

Building Your Tier 2/Secondary System

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Goals

- Establish a seamless system of support from Universal to Secondary Levels of Intervention
- Understand the role of the Secondary Systems Team
- Emphasis will be on:
 - creating an efficient system
 - which supports the use of effective practices

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems		Behavioral Systems
<p>Tier 3/Tertiary Interventions 1-5%</p> <ul style="list-style-type: none"> • Individual students • Assessment-based • High intensity <p>Tier 2/Secondary Interventions 5-15%</p> <ul style="list-style-type: none"> • Some students (at-risk) • High efficiency • Rapid response • Small group interventions • Some individualizing <p>Tier 1/Universal Interventions 80-90%</p> <ul style="list-style-type: none"> • All students • Preventive, proactive 		<p>Tier 3/Tertiary Interventions 1-5%</p> <ul style="list-style-type: none"> • Individual students • Assessment-based • Intense, durable procedures <p>Tier 2/Secondary Interventions 5-15%</p> <ul style="list-style-type: none"> • Some students (at-risk) • High efficiency • Rapid response • Small group interventions • Some individualizing <p>Tier 1/Universal Interventions 80-90%</p> <ul style="list-style-type: none"> • All settings, all students • Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008
 Adapted from "What a School-wide PBST?"
 CSIP Technical Assistance Center on Positive
 Behavioral Interventions and Supports.
 Accessed at <http://pbis.org/schoolwide.htm>

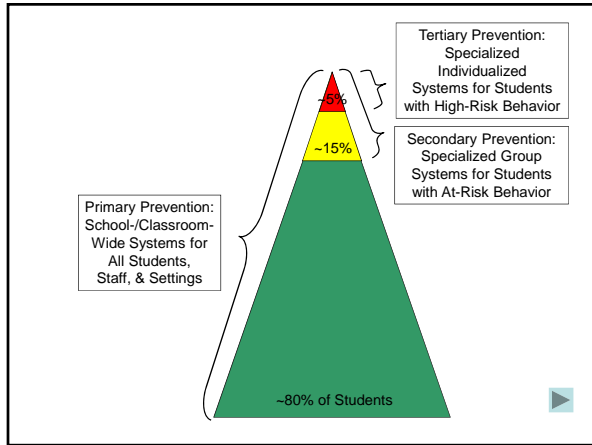
Universal vs. Secondary Interventions

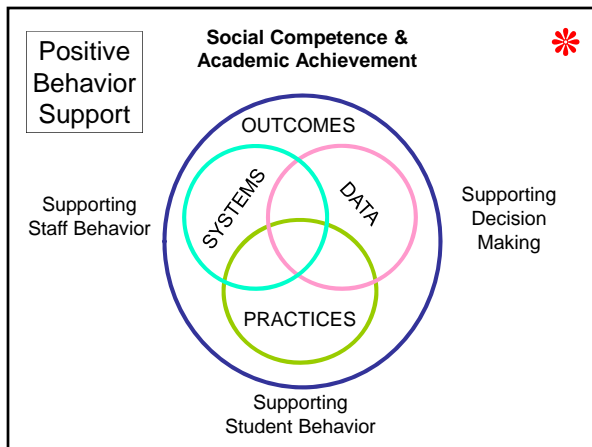
Universal

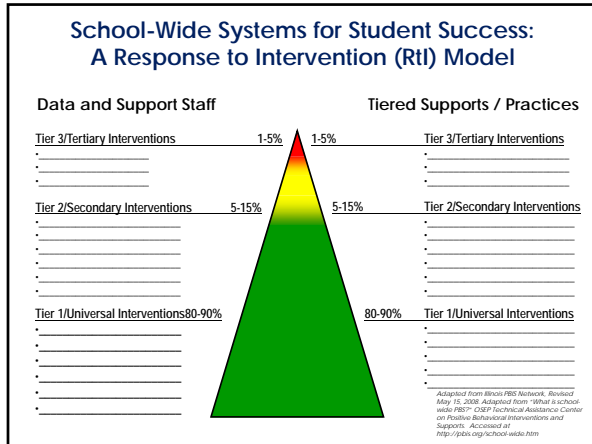
- Whole school
- Whole setting (café, playground, office)
- Whole community (new students, 6th grade)
- Primary Prevention: intervene before problems and/or very early

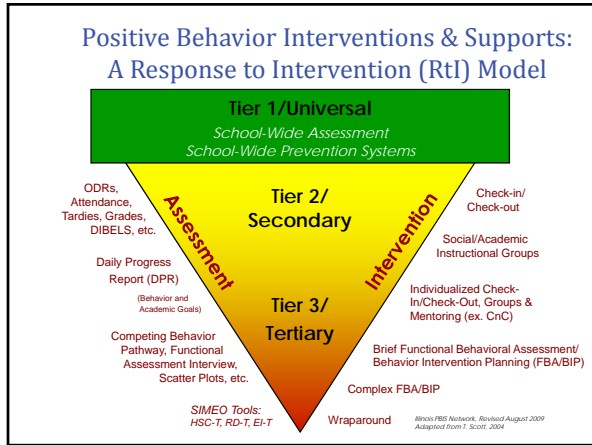
Secondary

- Groups with similar needs (not whole community or whole setting)
- Secondary Prevention: Individuals "at-risk" for greater challenges
- More intensive than Universal (uses more resources)

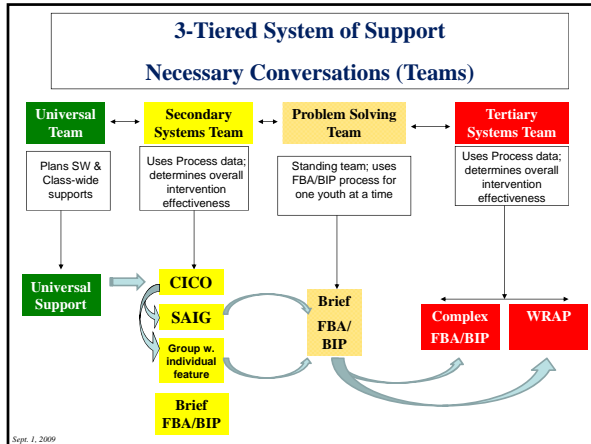








- ### Teaming at Tier 2
- **Secondary Systems Planning Team**
 - Monitors **aggregate** outcomes for students receiving CICO, S/AIG, C&C, Simple FBA/BIP supports
 - Progress monitors effectiveness of actual interventions (i.e. "Do our Group interventions produce good outcomes for students?")
 - **Secondary Individual Problem Solving Team**
 - Develops plans for one student at a time
 - Using Brief FBA/BIP
 - Every school has this type of meeting
 - Teachers and family are typically invited



Coordinator vs. Facilitator

<p>Coordinator</p> <ul style="list-style-type: none"> Organizes and/or oversees the specific interventions such as CICO, S/AIG & Group with Individual Features Role includes: leading the development of the intervention, progress-monitoring the intervention effectiveness and modifying as needed; coordinating orientations, staff training & overviews on intervention; organize, collect & review data to share during team meetings, etc... 	<p>Facilitator</p> <ul style="list-style-type: none"> Directly provides intervention support to youth/families Role includes: meeting with students to deliver intervention; simple data collection & sharing with Coordinator; participating in training and updates; sharing ideas/concerns for improvements with Coordinator
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Limited Human Resources

- Consider using non-clinical staff for running simple secondary intervention such as CICO and S/AIG's.
 - Simple secondary interventions are skill based interventions that do not need to be provided by clinicians.
 - Remember these interventions are used to provide additional opportunities for students to see, practice and internalize Universal expectations.
- Consider using clinical based staff for higher level interventions such as simple/complex FBA/BIP & WRAP's

Examples of who can run simple Secondary Interventions

- Teachers Aide
- Classroom teachers
- Librarians
- Volunteers
- Local community partners

Data-Based Decision-Making

Student outcome data is used to:

- Identify youth in need of support and to identify appropriate interventions
- Progress-monitor youth response to intervention
- Exit or transition youth off of interventions

Intervention process data is used to:

- Assess intervention fidelity
- Monitor the effectiveness of the intervention itself
- Make decisions regarding the continuum/menu of interventions/supports

Data-Based Decision-Making

1) Student outcome data is used to:



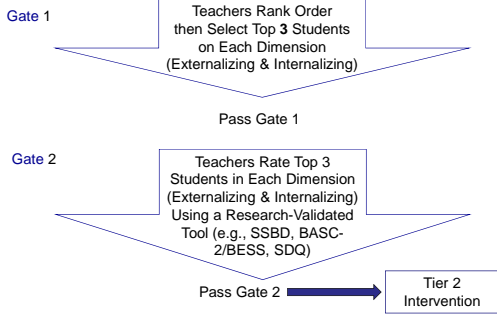
Data Used to Identify Students in Need of a Simple Secondary Interventions

Student outcome data:

- Office Discipline Referrals
- Suspensions
- Attendance & Tardies
- Nurse visits
- Other?
- Universal Screeners (SSBD, BESS etc.)
- Requests for Assistance made by teachers, family members and/or students

Implementation Process Summary: Multiple Gating Procedure

(Adapted from Severson et al. 2007)



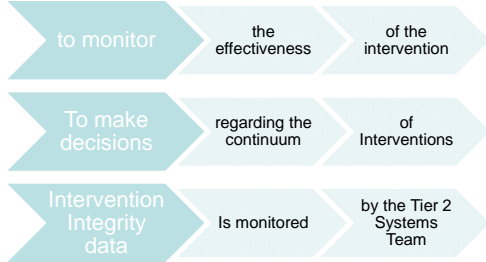
Request for Assistance Tools

Reflection:

- How long is your form/tool?
- Is it helpful?
- Does it deter referrals?

Data-Based Decision-Making

2) Intervention Integrity or Process Data is used:



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Tier 2/Tier 3 Intervention Tracking Tool
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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 FBABIP (Functional Behavior Assessment/Behavior Intervention Planning)		Complex FBABIP		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 FBABIP: _____

Responding to a Complex FBABIP: _____

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
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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 Participating	# Students Participating	# Students Participating	# Students Participating	# Students Participating
# Students Responding	# Students Responding	# Students Responding	# Students Responding	# Students Responding	# 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 Participating	# Students Participating	# Students Participating	# Students Participating	# Students Participating
# Students Responding	# Students Responding	# Students Responding	# Students Responding	# Students Responding	# 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: _____

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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
