

Response to Instruction and Intervention Behavior Manual



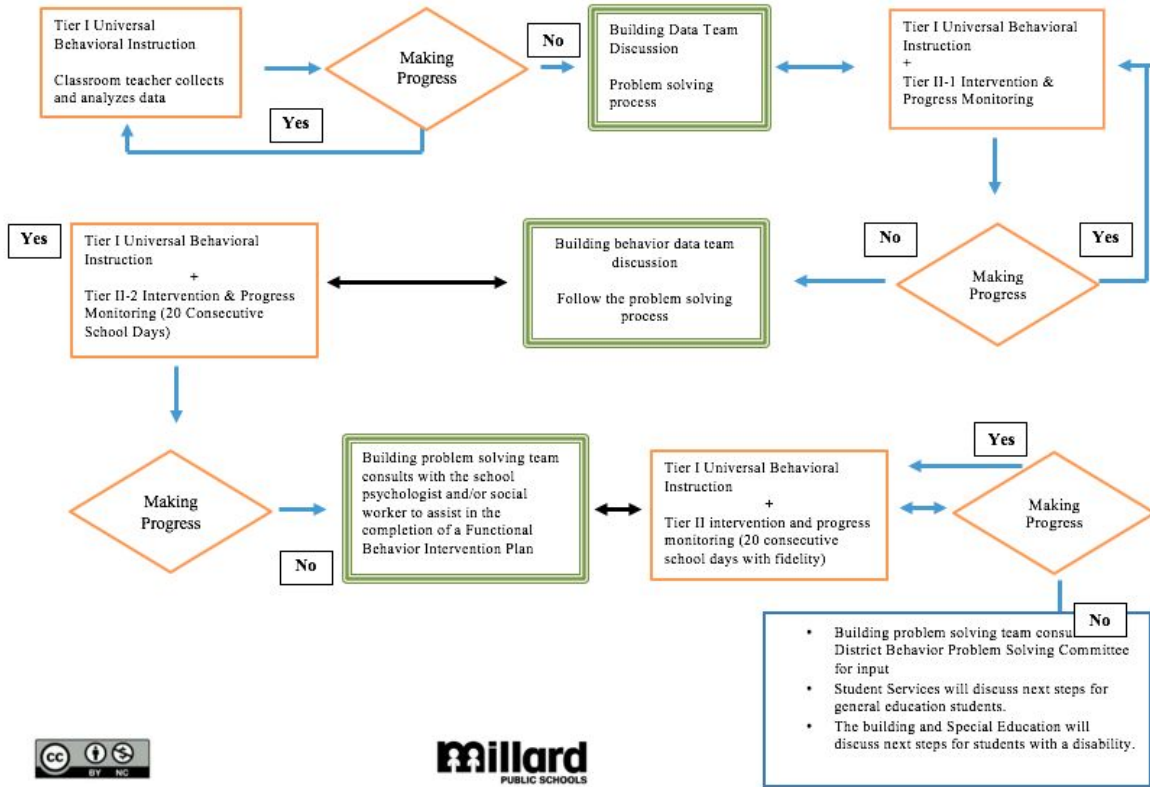
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RtI+I Behavior Tiered Problem Solving Process Flowchart



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Chapter 1 - RtI+I- Behavior Definitions

Purpose: This chapter provides a list of commonly used terms and subsequent descriptions that are associated with the RTI+I for Behavior process in MPS. Identifying and defining these terms serves to establish consistency in language and procedures across the district.

Behavior Coaching: The application of a set of skills that provides support and facilitation to develop the capacity of school teams to implement RTI+I processes to enhance student outcomes.

Behavior Intervention Cycle: Minimum of 20 consecutive school days of attendance to allow for behavioral change and to account for behavioral blip or temporary increase in problematic behavior in response to the behavior intervention.

Data Based Individualization: A research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Decision Rule: Behavior plan will be reviewed after 20 consecutive school days related to continuation, revisions and movement between Tiers of intervention.

Fidelity of Instruction and Interventions: Implementation of core behavior instruction, Tier II interventions and/or individualized behavior plan according to identified specifications (i.e., delivery of instruction and/or intervention as designed).

Fluidity of Interventions: A determination among teams regarding movement across the Tiers.

Functional Behavior Assessment (FBA): A process for identifying specific target behavior(s), purpose of behavior(s) and what factors maintain the behavior(s) that interferes with the student's educational progress. This occurs formally when a student is identified for Tier III.

Individual Problem Solving Protocol: Individualized research-based interventions selected to match the profile of a particular student's strengths and weaknesses (not a published program but interventions based on scientifically valid instructional practices).

Positive-Behavior Intervention Plan (P-BIP): A comprehensive plan of intervention actions, derived from the results of a Functional Behavior Assessment, developed to teach use of socially acceptable replacement behaviors.

Progress Monitoring Data: Progress monitoring assessments are used to determine whether students are making adequate progress with targeted skills with the current level of instruction and intervention being provided. Efficient daily progress monitoring can include use of direct behavior rating, daily progress report, and/or other data sources such as major or minor disciplinary events, or safe seat moves that is

summarized weekly using a behavior rubric that measures the increase in desired/replacement behavior(s).

Social-Emotional Learning Curriculum: Curriculum that focuses on development of positive social relationships and self-regulation skills such as self-awareness, social awareness, relationship skills, and responsible decision making.

Standard Protocol: A targeted group intervention program based on scientifically valid instructional practices used to address frequent student referral concerns (District identified intervention programs).

Structured Behavior Skills Program: District special education cluster site behavior classroom for students with disabilities who have intensive problematic behaviors that have not responded to behavior interventions through their Individual Education Plan (IEP) and the Response to Instruction and Intervention (RtI+I)-Behavior model in their neighborhood school. Placement in this program is determined only by the IEP team. IEP team procedures must be followed. Students in the Structured Behavior Skills program receive instruction on pro-social skills, conflict resolution, problem solving and all academic areas as determined by their IEP.

Tier I School-wide Behavioral Instruction: All faculty and staff provide Tier I behavioral supports with consistency and fidelity. Tier I supports include clearly defined behavioral expectations and rules, explicit instruction for meeting behavior expectations, high rates of specific feedback about behavior, consistent responses for addressing problem behavior, and on-going monitoring of behavioral data.

Chapter 2 - RtI+I- Behavior Roles & Responsibilities

Purpose

This chapter identifies key personnel and staff who will engage in RTI+I – Behavior activities and describes example responsibilities or tasks to participate in or complete. Distinguishing who will support the process and how it will be done maintains the commitment to a “team-based” approach so that no single individual is independently responsible for sustaining the RTI+I-Behavior process over time.

Building Administrators

- Lead the implementation of the Tier I school-wide behavior skills program including the bullying prevention component.
- Communicate movement from Tier II-1 to Tier II-2 to all team members (include school psychologists, counselors, and social workers).
- Identify membership of the [Positive-Behavior Intervention Plan \(P-BIP\)](#) team including each member’s roles/responsibilities.
- Assist with logistics (e.g., meeting time, meeting place, etc.) related to the [Positive-Behavior Intervention Plan \(P-BIP\)](#) team.
- Participate in review of behavior data and development of interventions (school-wide, small group and individualized).
- Ensure implementation of intervention plans, with fidelity, according to the specifications identified by the development team.
- Support staff in implementing intervention plans.
- Ensure progress monitoring data is collected daily using identified sources of data that may include: SWIS, CICO cards, IC, safe seat moves, daily progress reports, buddy room moves.
- Ensure home communication is provided and parent input is gathered.
- Participate in professional development related to intervention planning and progress monitoring.

Behavior Coaches (School Psychologist / School Social Worker / School Counselor)

Tier I

- Support the implementation of the Tier I school-wide behavior skills program including the bullying prevention component.
- Assist with the planning and design of Tier I and Tier II-1 behavior interventions in alignment with the Tier I school-wide behavior skills program.

Tier II-1 and Tier II-2

- Participate in the development of the intervention plan.
- Coach with implementation to ensure fidelity, according to the specifications identified by the intervention plan.
- Assist with ensuring progress monitoring data is collected according to the plan designed.
- Assist as needed with gathering parent input and home communication.
- Participate in professional development related to data collection, intervention planning and progress monitoring.

- Bring in additional problem solving supports such as other psychologist, District social workers, District special education team members, (program facilitators, coordinators, etc.) to assist with the development of the intervention plan as needed.

Tier III

- Complete a [Functional Behavior Assessments \(FBA\)](#) with the appropriate team members.
- Develop a Positive Behavior Intervention Plan (P-BIP) with the appropriate team members.
- Coach and support those implementing the Positive Behavior Intervention Plan (P-BIP).
- Assist with ensuring progress monitoring data is collected according to the plan designed.
- Assist as needed with gathering parent input and home communication.

Teachers

- Teach the Tier I school-wide behavior management program.
- Collect classroom behavior data that can be used to support the problem-solving process.
- Provide input and behavior data related to intervention plans.
- Participate in the review of behavior data and the development of-intervention plans.
- Implement the intervention plan, with fidelity, according to the specifications identified by the development team.
- Re-teach Tier I expectations when needed.
- Collect progress monitoring data according to the plan designed.
- Assist as needed with gathering parent input and home communication.
- Participate in professional development related to collecting behavior data, developing intervention plans, and-progress monitoring procedures.

Building Special Education/Intervention Staff

- Collaborate with classroom teachers regarding Tier I and Tier II-1 instruction, interventions and differentiation practices.
- Provide behavior data that supports the problem-solving process and the development of the Individual Education Plan (IEP).
- Provide input and behavior data.
- Participate in the review of data from [Functional Behavior Assessments \(FBA\)](#) and the development of the [Positive-Behavior Intervention Plan \(P-BIP\)](#).
- Update IEP as needed.
- Implement the intervention plan, with fidelity, according to the specifications identified by the development team.
- Ensure progress monitoring data is collected as designed.
- Assist as needed with gathering parent input and home communication.
- Participate in professional development related to data collection, intervention planning and progress monitoring.

Students

- Engage and participate in school-wide Tier I instruction and additional intervention as determined appropriate.
- Participate in the problem-solving process when appropriate.

Parent

- Participate in the data collection and intervention planning as needed by providing perspective and support regarding their child's progress including, but not limited to, participation in decision making meetings, phone communication, letter communication, etc.

District Special Education Staff

- Consult on intervention development during the planning processes.
- Participate in the planning process when requested by the building administrator, school psychologist or district social worker for verified special education students.
- Provide professional development and support related to a [Functional Behavior Assessment \(FBA\)](#), [Positive-Behavior Intervention Plan \(P-BIP\)](#) and progress monitoring process.
- District staff also facilitate access to outside agency support(s) when needed.

Chapter 3 Tier I: School-Wide Behavior Instruction

Purpose

This chapter identifies critical elements to be included in the Tier I level for RTI+I – Behavior, lists common characteristics of school-wide behavioral instruction, and describes the manner in which Tier I may vary across buildings/programs within the district. Establishing a school-wide approach to behavior instruction and feedback ensures students have adequate access to high quality instruction prior to identification for additional behavioral supports.

Critical Component	Definition	Expected Implementation	Developmental Variation
Tier I: School-wide Behavior Instruction	<p>All students receive high quality research-based behavior instruction from general education teachers aligned with Strategy 3.1. Research based behavior instruction includes ALL of the following components:</p> <ul style="list-style-type: none"> ● 3-5 clearly defined school-wide behavior expectations and positively stated rules for meeting expectations in non-classroom (gym, hallway, playground, restrooms, parking lot etc.) and classroom settings. ● Explicit instruction for meeting behavior expectations (i.e., lesson plans and a regular teaching schedule). ● High rates of performance feedback about behavior (school-wide system for recognizing student behavior success). ● Consistent and effective responses which include an instructional focus to address problem behavior. ● On-going monitoring and problem solving about school-wide behavior data. 	<p>Strategy 3.1:</p> <ul style="list-style-type: none"> ● Research-based behavior instruction. ● Bullying prevention component. ● Data process to evaluate behavior trends and individual needs. ● Professional development. ● Communication plan. ● Parent involvement. 	<p>Each school establishes their school-wide expectations, schedule of lessons, recognition system, and a continuum of effective responses for addressing and re-teaching about problem behavior.</p>

Focus

- All students.

Instructional Organization

- School-Wide Expectations.
- College and Career Skills (6110.1, see RtI+I Behavior Resources section).
- Primarily classroom based instruction.
- Modeling, practice, and feedback (recognize success and/or reteach when errors occur).

Instructors/Team

- All staff.

Fidelity

- Implementation of Tier I core behavior instruction that includes: 3-5 clearly identified expectations and rules for non-classroom and classroom settings, explicit instruction for meeting expectations and rules, high rates of feedback about expected behavior, consistent instructional response to problem behavior, and on-going monitoring of school-wide data.
- Regular monitoring of implementation using one or more of the following instruments (School-wide Evaluation Tool; Tiered Fidelity Inventory; Self-Assessment Survey; Review of behavioral infraction data; and/or district provided tools).

Data Collection and/or Assessment

May include but not limited to

- Attendance data.
- Classroom behavior data (major and minor events).
- College and Career Readiness rubric.
- Counseling contact logs.
- Developmental Assets Profile (DAP).
- Infinite Campus (IC) and other referral data related to discipline.
- Regularly scheduled behavior meetings to review student's behavior.
- Report Card.
- Student Assistance Process (SAP).
- School and Community Intervention & Prevention (SCIP).
- SWIS Behavior Data System.

Length of Intervention

- On-going (all year) instruction related to school-wide behavior skills program.

Fluidity of Interventions

- Implementation of Tier I instruction with fidelity.
- Question to consider: *Have all students had adequate access to Tier I behavioral instruction that was delivered with fidelity in non-classroom (common areas) AND classroom settings?*

Specific Instruction

At minimum should include, but is not limited to, the following:

- School-wide Expectations and Rules for Non-classroom (common areas) and Classroom Settings.
- College and Career Readiness Skills (see RtI+I Behavior Resources section).
 - Critical Thinking and Problem Solving.
 - Creativity and Innovation.
 - Collaboration and Teamwork.
 - Citizenship and Personal Responsibility.
- Bullying prevention.
- Engaging instruction.
- Model and practice expectations.
- Consistent expectations/Taught expectations.
- Student/Adult Relationship.
- Safe Seat or Buddy Room.

Decision Rules

Data will:

- Be used for monitoring and problem solving about the implementation of the school-wide behavior instruction program.
- Identify students who may need targeted behavior skills interventions and plans.
- Be recorded, reviewed, and shared with all stakeholders.

Decision rules to refer students to the Tier II-1 Classroom Problem Solving Team (i.e. team leader, PLC leader, or department head, etc.) will be defined by each building considering one or more of the following data sources:

- The student has reached ___ major Office Discipline Referrals.
- Minor incidents persist ___ minors entered into SWIS or other data system (i.e. Infinite Campus, Google Drive).
- Attendance a concern ___ per grading term.
- Academic concern ___ to be determined (i.e. work completion, building/district/state assessments).
- Concern for students with internalizing behaviors.
 - (i.e. exhibits sadness/depression, sleeps a lot, appears unmotivated, does not participate in games, very shy or timid, acts fearful, does not stand up for self, self-injury such as head banging, cutting), withdrawn).
- Concern for students with externalizing behaviors.
 - (i.e. disrupting class, refusing to do work, noncompliant/refusing to follow directions, minor physical contact, property misuse, inappropriate verbal language, poor task/work completion).
- Students have adequate access to Tier I behavior instruction implemented with fidelity but continue to have academic and/or social behavioral challenges.

Support

- Parents are given the opportunity to be educated about the school-wide behavior instruction plan.
- Clear communication between school/home includes information about school-wide behavior expectations, teaching schedule, feedback and recognition systems and instructional responses for addressing problem behavior.
- Continual and ongoing professional development related to the school-wide behavior skills program.
- Share parent resources as needed.

Chapter 4 - Tier II-1 Classroom Level Problem Solving

Purpose: This chapter outlines the process for classroom level problem solving and intervention. For some students intensified classroom based supports may be sufficient for addressing needs. Classroom level problem solving is facilitated by a team that supports teachers in using data to identify student needs, possible function of problem behavior, interventions matched with need and methods for monitoring progress.

Critical Component	Definition	Expected Implementation	Developmental Variation
<p>Tier II-1: Targeted Behavior Instruction – Classroom Problem Solving</p>	<p>Evidence-based, targeted interventions aligned with Tier I instruction for students with behavior needs who have not responded to Tier I behavior instruction.</p> <p>Interventions are delivered by classroom teachers and are designed to prevent problems from occurring, identify replacement behaviors, promote fluency with use of new skills, and support maintenance once skills are acquired.</p> <p>Example supports may include, but are not limited to, one or more of the following:</p> <ul style="list-style-type: none"> ● reteaching of school-wide expectations and rules for non-classroom and/or classroom settings. ● reteaching and clarification of non-classroom and/or classroom procedures. ● increasing use of active supervision, pre-correct statements and/or positive specific feedback. statements ● offering choices about when, where or how work tasks are completed. ● matching work expectations with student ability. ● altering the order or sequence of work expectations. 	<p>Student need and possible function of behavior identified by data.</p> <p>Team supported process.</p> <p>Reinforce classroom instruction and connect with materials that support Tier I.</p> <p>Tier II-1 Problem Solving Meeting (See Tier II-1 Team Planning form.)</p> <p>On-going progress monitoring using commonly collected data that identified student need (e.g., major and/or minor discipline events).</p>	<p>Each school establishes aligned targeted behavior interventions in accordance with the 8 <i>Classroom Universal Essential Practices</i>.</p> <p>The following link provides learning modules about classroom practices that can be intensified for some students.</p> <p>PBIS Missouri Website</p>

Focus

- Students identified by building data team.
- Evidence-based interventions aligned with Tier I instruction and targeted (intensified) for students with behavior needs who have not responded to Tier I behavior programming.
- For students who have on-going access to adequate Tier I behavior instruction implemented with fidelity but need additional supports as demonstrated by continued academic, social and/or behavior challenges.

Instructional Organization

- Explicit instruction and re-teaching of specific behavioral skills.
- Increasing individual reinforcement rate (verbal and/or non-verbal).

Instructors/Team

Teams may include, but are not limited to:

- Classroom and special area teachers.
- Special education teachers.
- Para educators.
- Team supports may include but are not limited to:
 - Administrators.
 - Building Data Team.
 - Counselors.
 - District Social Workers/Community Counselors.
 - School Psychologist.

Fidelity

- Ongoing implementation of school-wide behavior program that follows instructional format (Tell-Show-Practice-Feedback) & provides high rates of behavior feedback.
- Interventions and instruction identified are implemented as prescribed.
- On-going data monitoring.

Data Collection

Data that brought student to attention of teacher and/or building problem solving team is monitored (e.g., attendance, major or minor behavioral infractions, visits to nurse or counselor, safe seat or buddy room events).

Length of Intervention

- Minimum of at least 20 school day intervention implementation cycle (recommended – can be more than 20 school days).

Fluidity of Interventions

- Questions to consider: Is Tier I sufficient to meet student needs? Does the student need additional support (Tier I plus Tier II) to be successful?

Specific Instruction and Intervention

- All Tier I behavior instruction plus;
 - Tier II-1 classroom level interventions that are designed by the school's problem solving team and include a data collection piece and a reinforcement schedule.

Decision Rules

- Tier I behavior instruction and Tier II-1 behavior supports implemented as planned? If yes; proceed to data recording.
- Data appropriately recorded to aid in data analysis (SWIS graphs) If yes; proceed to interpretation of the data.

Interpretation of Data

- Positive response to the intervention.
 - Continue intervention with current goal.
 - Continue intervention with goal increase.
 - Teach self-management.
 - Fade intervention components.
- Questionable response.
 - Was the intervention implemented as intended?
 - If no, employ strategies to increase implementation integrity
 - If yes; increase intensity of current intervention for a short period of time and assess impact.
 - If rate improves, continue.
 - If rate does not improve, return to problem solving.
- Poor response (non-responders)
 - Was the intervention implemented with fidelity?
 - If no, employ strategies to increase implementation integrity.
 - If yes;
 - Was the problem identified correctly?
 - Is the intervention aligned with the function/why?
 - Is the function/why correctly identified?

Support

- Parents are notified of Tier II-1 status.
- Clear communication between school/home as interventions are modified.
- All staff, who participated in the selection of interventions, will assist with daily implementation.
- Support for new teachers related to schedule transitions a student makes throughout school year (e.g. special area course teachers).

Tier II-1 Steps for Conducting Building Problem Solving Meetings

Referral goes to building problem solving team leader(s) (i.e. team leader, PLC leader, or department head, etc.):

1. Problem Solving Team meets (Teacher brings qualifying data to team meeting):

- They have reached ____ major Office Discipline Referrals.
- Minor incidents persist ____ minors entered into SWIS or other data system (i.e. Infinite Campus, Google Drive).
- Attendance a concern ____ per grading term.
- Academic concern ____ to be determined (i.e. work completion, building/district/state assessments).
- Concern for students with internalizing behaviors.
 - (i.e. exhibits sadness/depression, sleep a lot, appears unmotivated, does not participate in games, very shy or timid, acts fearful, does not stand up for self, self-injury such as head banging, cutting, withdrawn).
- Concern for students with externalizing behaviors.
 - (i.e. disrupting class, refusing to do work, noncompliant/refusing to follow directions, minor physical contact, property misuse, inappropriate verbal language, poor task/work completion).

2. Team Leader facilitates the meeting by following the Problem Solving Process:

- Summary of Problem -What is the antecedent that happens before the behavior, what is the problem behavior, what happens after the problem behavior and what is the function or pay off for the student. ([See Tier II-1 Problem Solving Meeting - Option 1](#)).
- Replacement Behavior/Learning Target -What do we want the student to do instead? Choose an observable and measurable behavior skill that aligns with school-wide expectations and rules.
- Classroom Problem Solving Team Instruction Strategies for Student(s) -Together the Classroom Problem Solving Team will brainstorm and decide on a small number of interventions that can be managed by a classroom teacher that match the function of the student's behavior. (See Tier II-1 Problem Solving Meeting - Option 2).
- Data Collection and/or Assessment (Assessment for Learning)-Monitor impact of intervention using the same data that brought student to the attention of the Problem Solving Team.
- Date for Progress Check - Length of Intervention: Tier II-1 interventions are implemented with fidelity for at least 20 school days.

3. Progress check

- Building problem solving team reconvenes to analyze data:
 - Fidelity of implementation. (Did student have access to support that was delivered as intended?)
 - Student attendance. (Was student in class to benefit from support provided?)
 - Data trends. (Is an adequate change in behavior evident?)

Example of a Function-Based Intervention Strategies

<i>IF....</i>		<i>THEN...</i>	
<i>WHY do you think the student is engaging in this behavior?</i>	<i>Observed Behaviors: The student may engage in...</i>	<i>Possible Strategies and Interventions that can be considered</i>	<i>Example</i>
Student is seeking ATTENTION	Crawling under furniture Asking lots of questions Blurting out Class clowning Seeking peer attention	Schedule adult attention	-Have adult work with student. -Have adult provide periodic attention. -Lunch meeting with teacher. -Morning triage with adult.
		Schedule peer attention	-Pair student with peer. -Use peer tutoring or mentoring.
		Increase proximity to student	-Move seating arrangement. -Periodically move around the classroom, checking on student more frequently.
		Provide access to preferred activity	-When adult is occupied, assign or make available a more preferred activity.
Student is AVOIDING/ESCAPING tasks or demands	Out of area Refusal to start or complete work Noncompliance with adult directions or work related requests Off-task	Adjust demand difficulty	-Provide easier work. -Intersperse difficult tasks with easier tasks. -Start work with student. -Allow access to peer partner.
		Offer choices	Allow student to choose: -Order of tasks to complete -Materials to use -Where to complete task -When to complete task -With whom to complete task
		Increase student preference/interest in activity	-Incorporate student hobbies/interests into activities.
		Assure that activities have functional or meaningful outcome	-Provide activities with valued outcome. -Write and read social stories.
		Alter length of task	-Shorten activity. -Provide frequent breaks.
		Modify mode of task completion	-Change medium/materials. -Replace pencil/paper with computer.
		Use behavioral momentum	-Present easy requests prior to difficult requests.
		Increase predictability	-Provide cues for upcoming or change in activities (instructional, visual, auditory)

Student is seeking TANGIBLE item or activity	Computer time Food items Cell phone time	Provide a warning	-Indicate activity is about to end.
		Schedule a transitional activity	-Schedule a moderately preferred activity between highly preferred and highly non-preferred activities.
		Increase accessibility	-Put highly preferred items within students' reach.
Student is seeking SENSORY input	Physically active Motor driven Inattentive	Provide alternative sensory	-Offer radio to student seeking auditory reinforcement, or visual stimuli to a student seeking visual reinforcement.
		Enrich environment	-Fill classroom with interesting and stimulating activities.

Chapter 5 - Tier II-2 Small Group Interventions

Purpose: This chapter outlines small group interventions that are available and can be provided for students who need additional behavioral support, beyond Tier I instruction. Interventions referred to in this chapter are “group-based” which means they can be delivered in the same fashion, without an individualized plan, to groups of students with similar needs.

Critical Component	Definition	Expected Implementation	Developmental Variation
Tier II-2 Small Group Interventions	<p>Provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans.</p> <p><u>Characteristics:</u> Continuously available, quickly and easily accessible, minimal time commitment required from classroom teachers, required skill sets can be easily learned by typical school personnel, aligned with school-wide behavior expectations, school personnel are aware of interventions available and their role in supporting implementation, consistently implemented across groups of students, and program selected is matched with function of student behavior.</p>	<p>Identify students who are in need.</p> <p>Collect and review existing school data.</p> <p>Clarify problem (when, where, under what conditions and possible motivation).</p> <p>Identify function.</p> <p>Select and provide intervention.</p> <p>Monitor fidelity of implementation.</p> <p>Evaluate student outcomes and make decisions.</p>	<p>Range of intervention options is established by the district leadership team.</p> <p>a) Social Skills b) Self-Management (Check-in/Check-out or Check & Connect) c) Academic Supports</p> <p>Some flexibility in delivery may occur according to context of individual schools (e.g., school-wide expectations vary across buildings)</p>

Focus

- Students identified from the building problem solving team.
- For students with identified behavioral needs who have not responded to Tier I behavior instruction and Tier II-1 behavior interventions.
- Tier II- 2 interventions are provided in a group-based format, include standardized practices and systems designed to supplement primary prevention efforts, and are appropriate for students who exhibit problem behaviors across multiple settings.

Instructional Organization

- Completion of a Problem Solving Meeting.
- Small group academic, behavioral, or social skills instruction.
- Explicit instruction and re-teaching of specific behavioral skills or replacement behaviors.

Instructors/Team

- Teams may include but not limited to:
 - Administrator.
 - Building Data Team.
 - Teachers.
 - Special Education Teachers.
 - Para-professionals.
 - Counselors.
 - School Psychologist.
 - District Social Worker/Community Counselor.

Fidelity

- Ongoing implementation of school-wide behavior program that follows instructional format (Tell-Show-Practice-Feedback) and provides high rates of behavior feedback.
- Interventions and instruction identified are implemented as prescribed.
- On-going data monitoring (monitoring procedures specific to each available intervention).

Data Collection and/or Assessment

- Data that brought student to attention of teacher and/or problem solving team is monitored (e.g., attendance, major or minor behavioral infractions, visits to nurse or counselor, safe seat or buddy room events).
- Use of progress monitoring tools as determined at the problem-solving meeting. Examples may include use of a daily or weekly progress report (i.e., DPR, WPR and SWIS).

Length of Intervention

- Minimum of 20 consecutive school days intervention implementation cycle.

Fluidity of Interventions

- Questions to consider: Is Tier I sufficient to meet student needs? Does the student need additional support (Tier I plus Tier II-1 plus Tier II-2) to be successful?

Specific Intervention

- Small group academic, behavioral or social skills groups.

Building Data Team Decision Rules

- Tier I behavior instruction and Tier II-1 behavior supports implemented as planned? If yes; proceed to data recording.
- Data appropriately recorded and graphed to aid in data analysis (i.e., SWIS graphs, hand created graphs, Excel graph)? If yes; proceed to interpretation of the data.

Interpretation of Data

- Positive response to the intervention: gap between the trend line and the goal line is closing at an acceptable rate.
 - Continue intervention with current goal.
 - Continue intervention with goal increase.
 - Teach self-management.
 - Fade intervention components.
- Questionable response: gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.
 - Was the intervention implemented as intended?
 - If no, employ strategies to increase implementation integrity.
 - If yes: increase intensity of current intervention for a short period of time and assess impact.
 - If rate improves, continue.
 - If rate does not improve, return to problem solving.
- Poor response (non-responders): gap between trend line and goal line continues to widen with no change in rate.
 - Was the intervention implemented with fidelity?
 - If no, employ strategies to increase implementation integrity.
 - If yes;
 - Was the problem identified correctly?
 - Is the intervention aligned with the function?
 - Is the function correctly identified?

Support

- Parents may be invited to participate in the team review of the data and to help develop the Intervention Plan and review data related to the plan.
- Clear communication between school/home.

- Share parent resources as needed.
- All staff, who participated in the development of the Intervention Plan, will assist with the daily implementation of that plan.
- Support may be provided by district staff outside the building as requested.

Tier II-2 Steps for Conducting Building Problem Solving Meetings

- 1. Referral goes to the building problem solving team leader(s) (i.e. team leader, PLC leader, or department head, etc.).**
- 2. Consult with your Counselor, Psychologist, and/or Social Worker for a [Behavioral Screener](#) to complete prior to building problem solving team meeting.**
- 3. Counselor, Psychologist, and/or Social Worker brings the Behavioral Screener to the building problem solving meeting.**
- 4. Teachers bring data to the building problem solving team meeting:**
 - They have reached _____ major Office Discipline Referrals.
 - Minor incidents persist _____ minors entered into SWIS or other data system (i.e. Infinite Campus, Google Drive).
 - Attendance a concern _____ per grading term.
 - Academic concern _____ to be determined (i.e. work completion, building/district/state assessments).
 - Concern for students with internalizing behaviors.
 - (i.e. exhibits sadness/depression, sleeps a lot, appears unmotivated, does not participate in games, very shy or timid, acts fearful, does not stand up for self, self-injury such as head banging, cutting, withdrawn).
 - Concern for students with externalizing behaviors.
 - (i.e. disrupting class, refusing to do work, noncompliant/refusing to follow directions, minor physical contact, property misuse, inappropriate verbal language, poor task/work completion).
 - Implemented Tier I and Tier II-1 support strategies and have collected supporting data.
- 5. Team Leader facilitates the meeting by following the [Problem Solving Process](#):**
 - Summary of Problem -What is the antecedent that happens before the behavior, what is the problem behavior, what happens after the problem behavior and what is the function or pay off for the student. (Document process in [Tier II-2 Team Problem Solving Meeting Form](#)).
 - Replacement Behavior/Learning Target -What do we want the student to do instead? Choose an observable and measurable replacement behavioral skill that aligns with school-wide behavior expectations and rules.
 - Tier II-1 Building Problem Solving Team Intervention Strategies for Student(s) - Review interventions that have already been provided and summarize impact.
 - Refer the student for small group behavioral or social skill instruction- Choose a program that matches the student skill deficits and behavioral function (e.g., Check-in/check-out or Social Skills Instructional Group). Specify who will be facilitating the group, when, how often, length of program and session.

- Data Collection and/or Assessment (Assessment for Learning) - Data collection method may be intervention specific. For example, a Daily Progress Report (DPR) for Check-in/Check-out or a monthly monitoring sheet for Check & Connect.
- Date for Progress Check -Decide when the Tier II-2 Building Problem Solving Team will follow-up on the student in the future.
- Length of Intervention: Supports are implemented for at least 20 school days.

6. Evaluate progress with the Tier II-2 Building Problem Solving Team.

- Building Problem Solving Team reconvenes to analyze data:
 - Fidelity-attendance; daily chart completed; interventions daily.
 - Individual problem solving.
 - What is the concern and when did the concern arise?
 - Review data? Trends? What is the progress?
 - Student goal?
 - Describe collaboration among intervention, classroom, and other staff involved with the student?
 - What are the next steps?
 - Who is responsible for continued progress monitoring data?
 - Determine next checkpoint.
 - Discuss communication to other teachers (general education, special area, etc.).
- Parent input and communication.
 - What kind of communication have we had with parents?
 - What systems do we need to put in place to further inform and partner with parents?
- Decision Rules and Fluidity of Interventions:
 - Tier I behavior instruction and Tier II-2 Intervention supports implemented as planned.
 - Data appropriately graphed with baseline and goal line to aid in data analysis.
 - Did the student meet their goal 80% of the time?
 - If yes; should you continue with current intervention, increase your goal, consider moving back to Tier II.1 (i.e. fade intervention components, teach self-management, etc.).
 - If no, consider modifying intervention, increasing intensity of current intervention, moving up Tier, or giving intervention more time (See Fluidity of Interventions).

Chapter 6 - Facilitating Tier II-2 Small Group Interventions

Purpose

More intensive instruction in social skills through small group intervention. Designed for students whose problem behaviors are unresponsive to Tier I or Tier II-1 practices and systems, do not require more immediate individualized interventions, and are observed across multiple settings or contexts.

Table 1. Intervention Matched with Function

Function	Check in/ Check out	Social Skill Instruc- tional Groups	Check & Connect	Academic Accom- modations	Academic Instructional Groups	Self- Monitoring	First Step Next	Breaks Are Better
Get Adult Attention	x	x	x		x		x	
Get Peer Attention		x	x				x	
Escape/ Avoid Social interaction		x	x			x		x
Escape/ Avoid Task or Activity		x	x	x	x	x		
Sensory	x	x				x		x

Social Skill Group Considerations

Reasons for social skill deficits:

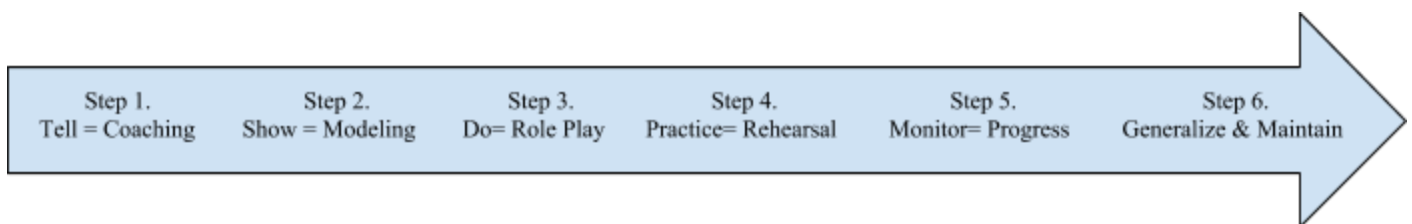
- Lack of knowledge
- Lack of practice
- Lack of cues
- Lack of reinforcement
- Presence of competing problem behaviors

Types of social skill deficits:

- Acquisition deficits
 - A student does not know the skill or how to use it appropriately social skill groups are most effective for these types of students
- Performance or fluency deficits
 - A student can perform the skill but does so infrequently
- Competing problem behaviors
 - A problem behavior interferes with a student's performance of a learned skill.

Teaching social skills is most effective when provided using an explicit instructional approach. This format includes the same instructional techniques used when teaching school-wide expectations and rules (i.e. Tier 1 lessons). The difference at Tier 2 relates to the dosage of instruction. Students in social skills intervention groups participate in lessons that include universal social skills curriculum and are given more opportunities for practice, cuing, and specific positive feedback to correct use of the skills.

Social Skills Intervention Instructional Approach



Intervention Overview

Identify student as needing additional behavioral support in the area of a social skills. Next a student is grouped according to similar needs based upon identified deficits. Lessons are gathered for teaching skills in the areas of need. Co-facilitators use these lesson plans to introduce and practice each skill during group sessions. Student demonstration and performance of skills is regularly prompted and recognized by **all** adults in the environment. Student data is generated on a regular basis and is used to monitor progress and make decisions about the intervention effects.

Social Skill Intervention Groups include:

- Small number of students with access to high rates of adult attention.
- Situated learning.
- Positive peer models.
- Systematic, explicit instruction.
- Modeling, role playing, problem solving, feedback.
- School to home communication.
- Self- Assessment and recording component.

Social Skills Intervention Group identification:

- Existing student data may indicate a behavior concern needing group social skills instruction. (e.g., attendance, office discipline referrals, minor events, etc.).
- Nomination by a staff member.
- SAEBRS Teacher Rating Scale.
 - Screener is completed by the student's teacher to assess the student's externalizing, internalizing, and academic skills.

Tier II-2 Steps for Effective Implementation

1. Assess to identify common skill deficits.

- This information will be gained from the SAEBRS screener as well as from existing student data (i.e. minor data, major referrals, attendance, etc.).

2. Gather lessons

- Match skill deficit and function of behavior with curriculum (See Tables 1 & 2).

3. Plan for generalization and maintenance

- During sessions provide real life examples relevant to the student's' circumstances.
- Regular (i.e. weekly) communication with teachers and staff encourages others to prompt for use of the skill.
 - What skills are being taught each lesson?
 - How to give pre-corrects, prompts, and cues for the use of skill.
 - How to give positive specific and correct feedback for use of the skill.
- Reinforcement of student effort and regular feedback further increases generalization (this can be incorporated through [homework tasks](#)).

4. Establish session procedures.

- Who is facilitating group.
- Expectations or rules during group.
- Determine length of time (minutes) of intervention.
- When will group meet (recommendation is weekly).
- Number of students in the group.

5. Notify group participants (match students with similar needs).

- Contact the student's family.
- Collect baseline data.

6. Teach social skill lessons.

- Key components for instruction (See Table 3).
- Consider assigning homework to increase generalization.

7. Monitor progress

- Create a [progress monitoring report](#) that teacher's complete.
- List social skills and any steps related that are being learned in group.
- Classroom teachers provide specific, positive feedback and corrective feedback to assist in generalization.

8. Evaluate program outcomes (did it work)/Self- Management, Fading, and Generalization)

- Self-Management
 - The child's ability to effectively monitor, evaluate, and modify his or her own behavior. Ultimate goal of social skills intervention is students are capable of taking responsibility for their own learning and behavior when adult supervision is not available. Typical aspects include: goal setting, self-recording, self-evaluation, self-reinforcement, and self-instruction. To apply this process, it is recommended to teach students to complete a chart given to teachers. It can be modified to include daily time periods. Students can learn to evaluate and record their performance in scheduled intervals.
- Fading and Generalization
 - After completing the formal social skills intervention lessons and successful demonstration of self-management procedures, the social skills group facilitator should organize a graduation ceremony or provide an opportunity to celebrate success.

Table 2. Curriculum Matched with Skill Deficit/Targeted Group Curriculum

Main skills deficit areas:

- Conflict Resolution & Empathy
- Emotional regulation & Anger Management
- Internalizers (Anxiety)
- Social skills (Friendship)

*This is a list of commonly used interventions. It is not an all-inclusive list.

Interventions	Age level	Skills focus on	Categories within intervention
Social Skill Improvement System (SSIS)	K-12	1. Internalizers. 2. Conflict resolution. 3. Social skills.	1. Communication 2. Cooperation 3. Assertion 4. Responsibility 5. Empathy 6. Engagement 7. Self-Control Behaviors
Skillstreaming	K-12	1. Social skills. 2. Emotional regulation.	1. Classroom Skills 2. Friendship Making Skills 3. Dealing with Feelings 4. Alternatives to Aggression 5. Dealing with Stress 6. Engagement 7. Self-Control Behaviors
Second Step	PreK-8	1. Conflict resolution. 2. Emotional regulation.	1. Skills for Learning 2. Empathy 3. Impulse Control and Problem Solving 4. Anger/Emotional Management
First Step Next	PreK-2	1. School Success Skills 2. Externalizing 3. Attention seeking (tantrums, aggression, disturbing and disrupting peers, property damage)	1. Follow Directions 2. Be safe 3. Ask for attention the right way 4. Be a team player 5. Do your best 6. Be cool 7. Mistakes are ok
Superflex	K-5	1. Emotional regulation 2. Conflict resolution	
Zones of Regulation	K-8	1. Emotional regulation	
The Prepare	6-12	1. Anger Management	1. Aggression Reduction

Curriculum		2. Emotional Regulation	2. Stress Reduction 3. Prejudice Reduction (empathy training)
Boys Town Revised Second Edition: Teaching Social Skills to Youth	K-12	1. Social skills. 2. Emotional regulation.	1. Following Instructions 2. Accepting Criticism or Consequences 3. Accepting “No” for an Answer 4. Greeting others 5. Getting the Teacher’s attention 6. Disagreeing Appropriately 7. Making an Apology 8. Accepting Compliments 9. Having a conversation 10. Asking for Help 11. Asking for Permission 12. Staying on Task 13. Sharing Something 14. Working with Others 15. Listening 16. Appropriate voice tone
Strong Kids/Strong Teens	K-12	1. Emotional Regulation 2. Internalizing problems 3. Externalizing problems	1. The feelings Exercise group 2. Understanding Feelings 3. When you are Angry 4. When you are Happy 5. When you are Worried 6. Understanding Other People’s Feelings 7. Being a good Friend 8. Solving People Problems 9. Finishing Up! 10. Emotional Strength Training 11. Dealing with Anger 12. Understanding People’s feelings 13. Clear Thinking 14. The Power of Positive Thinking 15. Solving People Problems 16. Letting Go of Stress 17. Behavior Change: Setting Goals and Staying Active 18. Finishing up
Social Skills Strategies	6-12	1. Social Skills 2. Emotional Regulation	1. Offering help 2. Giving an apology 3. Asking for help 4. Asking for permission 5. Being honest 6. Interrupting

			<ul style="list-style-type: none"> 7. Peer pressure 8. Making a complaint 9. Making an accusation 10. Feelings of others 11. Dealing with anger 12. Accepting criticism
Think Social Curriculums Michelle Garcia Winner	K - 5	<ul style="list-style-type: none"> 1. Emotional regulation (aligns with zones and 5 point scale) 2. Basic social skills 	
Support for Students Exposed to Trauma	5 -12	<ul style="list-style-type: none"> 1. Internalizing and externalizing problems due to exposure to trauma or chronic stress 	<ul style="list-style-type: none"> 1. Introduction 2. Common Reactions to Trauma and Strategies for Relaxation 3. Thoughts and Feelings 4. Helpful Thinking 5. Facing your Fears 6. Trauma Narrative, Part 1 7. Trauma Narrative, Part 2 8. Problem Solving 9. Practice with Social problems and the Hot Seat 10. Planning and Future and Graduation

Components of the Social Skill Lesson

Review of Previous Skills. This consists of discussion that allows students to recall, by telling and showing, the steps for use of the social skill that was introduced at the previous meeting. Students are given opportunities to explain and describe when, where, and how often they used the skill since the last session. Should also include discussion of outcomes associated with use of appropriate and inappropriate skills (What happened)

Tell. Lesson begins with an introduction, which includes a description of the skills to be learned, an explanation of why the skill is important, and situations the skill can be used.

Show. After introduction, the next step is modeling or demonstrating the skill. Provide an example and non-example.

Practice. The steps of the skill can be posted or students may be given a personal copy for easy reference. The first practice session is structured and if students are not actively participating in the activity or role play, they are asked to watch and evaluate those who are.

Positive and Corrective Feedback. Reinforcement for accurate attempts is given and corrective feedback is provided.

More practice. Students are given time to socialize in less structured ways which allows continued practicing using the social skill.

More feedback. Facilitators continue to give feedback while students are engaged in practice opportunities.

Plan for generalization and maintenance of skills. Homework assignments for the use of the skills in other settings is discussed and assigned.

Chapter 7 - Tier III

Purpose

This chapter outlines highly individualized interventions that are available and can be provided for students who need additional behavioral support, beyond Tier I instruction. Interventions in this chapter are more intense or frequent and are individualized according to specific student need. A [Functional Behavior Assessment \(FBA\)](#) is completed in order to write the individualized [Positive-Behavior Intervention Plan \(P-BIP\)](#) to address the student’s undesired behaviors and to teach appropriate replacement behaviors.

Critical Component	Definition	Expected Implementation	Developmental Variation
Functional Behavior Assessment (FBA)	Data based process for identifying specific target behavior(s), purpose of behavior(s) and what factors maintain the behavior(s) that interferes with the student’s educational progress.	Complete FBA.	Limited new information is available through further assessment.
Positive-Behavior Intervention Plan (P-BIP)	A comprehensive plan of intervention actions based on the FBA information developed to address the student’s problem behavior(s).	Use FBA information to write (P-BIP).	Use of a behavior rubric developed for the intervention.
Data Collection	Efficient daily progress monitoring using data summarized to measure the increase in desired/replacement behavior(s).	Use of Progress Monitoring tools defined in the (P-BIP).	
Length of Positive-Behavior Intervention Plan (P-BIP)	Minimum of 20 school day intervention implementation cycle: Implementation of the P-BIP according to the development team specifications.	Full implementation of the Positive-Behavior Intervention Plan with fidelity for 20 school days.	Longer than a 20 day implementation cycle.
Implementation Fidelity	After the Tier III behavior intervention (20 consecutive school days), the appropriate special education leadership team will meet to review the student’s behavior program and to provide input on programing and student placement.	On-going support for the interventionist is provided by other plan members	
District Behavior Problem Solving Committee (Optional)			
Structured Behavior Skills Program: A District special education cluster site program for students who demonstrate intensive behavior needs		Each student is considered on an individual basis by the student’s IEP team through consultation with the special education leadership team.	

Focus

- Students with intense or chronic behaviors who need highly individualized support.
- Interventions on this level are more intense or frequent and are individualized according to specific student need. A [Functional Behavior Assessment \(FBA\)](#) is completed in order to write the individualized [Positive-Behavior Intervention Plan \(P-BIP\)](#) to address the student's undesired behaviors and to teach appropriate replacement behaviors.

Definition

- Evidence-base instruction and interventions are developed through a [Functional Behavior Assessment \(FBA\)](#) and Positive-Behavior Intervention Plan (P-BIP) process for students with behavior that warrants access to Tier I, Tier II and Tier III individualized supports.

Instructional Organization

- Completion of a revised [Functional Behavior Assessment \(FBA\)](#) and an individualized [Positive-Behavior Intervention Plan \(P-BIP\)](#)
- Individual instruction and intervention
- Instruction and interventions included in [Positive-Behavior Intervention Plan \(P-BIP\)](#).
- Explicit instruction and re-teaching of specific behavioral skills or replacement behaviors associated with the [Positive-Behavior Intervention Plan \(P-BIP\)](#)

Instructors/Team

- Teams may include but not limited to:
 - Administrator
 - Building Data Team
 - Classroom teachers and/or special education teachers
 - Para-professionals
 - Counselors
 - School psychologist
 - District Social Worker/ Community counselor

Fidelity

- Implementation of the P-BIP according to the development team specifications for at-least 20 consecutive school days
- On-going support for behavior plan implementers is provided by other plan members

Data Collection and/or Assessment

- Use of Data Collection System for progress monitoring:
 - Daily and weekly data related to the Positive-Behavior Intervention Plan is collected and analyzed
 - Direct- ratings are recorded immediately at the end of an observation
 - Behavior- specific operationally defined behaviors are rated
 - Rating- ratings are conducted repeatedly in a psychometrically sound manner similar to behavior rating scale
 - Rubric- weekly summarization of desired behavior or approximations of the desired behavior

Length of Intervention

- Minimum of 20 consecutive school days of intervention implementation

Fluidity of Interventions

- Continue implementing [Positive-Behavior Intervention Plan \(P-BIP\)](#)
- Revise [Positive-Behavior Intervention Plan \(P-BIP\)](#) related to data analysis
- Move back to Tier II-2
- Examine placement
- A student being considered for a placement in the Structured Behavioral Skills program will demonstrate:
 - Documented inappropriate behaviors that have not responded to intensive interventions in Tier II-2 and Tier III
 - Documented inappropriate behaviors that have shown a slow rate of progress in response to intensive interventions in Tier II-2 and Tier III
 - Long-term need for intensive interventions that cause a significant disruption to a building's ability to provide services to other students
 - Need to significantly limit students access to peers

Specific Intervention

- A [Positive-Behavior Intervention Plan \(P-BIP\)](#) that is designed by a team of people based on behavior information collected from a [Functional Behavior Assessment \(FBA\)](#) and includes:

Decision Rules

- Tier I behavior instruction and Tier III Positive-Behavior Intervention Plan supports implemented as planned
- Data appropriately graphed with goal line to aid in data analysis
- Considerations for movement back to Tier II-2 if determined goal is met or exceeded
- Consideration for continuation of current behavior support services
- Consideration for revising Positive-Behavior Intervention Plan and adding additional supports and services
- Examine current education placement

Support

- Parents may be invited to participate in the team completion of the [Functional Behavior Assessment \(FBA\)](#) information and the development of the Positive-Behavior Intervention Plan (P-BIP)
- Clear communication between school/home
- Share parent resources as needed
- All staff, who participated in the development of the P-BIP, will assist with the daily implementation of that plan
- District staff is made aware of and as requested can support the P-BIP development and implementation process.

Appendix

Please click [HERE](#) for
appendix documents