Welcome! Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use this QR Code

PBIS Tier 2, Day 2B Training
January 27, 2022

Tier 2- Creating the Foundation

https://www.ycoe.org/pbis

Yolo County
OFFICE OF
EDUCATION
Garth Lewis, *Yolo County Superintendent of Schools*

Who is in the room today?

Rhoda Maxwell Elementary School
Be the Spark that Inspires

C.E. Dingle Elementary
Always Leading, Always Learning!

Gibson Elementary School
Preparing and empowering all students for a future of endless possibilities!

Robert E. Willett Elementary

Freeman Elementary School
A Good Place To Grow - Un Buen Lugar Para Crecer

Lee Middle School
A School On The Move

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Yolo County OFFICE OF EDUCATION

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Acknowledgments

Center on PBIS
www.pbis.org

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- Tim Lewis, University of Missouri
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- Brandi Simonsen, University of Connecticut

Senior Advisors:

- Robert Horner, University of Oregon
- George Sugai, University of Connecticut

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Acknowledgments

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center

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Group Agreements

Respectful	• Start and end on time. • Listen actively (and without distractions). • Mute yourself when not speaking.
Responsible	• Your participation will result in systems and practices that will benefit all students. • Participate in live or virtual discussions and activities. • Practice self care. • Give your full attention.
Committed	• Expect to begin tasks that will need to be finished later. • Expect committed trainers that will provide feedback and encouragement and meet you where you are.

Tier 2 Training Sequence

	Day	Content
	1	Team Initiated Problem Solving (TIPS) Tier 1 to Tier 2 Making the Connection ~~RFA Form & Process~~ Tier 1 TFI & Action Planning
	2	Tier 2 Introduction Intervention Meeting Process Tiered Mapping Identifying Decision Rules/RFA Form & Process Intervention Inventory Introduction

	Day	Content
	3	CICO Introduction CICO Point Card CICO Program Description CICO Communication Forms CICO Fading & Graduation CICO Fidelity
	4	CICO Problem Solving & Modifications Strong Kids/Teens Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI & Action Planning

Training Objectives

Teams will:
• Learn core features of Tier 2 and connections to Tier 1
• Understand the role/function of an Intervention Team
• Identify current Tiered Supports at your site
• Create Data Decision Rules and Refine the RFA Process
• Begin to build an Intervention Inventory

Strong Tier 2 Intervention Systems:

- Tier 1 PBIS is in place
- Problem-solving focused Intervention Team
- Consistent with school expectations
- Rapid access to intervention
- Very low effort by teachers
- Uses efficient, available evidence based practices
- Data-based progress monitoring & decisions
- Screening to identify students needing supports

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Tier 1 Team

- Meets at least 1 time per month (use TIPS)
- Feedback from staff, students, and families
- Analyze school-wide data Implement solutions school-wide problems and monitor outcomes

Tier 2

- Meet 2 or more times per month (Intervention Meeting Document)
- Use data decision rules and RFA for selecting students for interventions
- Monitor progress of students receiving interventions

YOUR PBIS JOURNEY (so far)

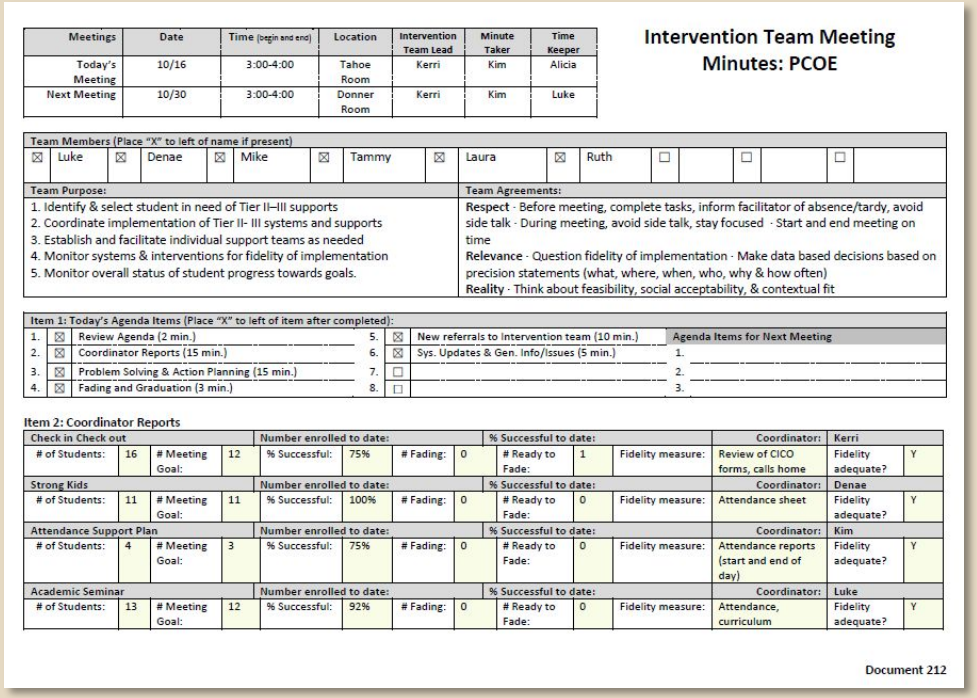
Mood Meter: Prince Style

- Which Prince are you when you think about PBIS?
- Which Prince would you like to be when you think about PBIS?

Google Activity Slides

Intervention Meeting Minute Document Practice

Go to google activity slides to find link to example meeting minute document.



Intervention Team Meeting Minutes: PCOE

Meetings	Date	Time (begin and end)	Location	Intervention Team Lead	Minute Taker	Time Keeper
Today's Meeting	10/16	3:00-4:00	Tahoe Room	Kerri	Kim	Alicia
Next Meeting	10/30	3:00-4:00	Donner Room	Kerri	Kim	Luke

Team Members (Place "X" to left of name if present)																	
☒	Luke	☒	Denae	☒	Mike	☒	Tammy	☒	Laura	☒	Ruth	☐		☐		☐	

Team Purpose:	Team Agreements:
1. Identify & select student in need of Tier II–III supports 2. Coordinate implementation of Tier II- III systems and supports 3. Establish and facilitate individual support teams as needed 4. Monitor systems & interventions for fidelity of implementation 5. Monitor overall status of student progress towards goals.	**Respect** · Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side talk · During meeting, avoid side talk, stay focused · Start and end meeting on time **Relevance** · Question fidelity of implementation · Make data based decisions based on precision statements (what, where, when, who, why & how often) **Reality** · Think about feasibility, social acceptability, & contextual fit

Item 1: Today's Agenda Items (Place "X" to left of item after completed):						
1.	☒	Review Agenda (2 min.)	5.	☒	New referrals to Intervention team (10 min.)	Agenda Items for Next Meeting
2.	☒	Coordinator Reports (15 min.)	6.	☒	Sys. Updates & Gen. Info/Issues (5 min.)	1.
3.	☒	Problem Solving & Action Planning (15 min.)	7.	☐		2.
4.	☒	Fading and Graduation (3 min.)	8.	☐		3.

Item 2: Coordinator Reports

Check in Check out				Number enrolled to date:				% Successful to date:			Coordinator:	Kerri	
# of Students:	16	# Meeting Goal:	12	% Successful:	75%	# Fading:	0	# Ready to Fade:	1	Fidelity measure:	Review of CICO forms, calls home	Fidelity adequate?	Y
Strong Kids				**Number enrolled to date:**				**% Successful to date:**			**Coordinator:**	**Denae**	
# of Students:	11	# Meeting Goal:	11	% Successful:	100%	# Fading:	0	# Ready to Fade:	0	Fidelity measure:	Attendance sheet	Fidelity adequate?	Y
Attendance Support Plan				**Number enrolled to date:**				**% Successful to date:**			**Coordinator:**	**Kim**	
# of Students:	4	# Meeting Goal:	3	% Successful:	75%	# Fading:	0	# Ready to Fade:	0	Fidelity measure:	Attendance reports (start and end of day)	Fidelity adequate?	Y
Academic Seminar				**Number enrolled to date:**				**% Successful to date:**			**Coordinator:**	**Luke**	
# of Students:	13	# Meeting Goal:	12	% Successful:	92%	# Fading:	0	# Ready to Fade:	0	Fidelity measure:	Attendance, curriculum	Fidelity adequate?	Y

Document 212

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Tier 2 Screening and Data Decision Rules

TFI Items related to this section:

- **2.3 Screening:** Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier 2 supports.

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Identification and Referral: Two Main Sources

- Data indicates at-risk status based on data

OR

- Staff, Student or Family requests assistance

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Sample data sources for identifying students in need of additional support

Data Source	Who Reviews the Data	Frequency of Review	Criteria for Intervention Team Referral/Review
SWIS behavior referral data – Majors	Kerri		re major behavior
SWIS beha referral Mino			
Attendance			
SRSS-IE	Denae		one rate to high in both
Health Office logs	Cassandra	Monthly	Students who have more than 3 visits to the nurse or requests to go home sick per month.

Inside the Intervention Team Handbook
Document 200

Remember you should be using multiple data sources to identify students for support.

What student data do you have available?

- Attendance
- Behavior Data
- Universal Screening Data
- Academic Measures
- Health Office/ Office Visits

Do you have existing data decision rules?

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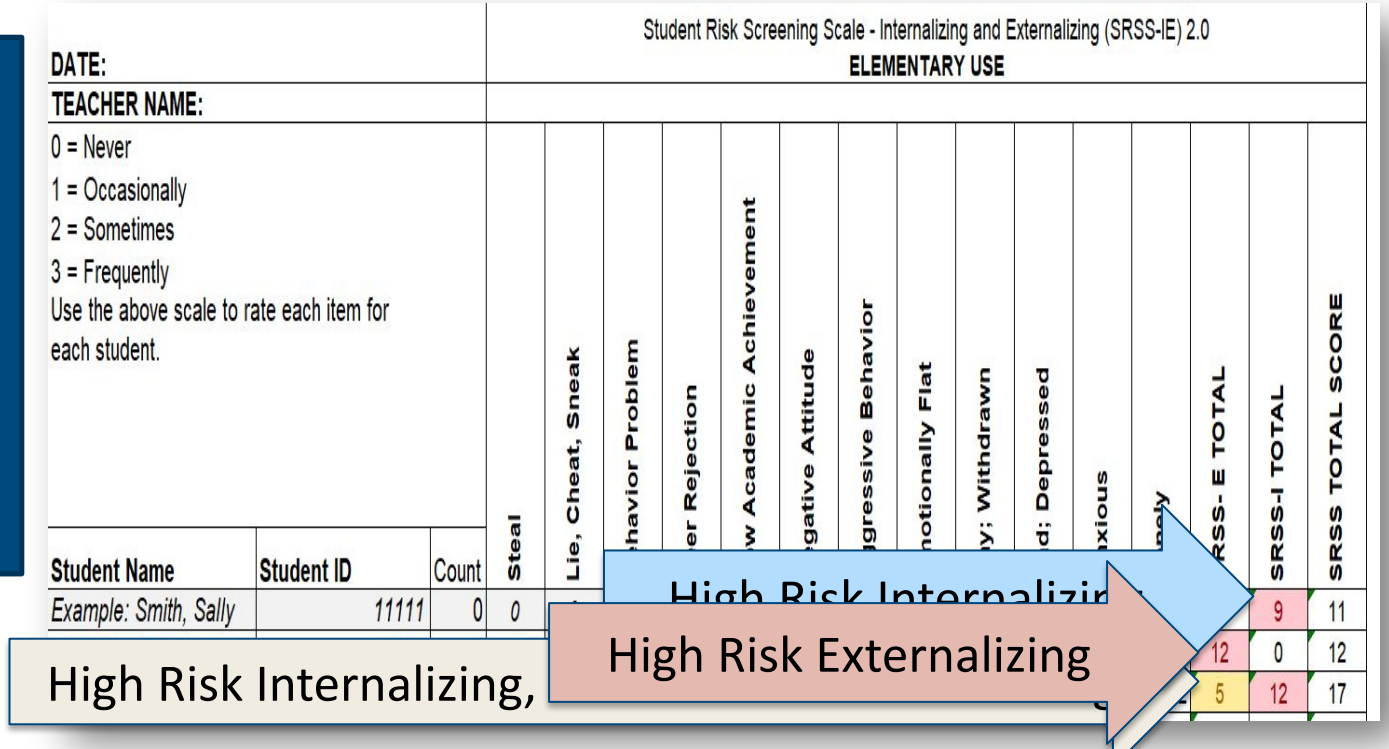
Optional Social-Emotional-Behavioral Screeners

Example: Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)

Is your site or district already using a universal screener? What one? How is it administered? How/who uses the data?



Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0

ELEMENTARY USE

DATE:

TEACHER NAME:

0 = Never
1 = Occasionally
2 = Sometimes
3 = Frequently
Use the above scale to rate each item for each student.

Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	havior Problem	er Rejection	w Academic Achievement	gative Attitude	gressive Behavior	notionally Flat	y; Withdrawn	d; Depressed	xious	ely	RSS- E TOTAL	SRSS-I TOTAL	SRSS TOTAL SCORE
Example: Smith, Sally	*11111*	0	*0*													9	11
															12	0	12
															5	12	17

High Risk Internalizing

High Risk Externalizing

High Risk Internalizing,

Document 206

Example Screener Process…

At the beginning of the year, consent forms sent to parents/caregivers

Admin and/or other staff follow up with parents that do not want to participate, have questions, or forgot to sign.

Screeners are scheduled for the year and given to students

Data is analyzed by the Intervention team and students are placed in interventions

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Advice and Planning…

Can use a google form to create spreadsheet of information

Be prepared for more students than you expected needing immediate support (high risk)

Plan time for parent communication A phone call or in person is best

Teachers need to know how, why, who, when, and where when it comes to getting information back to parents

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Collaborative Worktime

Intervention Handbook

Create Data Decision Rules in Intervention Team Handbook, Action Item 13.

If you finish, go back and check-in on how you are doing on previous Action Items

Screening/ Data Decision Rules

Data Source	Who Reviews the Data	Frequency of Review	Criteria for Intervention Team Referral/Review
SWIS behavior referral data – *Majors*			Students receiving ___ or more majors
SWIS behavior referral data – *Minors*			Students who are in the top 20% of minor behavior referrals
Attendance			Students missing more than 10% of school
SRSS-IE			Students rated high risk in at least one subcategory, or moderate to high in both
Grades			Students with two or more failing grades

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Request for Assistance Process

TFI Items related to this section:

- **2.4 Request for Assistance:** Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.

Identification and Referral: Two Main Sources

- Data indicates at-risk status based on data

OR

- Staff, Student or Family requests assistance

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We need to look for more than just the squeaky wheel…

- Really “loud wheels” often take up most of our attention (e.g., very disruptive/dangerous behaviors).
- BUT…. some wheels have been broken for years, sometimes repeatedly, but they aren’t making any noise at all.

We need to make sure that we are keeping our eyes and ears open for ALL kinds of indicators that support is needed!

Request for Assistance:

What if the data alone doesn't alert us of a student in need of support?

-The Tier 2/Intervention Team uses written request for assistance form and process.

-The process is timely and available to all staff, families, and students.

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We already use a SST (Student Study Team) form…
why create another form?

Request for Assistance Form
• **Condensed** (1-2 pages)
• **Concise**, use of check boxes and less narrative
• Includes **academics and behavior**
• Prompt asking **what has been implemented already** (e.g. re-teaching expected behavior, modifying environment, consequences)
• Space to indicate **student strengths**
• Prompt to include **perceived motivation**

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Example Request For Assistance Forms

Document 217

Parent Request For Assistance To The Intervention Team

(This is not a request for Sp

Date:	Sc
Student Name:	St
DOB:	Gr
Name of Parent Making Request:	

I request that my child be reviewed by the intervent
(support) in an effort to improve his/her overall perf
the teacher(s) and have collaborated to provide inte

I have observed areas of concern that have interfer

- € Academic Performance (Circle all that apply
  English/LA Math Science So
- € Behavior and/or Discipline
- € Other (Please describe):

Document 218

STUDENT REQUEST FOR ASSISTANCE: ELEMENTARY

Name:	Date:
Grade:	Teacher:

I am requesting assistance for (circle one): Myself A friend

I need help with (circle all that apply):

School Work Problem At Home A Bully Feeling Sad/Mad

Someone Hurt Me I Feel Lonely Negative Thoughts I Am Scared A

I Am Scared To Go Home Other:

REQUEST FOR ASSISTANCE FORM: TEACHER/STAFF 1

Student Name:	Teacher Name:
Grade:	IEP: YES NO 504: YES NO EL Student: YES NO

Academic progress in your class (classwork %): _____

Behavior concerns (Circle all that apply):

Tardy Unresponsive Withdrawn Inappropriate Language Verbal Harassment

Disruptive Defiance Incomplete/No Work Self-Injury Vandalism Lack of Social Skills

Other: _____

Student's Strengths (Circle all that apply):

Problem solver Articulates feelings/needs Asks for help Attentive in class

Cooperates with others Sense of humor Enjoys math Enjoys reading

Follows instructions Helpful to others Listens well Makes/maintains friendships

Negotiates/compromises Participates in class Regular attendance

Other: _____

Your Concerns About Student – Academic :

Documents 216, 217 & 218

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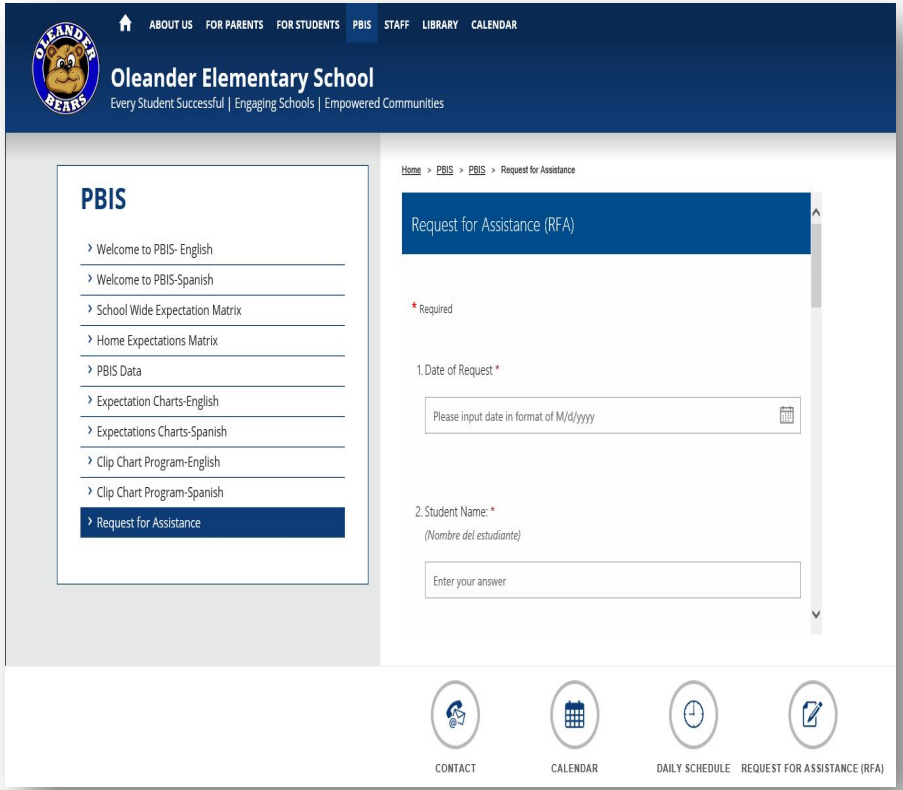
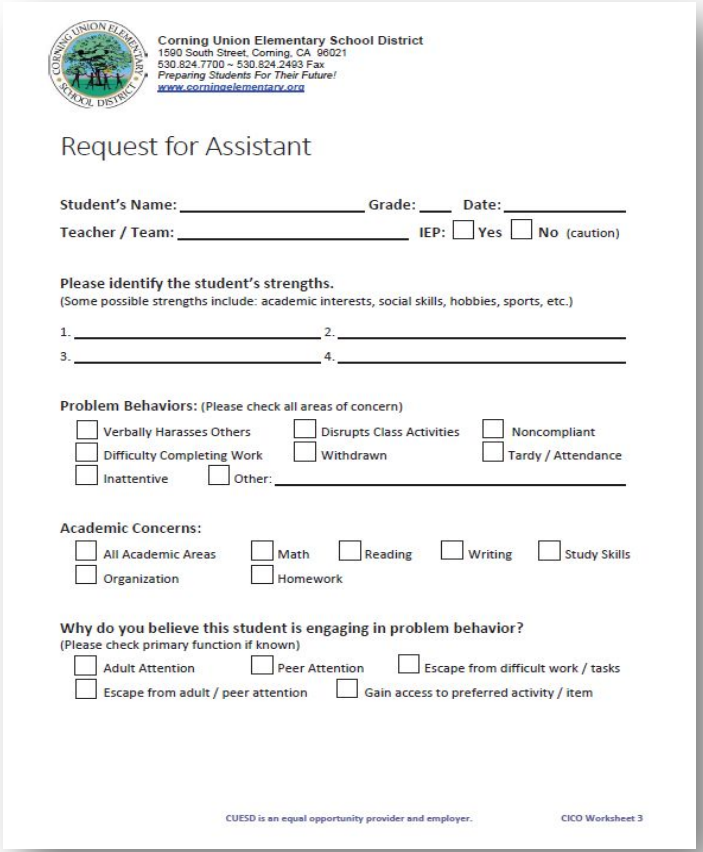
Digital or Type-In Request For Assistance Example





Corning Union Elementary School District
1590 South Street, Corning, CA 96021
530.824.7700 ~ 530.824.2493 Fax
Preparing Students For Their Future!
www.corningelementary.org

Request for Assistant

Student's Name: _____ **Grade:** ___ **Date:** _____

Teacher / Team: _____ **IEP:** ☐ Yes ☐ No (caution)

Please identify the student's strengths.
(Some possible strengths include: academic interests, social skills, hobbies, sports, etc.)

1. _____ 2. _____
3. _____ 4. _____

Problem Behaviors: (Please check all areas of concern)

☐ Verbally Harasses Others ☐ Disrupts Class Activities ☐ Noncompliant
☐ Difficulty Completing Work ☐ Withdrawn ☐ Tardy / Attendance
☐ Inattentive ☐ Other: _____

Academic Concerns:

☐ All Academic Areas ☐ Math ☐ Reading ☐ Writing ☐ Study Skills
☐ Organization ☐ Homework

Why do you believe this student is engaging in problem behavior?
(Please check primary function if known)

☐ Adult Attention ☐ Peer Attention ☐ Escape from difficult work / tasks
☐ Escape from adult / peer attention ☐ Gain access to preferred activity / item

CUESD is an equal opportunity provider and employer. CICO Worksheet 3

Request for Assistance:
Use the same process for all Tier 2 interventions

1. How will staff/families/students refer? Can students self-refer?
2. Where will the referral go?
3. How will we inform teachers of this process?
4. Which of your interventions would be the best match based on this student's needs?

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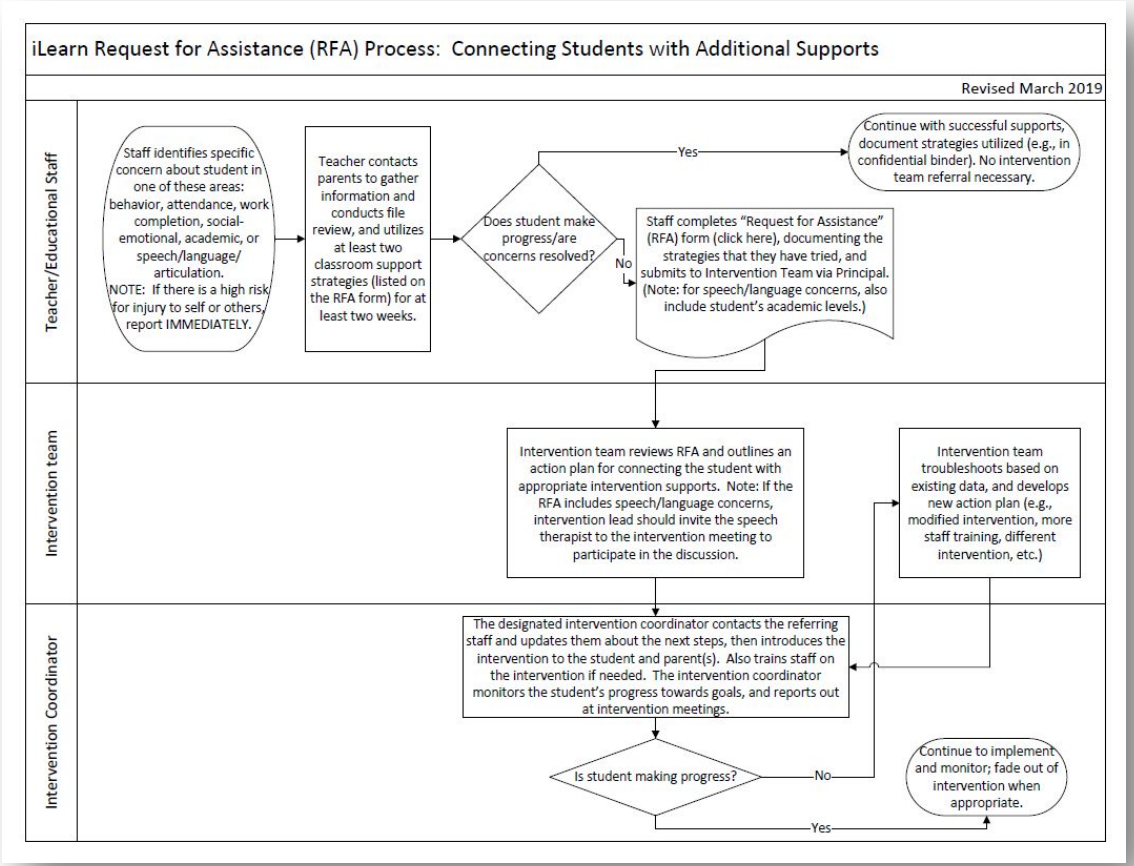
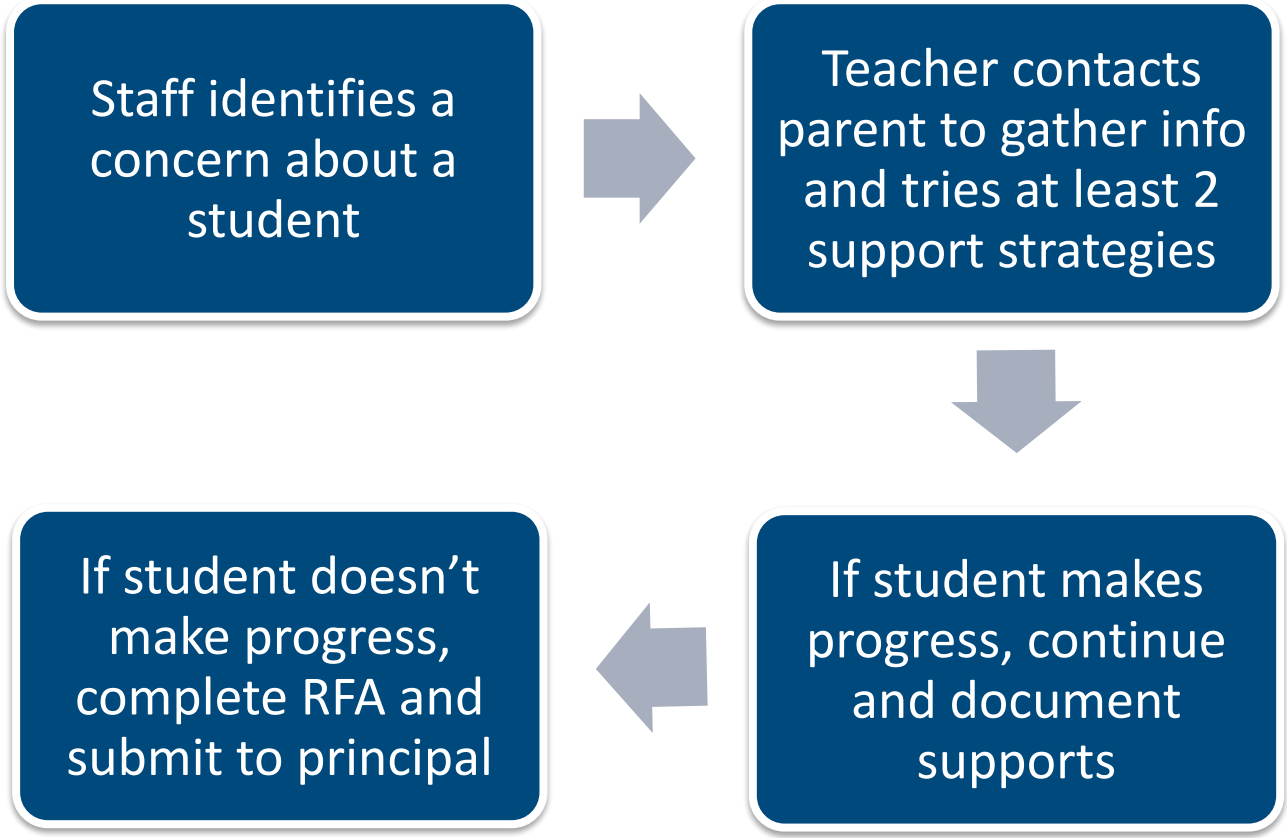
Example RFA Process

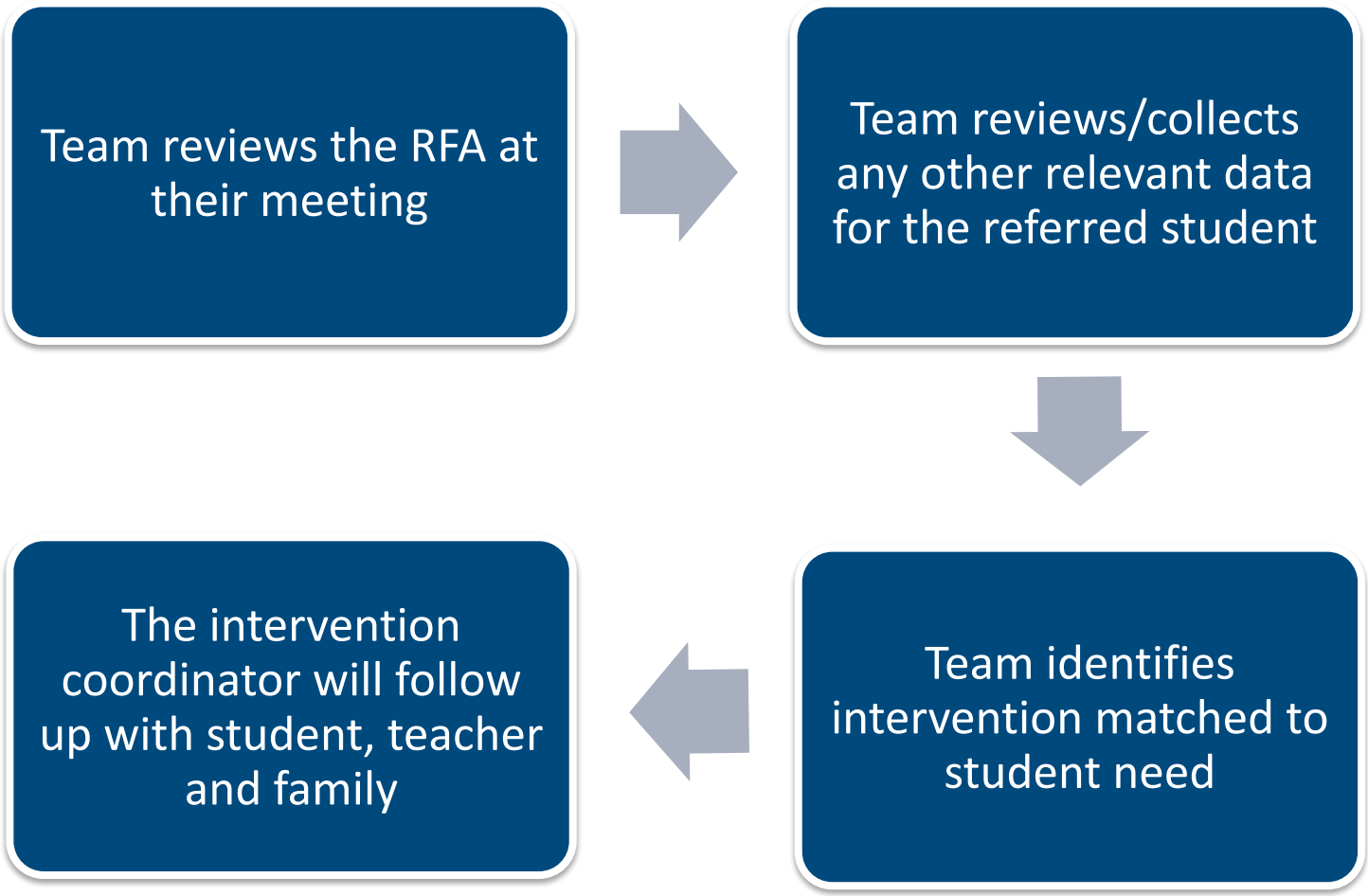


Document 219

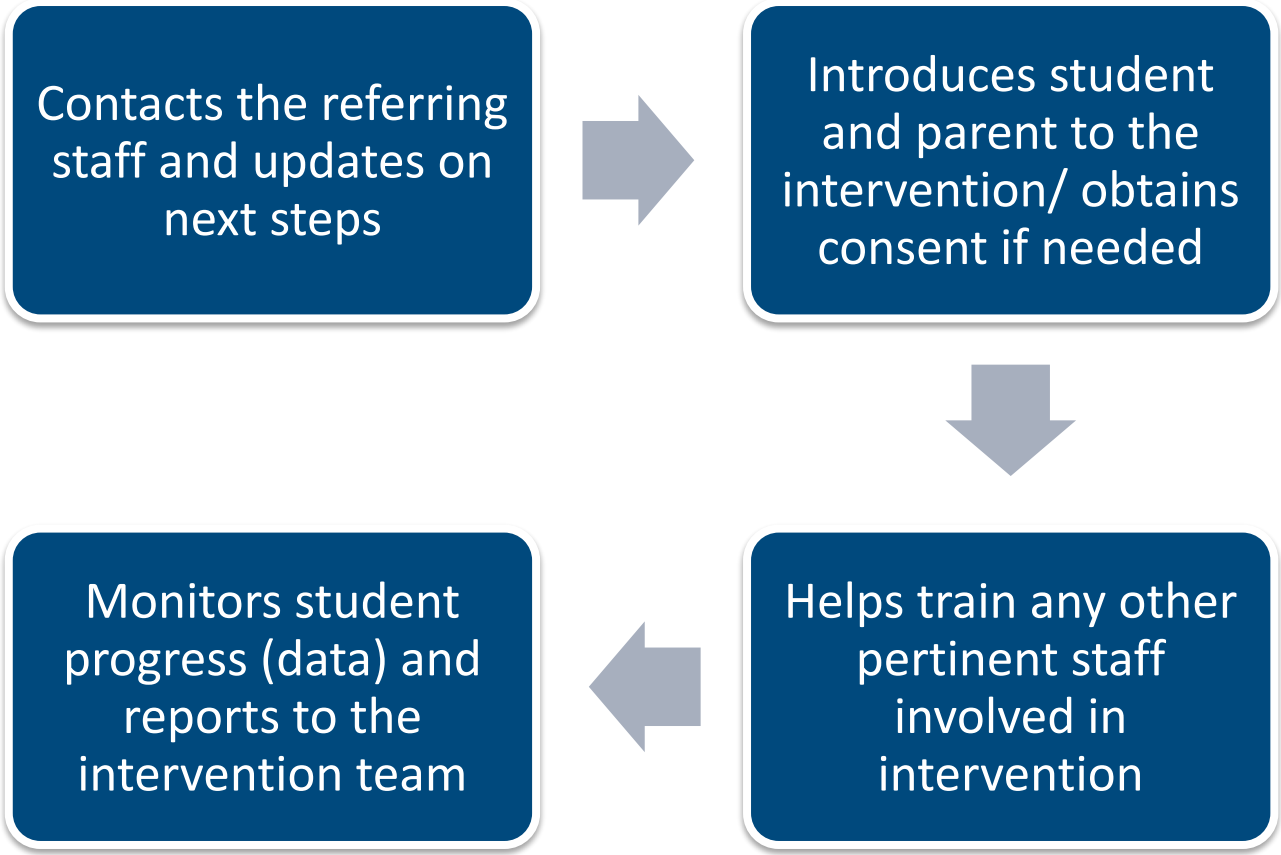
Teachers and/or Educational Staff



Intervention Team Process



The Intervention Coordinator(s)

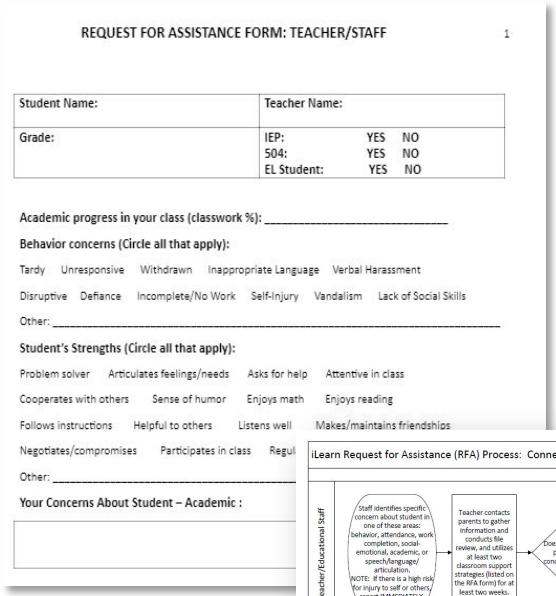


Collaborative Worktime

Request for Assistance

Create a RFA (this was Action Item 7)

Add completed RFA or link to RFA and process flowchart to your Intervention Team Handbook, Action Item 14.



REQUEST FOR ASSISTANCE FORM: TEACHER/STAFF 1

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Grade:	IEP: YES NO 504: YES NO EL Student: YES NO

Academic progress in your class (classwork %): _____

Behavior concerns (Circle all that apply):

Tardy Unresponsive Withdrawn Inappropriate Language Verbal Harassment

Disruptive Defiance Incomplete/No Work Self-Injury Vandalism Lack of Social Skills

Other: _____

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Cooperates with others Sense of humor Enjoys math Enjoys reading

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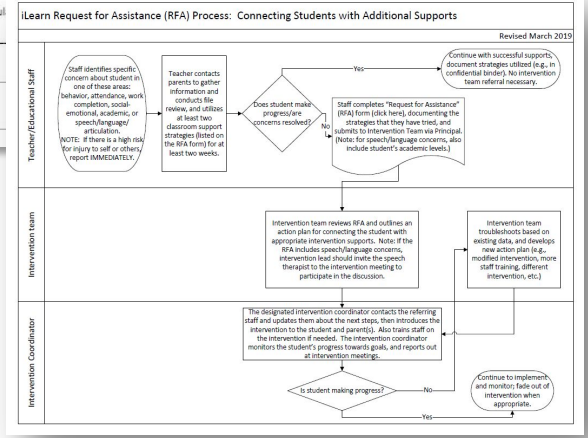
Negotiates/compromises Participates in class Regul

Other: _____

Your Concerns About Student – Academic :



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Intervention Inventory

TFI Items related to this section:

- **2.5 Options for Tier 2 Interventions:** Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

Tier 2 Interventions You May Already Have At Your Site…

Social Skills Groups

Academic Help Groups

Small Group Counseling

Substance Abuse

Attendance Improvement

Reflect on your google mapping activity. What are your current Tier 2 interventions?

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Building An Intervention Inventory

Example Tier II Intervention Inventory

Tier II Intervention	Capacity (# of students at one time)	Who coordinates intervention ?	Describe students who would be good fit for intervention (*specify perceived motivation where appropriate*)	What data is used to screen and evaluate student outcomes?	"If...Then..." Fading/ Graduation criteria
Strong Kids	8 per group (one group at a time)	Alicia	• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or • Students who display withdrawal/ internalizing behaviors, and/or • Students struggling with emotional regulation	-SWIS data related to peer conflict -Request for assistance -Strong Kids pre-& post-tests, + attendance during sessions	If student's attendance in Strong Kids group and post-test data demonstrates progress, and student meets goals, then graduate from Strong Kids
Check-in, Check-Out (CICO) - Standard	8	Luke	• Students who display attention-seeking behaviors (peers or adults), and/or • Students who display challenges with off-task behavior, focus, and low-level disruption	-SWIS data -Request for assistance -Work completion data (from AERIES gradebook) -Attendance data -SRSS-IE scores -Grades -504/SST decision	-If CICO data indicates that student has met their goal for 4 weeks; then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks.
Check-in, Check-Out – Breaks are Better (CICO-BRB)	4	Denae	• Students who are off task throughout the day in order to avoid non-preferred or difficult academic tasks; may also have difficulties maintaining focus and staying still for long periods of time.		
Check-in, Check-Out – Internalizing	4	Cassandra	• Students who are displaying symptoms of anxiety (perfectionism, panic attacks, negative self-talk, lack of focus, and/or social withdrawal), and who need to learn to use coping skills throughout the day.		
Structured social skills groups (Lunch Bunch, Star Wars group, or the Warrior Princess group)	6 per group (two concurrent groups max)	Kerri	• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict • Students who display symptoms of anxiety such as perfectionism, panic attacks, negative self-talk, lack of focus, social withdrawal	-SWIS data -Request for assistance -SRSS-IE data -504s/SST	-If student has a decrease in SWIS referrals (per goal) -and if student meets work

Document 225

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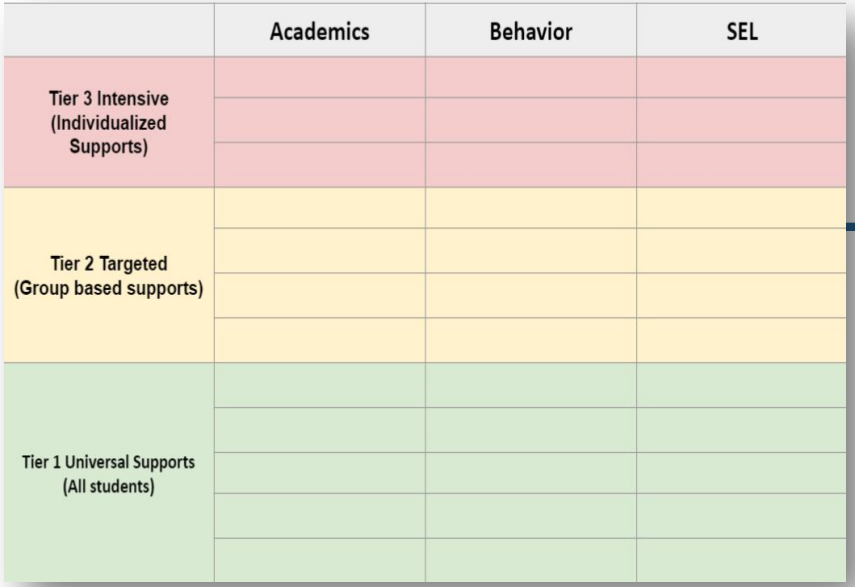
Creating a Menu of Supports



	Academics	Behavior	SEL
Tier 3 Intensive (Individualized Supports)			
Tier 2 Targeted (Group based supports)			
Tier 1 Universal Supports (All students)			

Example Tier II Intervention Inventory

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Ways to screen/ evaluate student outcomes:

Example Tier II Intervention Inventory

Tier II Intervention	Capacity (# of students at one time)	Who coordinates intervention ?	Describe students who would be good fit for intervention (*specify perceived motivation where appropriate*)	What data is used to screen and evaluate student outcomes?	"If...Then... Fading/ Graduation criteria
Strong Kids	8 per group (one group at a time)	Alicia	• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or • Students who display withdrawal/ internalizing behaviors, and/or • Students struggling with emotional regulation	-SWIS data related to peer conflict -Request for assistance -Strong Kids pre-& post-tests, + attendance during sessions	If student's attendance in Strong Kids group and post-test data demonstrates progress, and student meets goals, then graduate from Strong Kids
Check-in, Check-Out (CICO) - Standard	8	Luke	• Students who display attention-seeking behaviors (peers or adults), and/or • Students who display challenges with off-task behavior, focus, and low-level disruption	-SWIS data -Request for assistance -Work completion data (from AERIES gradebook) -Attendance data -SRSS-IE scores -Grades -504/SST decision	-If CICO data indicates that student has met their goal for 4 weeks; then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks.
Check-in, Check-Out – Breaks are Better (CICO-BRB)	4	Denae	• Students who are off task throughout the day in order to avoid non-preferred or difficult academic tasks; may also have difficulties maintaining focus and staying still for long periods of time.		
Check-in, Check-Out – Internalizing	4	Cassandra	• Students who are displaying symptoms of anxiety (perfectionism, panic attacks, negative self-talk, lack of focus, and/or social withdrawal), and who need to learn to use coping skills throughout the day.		
Structured social skills groups (Lunch Bunch, Star Wars group, or the Warrior Princess group)	6 per group (two concurrent groups max)	Kerri	• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict • Students who display symptoms of anxiety such as perfectionism, panic attacks, negative self-talk, lack of focus, social withdrawal	-SWIS data -Request for assistance -SRSS-IE data -504s/SST	-If student has a decrease in SWIS referrals (per goal) -and if student meets work

Screening/ Data Decision Rules

Data Source	Who Reviews the Data	Frequency of Review	Criteria for Intervention Team Referral/Review
SWIS behavior referral data – *Majors*			Students receiving ___ or more majors
SWIS behavior referral data – *Minors*			Students who are in the top 20% of minor behavior referrals
Attendance			Students missing more than 10% of school
SRSS-IE			Students rated high risk in at least one subcategory, or moderate to high in both
Grades			Students with two or more failing grades

- Behavioral Data
- Academic Data
- Attendance Data
- Pre/Post Checklists for students/staff

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Generalization of Skills

When developing your interventions, remember to consider whether a bridge needs to be put in place to help skills learned in a small group setting transfer into the “real world”.

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Fading/Graduation from Tier 2 Supports

Example Tier II Intervention Inventory

Tier II Intervention	Capacity (# of students at one time)	Who coordinates intervention ?	Describe students who would be good fit for intervention (*specify perceived motivation where appropriate*)	What data is used to screen and evaluate student outcomes?	"If...Then..." Fading/ Graduation criteria
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Check-in, Check-Out (CICO) - Standard	8	Luke	• Students who display attention-seeking behaviors (peers or adults), and/or • Students who display challenges with off-task behavior, focus, and low-level disruption	-SWIS data -Request for assistance -Work completion data (from AERIES gradebook) -Attendance data -SRSS-IE scores -Grades -504/SST decision	-If CICO data indicates that student has met their goal for 4 weeks; then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks.
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Structured social skills groups (Lunch Bunch, Star Wars group, or the Warrior Princess group)	6 per group (two concurrent groups max)	Kerri	• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict • Students who display symptoms of anxiety such as perfectionism, panic attacks, negative self-talk, lack of focus, social withdrawal	-SWIS data -Request for assistance -SRSS-IE data -504s/SST	-If student has a decrease in SWIS referrals (per goal) -and if student meets work

- Tier 2 interventions are intended to be short-term
- Fading Tier 2 supports (and incentives) should be intentional and systematic

Don't pull the rug out from under your students!

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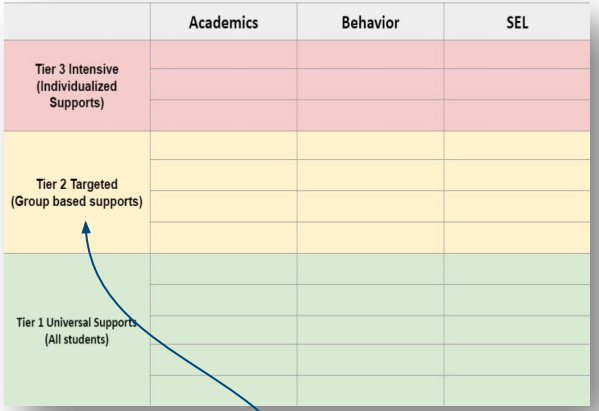
Collaborative Worktime

Intervention Inventory

Start Intervention Inventory in Intervention Team Handbook, use google activity Mapping Tiered Supports to get started.
Action Item 15



Example Tier II Intervention Inventory

Tier II Intervention	Capacity (# of students at one time)	Who coordinates intervention ?	Describe students who would be good fit for intervention (*specify perceived motivation where appropriate*)	What data is used to screen and evaluate student outcomes?	"If...Then..." Fading/ Graduation criteria
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Training Objectives

Teams will:
• Learn core features of Tier 2 and connections to Tier 1
• Understand the role/function of an Intervention Team
• Identify current Tiered Supports at your site
• Create Data Decision Rules and Refine the RFA Process
• Begin to build an Intervention Inventory

Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/cgVgrt5x4L7pHwbu8

See you on **February 17, 2022 @ 3:00-5:00PM** for PBIS Tier Day 3A

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