



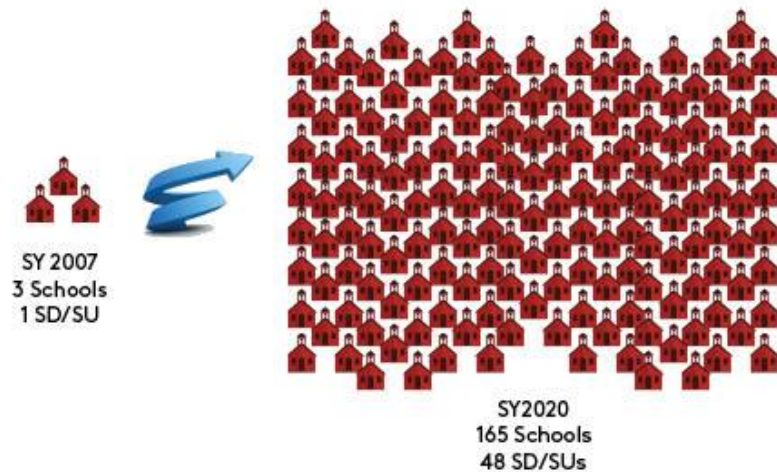
Expanding Your Inventory of Tier II Supports
Amy Wheeler-Sutton and Kristin Beswick, Vermont PBIS

Learning Objectives:

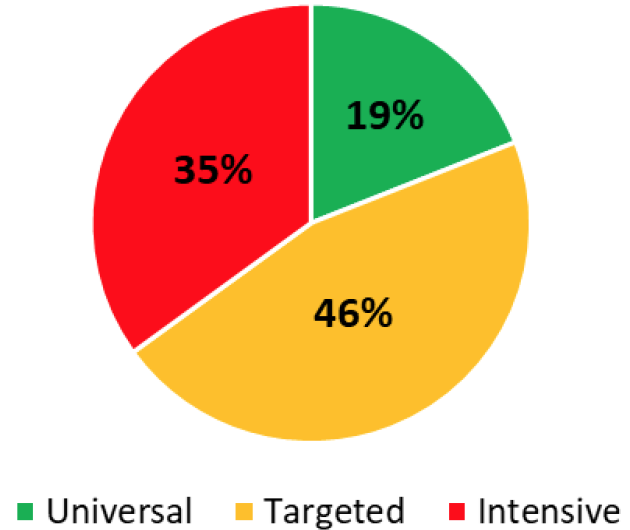
- Expand thinking about student needs and how to meet them
- Consider selection of Targeted Interventions to meet needs
- Expand use of CICO
- Use data to monitor progress, make decisions about duration, modification, and fading
- Support staff in implementation fidelity

Vermont Context:

Number of VTPBIS Schools



Level of Implementation (n=165)



SEL, Trauma-Informed, & Restorative Practices Within the PBIS Framework

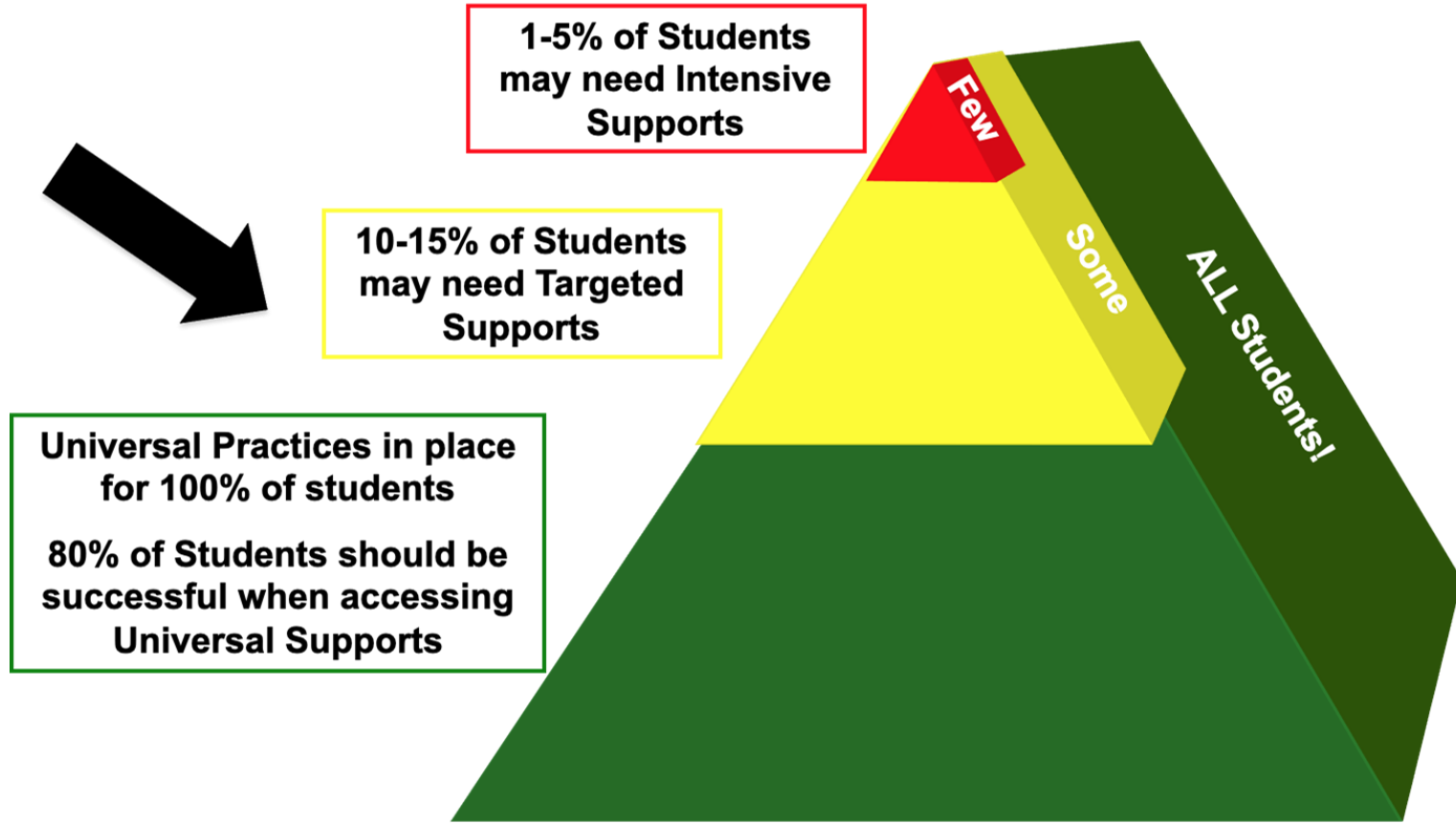
- Same end goals in mind
 - To build a **safe, respectful, and productive learning environment**
 - To establish a **positive school climate** where students and adults have strong, **positive relationships** and students understand what is expected of them as learners at school
- Whole-school
- Positive, strengths-based
- Proactive/prevention-focused
- Contribute to and depend on an equitable learning environment

“The fundamental purpose of PBIS is to make schools more **effective** and **equitable** learning environments.”

Rob Horner, OSEP Technical Assistance Center for PBIS



Who Benefits from PBIS? Everyone!



Label Supports, Not Students

Essential Agreement:

We will consistently correct language to ensure equity and personhood, **even if doing so causes some discomfort.**



“Student/kid who is receiving or needs targeted supports”

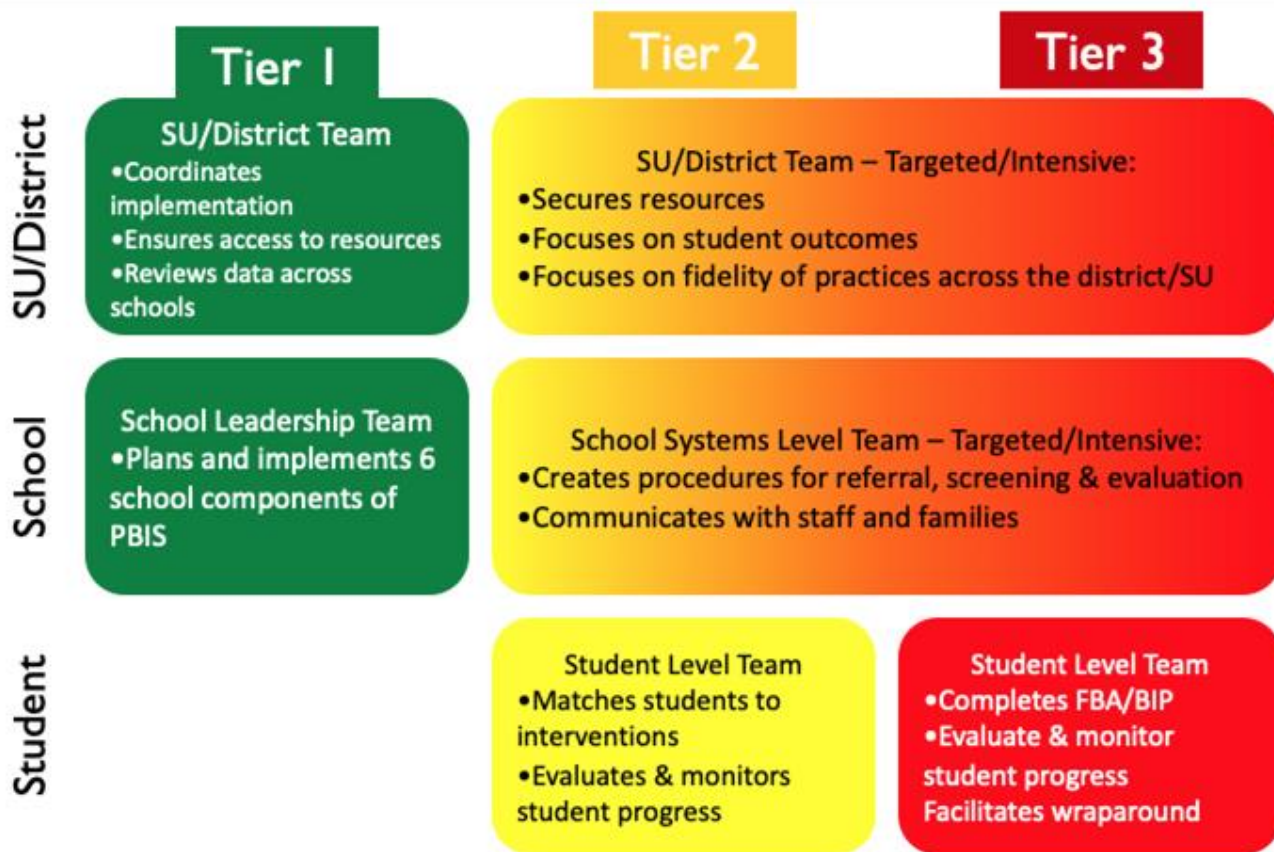


“S/he is receiving or needs intensive supports”

Readiness for Targeted PBIS

Implementation at the Targeted Level is more likely to be ***effective*** and ***efficient*** if Universal Systems are implemented with ***high fidelity*** (at least 70% on Tier I of the TFI).

Necessary Conversations



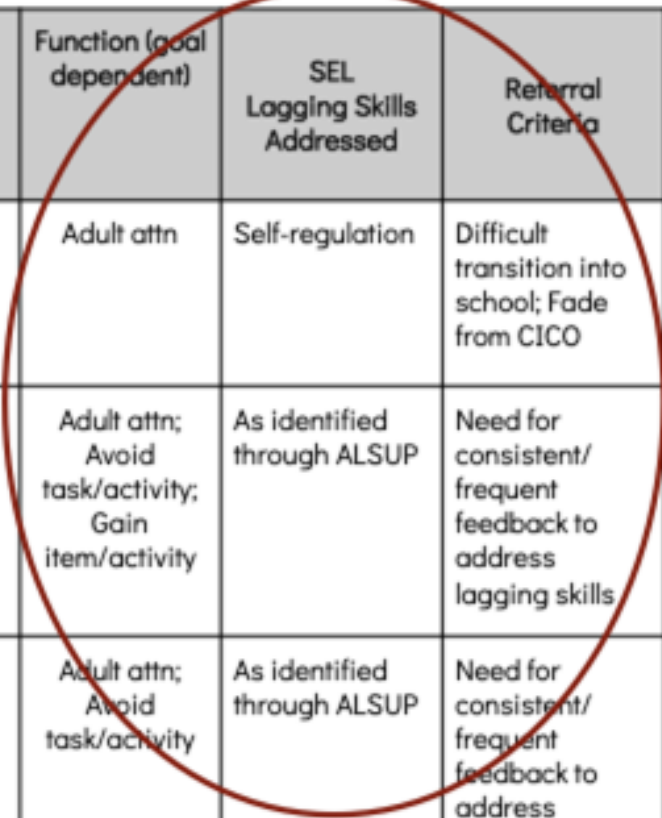
Targeted Interventions

- Match to **function**
- Require a “**request for assistance**” process
- Include criteria for **success**
- Are **voluntary**
- Involve **all adults** in the school

Targeted Inventory

Targeted Support	Function (goal dependent)	SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria
Check-in	Adult attn	Self-regulation	Difficult transition into school; Fade from CICO	AM SSFs Frequency ratings by teacher	Regulated AM integration into classroom; Confidence in independence	Fading plan success OR Check-in unsuccessful in meeting behavioral needs of student
CICO	Adult attn; Avoid task/activity; Gain item/activity	As identified through ALSUP	Need for consistent/frequent feedback to address logging skills	CICO SSFs Frequency ratings by teacher	Consistently meeting goals, $\geq 83\%$ point goal, and no additional goals needed	Fading plan success, no additional goals needed OR CICO unsuccessful in meeting behavioral needs of student
Teacher Check & Connect	Adult attn; Avoid task/activity	As identified through ALSUP	Need for consistent/frequent feedback to address logging skills	CICO BODs Frequency ratings by teacher	Consistently meeting goals, $\geq 83\%$ point goal, and no additional goals needed	Fading plan success, no additional goals needed OR TCC unsuccessful in meeting behavioral needs of student

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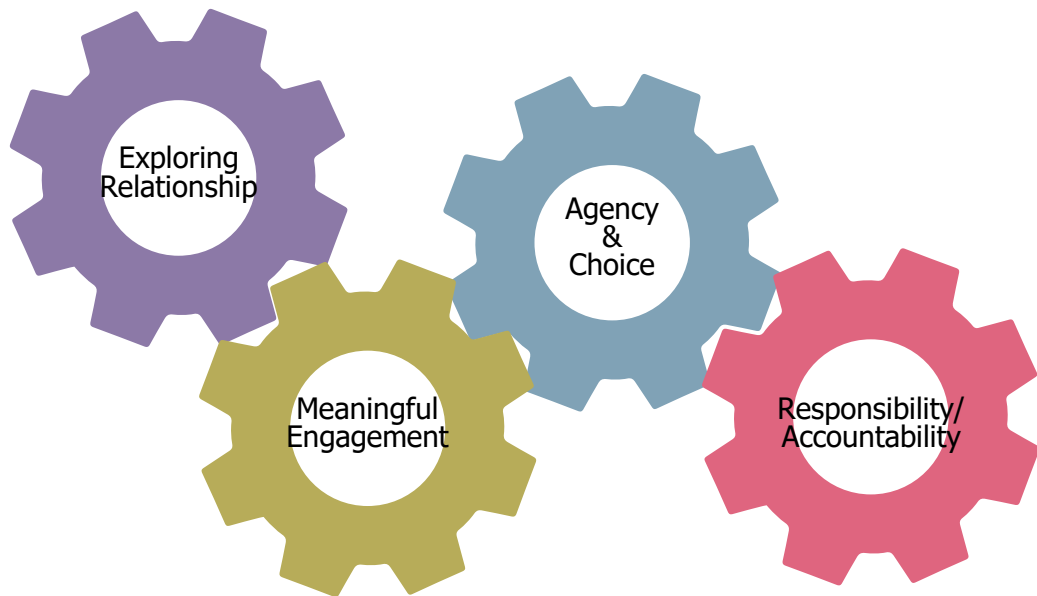
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Consider Restorative Principles When Planning Targeted Interventions



Shifting Practices/Policies/Procedures

Need to move from interventions focused on compliance to interventions focused on connection and support

← Mandatory
Exclusionary
Adult-centered

Relationships
Meaningful engagement
Participatory decision-making
Restorative
Repairs harm
Active responsibility
Addresses harms and needs
“With”

Key Features of CICO

- Check in and out with a Coordinator at the beginning and end of day
- Increased instruction and feedback on behavioral expectations with the teacher after each class/instructional routine through Daily Progress Report (DPR)
- Parent/guardian provides positive feedback and encouragement to child at end of day
- Student receives reinforcement when behavioral goals are met

CICO is All About Relationships and Connection!

- Focus on providing reinforcement that involves time with adults or other students to build connections
- Tangible reinforcers earned should always be paired with verbal praise/attention from adults
- Support students needs by transitioning attention

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement
in relation to the following sets of expectations/behaviors.

**"Individualized
Student Card
linked to Tier 3
FBA/BIP"**

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

DPR for Social/Academic

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Walk to class Keep hands to self	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use appropriate language Raise hand to speak	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Bring materials Fill out assignment notebook	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Other CICO Adaptations

- CICO for School Arrival – “I’m here and ready to learn!”
- CICO for Recess
- CICO for Distance Learning
- May need to change goal line from 80% to 50-60%
- May check in daily with a Google form – “How do you feel?” “Are you ready for learning?”
- Checking in and checking out with different adults – teacher, other adult, family member
- Checking in at different intervals
- ***What else?***

Exiting Students from Interventions

- Celebrate accomplishments
- Provide reminders that everyone needs help sometimes
- Do not “graduate” in case they need assistance in the future



Types of Data to Consider

Intensive:

- TFI
- I-SWIS
- EST
- FBA/BSP

Targeted:

- TFI
- SWIS-CICO
- EST
- FBA/BSP
- Universal Screening

Universal:

- TFI
- SAS
- SWIS
- Attendance
- Grades
- Leadership Team Self-Assessment
- School Climate
- Family Engagement



Targeted Practices Data Tracking Tool

Interventions	CICO		Ben's Group		Homework Club		Anger Management Training					
	# 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	7	7	0	n/a	2	2	0	n/a				
October	9	8	3	0	5	5	0	n/a				
November	15	14	3	0	10	8	4	2				
December	19	17	3	1	10	8	4	4				
January	19	15	3	0	15	13	4	3				
February	19	17			15	14	3	3				
March	20	19			15	15	3	3				
April	20	18			7	7	5	1				
May	19	18			7	7	5	4				
June	19	18			7	7	5	4				

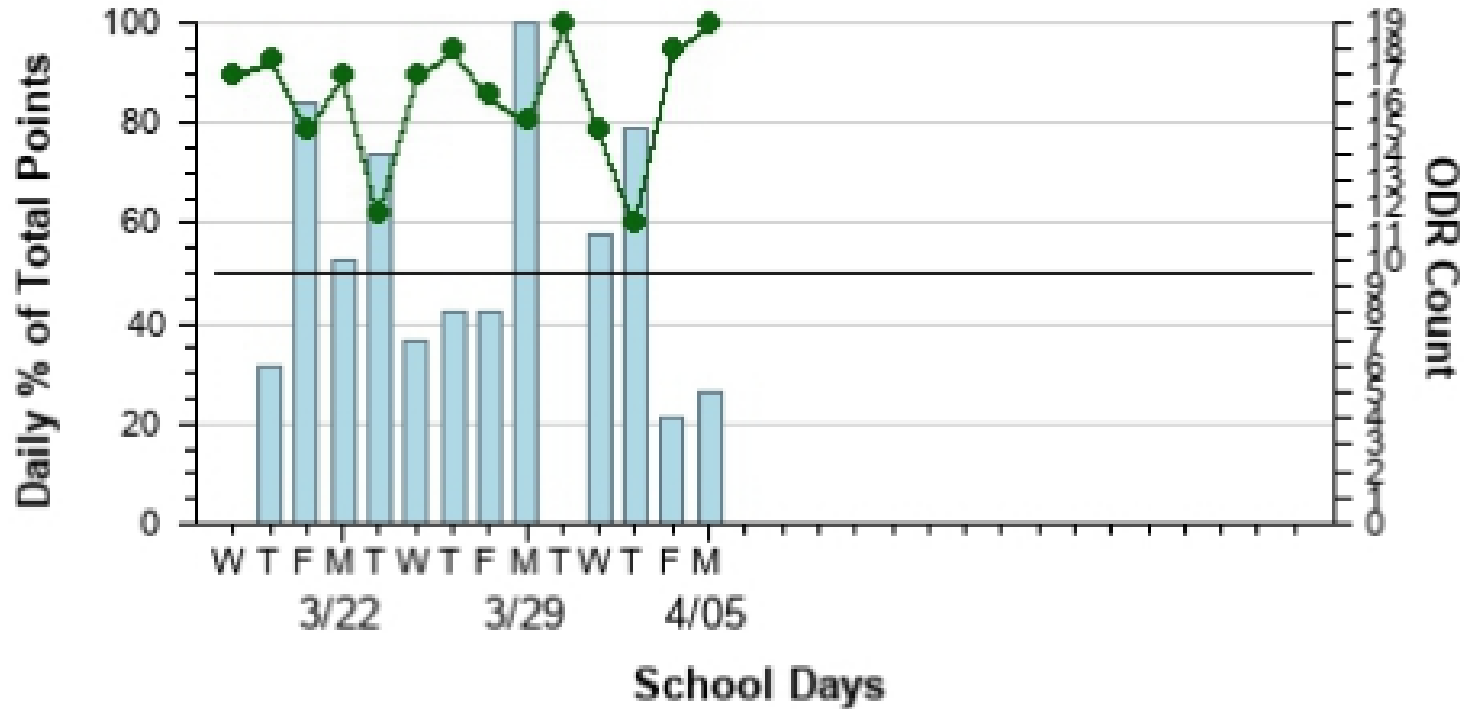
Data-based Decision-rules for defining "response to intervention": Please list below your data-based decision-rule to determine student 'response' for each intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

CICO: *Earning 80% of points on average per day per week*

Ben's Group: *First two weeks: 70% or more per day per week, Weeks 3-10: 80% or more points per week on Ben's Card*

Anger Management Training: *80% or more points per day per week on AMT Card*

Individual Student Data Monitoring



Data help us ask the right questions.
They do not provide the answers.

Remember!

Common misperception is that these strategies will “fix” the student and the classroom teacher does not need to be an active participant.



Important to stress that these interventions will require involvement among ALL staff within the school building

Intervention Success

Some things to consider if interventions are not working:

- Staff Training
- Fidelity of implementation
- Lack of buy-in/support from staff
- Contextual fit (i.e. developmental level)
- Identified function



What could your team focus on for improvement?

- Address function of behavior
- Continuously available
- Quickly and easily accessed
- Consistent with school-wide expectations
- Require minimal extra effort by teachers
- Identify goals
- Monitor progress
- Includes student voice
- Use school resources creatively
- Implemented with fidelity

Inventory Includes:

- Referral criteria
- Functions/lagging skills addressed
- Data sources for progress-monitoring
- Fading and exit criteria
- Frequency/intensity of intervention
- Resources needed

Questions for Consideration

- What other interventions do you use at the Targeted level?
- What are some roadblocks you've come up against that could stall your team in adding additional interventions. How did you solve them?
- How do we fade interventions from students (and teachers)?
- What happens when the number of students requiring targeted supports exceeds the capacity of the interventions?
- How can you ensure your CICO Coordinator is available to adequately fulfill this position's role?