Welcome to Tier 3 Advanced coaches’ Forum #4!

May 3, 2018

Orange County Department of Education
RML-Resilient Mindful Learner Project: Dr. Lucy Vezutto
Outcomes

- Engage in a critical friends problem solving strategy around T2/T3 interventions.
- Explore tools for tracking and progress monitoring of T2/T3 interventions.
- Engage in a Resource Mapping Process
- Prepare for the TFI and the CA PBIS Recognition System.
- Examine factors that Sustain PBIS in your school/district.
- Celebration!
Agenda

- Inclusion Activity:
  - Critical Friends Problem Solving Circles
  - Matching Student Need to Intervention
    - Lina Bender, Program Specialist PBIS/MTSS
  - Tracking and Progress Monitoring Tools
  - CA PBIS Recognition System
    - Tiered Fidelity Inventory (TFI)
  - Sustaining PBIS
    - 2017-18 Sustainability Schedule
Our data needs to tell us …

- When a student should get **IN** an intervention
- How the student(s) are doing **ON** an intervention
- When a student should get **OFF** of an intervention
Data Criteria

- Referral:
  - How is a student referred to the intervention?
  - How is need (function) matched to appropriate intervention?

- Progress Monitoring:
  - How is the student’s progress measured?
  - What are the data benchmarks?
  - How often is progress reviewed?

- Exit/Transition:
  - What is the criteria for exiting a student from the intervention?
3-Tiered System of Support

Necessary Conversations (Teams)

Universal Team Meeting
  - Plans schoolwide & classroom supports

Secondary Systems Team Meeting
  - Uses process data; determines overall intervention effectiveness

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

Tertiary Systems Team Meeting
  - Uses process data; determines overall intervention effectiveness

Universal Support

Check-In Check-Out

Skills Groups
  - Group w. individual feature

Brief FBA/BIP

Brief FBA/BIP

Complex FBA/BIP

Wraparound

Rev. 11.19.2012
Necessary Conversations:

REVIEW OF SELECTED / TIER 2 & INTENSIVE / TIER 3 LEVELS OF SUPPORT

Implementation Conversation
- What does implementation look like at selected/tier 2 and intensive/tier 3 levels of support? How do we support adults?

Effectiveness and Analysis Conversation
- How are students responding to our tier 2 and tier 3 levels of support? Why are we getting these results? How will we respond?

Use the guiding questions on the hand-out to respond to both questions. Be prepared to share out with another school team.

Adapted from: Wisconsin RtI Center/PBIS Network
Tier Three Individualized Approaches

FBA
- An individualized problem-solving approach based on principles of Functional Behavior Assessment that focuses on managing antecedents and consequences to teach replacement behaviors.

Wraparound
- A Person Centered Planning Approach that is strength based and family centered and focuses on connecting school and community resources.
T2/T3 Interventions Planning Matrix

Complete the Matrix for a T3 (individualized) intervention (in place or in progress) at your school.

<table>
<thead>
<tr>
<th>T2/T3 Intervention</th>
<th>Describe the Intervention (Who, What, Where)</th>
<th>Student Referral Criteria</th>
<th>Progress Monitoring Criteria</th>
<th>Exit/Transition</th>
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</table>

Adapted from Kathleen Lane, OCDE 2014
## Tertiary Interventions Grid Example: Behavior Support Plan

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress:</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSP (Behavior Support Plan)</td>
<td>An individualized plan developed by the PBIS team that is based on information about the function of a student’s behavior, replacement behavior, and the antecedent and consequence.</td>
<td>Multiple referrals (ODRs) over a specific period of time, e.g., a grading period.</td>
<td>Data collected on both the target (problem) behavior and (2) replacement (desirable) behavior identified by the team on an ongoing basis. Weekly teacher report. Observation ODR data collected weekly. ISIS</td>
<td>Student has maintained desired behavior for a period of three weeks with 80% accuracy in 9 of ten situations.</td>
</tr>
</tbody>
</table>

Progress Monitoring
Secondary/Tertiary Interventions

Teams need to track and monitor interventions by category:

1. How many students are receiving each intervention?
2. How many students are responding to each intervention?
3. What data is used to monitor each intervention type?

Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool
Samples of T2/T3 Tracking Tools

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO) &amp; %</th>
<th>Social/Academic Instructional Groups &amp; %</th>
<th>Individualized Check-in Check-out, Groups &amp; Monitoring &amp; %</th>
<th>Brief FBA/BIP (Functional Behavioral Assessment/Behavior Intervention Planning) &amp; %</th>
<th>Complex FBA/BIP &amp; %</th>
<th>Whipped Support &amp; %</th>
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<tbody>
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<tr>
<td>Averages for year</td>
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</tbody>
</table>

Data-based Decision-rules for defining “response to intervention” for each of the six levels of intervention. Ex: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):
Responding to Social/Academic Instructional Groups:
Responding to Individualized CICO, Groups & Monitoring:
Responding to Brief FBA/BIP:
Responding to Complex FBA/BIP:
Responding to Person Centered Planning:

Tier 2/Tier 3 Tracking Tool - Version 3.0

Illinois PBIS Network
Tier 2/Tier 3 Intervention Tracking Tool

Total School Population as of October 1:

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social/Academic Instructional Groups</th>
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</table>

Data-based Decision-rules for defining “response to Intervention” Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):
Responding to Social/Academic Instructional Groups:
Responding to Individualized CICO, Groups & Monitoring:
Responding to Brief FBA/BIP:
Responding to Complex FBA/BIP:
Responding to Person Centered Planning:

Tier 2/Tier 3 Tracking Tool - Version 2.1

Rev 10.23.12, IL PBIS Network
Data-Based Decision Making

Numbers to Keep in Mind

- **7-15%**: Percent of total population expected to need and be supported by Tier 2 interventions
- **1-5%**: Percent of total population expected to need and be supported by Tier 3 interventions
- **70%**: Percent of youth (receiving intervention “X”) that should be responding to intervention
- Data-based Decision-Rules for ‘determining response’ must be defined
  - *Ex. Student maintains an 80% average on DPR for 4 weeks*
  - *Student receives <= 1 ODR quarter*
  - *Student attends class >= 90%*
Let’s Hear from the Experts!

Kristen Risberg & Aubrey Lim
Brea Junior High
Resource Mapping
Identifying School & Community Resources

To function well, every system must fully understand and manage its resources. Mapping is a first and essential step toward these ends, and done properly, it is a major intervention in efforts to enhance systemic effectiveness and change for addressing barriers to learning and instruction (Adelman & Taylor, 2010).
WHY?

Resource Mapping & Matching provides a structure to effectively and efficiently identify and allocate resources to support implementation efforts.

https://www.youtube.com/watch?v=8zhu5JwDNtw
<table>
<thead>
<tr>
<th>Resource</th>
<th>Intention</th>
<th>Task</th>
<th>Assignment</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Increase thinking about all human resources that may be accessed, regardless of current role and responsibilities</td>
<td>List, by position, all personnel working in the building (e.g., Teacher Algebra 1: Ms. Hardev)</td>
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<tr>
<td>Facilities</td>
<td>List all rooms and spaces available in the building</td>
<td>Consider all of the space available to the school (e.g., Rm 351—small room next to cafeteria in basement)</td>
<td></td>
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<tr>
<td>Curriculum &amp; Interventions</td>
<td>Identify all available instructional resources and materials used for both academic, behavior, and social emotional learning instruction</td>
<td>List the curricular material available for core curriculum interventions and supports for academics and behavior (e.g., core reading curriculum: Wonder series)</td>
<td></td>
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<tr>
<td>Time Allocations &amp; Requirements</td>
<td>Identify specified time requirements for core instruction and time currently allocated for providing additional interventions and supports.</td>
<td>List the current schedule for delivery of content (e.g., 120 minute daily intervention block)</td>
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<tr>
<td>Additional Resources</td>
<td>Identify any supplementary resources available to support MTSS implementation.</td>
<td>List the additional resources available to meet student need across tiers (e.g., Boys &amp; Girls Club's Homework Club)</td>
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<tr>
<td>Schoolwide Data</td>
<td>Provide a general overview of the percentage of students who need additional support</td>
<td>Indicate schoolwide need as determined by data (e.g., 38% of students who may need additional reading instruction)</td>
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</tbody>
</table>
Activity: Group Resume

- Think of one personal and one professional education strength.
- Record these on a post-it.
- Find a standing partner.
- Introduce yourselves, and have a conversation about how your personal and professional strengths might be leveraged in your school.
- Example: A teacher with a woodworking hobby might be able to connect with a student who is struggling and likes to work with his hands.
Connecting to Community Resources

- Mental Health
- Recreation
- Family Services
- Transition
- Crisis Response
- Education
- Housing
- Poverty
- Public Health
- Social Services
### Identifying Resource Partners

Complete the table using the resources provided by your table group members.

<table>
<thead>
<tr>
<th>Organization/Resource: (List the partners in the boxes below.)</th>
<th>What needs does this resource meet for youth?</th>
<th>When should the resource be accessed?</th>
<th>How should the resource be accessed?</th>
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</thead>
<tbody>
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Source: Eliminating Barriers to Learning (EBL)
Toward Capacity Building

Home/Family

School/District

Community
Resource Mapping Case Study Activity

– Directions:
  – Read the case study assigned to your table group.
  – As a group, determine which domains might be involved.
  – Next list specific resources for your youth under each domain.
  – Complete the Resource Map for your case.
  – Be prepared to share out.
Resource Map Case Study

“Map” the resources selected for your case study.

Develop a rationale for your Resource Map (e.g., why you selected these resources). Be prepared to share out.
CA PBIS Recognition System

2017/2018 PBIS State Recognition
Purpose

By applying for CA PBIS Recognition, schools and districts have an opportunity to reflect and celebrate on their progress implementing and sustaining SW PBIS. This process also identifies exemplar schools throughout the state representing all grade configurations and demographic
Acknowledgement

Electronic decal award to display on websites, school communications, and in the building.

Your school name prominently featured on the CA PBIS Coalition website.

Acknowledgement at the CA PBIS Coalition Annual Conference on September 25-26 2018 in Sacramento.

Congratulatory email!
2017-2018 CA PBIS State Recognition

BRONZE
SILVER
GOLD
PLATINUM
Tiered Fidelity Inventory (TFI 2.1)

- The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.

  - Tier I (Universal PBIS)
    - Whole School Universal Prevention
  - Tier II (Targeted PBIS)
    - Secondary, Small Group Prevention
  - Tier III (Intensive PBIS)
    - Tertiary, Individual Support Prevention
**Action Planning Tool**

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**Action Planning Form**

<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
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<tbody>
<tr>
<td>Tier I</td>
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<tr>
<td>1.1 Team Composition</td>
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<td>1.2 Team Operating Procedures</td>
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<td>1.3 Behavioral Expectations</td>
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<td>1.4 Teaching Expectations</td>
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<tr>
<td>1.5 Problem Behavior Definitions</td>
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<td>1.6 Discipline Policies</td>
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<td>1.7 Professional Development</td>
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<td>1.8 Classroom Procedures</td>
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<tr>
<td>1.9 Feedback and Acknowledgement</td>
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<tr>
<td>1.10 Faculty Involvement</td>
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<tr>
<td>1.11 Student/Family/Community/Involvement</td>
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<td>1.12 Discipline Data</td>
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<td>1.13 Data-Based Decision Making</td>
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<td>1.14 Fidelity Data</td>
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<tr>
<td>1.15 Annual Evaluation</td>
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<td>Tier II</td>
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<tr>
<td>2.1 Team Composition</td>
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<td>2.2 Team Operating Procedures</td>
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<td>2.3 Screening</td>
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<td>2.4 Request for Assistance</td>
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<tr>
<td>2.5 Options for Tier II Interventions</td>
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<tr>
<td>2.6 Tier II Critical Features</td>
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<tr>
<td>2.7 Practices Matched to Student Need</td>
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</table>
Types of Data

Fidelity Data
Did we implement how the strategy/system was planned?

Outcome Data
Are we progressing towards our desired goals?
ERAT: External Authorized Reviewer

An Authorized External Reviewer must complete the PBIS:ERATS and may hold any of the following roles:

- An external PBIS coach (i.e. this person is not on staff at your school site)
- A district level PBIS coach
- A PBIS regional trainer/coach
- Other professionals who are supporting your implementation and who are not members of your site PBIS team

Become an External Reviewer by Clicking Here (https://erats.sbcss.net/)
Video to Review Criteria

California PBIS Recognition 2017/2018

Information and Resources Found at www.pbisca.org
# Timelines

## Application Process:

<table>
<thead>
<tr>
<th>Completed on-line at pbisca.org</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Window Opens</td>
<td>February 5, 2018</td>
</tr>
<tr>
<td>Application Window Closes</td>
<td>May 18, 2018</td>
</tr>
<tr>
<td>Letters of Notification</td>
<td>August 3, 2018</td>
</tr>
<tr>
<td>Website Posting Notification</td>
<td>September 1, 2018</td>
</tr>
<tr>
<td>Conference Acknowledgements</td>
<td>September 25, 2018</td>
</tr>
</tbody>
</table>
Closing Circle Activity

1. What is the biggest behavior change you have noticed at your school as a result of PBIS implementation?
2. How has staff behavior changed?
3. What is a success you have experienced?
4. What is a signature practice at your school?
5. What is your greatest challenge?
6. What is a next step?
OCDE Sustainability Schools’ Network

Mission Statement:
To provide a forum for PBIS practitioners to update knowledge, share successful strategies and programs, and provide opportunities for networking and collaboration among practitioners at an advanced level of PBIS implementation.
2018-19 PBIS Sustainability Series Schedule

- October 16, 2018
  - Scaling up PBIS
- November 27, 2018
  - Special Topic (TBD)
- February 19, 2019
  - Full Day Sustainability Symposium
- April 30, 2019
  - Sustainability Showcase
Congratulations and Thanks!

Thanks for a great three years!
Thank you for all you do for students😊.