

Building Systems for Effective and Sustainable Tiered Interventions

*Kimberli Breen, MS, CAS, MA
Technical Assistance Director
Illinois-PBIS Network*

Goals

- Establish a seamless system of support from Universal to Secondary Levels of Intervention
- Gain an understanding of the purpose of tier 2/secondary supports
 - Secondary Systems Team
 - Problem-Solving Team
- Overview of the continuum of secondary interventions
- Emphasis will be on:
 - using data to identify students
 - reviewing data for continuous progress monitoring
 - and intervention adjustments, transitioning & exit

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%

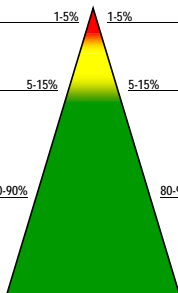
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions 5-15%

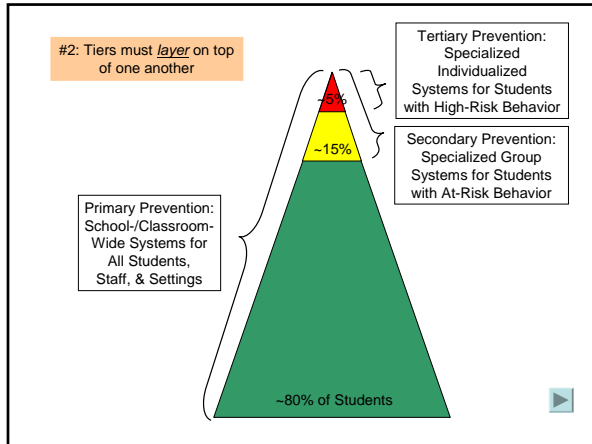
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All settings, all students
- Preventive, proactive



Illinois PBIS Network, Revised May 15, 2008
Adapted from "What Works in PBIS"
CSP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>



Universal vs. Secondary Interventions

<p><u>Universal</u></p> <ul style="list-style-type: none"> • Whole school • Whole setting (café, playground, office) • Whole community (new students, 6th grade) • Primary Prevention: intervene before problems and/or very early 	<p><u>Secondary</u></p> <ul style="list-style-type: none"> • 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)
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School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Data and Support Staff	Tiered Supports / Practices
<p>Tier 3/Tertiary Interventions 1-5%</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Tier 2/Secondary Interventions 5-15%</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Tier 1/Universal Interventions 80-90%</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Tier 3/Tertiary Interventions 1-5%</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Tier 2/Secondary Interventions 5-15%</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Tier 1/Universal Interventions 80-90%</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

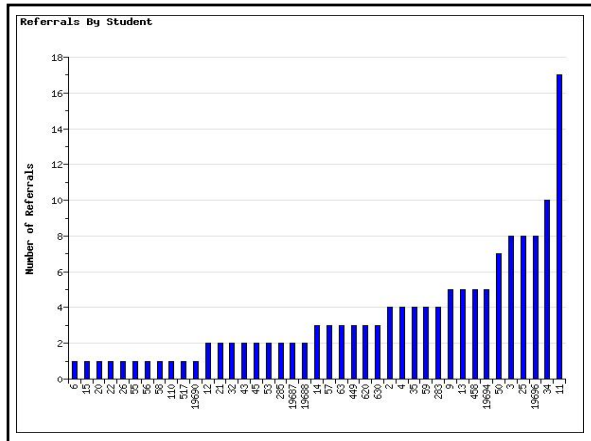
Adapted from Illinois PBS Network. Revised May 15, 2008. Adapted from "What is school-wide RtI?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at http://pibis.org/school_wide.htm

Universal Screening: The SSBD

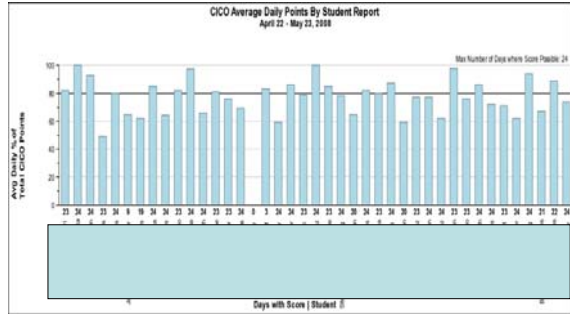
- The Systematic Screening for Behavior Disorders (SSBD) (Walker and Severson, 1992)
 - Developed as a school-wide (Universal) screening tool for children in grades 1-6
 - Similar to annual vision/hearing screenings
 - Identifies behaviors that may impede academic and social functioning
 - Leads to earlier intervention
 - May reduce need for formalized “requests for assistance” by using data

Request for Assistance Form

Review sample and modify to meet your school's needs



Example of SWIS-CICO Report



Sample: Daily Progress Report Check-In/Check-Out

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Sample: Daily Progress Report for GROUP Intervention

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Use your words Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Keep arm's distance Use #2 voice level when upset	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Ask for breaks Self-monitor with DPR	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

Sample: Daily Progress Report Behavior Intervention Plan

0 = Try again 1 = Good 2 = Excellent!	Be Safe	Be Respectful	Be Responsible
	* Rip recycled paper * Only tap pencils (not pens)	* Use "voice level #1" while teacher is speaking (whisper)	* Say "I need help getting started" when having difficulty
Class	0 1 2	0 1 2	0 1 2
Recess	0 1 2	0 1 2	0 1 2
Class	0 1 2	0 1 2	0 1 2
Lunch	0 1 2	0 1 2	0 1 2
Class	0 1 2	0 1 2	0 1 2
Class	0 1 2	0 1 2	0 1 2
Total Points = _____ Points Possible = <u>36</u>		Date: _____ Today: _____%	

Secondary System of Support

- Identify youth for **CICO** with:
 - Universal screening
 - ODR & Attendance decision-rules
 - Teacher Request for Assistance
- Identify youth for **Groups/Mentoring**:
 - If not responding to CICO, send teacher Reverse Request for Assistance to choose
- Identify youth for **Brief FBA/BIP**:
 - If not responding to Groups/Mentoring
 - Default: direct request to Problem Solving Team

Illinois PBIS Network Tertiary Demo Document, Draft 08/08

Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

School Name: _____

Interventions	Check-in/Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with Individualized Features (e.g. CNC)		Brief Function-based Interventions		Complex/Multiple-Item-based 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												

- Please list below how your school defines "responding" at each of the six levels:
1. Responding to CICO:
 2. Responding to Social/Academic instructional groups:
 3. Responding to Simple Tier 2 with Individualized Features (i.e. CNC):
 4. Responding to Brief Function-Based Interventions:
 5. Responding to Complex Function-based Interventions:
 6. Responding to Wraparound Plans:

Teaming at Tier 2

- Secondary Systems Planning Team
 - Monitors outcomes for students receiving CICO, SAIG, CnC, Simple FBA/BIP supports

- 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

