Drop out rate
- Suspension Rate
- Long-Term/Expulsion Rate
- Groups Represented in Discipline
- Student or Teacher Surveying

STUDENT/TEACHER SURVEYING:

7-item screening measure to assess at-risk student behavior

4-point Likert Scale:

- 0 – Never
- 1 – Occasionally
- 2 – Sometimes
- 3 - Frequently

Student Risk is divided into 3 categories:

- Low 0-3
- Moderate 4-8
- High 9-12

Teachers evaluate each student on the following items:

- Steal – Low Academic Achievement
- Lie, Cheat, Sneak – Negative Attitude
- Behavior Problems – Aggressive Behavior
- Peer Rejection

SRSS is most useful after you have narrowed your data to a target group

STUDENT RISK SCREENING SCALE (SRSS, Drummond, 1994)

Student Risk Screening Scale (SRSS) & Student Internalizing Behavior Screening Scale (SIBSS)

Teacher name:																
0 = Never		For the SRSS and SIBBS separately		9–21 indicates high risk												
1 = Occasionally				4–8 indicates moderate risk												
2 = Sometimes				0–3 indicates low risk												
3 = Frequently																
Use the above scale to rate each item for each student.																
	Student Risk Screening Scale (SRSS) Externalizing Behaviors								Student Internalizing Behavior Screening Scale (SIBSS) Internalizing Behaviors							
Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total	Nervous or Fearful	Bullied by Peers	Spends Time Alone	Low Academic Achievement	Withdrawn	Sad or Unhappy	Complains about Being Sick or Hurt	Total

STUDENT RISK SCREENING SCALE (SRSS, *Drummond, 1994*,

STUDENT/TEACHER SURVEYING:

19-item screening measure to assess at-risk student behavior

4-point Likert Scale:

- 0 – Never
- 1 – Occasionally
- 2 – Sometimes
- 3 - Frequently

Student Risk is divided into 3 categories:

- Low 0-3
- Moderate 4-8
- High 9-12

Teachers evaluate each student in the following areas:

- Social Behavior
- Academic Behavior
- Emotional Behavior

SAEBERS is most useful after you have narrowed your data to a target group

SOCIAL, ACADEMIC, & EMOTIONAL BEHAVIOR RISK SCREENER (SAEBERS, Kilgus, 2013)

Teacher Rating Scale

Your Name: _____ Student Date of Birth: _____

Student Name: _____ Student Grade: _____

Today's Date: _____ Student ID: _____

Using the following scale, identify how frequently the student has displayed each of the following behaviors during the previous month. Circle only one number for each behavior.

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

Social Behavior

Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness	0	1	2	3

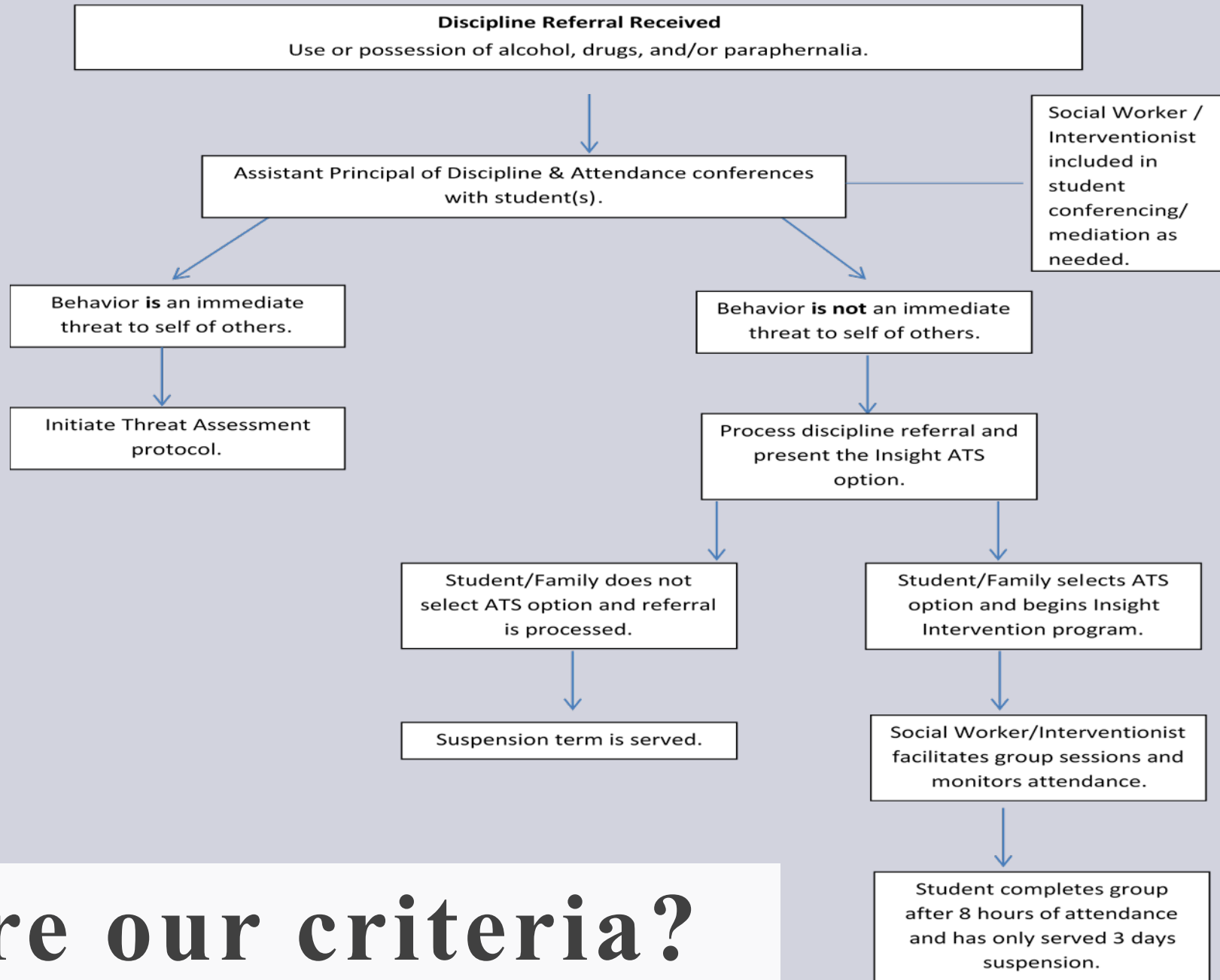
WHAT ARE OUR CRITERIA?

WHAT WILL BE THE VARIATION IN NEED?

HOW CAN WE ADDRESS ALL NEEDS?

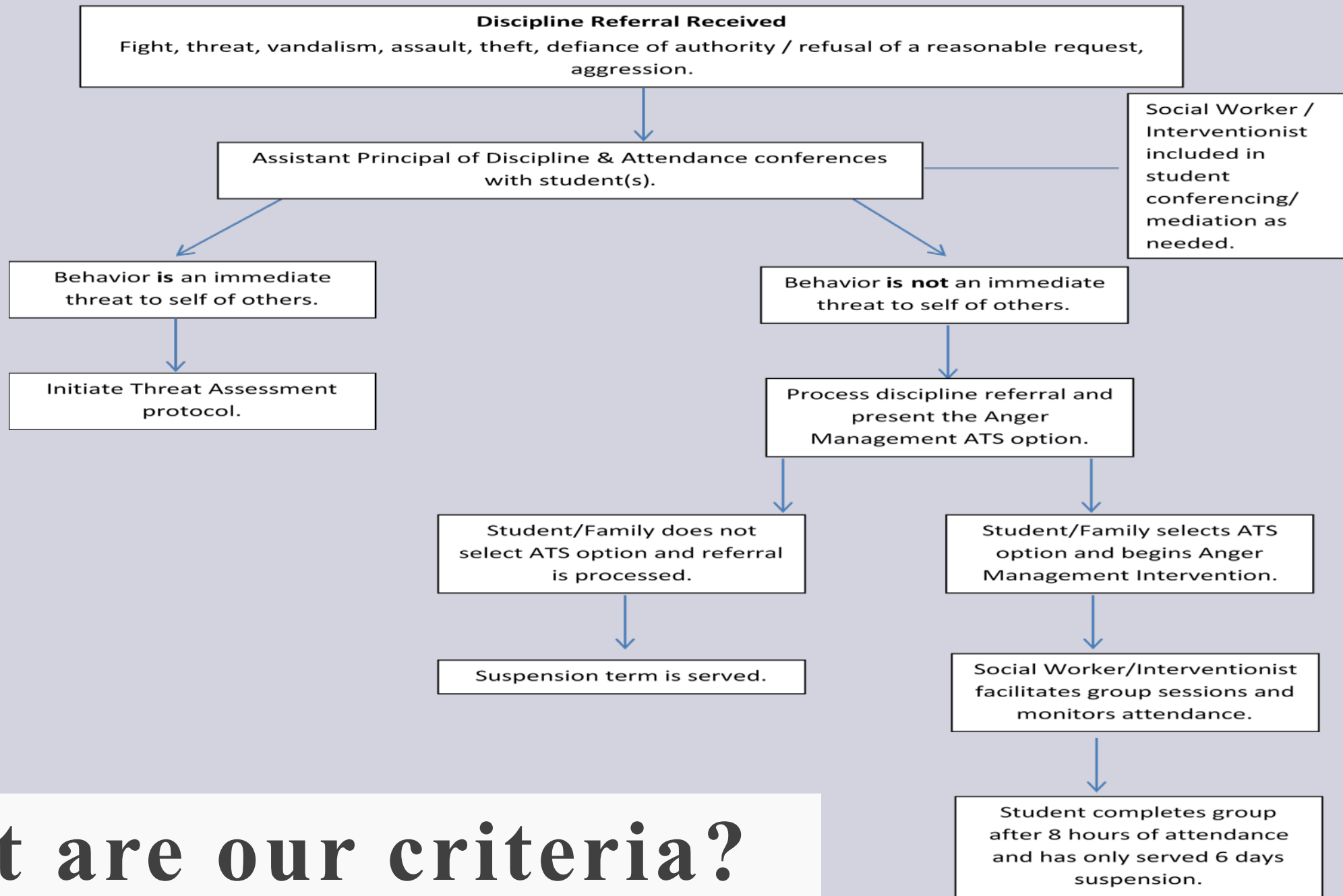


Substance Abuse Referral Flowchart



What are our criteria?

Anger Management Referral Flowchart



What are our criteria?

Tier 2 supports are designed to:

- Prevent the development or decrease the frequency of problem behaviors
- Provide standardized interventions that effectively and efficiently support student without requiring individualized plans



WITHOUT REQUIRING INDIVIDUALIZED PLANS

TIER 1 INTERVENTION ALSO EXISTS

- Student Self Referral
- Parent or Staff Referral
- Student Survey / Screeners
- Credits Deficient
- Attendance
- Office Discipline Referrals



WHAT TIER 2 INTERVENTIONS WILL YOU USE?

HOW WILL WE BOLSTER TIER 1?

MAKE SECOND PLAN FOR TEACHERS

