Data-based Decision Making in PBIS

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NEPBIS Conference
Data Issues

• Sources and complexity of data increase
• Teams must get comfortable with school-wide, group, individual student data
• Teams must get comfortable with multiple types of data (graphs, assessment scores, ratings, reports, etc.)
• Different teams may be making different data-based decisions at different levels
DBDM at Different Levels

• Evaluating outcomes and implementation fidelity
  – School
  – District
  – State

• Evaluating three tiers/levels of PBS
  – Universal
  – Targeted Group
  – Individual student
School Questions
(for problem solving)

• How many behavior problems are there?
• When are we having behavior problems?
• Where are we having behavior problems?
• Who is having behavior problems?
• What behavior problems are we having?
School Questions

• If schools are using SW-PBIS is there an impact on behavior?
  – Has there been a change in reported student problem behavior?
    • Office discipline referrals
    • Suspensions
    • Expulsions
    • Referrals to special education
  – Has there been a change in
    • Student attendance?
    • Student academic performance?
    • Perceived risk factors and protective factors that affect mental health outcomes?
School Questions

• Are the faculty, staff, students, families, and community stakeholders satisfied?
  – Are faculty satisfied that implementation of SW-PBS is worth the time and effort?
  – Are students satisfied that implementation of SW-PBS is in their best interest?
Tier 1:
School Data

- Coach’s Survey
- Outcome data summary (ODR, OSS, ISS, etc.)
- Implementation - Benchmarks of Quality, SET
- Progress monitoring – PIC, TIC
- Faculty/student school climate surveys
Tier 1: School Decisions

• Are we making adequate progress on our action plan and implementing components of SWPBIS?
  – If not, contact the District Coordinator for assistance
Tier 1: School Decisions

• Does our Coach need additional training and supports to assist us in proceeding in SWPBS?
  – If so, the Coach can contact the DC or complete a Coach’s Survey
Coach’s Self-Assessment

Pinellas PBS Coaches Self Assessment Average Response Fall 2005

Assessment Items:
- Average of Data Systems
- Average of Data-based Decisions
- Average of Facilitating Mtgs
- Average of Problem Solving
- Average of Understand PBS
- Average of Understand Principles of Beh
- Average of Strategies Resources
- Average of Models/Examples
Tier 1: School Decisions

• Does your school have a consistent, stable decreasing trend in office discipline referrals or other behavioral measures?
Does our school have a stable decrease in ODRs?

Consistent decrease for 2 years!!!
Jones Middle School
ISS & OSS per 100 Students

Is our school seeing a decrease in ISS and OSS?
Data are variable and OSS is increasing significantly.
Tier 1: School Decisions

• Does your school have a score of 70 or higher on the Benchmarks of Quality?
End-Year Reporting, School Level

Benchmark of Quality Score per Critical Element Category

Critical Element Category

Percentage of Possible Points Scored

- PBS Team
- Faculty Commitment
- Effective Procedures
- Data Entry Plan
- Expectations
- Reward Program
- Lesson Plans
- Implementation Plan
- Crisis Plan
- Evaluation
- TOTAL SCORE

2007-2008
Are our Benchmarks scores above 70 and rising?
Scores have never been over 70 and dropped 15 points last year.
Tier 1: School Decisions

• Do more frequent progress monitoring tools indicate that you are moving towards successful implementation
Mid-Year Reporting, School Level

PIC - Tier1 Critical Elements

% of Possible Points Scored

Coach and Team | Buy-In | Expectations | Rewards | Discipline | DBDM | Training | Parents/Community

Tier1 Critical Element
Tier 1:
School Decisions

- Do your staff and students support PBS as evidenced through surveys?
Are staff satisfied with PBS process?

Majority of responses in Agree or Strongly agree category.
District Questions
Horner, Sugai, Lewis-Palmer (2005)

- Who is receiving training and support?
  - What schools are receiving implementation support?
  - What proportion of the schools in the target area is implementing SW-PBIS?
- What training and technical assistance has been delivered as part of the implementation process?
  - What training events have been conducted?
  - Who participated in the training events?
  - What was the perceived value of the training events by the participants?
District Questions

• Has the training and TA resulted in change in the behavior support practices used in schools?
  – Are the faculty in participating schools implementing universal SW-PBIS?
  – Are the faculty in participating schools implementing targeted and intensive individual positive behavior support?
District Questions

• If schools are using SW-PBIS is there an impact on behavior?
  – Has there been a change in reported student problem behavior?
    • Office discipline referrals
    • Suspensions
    • Expulsions
    • Referrals to special education
  – Has there been a change in
    • Student attendance?
    • Student academic performance?
    • Perceived risk factors and protective factors that affect mental health outcomes?
District Questions

• Has the training & TA resulted in improved capacity to sustain & extend implementation to scale?
  – To what extent has the implementation efforts resulted in improved capacity of the area to train others in SW-PBIS?
  – To what extent has the implementation efforts resulted in improved capacity to coach teams in SW-PBIS?
  – To what extent do local teams have the evaluation systems in place that will allow them to monitor and improve SW-PBS?
  – To what extent does the District Leadership Team have an evaluation system in place to guide broad scale implementation efforts?
District Questions

• **Policy impact**
  – Have the changes in student behavior resulted in savings in student and administrative time allocated to problem behavior?
  – Have policies and resource allocation in the state changed?

• **Implications**
  – Given evaluation information, what recommendations exist for
    • Expanding implementation
    • Allocating resources
    • Modifying the initiative or evaluation
Tier 1: District Data

- PBS Implementation Level
- Average ODRs
- ISS/OSS data
Are our schools implementing PBS with fidelity?

Average BoQ scores over 70% and increasing in all 10 domains.
District Average Referrals by Implementation Level

Is there a difference in ODR outcomes for schools?
Low implementers have many more ODRs, but number is decreasing.
District Average ISS Days by Level of Implementation

Is PBS impacting ISS in our schools?
High implementing schools have 70% fewer ISS and decreased by 50%.
Percentage Making Gains in Reading by School Implementation Level

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<th>Year 3</th>
<th>Year 4</th>
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<td>Higher Implementing</td>
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District Avg of Percentage Making Gains in Reading
What is a Tier 2 Intervention?

An intervention (or set of interventions) known by all staff and available for students during the school day. Interventions provide additional student support in academic, organizational, and/or social support areas.
Tier 2: School Data

- ODRs
- Classroom Assessment Tool
- Informal “walk-throughs”
- Formal observations of classroom
- Teacher rankings and ratings of students
- Behavior Progress Report
- Measuring fidelity of implementation of Tier 2 intervention (BAT)
What Can ODRs Tell Us?

- Students who have large # of referrals
- Reasons for referral (problem behavior)
- Whether the issue is across environments or one setting
- Possible motivations for behaviors
Tier 1: Classroom School Decisions

- What if a majority of ODRs are coming from the classroom setting and many classrooms are referring students with ODRs?
Referrals by Location

Where do most of our ODRs come from?
Over 80% of ODRs are from classroom?
Tier 2: Classroom School Decisions

• What if a number of referrals are coming from just a few classrooms?
Referrals by Grade from 7-8:30 a.m.

Are the referrals from a few or a group of teachers?

All teachers are in the 6th and 7th grade.

Refer to the Classroom Consultation Guide for strategies to support change in those classes.
Tier 2: Classroom School Decisions

• What if teacher requests for assistance, referrals to ESE, and ratings and rankings of students with behavior problems identify individual classrooms that would benefit from technical assistance from the SWPBS team?
Is there a group of teachers who make most referrals?

Five teachers have 4 or more referrals!

Refer to the Classroom Consultation Guide for strategies to support change in those classes.
Tier 2: Classroom School Decisions

- What if informal “walk-throughs” by school staff identify behavioral, curricular, instructional and environmental issues impacting ALL students in environment:
  - school administrators or members of the SWPBS team can provide support on rectifying those issues using the Classroom Consultation Guide
III. Curriculum and Instruction: Materials and instructional presentation are altered or adapted to prevent or to address behavior problems.

INSTRUCTIONAL PLANNING AND DELIVERY—Teaching activities are planned and implemented in ways that optimize student learning.

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<th>Somewhat In Place</th>
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<td>E2. Are assignments relevant and meaningful to students?</td>
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<td>E3. Are a variety of teaching methods and materials used?</td>
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Positive Behavior Support: Classroom Systems

Classroom PBS

- Ecological Factors
- Behavior Systems
  - Teaching Behaviors
  - Reward System
- Consequence System
- Curriculum and Instruction

This product was developed by Florida’s Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
Tier 2: Classroom School Decisions

• Assess the student’s lack of responsiveness to classroom interventions:
  – Did a consultation process occur with the classroom teacher?
  – Did the process identify behavioral, instructional, curricular, and environmental modifications that should be made to impact the student as well as the entire class?
  – Were those modifications made and implemented with high fidelity?
Tier 2: Classroom School Decisions

Evaluation

- If the answer to any of the previous is “No”, it is essential to direct additional technical assistance to the classroom setting before directing a student to more intensive targeted group intervention.
- Targeted group interventions are not a substitute for inadequate teaching and learning environments in the classroom.
Before You Consider Tier 2 Interventions

Tier 2/Targeted interventions are intended to impact the behavior of large numbers of students with similar behavior problems or causes for their behavior.
Tier 2: Targeted Group School Decisions

- Assess the student’s lack of responsiveness to universal/school-wide interventions:
  - Was the student actually taught the school’s expectations and rules?
  - Were rewards delivered to the student for exhibiting the expectations and following the rules?
  - Were the rewards delivered valued by the student?

If the answer to any of these questions was “No”, make certain that Universal Level of PBS (Tier 1) is more effective and efficient, has a broader impact on groups of students, and is more cost effective.
Tier 2: Targeted Group
School Decisions

• Do we have groups of students that might benefit from a targeted intervention?
• Are any of the identified students NOT contacting our SWPBS system?
Tier 2 Assessment

As a team the selection and monitoring of secondary interventions should be guided by data-based decision making. These data sources should be efficient and allow us to determine the target behaviors, some potential contextual variables and most importantly potential functions.
Is there a group of students with >5 ODRs?

There are 10-15 students identified.
Tier 2: Targeted Group School Decisions

- Based on the types of problem behaviors, what targeted group interventions are needed?
- Based on the functions of problem behaviors, what targeted group interventions are needed?
What are the behaviors that are getting referred the most?

Disrespect and Aggression may signal need for targeted group.
Why is the behavior occurring?

Are there functions that might point to targeted group?

50% of ODRs are for escape. Perhaps academic interventions?
Why ODRs May Not Be Enough

• May miss students in ESE settings with persistent or violent behavior who may not generate office referrals
• May not identify students with severe “internalizing” behaviors
• May not identify students with many “minors” but few “majors”
• May not reflect that some teachers refer and some don’t
Screening for Behavior

- All teachers may complete rating scale on their classroom
  - Systematic Screening for Behavior Disorders (SSBD)
  - Social Skills Improvement System (SSIS)
- Students non-responsive to Tier 1: Universal interventions are considered for Tier 2
Teacher Nomination Process

• 1-2 times/year teachers “nominate” and rank students based on behaviors of concern

Externalizing
- behaviors displayed outwardly by child towards an external social event in the environment
- typically occur too often or too much
- Examples include: aggression towards people, animals, or things; arguing; defiance; out of seat; calling out; tantrums; non-compliance; hyperactivity; stealing; and not following directions

Internalizing
- behaviors displayed inwardly towards self
- typically self-imposed, do not occur frequently enough, appear to allow the student to avoid social events
- Examples include: not interacting with other people, overly shy or timid, withdrawing or avoiding social situations, fearful; and not standing up for one’s self
Tier 2 Assessment Data

- ODRs
- Teacher Assistance Form (should include problem behavior, contexts and information about perceived function) Crone & Horner, 2003
- Social skills assessment (SSIS, Walker-McConnell)
- Academic information
- Other information i.e.; lack of work completion, frequency of tardiness, attendance
Tier 2: Targeted Group
School Decisions

• What can we implement to have the biggest impact for the least cost/effort?
• What do we have right now????
Selecting Tier 2 Interventions

- Tier 2 team should have data to allow the team to make an informed determination concerning most efficient and effective Tier 2 intervention
  - the target behaviors
  - some contextual information
  - most importantly the function
Tier 2: Targeted Group
Selecting Interventions

- Behavior Education Program
- Check and Connect
- Direct Social Instruction
- Mentoring
- Homework Club
- Academic Support
Tier 2: Targeted Group
Selecting Interventions

- Social skills instruction is more effective when specific skill deficits (replacement behaviors) are targeted for instruction versus a set curriculum (Gresham, Sugai & Horner, 2001)
- Curriculums
  - Skillstreaming
  - PREPARE Curriculum
  - Second Step
  - I Can Problem Solve
  - Steps to Respect
Tier 2: Targeted Group
Selecting Interventions

• Selection based on function
  – Adult attention
    • Behavior Education Program
    • Adult attention direct social skills instruction
  – Peer attention
    • Behavior Education Program
    • Peer attention direct social skills instruction
    • Mentoring
  – Gain tangible/activity
    • Direct social skills instruction
Tier 2: Targeted Group
Selecting Interventions

- Selection based on function
  - Task escape maintained
    - Escape maintained direct social skills instruction
    - Academic instruction
    - Homework club
  - Attention escape maintained
    - Escape maintained direct social skills instruction
Progress Monitoring System

Tier II data system should include the following features:

– Assesses specific, targeted behavioral skills
– Is sensitive to small changes over time
– Can be administered repeatedly
– Can be easily summarized
– Can be used to make comparisons across students
Tier 2: Targeted Group
School Progress Monitoring

• Repeated use of the PBS Project’s Teacher Nomination Forms (a ranking and rating form for students with internalizing and externalizing behavior problems) or specific targeted skills from teacher rating scales may assist in evaluating whether students who were previously referred for support are still being referred.
Tier 2: Targeted Group
School Progress Monitoring

• The **Behavior Progress Report** can determine whether the student has meet criterion on targeted behaviors (generally 70%). If not, the targeted intervention can be revised, a different intervention developed, or more intensive individual supports considered.
Adapted from Crone, Horner & Hawken (2004)

Daily Progress Report

Name: ___________________________  Date: ____________

Rating Scale: 3=Good day  2= Mixed day  1=Will try harder tomorrow

GOALS:

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Teacher Comments: I really like how…

_______________________________________________________________________________
_______________________________________________________________________________
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Parent Signature(s) and Comments: ________________________________
Tier 2: Targeted Group
School Decisions

- Did the student(s) meet the criterion (70-80%)?
- If they met criterion, what will we do to maintain improvement?
- If they did not meet criterion, was it because:
  - The program did not match the function of the student’s behavior?
  - The program was not implemented with fidelity?
Benchmarks for Advanced Tiers

- 50-60 items for Tiers 2 and 3
- Subsections
  - Implementation of Tier 1
  - Tier 2-3 Foundations
    - Commitment
    - Student Identification
    - Monitoring and Evaluation
  - Tier 2: Targeted Interventions
    - Tier 2: Support Systems
    - Main Tier 2 Strategy Implementation
    - Tier 2: Monitoring and Evaluation
  - Tier 3: Intensive Interventions
    - Tier 3: Support Systems
    - Tier 3: Assessment
    - Tier 3: Implementation of Interventions
    - Tier 3: Monitoring and Evaluation
### Behavior Education Program Fidelity of Implementation Measure (BEP-FIM)

#### Scoring Guide

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<th>School: ____________________</th>
<th>Date: ______</th>
<th>Pre: ______</th>
<th>Post: ______</th>
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<td>District: __________________</td>
<td>State: ______</td>
<td>Data collector: ______</td>
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#### Evaluation Question

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<th>Evaluation Question</th>
<th>Data Source</th>
<th>Score</th>
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<td><strong>1.</strong> Does the school employ a BEP coordinator whose job is to manage the BEP (10-15 hours per week allocated) (0 = No BEP Coordinator, 1 = BEP coordinator but less than 10 hours per week allocated, 2 = BEP Coordinator, 10-15 hours per week allocated)</td>
<td>Interviews with Administrator &amp; BEP Coordinator</td>
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<td><strong>2.</strong> Does the school budget contain an allocated amount of money to maintain the BEP? (e.g. money for reinforcers, DPR forms, etc. 0 = No, 2 = Yes)</td>
<td>BEP Budget Interviews</td>
<td>P / I</td>
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<td><strong>3.</strong> Do students who are referred to the BEP receive support within a week? (0 = more than 2 weeks between referral and BEP support, 1 = within 2 weeks, 2 = within a week)</td>
<td>Interview BEP Referrals &amp; BEP Start dates</td>
<td>P / I</td>
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<td><strong>4.</strong> Does the administrator serve on the BEP team or</td>
<td>Interview</td>
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</table>
Tier 3: School Data

- ODRs
- Teacher rankings and ratings of students (Nomination forms, SSBD, TRF, etc.)
- Behavior Rating Scale
- Behavior Observation Forms
- Intervention Fidelity Measures
Tier 3: School Decisions

- Are there students with a large number of ODRs (top 5% of students with ODRs)?
Office Discipline Referrals

Are there students with >10 ODRs?

Six students meet that criteria!

Why did the universal, classroom, and targeted interventions not result in a sufficient response to intervention?

Consider individual interventions
Tier 3: School Decisions

**Student Identification**

- Teacher nomination or referral
- All teachers may complete rating scale on nominated students
  - CBCL-TRF
  - SSBD
  - SISS
  - BASC-2
- Students non-responsive to group/targeted interventions are considered for individual PBS
Tier 3: School Decisions

• If students do not attain 70-80% of possible scores on DPR, they are not responding to the targeted intervention:
  – should be considered for more intensive, individual PBS
  – data collection forms such as the *Daily Progress Report* can effectively track and evaluate student progress

• Tier 3 supports are consistent with the principles of Tiers 1 and 2

• Students may receive all three Tiers of support
Tier 3: School Evaluation

- Data collection forms such as the *Daily Progress Report* and the *Behavior Rating Scale* can effectively track and evaluate progress of groups of students.
- A wide variety of other individual data collections forms/systems can also be utilized
The Behavior Rating Scale

• A rating of the recorder’s perception of the occurrence of behavior
  – Extremely effective in getting data
  – Time efficient
  – Measure of change in behavior

• Completed as a whole day measure or during specific times of the day

• Recorder scores on a scale of 1 to 5 that is defined for each behavior
BRS Advantages/Disadvantages

• **ADVANTAGES:**
  – Still quick and easy to fill out.
  – Sensitive to smaller changes in student behavior.
  – Anchors allow for better reliability on day-to-day ratings.

• **DISADVANTAGES:**
  – Training is necessary for staff to use anchors properly;
  – Additional training will be needed to avoid drift.
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<td>55% or more</td>
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<tr>
<td>40-55%</td>
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<tr>
<td>25-40%</td>
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<tr>
<td>10-25%</td>
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<tr>
<td>0-10%</td>
<td>1</td>
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</tbody>
</table>

Does the teacher perceive the problem as decreasing? 80% or greater decrease in rating of “hitting”
Benchmarks for Advanced Tiers

- 50-60 items for Tiers 2 and 3
- Subsections
  - Implementation of Tier 1
  - Tier 2-3 Foundations
    - Commitment
    - Student Identification
    - Monitoring and Evaluation
  - Tier 2: Targeted Interventions
    - Tier 2: Support Systems
    - Main Tier 2 Strategy Implementation
    - Tier 2: Monitoring and Evaluation
  - Tier 3: Intensive Interventions
    - Tier 3: Support Systems
    - Tier 3: Assessment
    - Tier 3: Implementation of Interventions
    - Tier 3: Monitoring and Evaluation
PTR Implementation Checklist

Recorder: ___________________________  Student: ___________________________  Teacher: ___________________________
Date: _____________  Time: _______________

| Interventions | Was the intervention implemented? (Adherence) | Was the intervention done accurately? (Quality) | Fidelity Score
|---------------|---------------------------------------------|-----------------------------------------------|----------------
|               | Y/N/NA                                      | Y/N/NA                                        | Y/Y = 2
|               |                                             |                                               | Y/N = 1
|               |                                             |                                               | N/N = 0.0
|               |                                             |                                               | NA/NA = NA

Implementation Scores
(Total Y’s/Total Y’s + N’s in column)

Total Implementation/Fidelity Score
(Total Y’s/Total Y’s + N’s across 2 domains)
Contact Information

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