

Simple Secondary Interventions with Individualized Features

"Life Beyond Check-In-Check-Out"

Anne Sharkey – Internal Coach (History Teacher)
 Karen Miller – Tier Two Coach (Counselor)
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School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions 1-5%

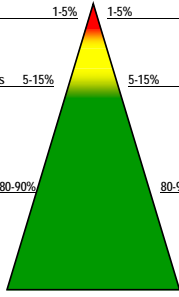
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All settings, all students
- Preventive, proactive



Illinois PBIS Network. Revised May 12, 2008. Adapted from "What a School Wide PBIS" © SEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model

Tier 1/Universal
 School-Wide Assessment
 School-Wide Prevention Systems

- ODRs, Attendance, Tardies, Grades Credits, DIBELS, etc.

Daily Progress Report (DPR)
 (Behavior and Academic Goals)

Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

Tier 2/Secondary

Check-in/Check-out (CICO)

Social/Academic Instructional Groups (SAIG)

Group Intervention with Individualized Feature (e.g. Mentoring)

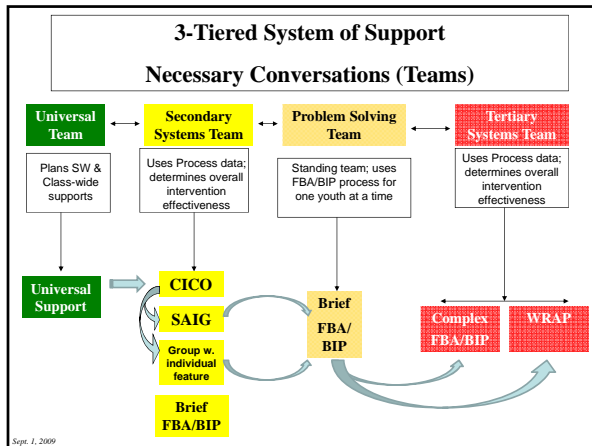
Tier 3/Tertiary

Brief Functional Behavior Assessment/ Behavior Intervention Planning (FBA/BIP)

Complex or Multiple-domain FBA/BIP

Wraparound

Illinois PBIS Network. Revised October 2009. Adapted from T. Scott, 2004. SIMEO Tools: HSC-T, RD-T, EI-T



Social/Academic Instructional Groups

- Three types of skills-building groups:
 - 1) Pro-social skills
 - 2) Problem-solving skills
 - 3) Academic Behavior skills
- Best if involves use of Daily Progress Report
- These are often the skill groups facilitated by Social Workers, Counselors & Psychologists
 - However, can consider other providers : Teacher Assistants, Behavior Interventionists etc.

Choosing or Designing Group Interventions

- **Choose & modify** lessons from pre-packaged material based on the skill needed for the group

and/or

- **Use already created** universal behavior lesson plans or create lesson plans (Cool Tools) to directly teach replacement behaviors

SAIG Template Considerations

- Name/Type of group
 - Pro-social skills
 - Problem-solving skills
 - Academic Behavior skills
- Goals and purpose of group
- Identify skills that need to be taught
- Culturally appropriate Behavior Lesson Plans/Curriculum that addresses skill set

Mentoring Fueled from

“...importance that positive relationships with extra-familial adults promotes resiliency among youth from at-risk backgrounds.”
Rhodes, 1994



5 Types of Mentoring

Elements of Effective Practice (appendix section iv)

- Traditional One-to-One Mentoring
- Group Mentoring – one adult several youth
- Team Mentoring – several adults with small groups of youth (1:4)
- Peer Mentoring
- E-mentoring – internet, sometimes in person (great for over the summer)

Activities of Mentoring

Relationships & Tasks

(Developmental) (Instrumental)
(Karcher et al. 2006)



Best Practices

(Dubois, Holloway, Valentine, Cooper)
2002

1. Monitoring implementation
2. Screening
3. Matching
4. Pre-match
5. Ongoing training
6. Supervision
7. Support for mentors
8. Structured activities
9. Parent support
10. Expectations for frequency
11. Expectations for length of contact

CICO with individualized features

- This is an intervention that adds support to generic CICO.
- Teachers choose these more individualized options on the reverse request for assistance (RRFA).
- Teachers are given the option to choose from these features **after** CICO was not enough support for a student.

CICO with individualized features

What it is

- Options are pre-determined and communicated to all stakeholders.
- Secondary systems team designs the options for the building.
- Quick & Efficient
- A list of specified options teachers can choose from listed on the reverse request for assistance

What it isn't

- Changing the goal line one child at a time
- Changing or adding a goal for one child
- Changing the goals on the Daily Progress Report for one child or a group of children
- A meeting with the specialized staff and the teacher changing a student's DPR.

Examples of CICO with Individualized Features

• Example one:

Extra check in time before/after lunch with secretary in office

• Example two:

Peer accompanies student to check in at beginning of day and check out at end of day

• Example three:

Check in with supportive adult prior to a difficult class period

When would a child have goals that are specific to him/her?



This is an intervention that is designed **after** a Functional Behavioral Assessment is completed and created with the problem solving team as part of a Behavior Intervention Plan.

This intervention is **specific to the individual child.**

Reverse Request for Assistance: Interventions Change
(Addressed to Student's Teacher)

Student Name: _____ Grade: _____
 Date: _____ IEP (Initials): *IEP* *IE* *IE*
 Teacher: _____

Based on previous data, it has come to my attention that the intervention (CICO) is not having a significant positive effect on your student's behavior regarding _____ (add intervention). Please identify what additional supports, if any, you feel would be beneficial for this year.

1) _____ No change in behavior/support required at this time, please continue CICO.

2) **Social/Academic Instructional Groups:**
 _____ Pro-social Skills: To learn replacement behaviors for fighting, arguing etc. (externalizing behaviors).
 _____ Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc. (internalizing behaviors).
 _____ Academic: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.
 _____ Accident (skill) context area.

3) Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:
 _____ Change location of Check-In and/or Check-Out.
 _____ Change Check-In/Check-Out person (Change adult or use a peer if needed).
 _____ Change Check-In and/or Check-Out time (or add additional times).

4) _____ Mentoring (Formal) in connection to relationship between one adult and youth. (Designate individual(s) based on your needs).

Thank you!

Reverse Request for Assistance Form

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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 PBASBP (Functional Behavior Assessment/Behavior Intervention Planning)		Complex PBASBP		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% of teacher 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 PBASBP: _____

Responding to a Complex PBASBP: _____

Responding to Wraparound Support: _____

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

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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

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 3rd Type of Tier 2 Intervention:
# 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

Critical Features of Tier 2 Interventions

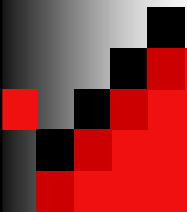
1. Intervention linked directly to school wide expectations and/or academic goals.
2. Intervention continuously available for student participation.
3. Intervention is implemented within 3 school days of determining the student is in need of the intervention
4. Intervention can be modified based on assessment and/or outcome data

Critical Features continued


5. Intervention includes structured prompts for what to do in relevant situations.
6. Intervention results in students receiving positive and/or corrective feedback from staff.
7. Intervention includes a school-home communication exchange system at least weekly.

Critical Features continued

8. Orientation process and introduction to materials is provided for students as they begin the intervention
9. Orientation to and materials provided for staff/sub's/volunteers who have students using the intervention. Ongoing information shared with staff.
10. Opportunities to practice new skills are provided daily.




Secondary Interventions with Individualized Features



Huntley High School
Huntley, IL

The Raider Way: Be Respectful, Be Responsible, Be Involved!




Presenters:

- Anne Sharkey — Internal Coach and Teacher

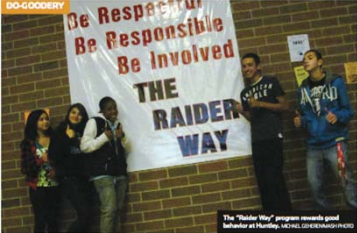
- Karen Miller — Tier 2 Coach and School Counselor

- Danyce Saul — Tier 3 Coach and Social Worker



PBIS Implementation at HHS

- Started PBIS in Spring 2009
- Re-started in Fall 2010
- Tier 1 implementation school wide in Spring 2010
- Tier 2 implementation in Fall 2010
- Tier 3 implementation late Spring 2011



The "Raider Way" program rewards good behavior at Huntley. www.huntley.il.gov/education

Our School and Students

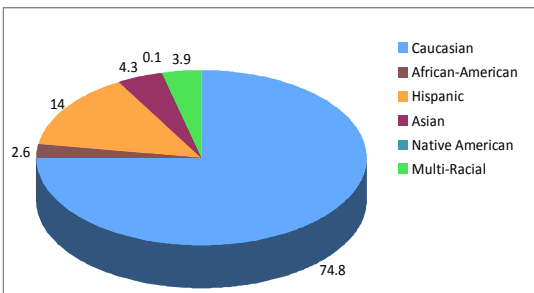
- Located ~50 miles northwest of Chicago

Student Population:

- 1999 – 429
- 2011 – 2,377

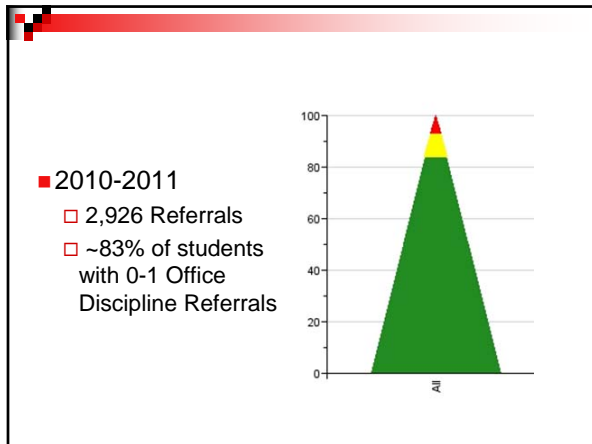


Student Demographics



Staff Background:

- Average Teaching Experience in D158:
8 years
- Staff at HHS: 140
- Administration at HHS:
 - Principal
 - Associate Principal
 - 3 Deans of Students



- ### Tier 2: Let's Do This!
- Critical Components to Success
- Training and support from PBIS
 - Identify the needs of your building
 - Core Team invested in the process
 - Representation: Teachers/Staff, Clinicians, and Administration
 - Quick Decisions
 - Support from Administration
 - Understand full system
 - One voice
 - Dive in and reassess!


- ### Our Journey for Tier 2: (A bit backwards...)
- 2010-2011**
 - Making Connections – our response to CICO
 - Social/Academic Instruction Groups
 - 2011-2012**
 - Check-in/Check-out
 - Check-in/Check-out with Individualized Features
 - Social/Academic Instruction Groups
 - Making Connections – A mentoring program

Figure out your criteria and your program

What could Tier 2 look like at your school?

- Linked to Expectations
- Continuously Available
- Quick Identification
- Modified based on Data
- Structured Prompts for Student Behavior
- Positive Feedback
- School-Home Contact
- Intervention Info for Student
- Intervention Info for Staff
- Practice New Skills

Check-In Check-Out vs. Making Connections




Making Connections

- Dilemma:
Can CICO be implemented with fidelity at HHS?
 - Concerns about student/staff investment
 - Daily Progress Report
- Our response: Making Connections

Making Connections: Overview

- Students assigned a staff mentor
- Daily Check-in
- 3-5 minute check-in
- BE POSITIVE!
 - Check about living the "Raider Way" and qualifying area
- Incentive: Meet 4-5 days a week and receive raffle ticket



The Raider Way: **Be Respectful, Be Responsible, Be Involved!**

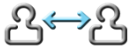
Fidelity with Flexibility

	Check-In/ Check-Out	Making Connections
Entry Criteria	✓	✓
Daily Check-In	✓	✓
Assigned Mentor		✓
Daily Points Sheet	✓	
Weekly Log Sheet		✓
Progress Monitoring	✓	✓
Exit Criteria	✓	✓

Making Connections

Entry Criteria:

- Behavior:
 - 3 Level II referrals or higher in previous 6 weeks
- Attendance:
 - 6 Unverified Absences leading to a suspension
- Academic:
 - 3 Fs per quarter → 5 Fs per quarter



Exit Criteria:

- Behavior:
 - **Responding:** If the student has less than 3 referrals during the 9 weeks
 - **Remain in program:** If the student receives 3 referrals during the 9 weeks
 - **Increase intervention support:** If the student receives more than 3 referrals during the 9 weeks
- Similar formats for Academic and Attendance

DPR v. Weekly Log Sheet

"Making Connections" Student Log Sheet

Student Name: _____ Start Date: _____
 Teacher Name: _____ End Date: _____
 Qualifying Area: _____

Student Check-In Chart

Please check in the box if you were able to meet with the student on the dates.
 Use the color codes to fill in the information.
 Present: UNV, RI, OIS, EIP Not Teacher Absence Not the Student

	Monday	Tuesday	Wednesday	Thursday	Friday	# Mtgs./Week
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						

Counts

Use the count to record the data into the following grid:

	Present	Not Present	Count
1			
2			
3			
4			

Weekly Criteria Check

Academic: Letter grades in each course
 Behavior: # of office discipline referrals
 Attendance: # of points in UNV or EIP
 Improvement: in qualifying area 1=none, 2=fair, 3=better

	Dates	Academic	Behavior	UNV or EIP	Imp.
Pre-MC					
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					

10 Critical Features of Tier 2 "Making Connections"		
1. Intervention linked directly to school wide expectations and/or academic goals.	✓	- Mentors talk with students daily about the school-wide expectations
2. Intervention continuously available for student participation.	✓	- There are always mentors available to be assigned to students
3. Intervention is implemented within 3 school days of determining the student is in need of the intervention	✓	- 2011 school year: 3-5 days. <i>Still working on this.</i>
4. Intervention can be modified based on assessment and/or outcome data	✓	- Can adapt the talking points, length of time meeting, whether or not stay in for a second round

10 Critical Features of Tier 2 "Making Connections"		
5. Intervention includes structured prompts for what to do in relevant situations.	✓	- 3-5 minutes daily of positive mentor interaction
6. Intervention results in students receiving positive and/or corrective feedback from staff.	✓	- Students have different teachers throughout the day -Students do not bring a DPR card with them to classes.
7. Intervention includes a school-home communication exchange system at least weekly.	✓	- Log Sheet completed weekly and e-mailed home by mentor
8. Orientation process and introduction to materials is provided for students as they begin the intervention	✓	- Process in place to "invite" students into Making Connections (mandatory)

10 Critical Features of Tier 2 "Making Connections"		
9. Orientation to and materials provided for staff/sub's/volunteers who have students using the intervention. Ongoing information shared with staff.	✓	- Mentor Training - Staff Meetings - Mentor "Round Tables"
10. Opportunities to practice new skills are provided daily.	✓	- Classroom Settings - Unstructured Settings

Social/Academic Instruction Groups

- Two Groups:
 - School Re-engagement
 - Students struggling with grades and attendance
 - Goal-setting skills
 - Positive Communication
 - Students struggling with behavior
 - Effective communication skills
- Curriculum developed from:
 - Positive Life Changes, Nancy Guerra
- Facilitators: Counselors, Teachers



Progress Monitoring: Evaluating the Program

Interventions	Making Connections			Social/Academic Instructional Group		
	# Students Participating	# Students Responding	% Students Responding	# Students Participating	# Students Responding	% Students Responding
August	--	--	--	--	--	--
September	10	2	20%	--	--	--
October	17	4	24%	--	--	--
November	36	12	33%	--	--	--
December	31	12	39%	--	--	--
January	31	19	60%	--	--	--
February	34	16	47%	--	--	--
March	34	22	66%	--	--	--
April	34	24	71%	12	9	75%
May	18	14	77%	12	8	67%
June	--	--	--	--	--	--

Making Sense of the Data:

- Total # of students in Making Connections during 2010-2011 year: 90 students
- Dilemma:
 - The intervention cannot hold enough students.
- Solution:
 - Develop a lower level intervention that can hold more students.
 - Hello Check-in/Check-out!

Making Connections: A Mentoring Program

- More in-depth engagement with mentor
- Mentor communicates with teachers and parents regularly
- Additional incentives
 - Double lunch
 - Buy back a detention
 - Create your own (with dean approval)

Raiders Recognize! a.k.a. Check-in/Check-out

- CICO Facilitators:
 - Students assigned based on locker location
 - Facilitators each meet with up to 10 students
- Weekly/Daily Progress Report
 - Began with weekly DPR card
 - Moved to daily DPR card and students provided SWIS data weekly

Raiders Recognize! Building Investment

- Staff investment:
 - All-staff training, met with departments to discuss details
 - Educate about the value of immediate, direct feedback from teachers to students
 - Reinforce that it is a quick interaction, not a conversation
- Student investment:
 - Individual and small group introductions with dean/administrator
- Parent investment:
 - Parent contact with details of intervention

Raiders Recognize!
 Student: _____
 Check-In/Out with _____

Have each teacher throughout the day give you points to get an idea of how well you live the Raider Way!

2 points=Great! 1 point=Okay 0 points=Needs Improvement

CICO Daily Progress Report

Day of the Week: _____
 Date: _____

	Be Respectful	Be Responsible	Be Involved	Period Total	Initials
1st	0 1 2	0 1 2	0 1 2		
2nd	0 1 2	0 1 2	0 1 2		
3rd	0 1 2	0 1 2	0 1 2		
4th	0 1 2	0 1 2	0 1 2		
5th	0 1 2	0 1 2	0 1 2		
6th	0 1 2	0 1 2	0 1 2		
7th	0 1 2	0 1 2	0 1 2		
8th	0 1 2	0 1 2	0 1 2		
Total Daily Points: _____					

Your Goal is 80% or 39/48 points Every Day!

Raiders Recognize!

Entry Criteria:

- 3 ODRs
- 2 Fs at quarter

Exit Criteria

- 80% Points
- AND
- 0-2 ODRs during 6 weeks
- 0-1 Fs during 6 weeks

Incentive:

- Raider Way raffle ticket each day they earn 80% of their points

The Raider Way: Be Respectful, Be Responsible, Be Involved!

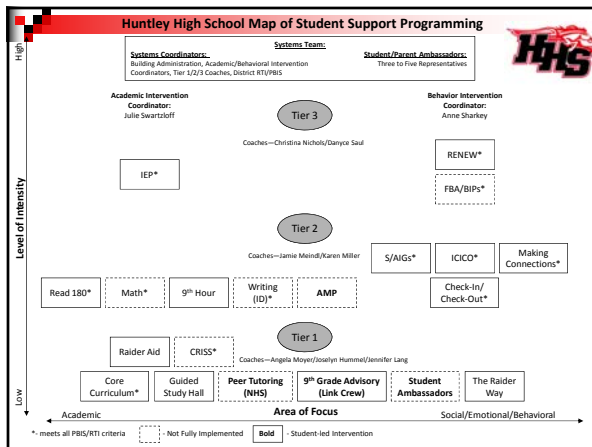
Slide with earth shattering data about the success of CICO

- ...or maybe not.
- Stay tuned...

Raiders Recognize With Individualized Features

- Using the Reverse Request for Assistance:
 - Select location to Check-in/Check-out
 - Select CICO facilitator from list
 - CICO with a friend
 - Additional time checking-in and checking-out
 - Change time of day student checks in and out

Tier 2: A piece in the overall system...



Questions?

- Anne Sharkey—Internal Coach and Teacher
□ asharkey@district158.org
- Karen Miller—Tier 2 Coach and School Counselor
□ kmiller@district158.org
- Danyce Saul—Tier 3 Coach and Social Worker
□ dsaul@district158.org
- Ali Hearn – IL PBIS Technical Assistance Coordinator
□ ali.hearn@pbisillinois.org

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
