Developing a Secondary Tier 2 System of Positive Behavioral Interventions and Supports as Response to Intervention

Day 1
March 24, 2010

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Support for NH RESPONDS is provided by the NH Bureau of Special Education, NH Department of Education under a grant from the US Department of Education, Office of Special Education and Rehabilitation Services.
NH RESPONDS Lead Partners

- NH Dept. of Education- Bureau of Special Education
- NH Center for Effective Behavioral Interventions and Supports at SERESC
  - Expertise in Positive Behavior Supports
  - Expertise in integration of mental health and school supports
- Institute on Disability at University of NH
  - Expertise in Literacy within an RtI model
  - Expertise in PBIS and Intensive Interventions (RENEW) for Secondary Transition and Dropout Prevention
- Parent Information Center
  - Expertise in effective parent involvement and communications
Designing Tier 2 RtI Systems
Agenda for the Morning

1. Response to Intervention Overview
2. Review of Tier 1
3. Readiness for Tier 2 Secondary Prevention
   a) Assessing Tier 1
   b) Activities: Tier 2 Assessment, Mapping Current Teams and Supports
4. Building a Tier 2 Team
   a) Membership
   b) Mission
   c) Norms
   d) Operating Procedures
   e) Activities: Collaborative Team Checklist, Mission, Norms
5. Overview of Tier 2 Systems Support
6. Aligning with Current Tier 1, 2, 3 Support
7. Family Engagement in Tier 2
Designing Tier 2 RtI Systems
Agenda for the Afternoon

6. Early Identification of Students in Need of Tier 2 Supports
   a) Teacher Nomination
      • Process
      • Forms
      • Activities: Developing Processes, Forms
   b) Behavioral Indicators and Cut Scores
   c) Systematic Screening
      • Rationale
      • Readiness: Tier II supports, Policies, Consent
      • BASC II BESS and SRSS

7. Action Planning, Homework, Foreshadowing Day 2
Outcomes for the Day

1. To set the context for secondary prevention systems, practices and data (review Tier 1 and Readiness)
2. To learn the systems features of secondary prevention for students at risk of developing behavior disorders
3. To learn how parents can support Tier 2
4. To learn how to support Tier 2 teams in early identification of students at risk
   - Teacher Activation
   - Behavioral Indicators and Cut Scores
   - Systematic Screening
5. To action plan features and next steps
Responsiveness to Intervention (RtI)  
Batsche et al. (2006)

RtI is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.”
Guiding Principle: Social Behavior and Achievement are Linked

- To improve the academic success of our children, we must also improve their social success.
- Academic and social failures are reciprocally and inextricably related.
- As a result, systems to support behavior and literacy should be integrated.
Systemic Process of RtI

Universal Interventions
- All students
- Core curriculum
- Preventive, proactive

Intensive, Individual Interventions
- Individual students
- Specifically tailored instruction
- Progress monitoring

Targeted, Group Interventions
- Some students (at risk)
- Additional instruction
- Progress monitoring

Secondary Transition for high school
- 80%-90%
- 5%-10%
- 1%-5%
Tier 1 – Universal
Whole School, All students, Screening and Early Identification

Literacy Standards
Word ID
Language Comprehension
Print Processing

School Culture
Behavior Expectations
Promotion of Positive Behavior
(define, teach, recognize)
Response to problem behavior
(define behaviors and response processes)

Tools
Explicit instruction/modeling
Systematic instruction/skill-building
Ample practice opportunities
Immediate corrective feedback
Differentiated instruction
Continuous assessment

Data
Weekly data reports of problem behavior;
Attendance, Periodic self-assessments

Tools
Matrix of expected behaviors
Teaching plan and practice
Recognition plan
Problem behavior definitions
Response process
Reporting/Data collection

Data
DIBELS
NWEA
AIMSweb
Other

Movement to Tier 2 supported by effective decision rules, goal-setting, progress monitoring, fidelity of implementation, use of evidence-based instruments and linkage to specific skill deficits.
Tier 2 – Targeted
Small Groups and Individual Supports Based on Similarities of Needs and Data

**Literacy**
- Additional group instruction time to address specific skill needs

**Tools**
- Diagnostic assessment
  - Small groups based on specific skill needs (e.g., comprehension, sight word recognition, vocabulary)

**Behavior**
- Teacher Check, Connect, Expect
- Targeted group interventions based on skills and function of behavior

**Tools**
- TCCE
- Check-In, Check-Out
- PASS (Preparing and Supporting Self-Managers)
- And other group interventions
- Functional Behavioral Assessment and Support

**Data**
- Weekly data reports of problem behavior or prosocial behavior
- Progress monitoring of group interventions
- Periodic self-assessments

Movement to Tier 3 or 1 supported by effective decision rules, goal-setting, progress monitoring, fidelity of implementation, use of evidence-based instruments and linkage to specific skill deficits
Tier 3 – Intensive
Individual Assistance Focused on Needs and Data

**Literacy**
Additional individual instruction time to address specific skill needs

**Data**
- DIBELS
- AIMSweb
- Diagnostic Assessment

**Behavior**
Individualized planning for behavior supports

**Tools**
- One-on-one instruction
- Explicit instruction/modeling
- Systematic instruction/skill-building
- Ample practice opportunities
- Immediate corrective feedback
- Alternative Education Planning (HS)

**Tools**
- Functional behavioral Assessment
- Behavior Support Plan
- Person-Centered Planning
- Life Space Crisis Intervention (LSCI)
- Wraparound
- RENEW School-to Career Planning (HS)
- Alternative Education Plans (HS)

**Data**
- Weekly data reports of problem behavior
- Progress monitoring of student
- Periodic self-assessments
- Student Progress Tracker (HS)
PBIS is a systematic framework for improving valued social, emotional, behavioral and learning outcomes for children in K-12 schools.

PBIS uses a broad set of evidence-based systemic and individualized strategies to effectively prevent and respond to problem behavior.

PBIS is a strategic approach in which collaborative teams use effective group processes and data-based decision-making to achieve desired outcomes.
1. Belief that schools matter and that it is never too late to support behavior change
2. Belief that academics and behavior are interconnected and that behavior should be taught – even in high schools
3. Belief in shared leadership and site-based leadership
4. Belief in science to support practices
5. Belief in youth engagement and voice
6. Belief in family engagement and voice
Supporting systemic change in a school community is a long-term journey that begins with dreams and ideas.

Which can be *embraced* by faculty, administration, students, families, and community members:

- initially with **Words**
- which develop into **Actions or Behaviors**
- and then become **Habits through Practice**
- to ultimately form **Climate or Culture**
Cultural Conundrums

- A conundrum is a puzzle, mystery or challenge
- Beliefs present Cultural Conundrums for programs, schools and families
- These conundrums become barriers if not “put on the table” and worked through
- Left unattended, they present the potential to undermine efforts
- People get frustrated, upset or apathetic
- They can split a program or school staff
- They require strategic and systems thinking to address
- They are an important factor in determining successful vs. unsuccessful implementation
One Size Fits All?

- We know there are three types of students: typical, those at risk for developing behavior problems, and those with intense and chronic needs.

- We understand that some believe that if we only get rid of the “bad” students this place would great, while others understand this approach fails to support many students who are worth our efforts and can be reclaimed.

- We believe that we don’t have a child to waste and that building comprehensive systems that work are in everyone’s best interest.
PBIS Support Systems

- Supporting Staff Behavior
- Supporting Student Behavior
- Supporting Decision Making

- SYSTEMS
- DATA
- PRACTICES
PBIS-NH Emphasis on Prevention

Primary

➢ Reduce *new* cases of problem behavior

Secondary

➢ Reduce *current* cases of problem behavior

Tertiary

➢ Reduce *complications, intensity, severity* of *current cases*
School-wide and General Education Classroom Systems for Preventative Instructional and Behavior Management Practices
Systematic Screening
Promote Positive Parent Contact

Efficient Systematic Intervention for Students Who Do Not Respond to SW and Classroom Prevention and Response Systems

Array of Evidence-Based Group Interventions Addressing Prevalent Functions of Behavior Available for Students Who Don’t Respond to SW and Social Contracting

Function-Based Support Planning (Functional Assessment and Intervention Planning) Available for SW and Group non-responders

Intensive Behavior Support Plans and Crisis Intervention

Linkages to Community-based Supports

Linkages to Wrap-NH Facilitation

Linkages to Case Centered Collaboratives

Mann & Muscott (2007)
A 3-Tier Approach

- Tier 1, primary prevention, is designed to address the whole population.
- While applied to the entire student body, the emphasis here is on reaching the approximately 80-90% of students who do not have serious behavior problems or mental health needs.
- The purpose of universal strategies is to maximize achievement, deter problem behavior, and increase positive peer and adult interactions.
A 3-Tier Approach

- Tier 2, secondary prevention, is aimed at the roughly **5-10%** of students considered **at risk** for developing behavioral disorders or mental illness.

- These students enter school with **significant risk factors** and are usually **unresponsive** to universal prevention strategies alone.
A 3-Tier Approach

The goal is two-fold:

- To decrease opportunities in which high-risk behaviors might be fostered
- To establish effective and efficient prosocial repertoires that would increase their responsiveness to primary interventions
A 3-Tier Approach

- Tier 3, tertiary prevention, targets the 1-5% who display symptoms or behaviors related to EBD or mental illness.

- The goal of tertiary interventions is to reduce the frequency, intensity and complexity of students’ maladaptive behavior patterns and provide them with suitable, efficient and effective replacement behaviors that will compete with their more maladaptive ones.

- Tertiary interventions are implemented for students with significant needs and are adapted to meet individual needs.
Tier 1
Primary Prevention
Universal Approaches

1. Universal Team and Processes
2. Youth Leadership
3. Communication with Staff and Families
4. Schoolwide Expectations for All Locations
5. Classroom Management
6. Teach Expectations in Locations
7. Recognize Students for Exhibiting Expected Behaviors
8. Responding to Problem Behavior
9. Systematic Screening
10. Data-Based Decision Making

Muscott & Mann (2006)
Create a representative, credible and influential universal leadership team that uses effective processes and is mission and outcome driven.
It All Begins with an Effective Universal Leadership Team
Leadership Teams at Yeshiva
Keter Tora Mexico City
That Knows How to Build Climate and Have Fun Too…
The mission of the REACH program is to present a comprehensive learning experience for all students by providing a positive, nurturing, respectful environment.
Establish procedures for ongoing communication and feedback on the developing features of the program with faculty, families, students (as appropriate) and administration.
Communicating with Faculty and Staff

- It is important to have regular and frequent opportunities to communicate information, gather feedback and gain consensus from faculty and staff regarding the design, implementation and evaluation of the program.

- Take into consideration the communication culture of the program and past experiences.

- The larger the staff, the more complicated the challenge.

- The more experience staff have with consensus building, the easier the process.

- Make sure that feedback is summarized, analyzed and shared.
Parents as Partners?

- We know that parental involvement is a fundamental pillar of effective programs.
- We understand that some see parents as the problem while others see them as part of the solution.
- We believe that parents are important partners and we encourage programs to actively engage all types of parents in decision-making.
What Makes an Effective School?

1. A learning environment that is safe, orderly, and respectful
2. High expectations for student performance
3. A high degree of communication among teachers
4. A commitment to instruction in terms of task orientation and time on task
What Makes an Effective School?

5. Strong administrative leadership
6. Effective and efficient classroom and behavior management techniques
7. Active parental involvement

Blum, 1984; Walberg, 1990
LONDONDERRY SOUTH SCHOOL

RESPECT
RESPONSIBILITY
SAFETY
ASK YOUR CHILD
Dublin Consolidated ES
Teaching the ABC Expectations
Student Leadership Teams
Main Street Academix & NHCEBIS

- We empower diverse groups of students to form their own leadership teams & to serve as partners with their Universal Teams.
- Small groups of student leaders take turns attending Universal Team meetings.
- Students collect their own data on school climate and respect, set their own improvement goals, and develop action projects.
PBIS-NH & Main Street Academix
Safe Measures Program (www.msanh.com)

"We are determined to create a level of respect in our school that goes beyond today's formal boundaries and reaches every student, teacher, and staff member of RHS."
Main Street Academix: Safe Measures Program (www.msanh.com)

Woodsville HS Bullying and Harassment Prevention

“I Accept Rachel’s Challenge!”

1. Eliminate Prejudice by Looking for the Best in Others
2. Dare to Dream - Set Goals - Keep a Journal
3. Choose your influences - input determines output
4. Kind Words - Small Acts of Kindness = HUGE impact
5. Start a Chain Reaction with family & friends

I will help stamp out Bullying in my school.
PBIS-NH and Somersworth HS
S-Cubed: Somersworth Social Skills

Peers as Social Coaches
Steps for Implementing Universal Systems in PBIS

Develop a *cultural theme* that will help the program sustain over time.
Amherst Street Elementary School

BARRY Culture

Amherst Street School community builds strong minds, healthy bodies, and responsible citizens in a safe respectful environment.
Introducing the Program to Students and Families at Marlborough
Star Quest Pledge

I am a Sandown North Star.

I know the five points that will take me far.
First, I am Safe
so I may stay
healthy enough to
learn and to play.
Second, I am Trustworthy because I take care of what’s yours and what’s mine. It’s just plain fair.
Third, I am Always respectful.
I’m forever trying with all of my might to treat every person right.
Fourth, I am Responsible. Whether the task is hard or fun My aim is always to get it done.
Fifth, I am me!
As I follow and lead as we journey forth
I know I am an important part of Sandown North.
Behavior Purpose Statement
(Mission Statement)

Together, we will help each other and ourselves work hard and be ready to learn, be respectful, and fulfill our roles at school and in the community. Together we will be positive and responsible to create a welcome environment for all students and staff.

<table>
<thead>
<tr>
<th>Native/Community Cultural Values</th>
<th>Rules in Routines</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piiqeq suag liq (qeqgot-tense 3+ [we])</td>
<td>Be Respectful</td>
<td></td>
</tr>
<tr>
<td>Tunig si ma luq taq (qeqgot-tense 3+ [we])</td>
<td>Be Responsible</td>
<td></td>
</tr>
<tr>
<td>Suri tiq tux (qeqgot-tense 3+ [we])</td>
<td>Will Work Hard</td>
<td></td>
</tr>
<tr>
<td>III saa tuaktsaut (qeqgot-tense 3+ [we])</td>
<td>Will Learn</td>
<td></td>
</tr>
<tr>
<td>Nagaq tun (qeqgot-tense 3+ [we])</td>
<td>Be Positive</td>
<td></td>
</tr>
</tbody>
</table>

Alaska Native Peoples, Languages, and Values

Iñupiaq Cultural Values

Iñupiat Ilitquasiaq

Every Iñupiaq is responsible to all Iñupiat for the survival of our cultural spirit, and values and traditions through which it survives. Through our extended family, we retain, teach, and live our Iñupiat way.

With guidance and support from Elders, we must teach our children Iñupiaq values:

- Knowledge of Language
  - Sharing
- Respect for Others
  - Cooperation
- Respect for Elders
- Love for Children
  - Hard Work
- Knowledge of Family Tree
- Avoidance of Conflict
- Respect for Nature
  - Spirituality
  - Humor
- Family Roles
- Hunter Success
- Domestic Skills
  - Humility
- Responsibility to Tribe

MESH-UK
Establish a clear set of *positively stated* program or schoolwide *behavioral expectations* based on *needs* and *culture*. 
C O O L  R U L E S

BE SAFE

BE KIND

WORK TOGETHER
Antrim Elementary School
Eagle Soars

Kindness

Honesty

Respect

Cooperation
James Mastricola School Guidelines

1. We Show respect For Ourselves and Others.
2. We Work and Play Safely.
3. We Are Responsible For What We Say and For What We Do.
South Meadow Middle School Expectations

WELCOME  CARING, COOPERATIVE & RESPECTFUL

STUDENTS
Littleton High School ROCKS

- Be Respectful
- Take advantage of Opportunity
- Be a good Citizen
- Act with Kindness
- Be Safe
STUDENTS AND STAFF STRIVE TO BE:

PRODUCTIVE

APPROPRIATE

RESPECTFUL

RESPONSIBLE

ALWAYS

BE内外

UNCORN

Positive Language

Move Quickly to assigned class

KEEP HANDS TO YOURSELF

Inside Voice

Please
Directions for Success

Safety

Respect

Responsibility
Responsibility
Respect
Reaching Higher

- From Shulchan Aruch (basic code of Torah law)
- One should strengthen himself like a lion in the service of his Creator each morning
Steps for Implementing Universal Systems in PBIS

Clearly define expected behaviors in the different settings by location (e.g., classroom, bus, bathroom, hallway, playground, temple) or routine (e.g., arrival, lunch, circle time).
Dante Says: **IN THE CAFETERIA**

**Respect Yourself:**
- Practice good table and line manners
- Remain seated at assigned table until dismissed

**Respect Others:**
- Stop and listen when signaled
- Keep hands and feet to self

**Respect the Environment:**
- Keep it clean
**Playground Expectations**

**Amherst Street Elementary School**

<table>
<thead>
<tr>
<th>Follow adult directions</th>
<th>Follow your Pledge</th>
<th>Use playground equipment properly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a good sport</td>
<td>Return everything you borrowed</td>
<td>Report unsafe behavior</td>
</tr>
<tr>
<td>Use kind words</td>
<td>Walk quietly into the building</td>
<td>Stay in the playground area</td>
</tr>
<tr>
<td>Play fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HALLWAY</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>✓ Use “indoor voice”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Keep hands to yourself</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Walk calmly and considerately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Walk around two adults who are talking</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>✓ Keep hallway clean and neat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Go directly to where you belong</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Use two paper towels to dry hands</td>
<td></td>
</tr>
<tr>
<td>Reach Higher</td>
<td>✓ Pick up trash</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Help others with their things (especially rebbe/teacher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Greet others with a smile</td>
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</tr>
<tr>
<td></td>
<td>✓ Hold open door for others</td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>OPPORTUNITY</td>
<td>CITIZENSHIP</td>
</tr>
<tr>
<td>---------</td>
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<td>-------------</td>
</tr>
</tbody>
</table>
| **In the classroom** | • Pay attention to classroom activities.  
   • Maintain a positive and open attitude.  
   • Follow the dress code.  
   • Help each other.  
| • Be prepared to start class.  
• Be an active learner – buy in.  
• Take advantage of classroom resources.  
| • Pull your weight when doing group work.  
• Stand quietly during the pledge of allegiance.  
• Support others’ learning and positive behavior.  
• Recycle.  
| • Listen to classmates and teachers.  
• Work together.  
• Be patient and open.  
• Ask before you borrow and return it.  
| • Know emergency procedures and take practice seriously.  
• Follow teachers’ safety guidelines.  
• Have regard for others.  
• Keep public spaces clear.  |
| **In the hallway** | • Use appropriate language.  
• Strive for positive interactions with others.  
• Follow the dress code.  
• Honor others’ personal space.  
| • Keep track of time.  
• Apologize if you bump into somebody.  
• Pay attention to the bulletin boards.  
| • Help others in need.  
• Hold doors.  
• Keep surroundings clean.  
| • If someone drops something, help him/her pick it up.  
• Acknowledge everyone in a positive manner.  
| • Use only your locker and keep it locked.  
• Pay attention to others around you.  
• Keep comments about yourself and others positive.  
• Keep the hall floors clear.  
• Maintain orderly behavior.  |
| **In the bathroom/locker room** | • Flush!  
• Keep track of your own belongings  
• Leave others’ alone.  
• Clean up after yourself.  
| • Promote health.  
• Use before school, between classes and at breaks.  
| • Report problems.  
• Honor privacy.  
| • Keep it clean.  
• Keep it graffiti free.  
| • Report safety issues.  
• Wash your hands.  
• Keep exits clear.  |
Steps for Implementing Universal Systems in PBIS

Align *classroom management* and management of *nonclassroom* settings to program or schoolwide system.
Classroom Expectations
Aligned to Schoolwide

1. Follow adult directions (Respect)
2. Raise your hand to get help (Respect)
3. Have materials ready (Responsible)
4. Complete your work (Responsible)
5. Use kind words with others (Respect)
6. Give your best effort (Learner)
## Designing Classroom Routines

<table>
<thead>
<tr>
<th>Routine</th>
<th>Desired Behavior</th>
<th>Signal</th>
<th>Teach Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering class</td>
<td>Walk in, sit down, start work</td>
<td>Instruction on board</td>
<td>Positive and Negative Examples</td>
</tr>
<tr>
<td>Obtaining class attention</td>
<td>Orient to teacher, be quiet</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Getting help during seat work</td>
<td>?</td>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>
Steps for Implementing Universal Systems in PBIS

Develop an *initial* program or schoolwide *teaching plan* using evidence-based instructional strategies for teaching the expected behaviors in one setting/context to all students based on *data*. 
Marlborough Dukes’ Code of Honor

Honor
Respect
Responsibility
Safety
<table>
<thead>
<tr>
<th>HALLWAYS</th>
<th>RESPONSIBILITY</th>
<th>SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place in line</td>
<td>Respect</td>
<td>Hold on</td>
</tr>
<tr>
<td>Use kind</td>
<td>Voice</td>
<td></td>
</tr>
<tr>
<td>Use indoor</td>
<td>voices</td>
<td></td>
</tr>
<tr>
<td>Keep hands</td>
<td>Keep doors</td>
<td></td>
</tr>
<tr>
<td>Keep walls</td>
<td>and body</td>
<td></td>
</tr>
<tr>
<td>Clean</td>
<td>through your</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>clean</td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>Hold</td>
<td></td>
</tr>
<tr>
<td>Right</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Safety is holding the railing, staying to the right and taking one stair at a time.
Steps for Implementing Universal Systems in PBIS-NH

Develop *procedures* to recognize students when they exhibit the *expected behaviors* in the setting/context that is *aligned* with the *teaching plan*.
To Recognize or To Ignore?

- We know that increasing positive contacts and recognizing students for expected behavior creates a positive climate and increases the chances students will behave as expected.

- We understand that some see little value in recognizing students for behaviors they should already know while others understand that recognition is a fundamental human need at any age.

- We believe that high rates of positive contacts and recognizing expected behaviors create a welcoming and caring learning environment.
“...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

Cameron, 2002
Cameron & Pierce, 1994, 2002
Cameron, Banko & Pierce, 2001
Antrim Elementary School Eagle Soars Recognition
THE ABC'S OF DCS
ACT RESPONSIBLE
BE RESPECTFUL CAREFUL AND
COOPERATIVE

BE RESPECTFUL
CLASSROOM
MULTI PURPOSE ROOM
PLAYGROUND
Star Gram
Congratulations!

I noticed Ms. Skelton class using “STAR” behavior in the hallway!!

Safe
Trustworthy
Always Respectful
Responsible

GREAT JOB!
Great Brook Middle School

PAWSITIVE BY GRADE
AS OF 1/19/10

776 1059 724 538

5TH 6TH 7TH 8TH
Buzzy Buck

Thank you ____________________________________________

For being ………

☐ Productive
☐ Appropriate
☐ Responsible
☐ Respectful

[Teacher's signature] __________________________

[Date]

Center for School Evaluation, Intervention, & Training, Loyola University of Chicago; www.luc.edu\cseit
**DEPOT**

**Tuesday & Wednesday 7:10-7:40**

**Friday 2:45-3:15**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweatshirt</td>
<td>20.00</td>
</tr>
<tr>
<td>Beanie hat</td>
<td>3.00</td>
</tr>
<tr>
<td>T-shirt</td>
<td>10.00</td>
</tr>
<tr>
<td>Pencil</td>
<td>0.50/1BB</td>
</tr>
<tr>
<td>Pen</td>
<td>1.00/2BB</td>
</tr>
<tr>
<td>#2 Pencil</td>
<td>0.75/1BB</td>
</tr>
<tr>
<td>Generic Click Pen</td>
<td>1.00/2BB</td>
</tr>
<tr>
<td>Lanyard</td>
<td>3.50/3BB</td>
</tr>
<tr>
<td>White 2” binder</td>
<td>4.00/5BB</td>
</tr>
<tr>
<td>Set of 8 dividers</td>
<td>2.50/3BB</td>
</tr>
<tr>
<td>Beanie baby hornet</td>
<td>5.00/4BB</td>
</tr>
<tr>
<td>Mini Hornet key chain</td>
<td>3BB</td>
</tr>
<tr>
<td>Nike Notebook</td>
<td>3.00/5BB</td>
</tr>
<tr>
<td>Eraser</td>
<td>0.75/2BB</td>
</tr>
<tr>
<td>Sketchbook</td>
<td>5.00/6BB</td>
</tr>
<tr>
<td>Rulers</td>
<td>1.00/3BB</td>
</tr>
<tr>
<td>Pencil sharpener</td>
<td>1.00/2BB</td>
</tr>
<tr>
<td>Sports bag</td>
<td>15.00/12BB</td>
</tr>
<tr>
<td>Cinch bag</td>
<td>10.00</td>
</tr>
<tr>
<td>Leather bag</td>
<td>12.00/10BB</td>
</tr>
<tr>
<td>Bell Black/Green</td>
<td>6.00/5BB</td>
</tr>
<tr>
<td>Canvas backpack</td>
<td></td>
</tr>
<tr>
<td>Plain 2-pocket folder</td>
<td>1.50/2BB</td>
</tr>
<tr>
<td>Logo 2-pocket folder</td>
<td>2BB</td>
</tr>
<tr>
<td>Logo 2” binder</td>
<td>5BB</td>
</tr>
<tr>
<td>Flip top bag</td>
<td>12.00/10BB</td>
</tr>
<tr>
<td>There are items that can only be purchased with either BB or Money Cash only!!</td>
<td></td>
</tr>
</tbody>
</table>

BB = Buzzy Bucks
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Redeemed with Buzzy Bucks</th>
<th>Dollar cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logo folder</td>
<td>2</td>
<td>Not redeemable with cash</td>
</tr>
<tr>
<td>Logo Sweatshirt</td>
<td>15</td>
<td>25.00</td>
</tr>
<tr>
<td>Logo t-shirt</td>
<td>8</td>
<td>10.00</td>
</tr>
<tr>
<td>Logo 2&quot; binder</td>
<td>5</td>
<td>3.00</td>
</tr>
<tr>
<td>Pencil</td>
<td>1</td>
<td>0.50</td>
</tr>
<tr>
<td>Pen</td>
<td>2</td>
<td>1.00</td>
</tr>
<tr>
<td>Beanie Hornet</td>
<td>4</td>
<td>5.00</td>
</tr>
<tr>
<td>Mini hornet</td>
<td>3</td>
<td>Not redeemable with cash</td>
</tr>
<tr>
<td>Lanyard</td>
<td>2</td>
<td>2.50</td>
</tr>
<tr>
<td>Stocking Hat</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
<td>Sports bag</td>
<td>10</td>
<td>12.00</td>
</tr>
<tr>
<td>Cinch bag</td>
<td>6</td>
<td>8.00</td>
</tr>
<tr>
<td>Messenger bag</td>
<td>10</td>
<td>8.00</td>
</tr>
<tr>
<td>Laptop bag</td>
<td>10</td>
<td>10.00</td>
</tr>
<tr>
<td>Round bag</td>
<td>8</td>
<td>5.00</td>
</tr>
<tr>
<td>Bell backpack (blk &amp; grn)</td>
<td>5</td>
<td>5.00</td>
</tr>
<tr>
<td>Leather Backpack</td>
<td>10</td>
<td>10.00</td>
</tr>
<tr>
<td>#2 pencil</td>
<td>1</td>
<td>0.75</td>
</tr>
<tr>
<td>Bic pen</td>
<td>2</td>
<td>1.00</td>
</tr>
<tr>
<td>White 2&quot; binder</td>
<td>5</td>
<td>4.00</td>
</tr>
<tr>
<td>8 pack dividers</td>
<td>3</td>
<td>2.50</td>
</tr>
<tr>
<td>Nike notebook</td>
<td>5</td>
<td>Not redeemable with cash</td>
</tr>
<tr>
<td>Plan folders</td>
<td>2</td>
<td>1.50</td>
</tr>
<tr>
<td>Erasers</td>
<td>2</td>
<td>0.75</td>
</tr>
<tr>
<td>Sketchbook</td>
<td>6</td>
<td>5.00</td>
</tr>
<tr>
<td>Rulers</td>
<td>3</td>
<td>2.00</td>
</tr>
<tr>
<td>Pencil sharpeners</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>Windbreaker</td>
<td>40</td>
<td>50.00</td>
</tr>
<tr>
<td>Sweatshirt</td>
<td>25</td>
<td>35.00</td>
</tr>
<tr>
<td>Fleece</td>
<td>35</td>
<td>45.00</td>
</tr>
</tbody>
</table>

Store Hours:
7:25am - 7:40am
2:45pm - 3:00pm
Celebrate Successes

- Regularly engage in celebratory activities especially when success criteria is achieved and fluency is achieved by students
  - Improves school climate
  - Strategically plan to infuse culture with energy and excitement about learning

- Celebrate staff success
Celebrating Positive Behavior at Mastricola Elementary School
GOOD JOB!

THIS SPACE IS RESERVED FOR:

AMHERST STREET SCHOOL

EMPLOYEE OF THE WEEK!

BE A SAFE, RESPECTFUL, RESPONSIBLE YOU!
Steps for Implementing Universal Systems in PBIS

Establish *outcomes* and a strategy for *evaluating the effectiveness of the initial teaching and recognition plan* and use the *feedback* to inform the development of the *next teaching plan*.
Schoolwide Outcomes

Team Data-Based Decision Making

Schoolwide Teaching

Assessing Effectiveness

Schoolwide Recognizing
LOOK HOW WE'VE IMPROVED WITH OUR ABC'S
Establish *procedures* for responding to and discouraging problem behavior.
An Ounce of Prevention or a Pound of Detention?

- We know teaching behavior is an effective form of prevention even if we feel the students should already know how to behave.

- We understand that most discipline systems in school are reactive and that some people in your program or school see little need for teaching behaviors while others understand that regardless of whether students should know how to behave, teaching the expectations to all students in the school or program is required.

- We believe in a preventive instructional approach where teaching the expectations to all students is the cornerstone of the program.
We know that effective programs are predictable and consistent.

We understand that some see consistency as using identical strategies for everyone, while others understand the need for a consistent approach with flexible strategies.

We believe in a consistent approach where the goal is to find effective strategies to change behavior.
Procedures for Responding to Problem Behavior

a. **Definitions** of Problem Behaviors (Majors vs. Minors)

b. **Office Discipline Referral Form** or Form for Recording Problem Behaviors

c. **Process for Responding** to Problem Behaviors

d. **Consequences** (4 R’s, Logical) for Problem Behaviors
## Review of Draft Behavior Definitions

<table>
<thead>
<tr>
<th>Minor Inappropriate language</th>
<th>Low intensity inappropriate verbal language not directed toward an individual or group that does not interfere with the class, and that stops upon adult request (e.g. “Oh s---, this is boring,” said softly).</th>
<th>Major Abusive language</th>
<th>Verbal or written messages or gestures overtly directed toward someone (e.g., swearing, name calling and defaming language, drawings) or Low intensity inappropriate verbal language not directed toward an individual that does not stop upon adult request.</th>
</tr>
</thead>
</table>
# James Referral

**Student:** ____________  **Room:** ______  **Grade:** ______  **Date:** ______

**Referred by:** ____________  **Time:** ______

**Referred To:**  
- Administration
- Counselor
- Other

<table>
<thead>
<tr>
<th>Location (Check one)</th>
<th>Others involved</th>
<th>Behavior (Check one)</th>
<th>Possible Motivation</th>
<th>Initial steps taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>None</td>
<td>Unsafe physical action</td>
<td>Attention</td>
<td>Restricted play</td>
</tr>
<tr>
<td>Hallway</td>
<td>Peer</td>
<td>Teasing/Taunting</td>
<td>Avoid Peers</td>
<td>Classroom</td>
</tr>
<tr>
<td>Bathroom</td>
<td>Staff</td>
<td>Argumentative/Noncompliance</td>
<td>Avoid Adults</td>
<td>Loss of recess</td>
</tr>
<tr>
<td>Lunchroom</td>
<td>Unknown</td>
<td>Disrespect</td>
<td>Avoid</td>
<td>Parent contact</td>
</tr>
<tr>
<td>Playground</td>
<td>Other</td>
<td>Harassment/Bullying/Threatening</td>
<td>Avoid Adults</td>
<td>Conference with student</td>
</tr>
<tr>
<td>O’Neil</td>
<td></td>
<td>Inappropriate Language</td>
<td>Avoid Academics</td>
<td>Sent directly to office</td>
</tr>
<tr>
<td>Field</td>
<td></td>
<td>Fighting/Physical Aggression</td>
<td>Obtain item/activity</td>
<td>Contract/plan</td>
</tr>
<tr>
<td>Bus</td>
<td></td>
<td>Weapon</td>
<td>Don’t Know</td>
<td></td>
</tr>
<tr>
<td>PASS</td>
<td></td>
<td>Theft/Misuse of Property</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td>Multiple minor violations</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Unknown/Other</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description:** (Specify times, place, those involved, and conditions)

**Action Taken By:**  
- Principal
- Asst. Principal
- Teacher
- Counselor
- Other

- Conference with student
- Verbal/Written Warning
- Silent Lunch # of days
- Loss of Recess # of Days
- After School Detention
- Parent Notification (phone/Note)

- In-School Suspension # of Days
- Out-of-School Suspension # of Days
- Community Service
- Parent Conference Requested
- Contract/Plan

**Signed**  

**Title**

**Parent(s) (Guardian):** This is a copy of an office referral for your son or daughter made by a staff member at James Mastricola Elementary School. Please note the action taken and call us at 424-6218 if you have any questions. Please return the signed copy to the office.

**Parent (Guardian) Signature:** ____________  **Date:** ______
TOWLE SCHOOL RESPONSE TO PROBLEM BEHAVIOR

Observe Problem Behavior

MAJOR BEHAVIOR

Does it Involve a Safety Concern?

NO

Call Office to notify Safety Room

Student is escorted or reports to Safety Room

YES

Call Office to notify Safety Room

Office calls Safety Room

Safety Room Personnel Responds and Evaluates

Student is escorted to safety room or area is evacuated by Crisis Team
Paperwork completed by end of day

RESPONSE
Implement Consequences/Transition Student
Parent receives original Principals Attention Slip to sign and teacher receives copy in mailbox. Logged into Powerschool and SWIS

MINOR BEHAVIOR

Teacher/Staff Minor Response #1 (Complete Minor Monitoring Form)

Examples of Minor Response
• Redirect, Remind, Reteach
• Logical Consequence

Teacher/Staff Minor Response #2 (Complete 3rd Minor Monitoring Form)

Teacher/Staff Minor Response #3 (Complete 3rd Minor Monitoring Form) and Contact Office

Student is sent or escorted with MM report to Safety Room with paperwork

9/18/09
Goals of Responding to Minor Infractions

There are three goals we want to achieve when responding to problem behavior:

- To teach students that the problem behavior is not acceptable
- To teach students the acceptable behaviors
- To increase the likelihood that the problem behavior will not reoccur
Responding to Minor Behavioral Infractions

- Handle minor rule violations quickly, quietly, neutrally, with positive follow-up
  - Respectful, non-critical, non-argumentative
  - Resolve privately if possible
  - Focus on behavior, not student
Responding to Minor Behavioral Infractions

The Big 4 Rs
- Reminders
- Redirections
- Reteaching
- Appeal to Relationship

Logical Consequences
Steps for Implementing Universal Systems in PBIS

Identify an efficient school or program-wide data management system and align to procedures for responding to or discouraging problem behavior.
Tier 1 Activity
for Homework
Evaluate Tier 1
Using 3.0 Checklist
Tier 2 Secondary Prevention Targeted Approaches

A Function-Based Perspective

Muscott & Mann (2009)
“Insanity is engaging in the same process over and over, and expecting different outcomes.”

Albert Einstein
Tier 2 Team Readiness

It’s a Process

1. School-wide Discipline System is in Place
2. Readiness for Blended with Academics Addressed
3. Alignment with Other Supports Addressed
4. Tier 2 Team Has Full Administrative Support; Administrator Understands Team’s Purpose
5. Team is Well-Constructed: People and Skills
6. Team Understands Its Purpose/Mission
7. Team Understands Function-Based Behavior Support
Targeted Team Readiness
It’s a Process

8. Team Knows How to Deliver and Monitor Interventions

9. Team Knows How to Coach Staff in Interventions

10. Staff Understands Team’s Purpose

11. Staff Use a ‘Function-Based Perspective’ for Problem-Solving

12. Team Knows How to Distinguish Between Students Needed Tier 2 and Tier 3 Supports
Tier 2
Secondary Prevention
Targeted Approaches

A Function-Based Perspective

Muscott & Mann (20079)
A systems approach to meeting the needs of students at risk

Begins with an Effective, Efficient and Representative Team!
Steps for Implementing Tier 2 Systems in PBIS-NH

1. Create a behavior or blended support team (Targeted and Intensive are often combined in ECE and alternative schools)
   a) Membership
   b) Identify behavior coach(es)
   c) Identify norms and processes
   d) Identify Mission
Tier 2 Behavior Support Team Requires Multiple Forms of Knowledge

- Knowledge about the Student
- Knowledge about Behavioral Theory
- Knowledge about Data-based Decision Making
- Knowledge about the Setting
- Knowledge about Mental Health
- Knowledge about Coaching
- Knowledge about Families

Adapted from Horner (2006)
Composition of the School RTI Tier 2 Team by Role

- Administrators
- Curriculum/Assessment Director
- General Education Classroom Teachers
- Special Education Teachers
- Behavior Specialist/Guidance/Psychologist
- Reading/Literacy Specialist
- Title I Coordinator/ELL /ESOL/ Other Specialists
- Data People
- Family Member (i.e., infrastructure stage)
- Paraeducator
Roles of the School RTI Tier 2 Team

1. Lead the Tier 2 system
2. Meet regularly
3. Access current Tier 2 interventions and supports
4. Design and implement Tier 2 system with interventions matched to student needs
5. Train, coach, and support teachers in academic and behavior interventions
6. Provide progress monitoring of interventions
Roles of the School
RTI Tier 2 Team

7. Design, collect, analyze data and use data based decision making to inform Tier 2 process
8. Monitoring for fidelity of implementation and efficacy of interventions
9. Communicate with key stakeholders (Universal team, parents/families/staff)
10. Refine and sustain Tier 2 system using current data
Effective Tier 2 Teams

1. Have essential skills and member commitment
2. Have a clear mission to address early identification and intervention
3. Meet regularly and use effective team practices
4. Have effective communication practices and coaching skills
5. Have clear and well-communicated early identification and early intervention procedures
6. Use data-based decision making to guide the work
Effective Tier 2 Team Norms and Group Processes

- Roles and responsibilities defined
- Meeting ground rules are established
- Agendas are prepared
- Decision-making is formalized
- A strategic problem solving approach is used
- Action plans with tasks, timelines and accountability are developed
- Data is used for decision-making
- Conflicts are resolved constructively and professionally
Sample Mission Statements for Targeted Team

To efficiently and effectively match children who have not responded to School-Wide supports to supports more likely to produce successful outcomes.

To efficiently and effectively identify students at risk of school failure for behavior *early* and to provide them and the staff who serve them efficient and effective *early* interventions that lead to successful outcomes.
Collaborative Team Process Checklist
Mann and Muscott, 2004

- Tool to assess team functioning (14 items)
- Assess status (In place, Partial, Not in Place)
- Identify Priority (High, Medium, Low)
- Develop action plan based on priorities
- Should be completed 2xs a year (Fall, Spring)
- Team functioning is priority #1!
Tier 2
Secondary Prevention
Targeted Approaches

A Function-Based Perspective

Muscott & Mann (2009)
What Systems of Support are Already in Place?

- Informal Supports
- Grade Level Teams, Collaborations
- Professional Learning Communities
- Student Support Teams
- Pre-referral Teams
- Child in Need of Assistance Teams
- Others
What are the Roles of Those Teams and How Do They Align?

For each team, structure, ask …

- What is the role of that support?
- Is it formal or informal?
- What do I have to do before I activate supports?
- How are supports activated?
- Is there a sequential process or can I jump supports and activate any?
<table>
<thead>
<tr>
<th>Name of System Support</th>
<th>Types of Student issues addressed through this method of support</th>
<th>Process for referral to the support</th>
<th>Expected Outcomes (What staff expects when using the support)</th>
<th>Evidence of Effectiveness? (Does the process achieve expected outcomes / demonstrated by data?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Assistance Team</td>
<td>Academic or Behavior Concerns</td>
<td>Teacher submits names for weekly TAT meeting Referral Form</td>
<td>Instructional suggestions &amp; ideas for teacher Referral to SPED or Guidance for further assessment/ observation</td>
<td>Anecdotal report back from teacher Summary form completed by TAT</td>
</tr>
<tr>
<td>Teacher Mentor</td>
<td>Academic or Behavior concerns</td>
<td>Informal Process</td>
<td>Ideas, suggestions, emotional support</td>
<td>No formal measure</td>
</tr>
<tr>
<td>Special Education</td>
<td>Serious Educationalal Concerns</td>
<td>Referral through Special Ed Dept.; Referral information Meet with Parent</td>
<td>Evaluation, Team Decision-making, disability determination, individualized planning</td>
<td>AYP</td>
</tr>
</tbody>
</table>
## Inventory of Informal and Formal Systems to Support Students who do not respond to SW PBIS

Mann & Muscott (2007)

<table>
<thead>
<tr>
<th>Name of System Support (TAT; 504 Teacher mentor; Grade Team; SPED)</th>
<th>Types of Student issues addressed through this method of support</th>
<th>Process for referral to the support</th>
<th>Expected Outcomes (What staff expects when using the support)</th>
<th>Evidence of Effectiveness? (Does the process achieve expected outcomes / demonstrated by data?)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
1. **Universal Instruction**
   - Teacher Requests Consultation with Professional Learning Community
   - Completes “Instruction Support Team” (PLC) form
   - PLC Determines Problem, Goal, and Intervention
   - PLC Monitors plan/analyzes data

2. **Request for Consultation**
   - Monitor Progress

3. **Referring Students to Targeted Supports**
   - Indicators and Cut Scores
   - SWIS DATA, Attendance, Nurse Visits, Academic scores
   - Teacher fills out “Request for Assistance” form

4. **Plan Development**
   - Initial Target Meeting: Review Data and Determine Need for Support
   - Teacher informs parent of intervention (e.g. TCCE parent letter)

5. **Behavior Intervention**
   - Title I, Literacy Consultant, Math Games...
   - Teacher begins TCCE & Data Gathering Form
   - Teacher and specialists record observations on data gathering form for a two week period.
   - Team monitors plan/analyzes Data

6. **Intervention Follow-up**
   - (Four weeks after implementation)
   - Add supports and consider referral to Intensive or SEEPT team.
   - If intervention is not effective, conduct behavior evaluation and determine group intervention and/or behavior plan.
   - Behavior: Four weeks of student self-monitored TCCE

7. **Success?**
   - Yes
     - Coach assigned to teacher
   - No
     - Systematic Screening
     - Nominate and Rank Order
     - Behavioral and Emotional Screening System (BESS)

8. **POD Specific Tier II Time Interventions (Embedded Assessments)**

9. **Whole Class Instruction/Assessment (Common Formative Assessment)**
   - Teacher Requests Consultation with Professional Learning Community
   - Completes “Instruction Support Team” (PLC) form
   - PLC Determines Problem, Goal, and Intervention
   - PLC Monitors plan/analyzes data

10. **ACADEMIC INTERVENTION**
    - Meet with teacher two weeks after initial meeting to develop and monitor academic support plan

11. **Behavioral Intervention**
    - Meet with teacher two weeks after initial meeting to develop a support plan

12. **Intervention Implementation**
    - If successful, implement plan and continue to collect data;
    - If partially successful, initiate TCCE Basic Plus

13. **Intervention Follow-up**
    - (Four weeks after implementation)
    - Add supports and consider referral to Intensive or SEEPT team.
    - If intervention is not effective, conduct behavior evaluation and determine group intervention and/or behavior plan.

14. **If intervention is effective,** TCCE Graduation

**Updated 9-19-09**
Tier 2
Activity
Time
Tier 2 Secondary Prevention
Targeted Approaches

A Function-Based Perspective
Muscott & Mann (2009)
PBIS-NH Communication Systems

Staff

Targeted Team

Central Office

Families Youth
It is important to establish a culture that supports both family and faculty involvement, engagement, positive communication and collaborative decision-making.

Establishing such a culture as expected practice helps promote stakeholder engagement as an outcome.

Effective communication implies that there are regular and frequent opportunities to:

- Provide information
- Gather feedback to gain consensus and shared ownership regarding the design, implementation and evaluation of the program.
LONDonderry South School

Respect
Responsibility
Safety
Ask Your Child
Tier 2
Activity
Time
Tier 2
Secondary Prevention
Targeted Approaches

A Function-Based Perspective

Muscott & Mann (2009)

Universal Primary Prevention

SAU/District-wide Administrative Team

SYSTEMS

DATA

PRACTICES

4. Early Identification and Nomination Processes
Teacher Nomination to Targeted Tier 2 Team

I’m Concerned About A Student
What Should I Do?
Internal Nomination Process to Tier 2 Team
Procedure Outcomes for Nomination for Secondary Supports

- Primary supports implemented with fidelity.
- Student meets criteria for non-response.
- Staff know the types of concerns that are appropriate to trigger secondary level supports.
- Staff know what informal/formal steps to take prior to activation.
- Staff know how to initiate the process and what to expect when a student is discussed.
- Staff know what information must be available at an initial meeting.
Teacher Nomination to Tier 2 Team

- Begins with completion of nomination form
- Form should be efficient and easy to complete and should include quick data summary including academic indicators
- Amount of information should match what’s necessary to make good decision about potential supports
Quick Data Check

Student: ___________________________  Date: ________________

BASC-2 Score: _____ Highly Elevated  _____ Elevated  _____ Not Elevated  _____ N/A

Attendance: _____ Concern  _____ No Concern
            _____ Absences
            _____ Tardies
            _____ Dismissals
            _____ Suspensions

Nurse Visits: _____ Concern  _____ No Concern

Comments: _______________________________________________________________

Social/Emotional Behaviors: _____ Concern  _____ No Concern
            _____ # Office Referrals (Majors)  _____ Frequent (Minors)

Academics:
MAPS:       Reading _____  Math _______

Dibels: _____

<table>
<thead>
<tr>
<th></th>
<th>Below</th>
<th>On</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Early Identification: Behavioral Indicators and Cut Scores

1. Behavioral indicators of students at risk should be identified

2. Indicators should be practical and related to behavioral risk

3. Cut scores should be addressed for two time periods
   a) Approximately 6 – 8 weeks into school year
   b) Anytime thereafter

4. Cut scores should be aligned to past data and district or school policy
**Categories, Considerations and Non-Response Criteria for Benchmarking Non-Responders to Universal Behavior Support**

<table>
<thead>
<tr>
<th>Possible Category</th>
<th>Consider</th>
<th>Non-Response Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ODR</strong></td>
<td>#, Time Frame, Teacher/Admin response continuum, parent partnership</td>
<td>3 Majors – 1st month of school</td>
</tr>
<tr>
<td>Disruption</td>
<td></td>
<td>3 Majors/ repeated minors - no improvement after steps on response continuum (includes parent connection)</td>
</tr>
<tr>
<td>Disrespect/ Non-comply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nurse Visits</strong></td>
<td>#, Time Frame, Reason, Nurse response process</td>
<td>4 visits to nurses office in 1st month w/ soft signs of illness, followed nurse primary response procedures</td>
</tr>
<tr>
<td><strong>Attendance or Tardies</strong></td>
<td>#, Time Frame, Admin Response Process</td>
<td>4 absences in 1st month of school; 8 overall; SW response process in place</td>
</tr>
<tr>
<td><strong>Homework Completion</strong></td>
<td>#, Time Frame, Teacher Response Process, TGI</td>
<td>Not complete 2/6 assignments; 2 per wk; team response process; ref to HW club</td>
</tr>
<tr>
<td><strong>Hygiene</strong></td>
<td>#, time frame, intensity, response and support process, TGI</td>
<td>Continued occurrence following parent contact, teacher conference, nurse consult &amp; referral to guidance Address frequency and intensity criteria, referral social skill club</td>
</tr>
<tr>
<td><strong>Other Behavioral Concerns:</strong></td>
<td>Behavior(s), teacher response, school system response (guidance, family worker), parent partnership</td>
<td>Continued occurrence following parent contact, observation &amp; refer to guidance Address frequency &amp; intensity criteria</td>
</tr>
<tr>
<td>Includes retreat/ withdrawal/ internalizing</td>
<td>(Teacher initiated or addressed through Systematic Behavior Screening)</td>
<td></td>
</tr>
</tbody>
</table>

Mann & Muscott (2008)
# Marlborough Dukes Tier 2 Benchmarks

<table>
<thead>
<tr>
<th>Indicator</th>
<th>October 9</th>
<th>At Any Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR</td>
<td>2 or more</td>
<td>3 or more</td>
</tr>
<tr>
<td>Nurse TLC Visits</td>
<td>2 or more</td>
<td>TBD</td>
</tr>
<tr>
<td>Tardies</td>
<td>3 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>Attendance</td>
<td>2 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>Hygiene</td>
<td>Teacher Concern</td>
<td>Teacher Concern</td>
</tr>
<tr>
<td>Homework</td>
<td>20% per subject (MS) per week (ES)</td>
<td>20% per subject (MS); per week (ES)</td>
</tr>
</tbody>
</table>
Behavioral Benchmarking at Towle Elementary School 09-10

Referrals By Student

Office Discipline Referrals (no minors)
08/01/2009-10/06/2009

Students: 20  Referrals: 25
Tier 2
Activity
Time
A Systematic Screening Process for Behavior Disorders
What is Screening?
Salvia & Ysseldyke (1988)

- Screening is an initial stage of assessment in which those who may evidence a particular problem, disorder, disability or disease are sorted out from among the general population.

- Individuals who perform poorly on screening measures are considered “at-risk.”
Why Screen for Behavior?
Kauffman (2001)

- To find youngsters whose problems are not immediately obvious and identify incipient problems with a high degree of accuracy.
- Early identification leads to early intervention.
- Early intervention is effective, efficient, and humane.
Why Screen for Behavior Disorders? It’s Costly Not To!

- Indicators of problem behaviors are evident in preschoolers and elementary age students
- Internalizers are missed with other approaches
- Early intervention matters
- Schools are the only place where we have universal access
- Recommended by the President’s New Freedom Commission and Special Education Task Force, Surgeon General, Safe Schools/Healthy Students as an evidenced-based practice
Behavior Screening Should Be a No Brainer – Think Again!
Type 1 Screening Errors
Salvia & Ysseldyke (1988)

Type 1 Errors: Students who perform poorly on screening measures and later do well on follow up assessments are considered “false positives.”
The Case Against Screening
Type 1 Screening Errors

- Could lead to many more students being referred for additional evaluations
- Evaluations are costly
- The process is potentially stigmatizing and anxiety provoking for students and families
Type II Errors: Those who show no problems on screenings, but later develop problems for which screening was conducted are considered “false negatives.”
The Case Against Screening
Type 2 Screening Errors

- Could lead to a false sense of security
- Could suggest students are doing well, when they are really “at risk”
Which Screening Errors are More Costly? Type 1 or 2
Screening Systems Errors
Muscott (2008)

- **Type 1 Systems Errors**: Schools choose not to screen and do not identify students early.
- **Type II Systems Errors**: Schools choose to screen and do not use evidence-based screening practices and valid and reliable measures.
- **Type III Systems Errors**: Schools choose to screen and do not have efficient and effective systems responses to address students who are identified as “at-risk”
Universal Screening
A No Brainer? Think Again

Controversy and Challenges

1. There are worries about government mandates and a family’s rights to privacy. Yet, mandatory universal screening has never been required.

*Parents should always have the right to opt out*

*Family engagement and consent*
Universal Screening
A No Brainer? Think Again

Controversy and Challenges

2. Building effective and efficient systems (building and district level) to support the practice.

3. Training and Technical Assistance Capacity.

4. Availability of interventions and supports for students picked up by the process.

5. Strategic planning processes to address policy and liability issues.
Minimizing Errors
Effective Screening Programs

- A *screening*-identification program to be considered effective, it must insure acceptable levels of accuracy, cost efficiency, and consumer acceptance.

- Accuracy implies that the *screening* process provides reliable and valid information for the purposes of making decisions (Hartmann, Roper, & Bradford, 1979).

- Cost efficiency means that, relative to the outcomes produced or achieved, the system's implementation does not consume too much professional time.

- Acceptance implies that such a system would be adopted by professionals and used repeatedly over time.
Features of an Evidence-based Screening Practice

- Good psychometric properties
  - Reliability
  - Validity
- Screening selects true positives and minimizes false negatives
- Multi-source and multi-method assessment and intervention are the most accurate and effective.
- Factors associated with long term outcomes
- Efficient to implement
- Low cost
- Intervention and services are targeted for the appropriate child
A Systematic Screening Process for At-Risk Behavior

- Use a multistage, multigated screening process to identify students at-risk for developing ongoing behavior concerns that takes into consideration teacher judgments and uses national norms to assess the level of risk.

- At each stage, the level of risk is determined.

- Those with an elevated risk who may require additional assessment or services continue to the next stage.

- Those who don’t have an elevated risk “exit” the system.
Implementation Procedures Stage One: General Procedures

- Screenings are recommended twice a year in October and February.
- Group administration at a faculty meeting or training is efficient – allow 90 minutes for Stage One and Two.
- Classroom teachers complete Stage One on all students in their class they have known for at least one month.
- A class list is needed.
Multiple Gate Screening

- Stage 1 involves teacher nomination and rank ordering of students along two dimensions of behavior disorders – internalizing & externalizing.

- Stage 2 requires that teachers complete the BASC-2 Behavioral Emotional Screening System for each of the nominated students.

- Students whose elevated scores exceed the established cut scores are candidates for Stage 3.

- At Stage 3, the student is referred to the Tier 2 school-based team to determine additional steps and appropriate interventions.
Implementation Procedures Stage One: Rank Ordering Students

- The overall purpose of Stage One is to evaluate ALL the students in your class on two dimensions of behavior problems commonly observed in the school setting.
  - Externalizing and Internalizing
Systematic Screening for Behavior Disorders

The dimensions of externalizing and internalizing account for nearly all of the behavior problems that underlay child adjustment problems in school and for which students are commonly referred to school psychological services.
Externalizing

- Aggression
- Antisocial acts
- Social-skill deficits
- Hyperactivity
- Lack of attention
Internalizing

- Socially withdrawn
- Social skill deficits
- Anxious
- Inhibited
Implementation Procedures: Stage One Goals

1. To provide standards, definitions, and criteria for teacher use in the screening process;
2. To provide a structure for teachers to use in nominating students who may be in need of either Tier 2 interventions or comprehensive evaluation(s);
3. To reduce the likelihood that a particular student in need of specialized services will not be nominated; and
4. To give each student an equal chance of being nominated for disruptive acting-out behavior problems and problems associated with social isolation, withdrawal and depression.
Implementation Procedures Stage One: Rank Ordering Students

1. Identify groups of students in his/her classroom that closely match the internalizing and externalizing profiles

2. To rank order students in the two groups according to the degree or extent to which each one matches the behavioral profile
Implementation Procedures Stage One: Step One

- Carefully study the definitions and examples of externalizing and internalizing behavior problems provided on Stage One forms
- Start with externalizing
- Keep in mind that selections are to be made based on how students behave
- Lists must be mutually exclusive
SSBD Stage One
Nominating Externalizing Students

- Externalizing refers to all behavior problems that are directly outwardly, by the student, toward the external social environment.

- Externalizing behavior problems usually involve behavioral excesses (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel.
Stage One
Nominating Externalizing Students

- Displaying aggression towards objects or persons
- Forcing the submission of others
- Defying the teacher
- Being out of seat
- Not complying with teacher instructions or directives
- Arguing
- Having tantrums
- Being hyperactive
- Disturbing Others
- Stealing
- Not following teacher or school-imposed rules
Implementation Procedures Stage One: Step Two

Select a group of 10 from the pupils in your class that best fit the externalizing behavior(s) and list them in Column One of the externalizing form.
**Systematic Screening for Behavior Disorders**

Hill Walker
Herb Severson
Oregon Research Institute
SSBD Implementation Procedures
Stage One: Step Three

- Rank order the students on each of your externalizing lists using the SSBD rank ordering form for Stage One
- Rank the student who *most* exemplifies the externalizing pattern Number ONE
- Rank the student who least exemplifies the externalizing pattern Number TWO
Systematic Screening for Behavior Disorders

Hill Walker
Herb Severson
Oregon Research Institute

**Figure 2 (Example)**

Externalizing Behavior Disorders Ranking Form

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
<th>Date</th>
</tr>
</thead>
</table>

**Rank Ordering on Externalizing Dimension**

*Externalizing* refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. Non-examples of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

**Examples include:**
- displaying aggression toward objects or persons,
- arguing,
- forcing the submission of others,
- defying the teacher,
- being out of seat,
- not complying with teacher instructions or directives,
- having tantrums,
- being hyperactive,
- disturbing others,
- stealing;
- not following teacher or school imposed rules.

**Non-Examples include:**
- cooperating, sharing,
- working on assigned tasks,
- making assistance needs known in an appropriate manner,
- listening to the teacher.
- interacting in an appropriate manner with peers,
- following directions,
- attending to task, and
- complying with teacher requests.

<table>
<thead>
<tr>
<th>COLUMN ONE</th>
<th>List Externalizers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
<td></td>
</tr>
<tr>
<td>Billy Smith</td>
<td>Jane Zimmer</td>
</tr>
<tr>
<td>Steve Rowe</td>
<td>John Johnson</td>
</tr>
<tr>
<td>Britta Hunter</td>
<td>Rebecca Brown</td>
</tr>
<tr>
<td>Ray Beck</td>
<td>Grant James</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLUMN TWO</th>
<th>Rank Order Externalizers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
<td></td>
</tr>
<tr>
<td>Britta Hunter</td>
<td>Steve Rowe</td>
</tr>
<tr>
<td>Grant James</td>
<td>Ray Beck</td>
</tr>
<tr>
<td>Rebecca Brown</td>
<td>Jane Zimmer</td>
</tr>
</tbody>
</table>

**Instructions:**

1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.

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SSBD Implementation Procedures

Stage One: Step Four and Five

- Repeat the process for internalizers
Stage One
Nominating Internalizing Students

Internalizing refers to all behavior problems that are directly inwardly (i.e., away from the external social environment) and that represent problems with self. Internalizing behavior problems are often self-imposed and frequently involve behavioral deficits and patterns of social avoidance.
Stage One
Nominating Internalizing Students

- Having low or restricted activity levels
- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Preferring to play or spend time alone
- Acting in a fearful manner
- Not participating in games or activities
- Being unresponsive to social initiations by others
  and
- Not standing up for one’s self.
The overall purpose of Stage TWO is to describe and measure specific behavior problems and behavioral deficits exhibited by the three highest ranked students identified in Stage ONE for externalizing and internalizing, respectively.
Stage Two: Administration of BASC-2 Behavioral Emotional Screening

- Administer the BASC-2 BESS Teacher Form Level Child/Adolescent (K-12)
- 27 Questions – 5-10 minutes
- Each item rated Never, Sometimes, Often and Almost Always
- Rater must be familiar with student – daily contact for a month or more
- Never means that you have not observed it
- Mark every item with best estimate
1. Complete the checklist in relation to your observations of the students who passed gate 1 over the past month

2. Think in terms of the full time during the day the student is under your supervision
Stage Two: Scoring the BASC-2 Behavioral Emotional Screening

- Sum the score for each item to obtain the Raw Score Table 2.2 on page 11 of manual – including adjustment for missing items
- Transfer the Raw Score to the Score Summary Section on page 4 of the test
- Use the norm tables in Appendix B to determine T score and percentile (Mean=50; SD=10)
- Assign a classification level to denote risk of having or developing behavior disorder (Normal=1SD or below 60, Elevated 1-2 SD or 61-70, Extremely Elevated over 2SD or 71+)
Stage Three: Referral to Appropriate School-Based Team

- Students who are deemed at elevated risk or extremely elevated risk should be referred to the appropriate school-based team.

- A screening team as a subgroup of the school-based team can be considered to address students with elevated, but not extremely elevated risk or students where respondent’s F-scores are 3 or more.
F Index

- F index is a measure of the respondent’s tendency to be excessively negative when rating.
- Scored by counting the number of times the respondent answered Almost always to negative items and Never to positive ones.
- On teacher and parent forms, index scores of 0-2 are acceptable; 3 caution and 4 or more extreme caution.
The SRSS is a no-cost 7 item psychometrically sound universal screening tool designed to identify students (K–Grade 6) who are at risk for antisocial behavior—and recently validated for middle and high school.

Steals; lies, cheats, sneaks; behavior problems; peer rejection; low achievement; negative attitude; and aggressive behavior.

Each student is rated using a 4-point Likert-type scale (0 = never, 1 = occasionally, 2 = sometimes, 3 = frequently).

Total scores used to classify students into three levels of risk: low (0–3), moderate (4–8), and high (9–21).
Sandown North Systematic Screening
1. The need for systematic screening to identify non-responders to primary prevention has been established and is connected to the mission, priorities and school improvement plan.
2. The person or team who can authorize systematic screening has been identified and approval has been obtained to design and implement the process.
3. A team exists that can support the student and family in determining what response, if any, should be taken for students who are identified as at-risk.
4. School and community-based supports for responding to students identified have been identified and are adequate to serve the need.
5. The current policy and procedures for screening in non-behavior areas has been identified (including parent notification) and is used to inform the development of systematic screening for behavior.
6. An evidenced based multi-gated systematic screening tool with appropriate psychometric properties and norms has been identified.
7. The policies and procedures for behavior screening have been developed and they include decision rules for key steps as well as parental notification and rights.
8. The policy and procedure for general behavior screening has been shared with families in advance of the initiation of systematic screening along with information about their rights to opt out and procedures for doing so.
9. The policy and procedure for notifying families that their child has been referred to the instructional support team exists and has been shared with families and personnel in advance of any specific referral.
10. A point of contact at the early childhood program or school who will take responsibility for oversight of the systematic screening has been identified.

11. A point of contact at the district level who will take responsibility for oversight of the systematic screening has been identified.
12. Resources (personnel, materials, and professional development) have been identified to support systematic screening.
Systematic Screening Implementation

1. Make key decisions about Stage 1 Teacher Screening on Internalizing and Externalizing Dimensions Using SSBD

- Determine whether to screen both types or just internalizers
- Determine whether to administer in a group setting such as a faculty meeting or individually by teacher
- In departmental middle and high schools, determine which teacher completes the screening
2. Determine procedure for notifying families of results

- Determine whether to send a letter or call families of students who are
  - Identified after BASC 2-BESS
  - Are not identified
- Determine when to inform families
  - After assessment
  - After meeting with classroom teacher
3. Determine procedure for referral to appropriate team for decision-making with family

- Determine how to involve families in the process
4. Determine course of action for individual students with families (monitor, community-based support, school-based support) and monitor progress.

- What are the available in school results?
- What’s the process for referral to community supports?
- How long in between monitoring progress?
“This was the best public relations activity I’ve ever done. I told the families we were offering their child support before there were problems at school, before they got frustrated and before they would lose ground academically and socially. The families were grateful.”

James Elder, Assistant Principal
Antrim Elementary School
(K-4th Grade)

- Enrollment 133 students in 9 classrooms
- 98% Caucasian; 1% Hispanic; 1% African American
- 15% Free and reduced lunch
- NECAP Reading 84% (3rd); 81% (4th); 71% (5th)

Screening Flowchart
9 classrooms screened

1st grade through 4th grade teachers used SSBD gate 1 and identified 3 internalizers and 3 externalizers (Gate 1)

Six students from the 7 classrooms were assessed using the BESS

Kindergarten teacher screened all students using BESS in am and pm sections

23 of 130 students or 18% scored elevated or extremely elevated
Antrim Elementary School Screening Process

- Team met with every teacher of the 22 students for 15-20 minutes to discuss results and other data including quick FBA (1 moved)
- Attendance, tardies, nurse office visits, NWEA academic scores, office discipline referrals and teacher judgments about academic performance
- All families contacted and decision made to offer group intervention support for all 22 students
- 21 of 22 families agree to accept supports
Tier 2
Secondary Prevention
Targeted Approaches

A Function-Based Perspective

Muscott & Mann (2009)
Action Planning and Homework in Preparation for Day 2 May 3, 2010

Where Do You Go From Here?

Plan
Acknowledgements

- Lucille Eber
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