

**ILLINOIS PBIS NETWORK**

## Building Tier 2/3 Leadership— Part II: Systems and Evaluation Structure to Support Tier 2/3 Implementation of Behavioral Supports

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Illinois PBIS Network  
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Alton School District

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### Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Adapted from "What is a systems Approach in school-wide PBS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at <http://www.pbis.org/schoolwid.htm>

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### Tier 2/3..... Changing existing systems

- Harder than starting from scratch
- Schools think they are 'already doing it'...
  - Need to 'deconstruct' some existing teaming approaches and practices
  - Data not being used except to justify placements

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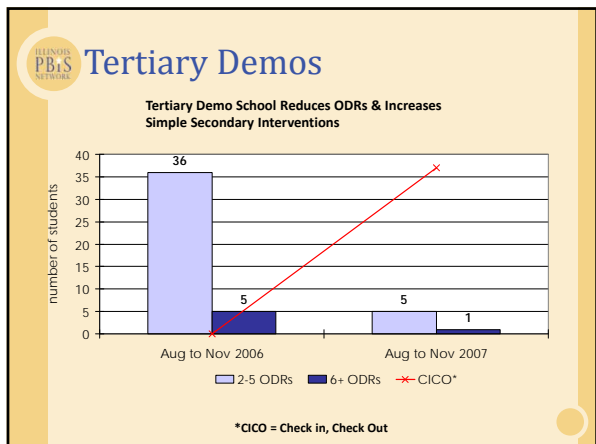
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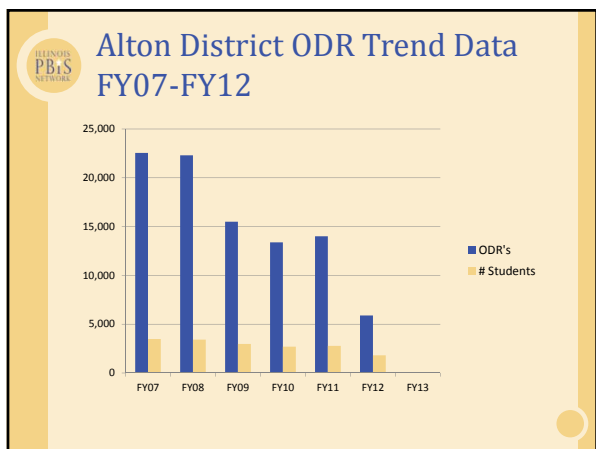
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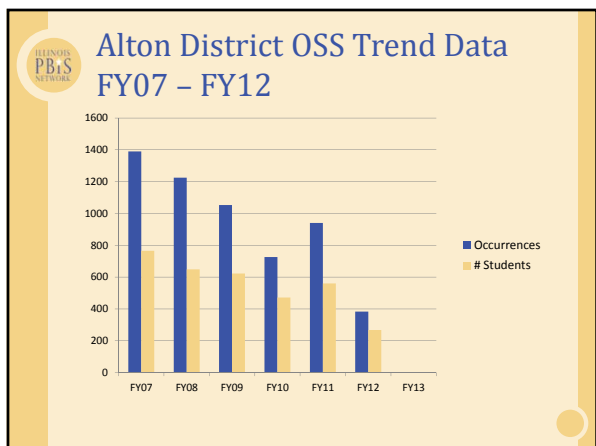
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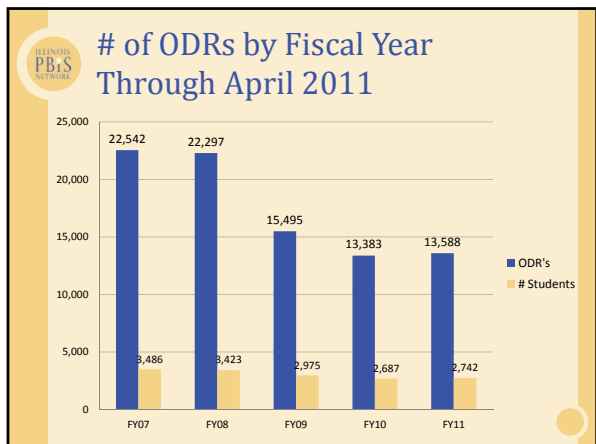
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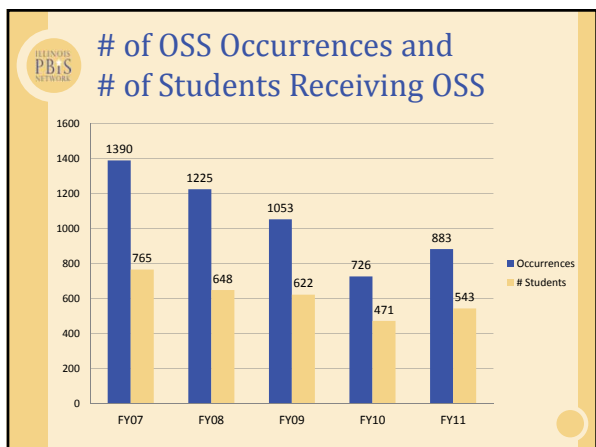
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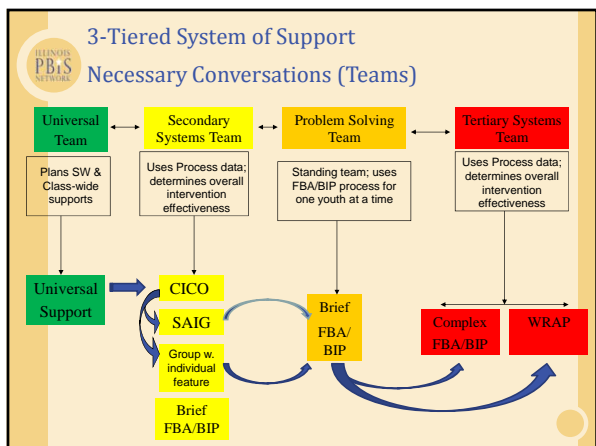
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**Continuum of Teaming:  
Systems & Student-Specific**

- Secondary Systems Planning Team
- Secondary (Generic) Problem Solving Team
- Tertiary Systems Planning Team
- Individual Youth FBA/BIP Team
- Wraparound Team
- District Tertiary Leadership Team

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**Tools Used to Build District and  
Building Level Action Plans for  
Secondary/Tertiary Implementation**

- Phases of Implementation (PoI)
- Benchmarks for Advanced Tiers (formerly known as Checklist for Individual Student Systems-CISS)
- Secondary/Tertiary Tracking Tool
- Systems Response Tool
- Out-of-Home-School Tool
- Guiding Questions Tool

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Tier 2/Tier 3 Intervention Tracking Tool  
Page 1 of 4

School Name: \_\_\_\_\_ Total School Population as of October 1: \_\_\_\_\_

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Individualized Check-in/Check-out, Groups & Mentoring		Brief FBA/BIP (if Individual Behavior Assessment/School Intervention Training)		Complex FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

**Data-based Decision rules for defining "response to intervention":** Please list below your data-based decision rules 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 & Mentoring: \_\_\_\_\_

Responding to Brief FBA/BIP: \_\_\_\_\_

Responding to a Complex FBA/BIP: \_\_\_\_\_

Responding to Wraparound Support: \_\_\_\_\_

Tier 2/Tier 3 Tracking Tool - Version 2.0 IL PBIS Network August 2011

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Illinois PBIS Network  
Tier 2/Tier 3 Intervention Tracking Tool  
WORKSHEET

Page 2 of 4

Social/Academic Instructional Groups

Group 1 Name:		Group 2 Name:		Group 3 Name:		Group 4 Name:		Group 5 Name:		Total for Social/Academic Instructional Groups...	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision rules for defining "response to intervention":  
Responding to Group 1:  
Responding to Group 2:  
Responding to Group 3:  
Responding to Group 4:  
Responding to Group 5:

Individualized CICO, Group with Individualized Features, & Mentoring

Type/Name 1:		Type/Name 2:		Type/Name 3:		Type/Name 4:		Type/Name 5:		Total for 2 <sup>nd</sup> Type of Tier 2 Interventions	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision rules for defining "response to intervention":  
Responding to Type 1:  
Responding to Type 2:  
Responding to Type 3:  
Responding to Type 4:  
Responding to Type 5:

Tier 2/Tier 3 Tracking Tool - Version 2.0 IL PBIS Network August 2011

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**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

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**Alton District Tracking Tool**

Illinois PBIS Network  
Tier 2/Tier 3 Intervention Tracking Tool

Page 1 of 2

School Name: **Alton District - December 2011** Tier #: **65%** (45% response) Total School Population as of October 1: **6,397**

Interventions Tier #: 961 (39% responding)	Check-in/Check-out (CICO) 25% responding		Social/Academic Instructional Groups 40% responding		Individualized Check-in/Check-out Groups 40% responding		Brief FIASIP 35% responding		Complex FIASIP 50% responding		Wraparound Support 30% responding	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
AHS	42	9	69	25	70	28	0	0	7 maps	2	4	0
AHS	158	24	73	10	18	13	6	0	12	10	11	11
East	50	17	41	26	5	4	11	7	1	1	1	1
Eunice Smith	15	2	11	1	7	1	4	1	0	0	3	0
Gilson Brown	22	12	15	9	1	0	4	0	0	0	2	2
Lewis & Clark	12	11	26	26	4	4	2	2	0	0	1	1
LeVeijoy	26	13	16	10	5	2	2	1	3	1	4	1
North	38	14	17	6	15	5	12	2	1	0	3	0
West	16	4	14	11	6	2	9	6	3	2	3	2
ECC	16	13	39	29	0	0	13	4	0	0	2	1
MAC	12	3	39	16	4	2	8	2	1	0	6	1
<b>Total</b>	<b>405</b>	<b>113</b>	<b>356</b>	<b>169</b>	<b>135</b>	<b>61</b>	<b>71</b>	<b>25</b>	<b>28</b>	<b>16</b>	<b>40</b>	<b>13</b>

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**Individual Student Systems Evaluation Tool and Checklist for Individual Student Systems**

- ISSET is an external evaluation like the SET or tier 2/3
  - Specifically one simple secondary intervention and FBA/BIP
- CISS (not BAT-Benchmarks for Advanced Tiers) is a self assessment of the above

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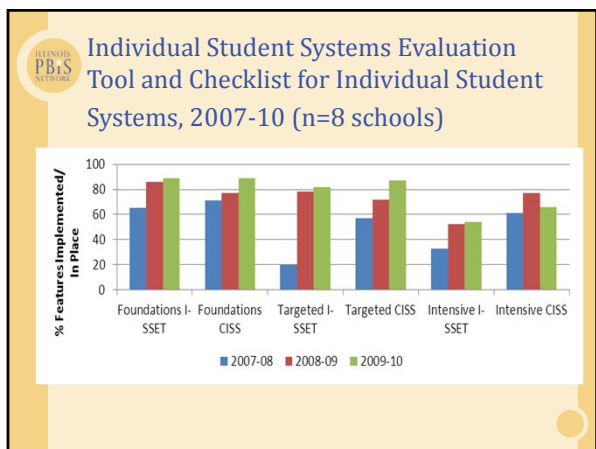
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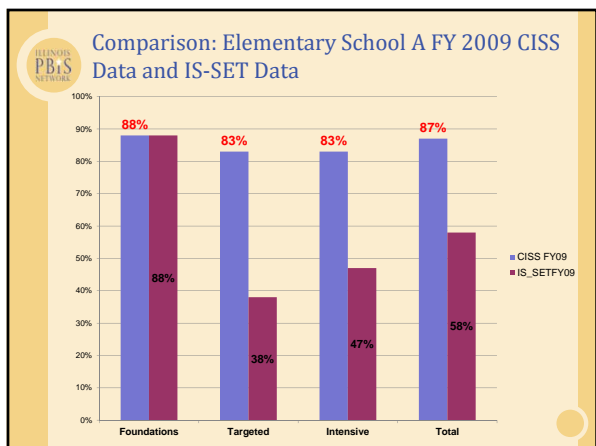
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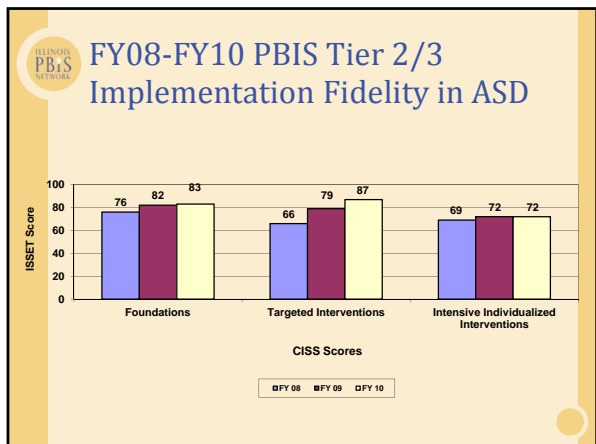
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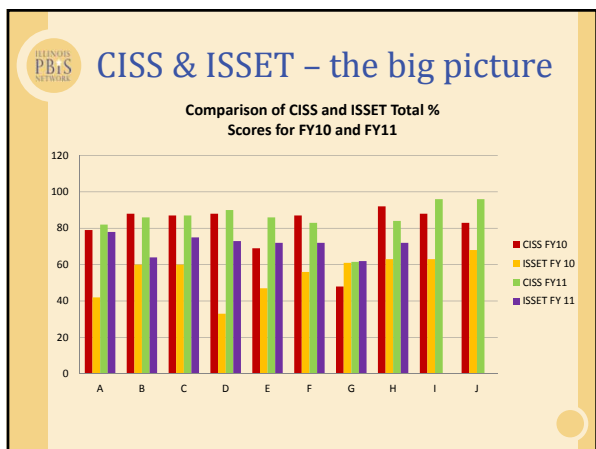
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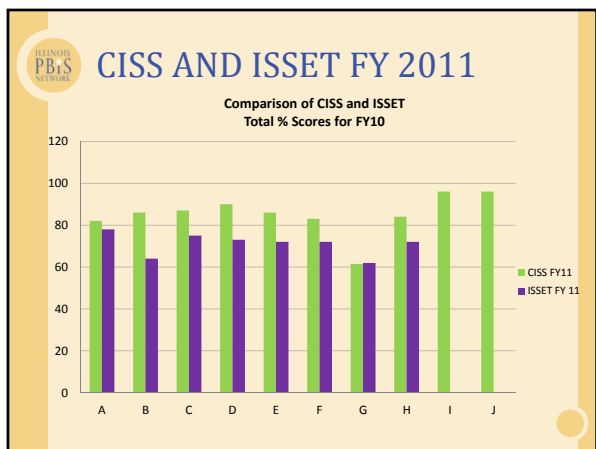
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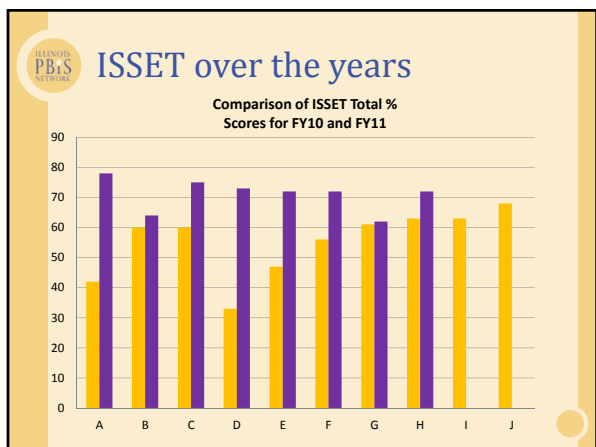
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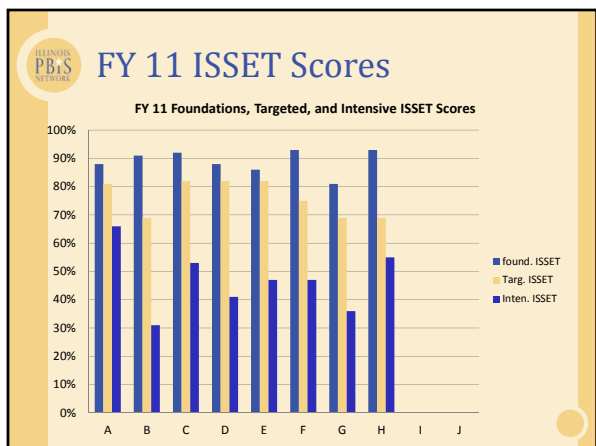
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**Alton CUSD11 EE SPP Indicator 5c\*: FY 06-11**

Indicator 5c\* – Served in public or private separate schools, residential placements, or homebound or hospital placements. Measurement:  
# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements  
Total # of students aged 6 through 21 with IEPs x100

Year	# of children w/ IEPs in indicator 5c	Total # students w/ IEPs	District Ratio Actual***	Statewide Target	Difference Between State Target and District Actual
2006	133	1,319	10.08%	5.24%	+4.84%
2007	122	1,354	9.01%	4.91%	+4.10%
2008	102	1,364	7.48%	4.58%	+2.90%
2009	81	1,351	6.00%	4.25%	+1.75%
2010	85	1,299	6.54%	3.90%	+2.64%
2011	84	1,208	6.95%	3.90%	+3.05%

\*SPP 5c includes LRE/FACTS codes 4-6, codes 6-27.  
\*\*\*An increase in ratio value is indicative of a positive trend

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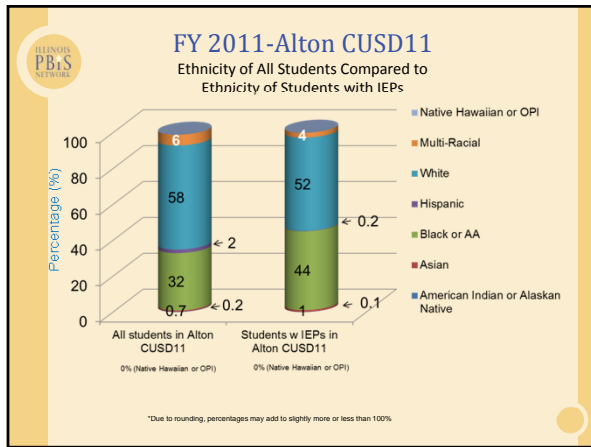
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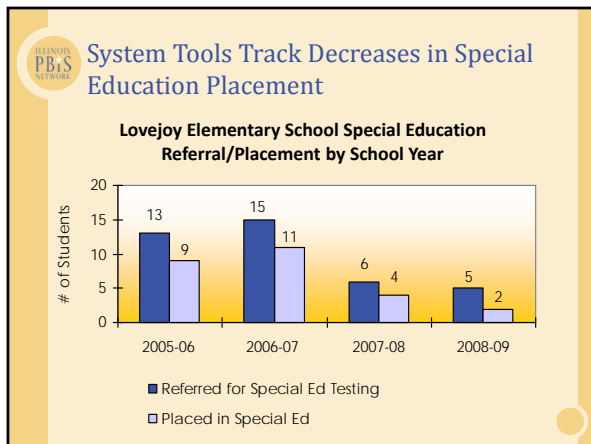
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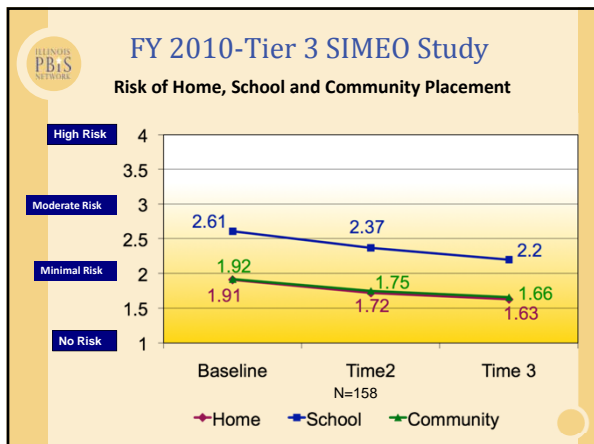
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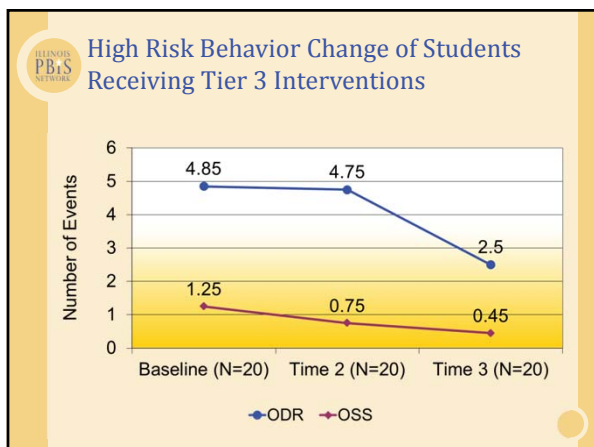
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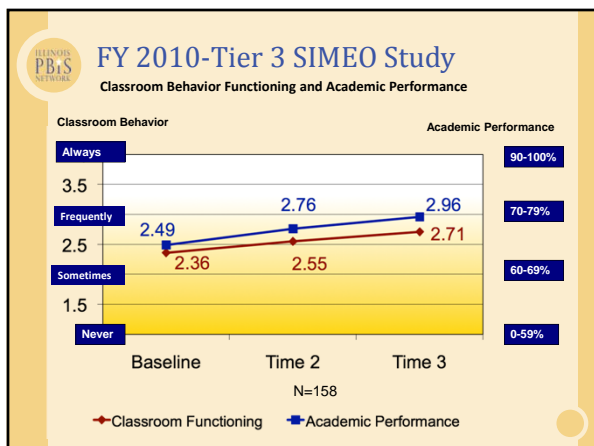
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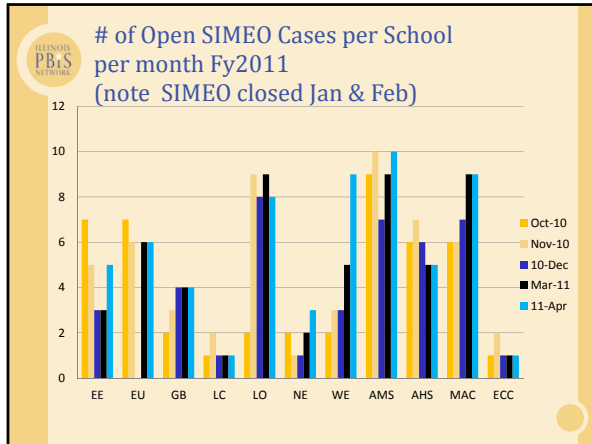
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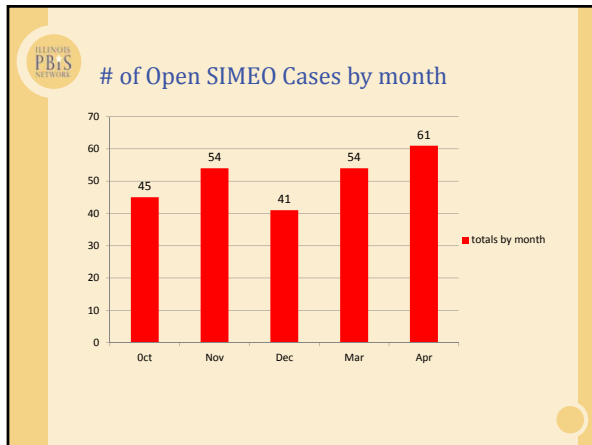
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**Problem**

- Students cannot benefit from interventions they do not experience

Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

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## Systems-Response Tool

“Finding” Students in Need of Tertiary Supports

- Records the “system’s response” to youth behavior/circumstance
- Administrators and team members need to find the #s of youth that meet each criteria
  - Using the tool IS engaging in a ‘systems-reflection’
  - Prevents the hiding or mis-labeling of youth (ex. “We don’t have any kids that need Wraparound”)

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Building Name: \_\_\_\_\_ Total Student Population (as of Oct 1<sup>st</sup>): \_\_\_\_\_

System Response Options	Total # of Students in Category for Timeframe: List date/year at top of column & total # of youth in each box					
	Totals from each of the following:	Date:	Date:	Date:	Date:	Date:
A. Students being monitored by Secondary Systems Team	CICO-					
	S/AIG-					
	Mentoring-					
	Brief FBA/BIP-					
B. Students being monitored by Tertiary Systems Team	Complex FBA/BIP-					
	WRAP-					
C. Students moving to less restrictive environment or exiting Special Ed.	5c to 5b:					
	5b to 5a:					
	Exiting SpEd:					
D. Students tested for Special Education (Initial Evaluations Only)	Eligible:					
	Not Eligible:					
E. Students suspended on only one occasion	ISS-					
	OSS-					
F. Students suspended on two or more separate occasions	ISS-					
	OSS-					

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G. Students with Special Education process in progress (Initials only)	Academic-					
	Behavior-					
	Other-					
H. Students with IEPs that moved to a more restrictive setting	5a to 5b:					
	5b to 5c:					
I. Students with IEPs placed outside their home school (ex. IAES, day treatment, alternative schools, self-contained programs)						
J. Students placed outside their homes (i.e. hospital, residential, juvenile justice facility)						
K. General education students placed (or at-risk of being placed) in separate setting or “Safe School” (ex. alternative to suspension program)	At-risk-					
	Placed-					
L. Students with expulsion hearing in progress (Disciplinary Review)						
M. Students expelled						

Systems-Response Tool - Version 2.0      Page 1 of 3      Illinois PBIS Network, 9.14.2011

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**Alton SRT data**

- Completed quarterly – each school
  - Principal responsible with multiple contributors
  - Reviewed by Secondary and Tertiary school teams
  - Reviewed in Systems TA sessions with coaches, administrator(s) and external coaches (bi-monthly)
  - Reviewed quarterly by DLT (as whole district)

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Illinois PBIS Network  
**Systems-Response Tool (SRT)**

**Purpose of tool:** The SRT assists school teams in reflecting on and action planning to improve their school's typical responses to challenging youth behavior. By recording and reflecting on this data, teams can identify trends such as suspension rates or out of district placement for youth and can find related systems-level challenges (i.e. excessive special education testing for youth who do not qualify for support). This tool is used by focusing on school-wide or district-wide data followed by team action planning to achieve more proactive systems responses, including earlier use of proactive interventions.

Building Name **Alton District, December 2011** Total Student Population (as of Oct 1<sup>st</sup>): **6,397**

System Response Options	Total # of Students in Category for Timeframe:					
	Total from each of the following	Date 12-2011	Date	Date	Date	Date
A. Students being monitored by Secondary Systems Team	DOC	405				
	ISAP	350				
	Mentoring	135				
	IBrief PB/BSI	71				
B. Students being monitored by Tertiary Systems Team	Complex P/BSI/SP	28				
	WRAP	40				
C. Students moving to less restrictive environment or exiting Special Ed.	SL to SL	3(-MS)				
	SL to SL	11(+MS)				
	Exiting SSES	4(-MS)				

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D. Students tested for Special Education (Initial Evaluations Only)	English	15					
	Lat (English)	16					
E. Students suspended on only one occasion	ISB	78					
	OSB	151					
F. Students suspended on two or more separate occasions	ISB	25					
	OSB	43					
G. Students with Special Education process in progress (Initials only)	Academic	16					
	Behavior	6					
	Other	6					
H. Students with IEPs that moved to a more restrictive setting	SL to SL	9					
	SL to SL	3					
I. Students with IEPs placed outside their home school (ex. IAES, day treatment, alternative schools, self-contained programs)		149					
J. Students placed outside their homes (i.e. hospital, residential, juvenile justice facility)		27					
K. General education students placed (or at-risk of being placed) in separate setting or "Safe School" (ex. alternative to suspension program)	At risk	2					
	Recess	10 AIMS					
		188 NS					
L. Students with expulsion hearing in progress (Disciplinary Review)		0					
M. Students expelled		2					

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 **Universal Screening**

- Looking Beyond ODRs

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 **Why Do We Need to Go Beyond Use of ODRs?**

- Use of “alternative” discipline responses; often w/o documentation.
- Over use of “Special Education” placement w/o adequate dosage of interventions.
- High rate of unidentified MH problems.
- Youth get identified only after “crisis” which makes it harder and more “costly” to intervene.

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 **Purpose of Universal Screening for Behavior**

- Universal screening for behavior is integral to the Response to Intervention (RtI) model
  - Emphasis on prevention versus intervention
    - Use an evidence-based instrument to identify:
      - Risk factors for emotional/behavioral difficulties
      - Social-emotional strengths and needs
        - › Casts a ‘wider net’ than just using office discipline data (Identify students who don’t typically receive referrals)

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**Universal Screening: Illinois PBIS Implementation Summary**

- Key outcomes from four years of implementation in Illinois schools:
  - On average within PBIS schools **less than 10%** of students, enrolled in grades screened, met criteria for needing additional supports
  - Over time, **fewer** students were identified via universal screening process

\*Enrollment based on ISBE 2010 Fall Housing Report for grades screened

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**Universal Screening for Behavior Results**

IL-PBIS Network Universal Screening Results: 2007-11

Category	2007-08 (N=18)	2008-09 (N=30)	2009-10 (N=45)	2010-11 (N=61)
Externalizers	5.6%	5.1%	3.5%	5.8%
Internalizers	3.8%	3.8%	3.8%	2.7%
Total	9.4%	8.9%	9.6%	6.3%

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**Universal Screening: Illinois PBIS Network Model**

- Illinois PBIS Network model consists of the following features:
  - Gated approach
  - Evidence based tool
  - Screening on both dimensions (internalizing/externalizing)
  - Youth are placed into an evidence-based intervention within 72 hours of parental consent

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**ILLINOIS PBIS NETWORK**

## Universal Screening Process

- The Illinois PBIS Network recommends a ‘multi-gate’ process for implementing universal screening for behavior
  - Efficient:**
    - Takes no more than 90 minutes per classroom to complete process
    - Less expensive and more timely than special education referral process
  - Fair:**
    - All** students receive consideration for additional supports (gate one)
    - Reduces bias by using evidence-based instrument containing consistent, criteria to identify students (gate two)

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**ILLINOIS PBIS NETWORK**

## Universal Screening: Instrument Selection Criteria

- Screening tool meets established psychometric criteria
  - The Standards for Educational and Psychological Testing* published by American Educational Research Association (AERA) & American Psychological Association (APA) is gold-standard for instrument selection guidelines
- Identifies risk factors associated with externalizing (‘acting out’) and internalizing (‘overly shy/withdrawn’) behavioral problems, or social-emotional strengths and weaknesses
- It can be administered quickly (takes less than an hour to screen an entire class)
- It is cost-efficient
  - Easy to score
  - Does not require specialized training to administer
  - Can function as a progress-monitoring tool

**UNIVERSAL SCREENING INSTRUMENTS ARE NOT DIAGNOSTIC TOOLS**

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**ILLINOIS PBIS NETWORK**

## Universal Screening: Illinois PBIS Network Current Screening Instruments

Screeners	Pros	Cons
Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990) <a href="http://store.cambridgelearning.com">http://store.cambridgelearning.com</a>	<ul style="list-style-type: none"> <li>Well-validated (Endorsed in 1990 by the Program Effectiveness Panel of the U.S. Department of Education)</li> <li>Efficient (Screening process can be completed within 45 minutes to 1 hour)</li> <li>Most effective instrument for identifying internalizers (Lane et al., 2009)</li> <li>Meets AERA/APA instrument selection criteria</li> <li>Inexpensive (Manual- S 131.49; includes reproducible screening forms)</li> </ul>	<ul style="list-style-type: none"> <li>Normed for grades 1-6</li> <li>Dated norms (normed in 1990)</li> <li>Normative sample skewed to western U.S. region</li> </ul>
BASC-2/RES (Kamphaus & Reynolds, 2007) <a href="http://www.pearsonassessments.com">http://www.pearsonassessments.com</a>	<ul style="list-style-type: none"> <li>Measures behaviors associated with internalizing and externalizing problem behaviors and academic competence</li> <li>Meets AERA/APA instrument selection criteria</li> <li>Incorporates three validity measures to rule out response bias</li> <li>Utilizes large (N= 12,350 children &amp; youth), nationally-representative sample</li> <li>Web-based screening capacity available via AIMSeWeb</li> </ul>	<ul style="list-style-type: none"> <li>Can be expensive for districts/schools that don't have access to a scantron machine</li> <li>\$1.00 per paper protocol</li> <li>Online access via AIMSeWeb: Additional \$1.00 per student for subscribers and \$4.00 per student for non-subscribers)</li> <li>Hand-scoring is time-consuming and reduces access to validity measures</li> <li>Computer software is expensive (\$600)</li> </ul>

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**Universal Screening: Illinois PBIS Network  
Additional Evidence-Based Screening Instruments**

Screener	Pros	Cons
Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001)	<ul style="list-style-type: none"> <li>Measures internalizing/externalizing behaviors</li> <li>Free</li> <li>Option of completing pencil and paper, or online version</li> <li>Can be scored online</li> <li>Technically sound: Large, representative normative group</li> </ul>	<ul style="list-style-type: none"> <li>Perceived length of administration time</li> <li>Items skewed toward externalizing behaviors</li> </ul>
Student Risk Screening Scale (SRSS; Drummond, 1993)	<ul style="list-style-type: none"> <li>Measures internalizing/externalizing behaviors</li> <li>Free</li> <li>Quick to administer (less than 5 minutes per student; 15 minutes for entire class, depending upon number of students)</li> <li>Easy to understand and interpret score results</li> <li>Technically-adequate</li> </ul>	<ul style="list-style-type: none"> <li>Not as accurate as the SSBD regarding identification of internalizers</li> </ul>
Social Skills Improvement System (SSIS; Gresham & Elliott, 2008)	<ul style="list-style-type: none"> <li>Measures problem behaviors, social and academic competence</li> <li>Computer and web-based (AIMSweb) administration and scoring available</li> </ul>	<ul style="list-style-type: none"> <li>Expensive: Technical manual=\$101; Rating forms=\$1.60-\$2.10 per student; scoring software=\$250.00; Scanning software=\$600</li> <li>AIMSweb costs: \$4.00 per student for non-subscribers/subset of students (\$1.00 per student for current subscribers)</li> </ul>

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**Questions**

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**Before you leave the session...**

- ★ Take a moment to reflect on the session
- ★ Record your thoughts in the back of your program booklet
- ★ These notes will assist you in completing the online evaluation after the conference
- ★ Your comments are valued and assist in developing future conference sessions

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