



*** Welcome to Tier Two Coaches' Forum #1**




Orange County Dept. of Education
September 27, 2016

**Share a highlight from your school's 2016-17 PBIS Launch (Implementation Day).*

**If you have not yet had your launch, please share a planning step.*



***Inclusion Activity: PBIS Launch**



*** Agenda**

- * Welcome and Inclusion Activity
- * Overview of T2 Targeted Support
- * Targeting Group Needs
 - * Dr. Lucy Vezzuto
- * Determining Readiness for T2
 - * Tiered Fidelity Inventory (TFI)
- * Coaches' Role in T2

*** Tier II Training Outcomes**

Targeted Group Interventions

- Build a menu of **evidence-based targeted group interventions** for students who are **at risk and are not responding to Universal Level interventions**.
- Develop a **Secondary Interventions Grid** that explicitly describes and defines targeted T2 interventions at your school.

Function of Behavior


- Identify the primary **function/motivation** of problem behavior .
- **Link targeted interventions** to function of the problem behavior.

Team Initiated Problem-Solving


- Establish and maintain a representative **Behavior Support Team**.
- Develop effective **team meeting foundations**.
- Define problems with **precision**.
- Establish **data criteria** for student referral, progress monitoring, and **exit/transition** for T2 Targeted Interventions.

*** Rationale**

*All specialized interventions are more effective and more durable if they are done with universal, school-wide behavioral expectations as a foundation.



*T2 supports address the needs of students who require more support than is available for all students at the universal level (typically 10-15% of the student population at risk for behavior and social-emotional concerns).



*** T2 Supports**

*What are characteristics of T2 targeted interventions?

- Targeted interventions are designed for a smaller portion of students with some risk.
- Focus on specific, targeted skill or deficit.
- Targeted interventions are usually short term, maybe 8-10 weeks
- Standardized delivery across a group of students with similar at-risk needs.
- Data are used continuously to monitor student's progress in the intervention.

Academics and/or Behavior

*T2 supports involve small groups of students or simple individual interventions delivered in a standardized way across groups of students.

*T2 Supports

*Examples of T2 Targeted Interventions

- *Consistent, standardized implementation across students.
- *Easily accessible (e.g., within a few days of referral).
- *Continuous availability
- *Implemented by all school staff
- *Consistent with and extra doses of school-wide expectations and interventions.

*Core Features of Tier 2 Interventions

Crone, Hawken, & Horner, 2010

*Examples of T2 Targeted Interventions

- Targeted students are placed on a JIPP (progress report) to receive more frequent feedback and attention.
- Students are matched with an adult or peer mentor.
- Students receive group instruction to build social skills (e.g., Bully prevention, social skills, self-regulation).
- A more long term relationship is established with a trained mentor.

1. **Check and Connect:** involves connecting a student with a school-based monitor to improve student engagement, decrease absences, and ultimately prevent drop-out.
2. **Social Skills Groups:** involve directly teaching pro-social skills to enhance a student's ability to interact with peers and adults.
3. **Check-In/Check-Out (CICO):** is a highly efficient program that may support up to 30 students at one time. Students receive frequent feedback and reinforcement based on data driven progress monitoring.
4. **Mentoring:** interventions involve pairing the target student with another successful student or community mentor who serves as a "coach" or "mentor" by establishing a supportive relationship with the student at-risk while modeling appropriate social and academic behaviors.

*Examples of Tier II Interventions

*T2 supports focus on support for groups of students who are at-risk for problem behavior or who demonstrate social-emotional concerns.

*Examples:


- *Students who receive multiple ODRs
- *Students who demonstrate social skills difficulties
- *Students with poor attention and self-regulation

***T2 Targeted Group Needs**

*If you could observe all students at your school, what group needs might emerge?

*What data sources might you review to identify targeted group needs?


***Making Predictions**



***Targeting Group Needs**

Dr. Lucy Vezzuto

***Assumption: A Solid Tier 1 Prevention Foundation**



ALL School & Classroom Systems

- *Universal school-wide norms, behavioral expectations and supports
- *Intentional teaching of social-emotional life skills
- *Data-based decision making
- *Staff can identify student behavioral, mental health, and trauma-based issues & use referral processes
- *Best first instruction
- *Build community & relationships using Restorative Practices (affective statements, questions, circles)

Social and Emotional Learning (SEL) for Academic and Life Success



Recognize one's emotions, values, strengths, and limitations

Manage emotions and behaviors to achieve one's goals

Make ethical, constructive choices about personal and social behavior

Show understanding and empathy for others

Form positive relationships, work in teams, deal effectively with conflict

CASSEL

***SEL Strengthens Five Key Skill Areas**

S K I L S	Self-Awareness	Social Awareness	Responsible Decision Making
	Self-Management	Relationship Skills	
	SENSE OF SELF	CONNECTION TO OTHERS	GOOD LIFE CHOICES

Beyond Universal Prevention




*** Identifying Student Needs-**
 social
 emotional
 physical
 psychological

Sample Behavior and Skill Deficits

Self Awareness <ul style="list-style-type: none"> Poor self image Lack of optimism Negative outlook Lack of confidence Inability to identify emotions & thoughts Unable to identify stressors 	Social Awareness <ul style="list-style-type: none"> Lack of empathy Inability to take perspective of others Inability to identify emotions of others Doesn't understand social and ethical norms of behavior 	Responsible Decision Making <ul style="list-style-type: none"> Doesn't make constructive & respectful choices about personal behavior & social interactions Doesn't consider safety concerns, social norms Unable to assess consequences of actions
Self Management <ul style="list-style-type: none"> Unable to regulate impulses, emotions, thoughts & behaviors in different situations Inability to focus Poor planning & organizing Violent toward self Unable to motivate self Unable to manage stress Inability to set personal or academic goals and work towards them Off task, missing 	Relationship Skills <ul style="list-style-type: none"> Conflict with adults and/or peers Seeks attention Lack of respect Fighting or violent behavior towards others Bullying Inability to communicate with others Lacks active listening skills Unable to cooperate with others Unable to resist social pressure Unable to resolve conflicts constructively Inability to ask for help Unable to offer help 	

What is trauma?

- Highly stressful event, such as:
 - Abuse
 - Bullying
 - Injury/hospital stay
 - Abandonment
 - Community violence
 - Loss of loved one
 - Accident
 - Homelessness
 - Natural disaster
 - Exposure to violence or abuse
- Characterized by unpredictability
- Threatens physical or mental well-being
- Evokes feelings of extreme fear or helplessness
- Overwhelms an individual's capacity to cope




Prevalence of trauma and violence

- 2009 survey of U.S. children under age of 17
 - More than 60% were victims or witnesses of violence
 - 25% witnessed a violent act
 - 10% saw one family member assault another
 - Nearly one-half (46%) were assaulted at least once in past year
 - 10% were injured in the assault
 - One-fourth (25%) were victims of robbery or vandalism
 - 10% were victims of child maltreatment (physical or emotional abuse, neglect, or family abduction)
 - 1 in 16 (6%) were victimized sexually

Effects of trauma on children


- Symptoms of trauma may include:
 - Isolation
 - Hyperactivity
 - Aggression
 - Anger
 - Sadness
 - Distraction
 - Fearfulness
 - Moodiness
- Children exposed to violence are more likely to have:
 - Behavior problems
 - Poor school performance
 - Problems with authority
 - Difficulty following directions
 - More school absences
 - Somatic complaints
 - Poor sleep and nightmares
 - Symptoms of depression
 - Fewer friends



Trauma effects in the classroom


How might a traumatized student act in class?

- Fails to understand directions
- Over-reacts to:
 - Comments or criticism from teachers and peers
 - Noises (startles at bells, slamming doors)
 - Physical contact
 - Environmental cues (low lighting, sudden movements)
- Has difficulty with authority and redirection
- Misreads context; fails to connect cause with effect
- Clingy and worried about safety
- Distracted and unable to complete work/homework
- Irritable or angry
- Uncomfortable, in pain, or sick



Trauma effects on academic outcomes


- Trauma symptoms interfere with concentration, memory, and cognition, leading to:
 - Decreased IQ and reading ability (Delaney-Black et al., 2003)
 - Lower grade-point average (Kurtis et al., 2001)
 - Decreased rates of high school graduation (Grogan, 2007)
 - Increased expulsions and suspensions (LAUSD Survey)



SPI International

Goal of Interventions: Restore developmental progress

- **Affect Regulation** Teaching emotional self-regulation and adapting student environment to meet needs
- **Trust in Human Relationships.** Modeling appropriate boundaries
- **Joy in Exploration and Learning** Creating safe environments to learn and explore



SPI International

* What issues are of most concern to you regarding student behavior?



Jot one thought per post-it. Place on table. Categorize the ideas.





What data sources do you already have to identify student needs for Tier 2 interventions?

What additional data sources would support your decision making?

Team Composition: Tier II planning team includes individuals able to provide (1) Tier II systems coordination (2) applied behavioral expertise, (3) administrative authority, (4) knowledge of students, and (5) knowledge about operation of school.

* Tier 2 Team

- * Provide specialized behavioral assessment strategies, interventions, and supports.
- * Meet regularly, (at least 1 X monthly)
- * Coordinate school-wide implementation of overall Tier II practices and systems.
- * Develop screening procedures and data-based decision rules.
- * Summarize and review data to monitor student need and progress.




* Roles and Functions


Function	Number of Persons	Position	Action Step / Confirmed
Administrator			
PBIS Coach			
Behavior Support Specialist			
Data Assessment			
Teacher Representative(s)			
Other			
Other			

* Team Membership Self-Assessment

- *T1 Universal Foundations are in place:
 - *Team Implementation Checklist > 80%
 - *Tiered Fidelity Inventory (TFI) > 70% Tier One
 - *Mini SET (School Walkthrough Tool) - 80% Students and 80% Staff



* Determining Readiness for T2




* School-wide PBIS Tiered Fidelity Inventory
Version 2.1

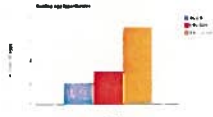
* Tiered Fidelity Inventory (TFI)

* The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to determine the **extent to which school staff are applying the core features of SW PBIS across all three tiers.**

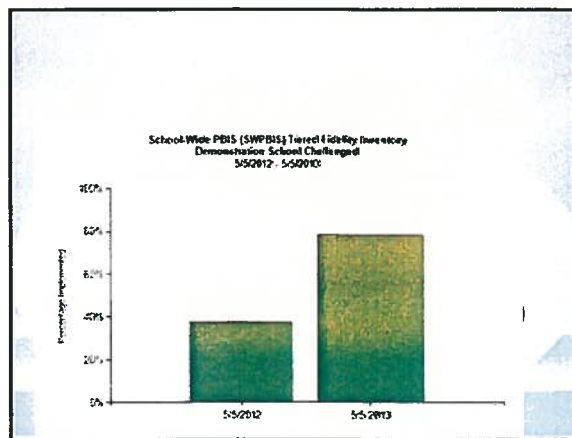
- *Tier I (Universal PBIS)
 - *Whole School Universal Prevention
- *Tier II (Targeted PBIS)
 - *Secondary, Small Group Prevention
- *Tier III (Intensive PBIS)
 - *Tertiary, Individual Support Prevention

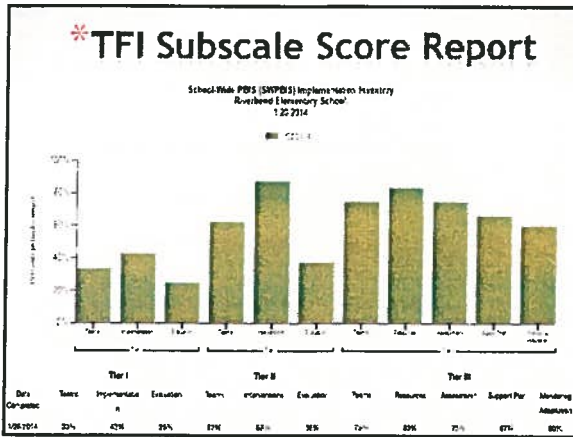


- * Total Score
- * Subscale
- * Sub-subscale
- * Individual Items



* Summary Data and Reports





* Who Completes the TFI

- * The TFI is completed by the school PBIS Leadership Team, including the site administrator and PBIS coach*.
- * Input from staff or other committees that have the knowledge and are supporting students in one or more of the Tiers is recommended.
- * For example, a **behavior specialist** may want to be part of the completion of the Tier III section if they are involved in BSP Planning.
- * *Note: Is strongly recommended the SWPBIS TFI be completed (at least the first time) with an external PBIS coach as the facilitator.*

* TFI Pre-Administration Documentation

Tier One	Tier Two	Tier Three
<ul style="list-style-type: none"> School team organizational chart (if available) School/ District policies on social behavior/support Team meeting minutes (last 3 meetings) Student handbook Professional development plan for past year Prior PBIS fidelity measures (last two years) Student behavioral data summary for past month Major ODR/Day/Month compared to the national median Universal screening measures and process Any prior evaluation reports focused on social behavior Any reports to school administration or board focused on social behavior 	<ul style="list-style-type: none"> Tier II team meeting minutes (last two) Rubric for selecting students for Tier II support Tier II strategy handbooks, or procedures (i.e., CICO) Available Tier II data summaries (if possible for 2 months) Family communication systems Most recent fidelity measures for Tier II strategies 	<ul style="list-style-type: none"> Tier III team meeting minutes (last two meetings) Decision rules for selecting students for Tier III Assessment tools for Tier III (i.e., functional behavioral assessment, mental health, medical records, etc.) Three student support plans (randomly selected) Tier III data summary (last two reports)

* Possible Pre-Administration Documentation: T1

- * School team organizational chart (if available)
- * School/ District policies on social behavior/support
- * Team meeting minutes (last 3 meetings)
- * Student handbook
- * Professional development plan for past year
- * Prior PBIS fidelity measures (last two years)
- * Student behavioral data summary for past month
- * Major ODR/Day/Month compared to the national median
- * Universal screening measures and process
- * Any prior evaluation reports focused on social behavior
- * Any reports to school administration or board focused on social behavior

Log-in Instructions for PBIS Surveys

- Go to PBISApps.org
- Click on PBIS Applications Login located in the black bar (app bar) at the top right of the screen (see picture 1).
- Enter your email address in the Username field, and enter your password associated with the PBIS Assessment account
- If you do not have a password, click on Forgot Password. The system will prompt you by sending you an email to create a password (see picture 2).

Picture 1

* Coaching Tier Two PBIS Implementation

Developing Student Behavior Support Teams

- ▶ **Define a specific content area**
 - ▶ Teaching expectations, establishing reward systems, implementing a consequence systems, bully prevention
- ▶ **Using this content area define an example where you engaged in *Training***
 - ▶ What Knowledge and or Skill were you teaching?
- ▶ **Using this content area define an example where you engaged in *Coaching***
 - ▶ What was the natural context where you were establishing a new skill procedure?

**** Action: Training vs Coaching**

- Prompting**
 - ▶ Bring newly trained skills under stimulus control of natural stimuli
- Fluency Building**
 - ▶ Repeated opportunities to use new skills ... preferably soon after training
- Performance Feedback**
 - ▶ Feedback on accuracy and shaping of trained skills
- Adaptation**
 - ▶ Modify trained skills to fit to local culture and context
 - ▶ Suggest and /or encourage adaptations

**** Four Functions of Coaching (Rob Horner)**

**** Stages of Implementation**


Focus	Stage	Description
Should we do it!	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems. conduct audit. develop plan.
	Initial Implementation	Try out the practices. work out details. learn and improve before expanding to other contexts.
Work to do it better!	Full Implementation	Expand the program/practices to other locations. individuals. times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

*** Stage of Implementation Affects Coaching**

- ▶ **Exploration**
 - ▶ Focus is on Building "Buy-In"
 - ▶ Providing information
 - ▶ Prompting self-assessment
- ▶ **Installation**
 - ▶ Building the data, organization, time, teams, structure for success
- ▶ **Initial Implementation**
 - ▶ Formal establishment of core features under natural conditions
- ▶ **Full Implementation**
 - ▶ Establish the full system supports needed for scaling and sustainability
 - ▶ Build capacity to sustain at the beginning of implementation

*** Coaches Self-Assessment Activity**

- Complete the *Readiness Self-Assessment*.
- Form groups of 4-6 (like schools).
- Review the PBIS Coaching Readiness Self Assessment.
- Discuss any challenges you might foresee in fulfilling the role of PBIS Coach.
- Select 2-3 goals for the year.



October 20, 2016
 0005, Bldg. A Boardroom
 8:00-3:00

*** Preparing for Tier Two Leadership Team Training**