From Tier 1 to Tier 2: Activating Tier 2 Supports

NE PBIS Conference
November 5, 2010

Eric Mann, LICSW
NH Center for Effective Behavioral Interventions & Supports
www.nhcebis.seresc.net
603-206-6820; emann@seresc.net
Agenda

1. RtI Model
2. Identifying Students in Need of Tier 2 Supports
   a) Teacher Nomination
   b) Behavioral Indicators
   c) Systematic Screening
3. Teacher Check Connect and Expect (TCCE) (If Time Allows)
RtI is defined as: “the practice of (a) providing high-quality instruction and interventions matched to student need, (b) monitoring progress frequently to make decisions about changes in instruction or goals, and (c) applying child response data to important educational decisions.”
Positive Behavioral Interventions and Supports (PBIS) is an RtI model -- it’s about building a continuum of support that includes systems, data and practice features:

- Primary/ School-wide (Tier 1),
- Secondary/ Targeted (Tier 2)
- Tertiary/ Individual (Tier 3)
Positive Behavioral Interventions and Supports

OUTCOMES

- Supporting Adults/Staff
- Supporting Students and Families
- Supporting Decision Making

System

Data

Practices
Building Culture: **How we view things matters!**

Darrell suspected someone had once again slipped him a spoon with the concave side reversed.
How We View Things Matters:
A Set of Core Principles to Drive Everyday Practice
Mann, 2010

- Promote **Engagement** rather than **Rejection**
  (outcome for any strategic intervention w/children, families or community)

- Be **Concerned** rather than **Angry**
  (adult response to repeated student misbehavior)

- Be responsible to **ALL** rather than **Only those who easily comply**
  (who is it our job to educate?)

- Act **Early** rather than **Post-failure**
  (early interventions may preempt chronic or intensive disengagement)

- **Achieve Consistency** and **Effectiveness**, which requires all adults to change some aspects of what they do
  (it isn’t enough to desire consistency; we need to act to achieve it)
Effective behavioral support requires equal attention to **Prevention and Response** in a 3-tiered continuum of behavioral support.
**Multi-Tiered Continuum of Prevention Supports**

**TIER 1:** Effective Academic and Social Instruction Practices
- School-wide and Classroom Behavioral Systems for Prevention and Early Response
- High Rate Positive Teacher: Student Contacts
- Effective 2-Way Home-School Communication

**EXTRA TIER 1/EARLY TIER 2:**
- Efficient Systematic Interventions (e.g., TCCE; Simple Contract) for Students Non-Responsive to Tier 1 Supports
- Screening for Academic, Social, Emotional, Physical Risk Factors

**TIER 2:** Array of Evidence-Based Group Interventions
- Addressing Prevalent Functions of Behavior; Available for Students Non-Responsive to Tier 1 and Early Tier 2 Supports

**TIER 3:** Individualized Behavior Support Planning
- (Functional Assessment and Intervention Planning)
- For Students Non-Responsive to Tier 1 and Tier 2 Supports

**Intensive Behavior Support Plans and Crisis Intervention**

**Links to Community-based Supports**

**Tier 3: School & Community-Based Intensive Supports**

**Links to Wraparound-NH Facilitation**

**Links to Regional Multi-Disciplinary Teams**

*June 2010*
Why Put Effort into Tier 2 When There are Struggling Students with More Serious Needs?

- With so much focus on Tier 1 prevention and with many children in need of Tier 3 supports, there is often little time left to be proactive with children with Tier 2 needs.

- The ‘middle’ has a huge impact on school-wide social and academic outcomes.
  - Classroom and school climate (much like in politics) are often determined by the folks ‘in the middle’

- If addressed early, T2 interventions can **prevent** further disengagement -- which often results in chronic or more serious behaviors and academic failure.

- When student needs are addressed early, mental health needs can be preempted.
Secondary Prevention
Targeted Approaches
A Function-Based Perspective

Muscott & Mann (2007)

1. Targeted Team and Processes
2. Data-Based Decision Making
3. Communication with Staff and Families
4. Early Identification and Referral Processes
5. Teacher Check, Connect, Expect
6. Targeted Group Interventions
7. Functional Assessment

Universal Primary Prevention
SAU/District-wide Administrative Team
PBIS-NH School-Based Tertiary Systems

Muscott, Mann & Berk (2007)

1. Intensive Supports Coordinator
2. Staff Who are Trained in Intensive Supports
3. School-Based Referral Processes
4. De-escalation Response Process/Team
5. Emergency Planning
6. Community-Based Referral Processes

Universal Primary Prevention
SAU/District-wide Administrative Team
Targeted Secondary Prevention
PBIS-NH
School-Based Tertiary Practices
Muscott, Mann & Berk (2007)

1. Conflict Cycle
2. Escalating Behavior Cycle
4. Life Space Crisis Intervention
5. Communicating with Families
6. Referrals to Community Services
7. Person-Centered Planning
8. Wraparound
“Insanity is engaging in the same process over and over, and expecting different outcomes.”

Albert Einstein
Tier 2
Secondary Prevention Targeted Approaches
A Function-Based Perspective
Muscott & Mann (20079

1. Tier 2 Team and Processes

Universal Primary Prevention

PRACTICES

SAU/District-wide Administrative Team
Team Development: Create a Tier 2 Support Team (Targeted Team)

a) Identify team members
b) Identify roles
c) Identify meeting times and place
d) Establish meeting norms and processes
e) Identify mission
Know Your Mission and Let it Guide You!

Understanding your mission *should* help you to answer valuable questions:

*If your mission is to get to a nut from the top of a tree, does that suggest you should train a horse or hire a squirrel?*
Sample Mission for a Tier 2 Team (_addresses Who, What and Outcomes):"

“Our Targeted Team addresses students who are early non-responders to Tier 1 prevention supports (the ‘who’) and organizes highly efficient Tier 2 supports that are easy to access, low effort to implement, and provide effective progress monitoring (the ‘what’) in order to improve behavioral and academic outcomes for a majority of these at risk students (the ‘outcomes’)”
Tier 2
Secondary Prevention
Targeted Approaches

A Function-Based Perspective

Muscott & Mann (2009)

4. Early Identification and Nomination Processes
Adults should be concerned rather than angry when thinking about students with repetitive problematic behavior (a cognitive restructuring challenge for adults).

ALL interventions with students (including “consequences”) are strategies. Outcome for any ‘school discipline’ strategy should be increased likelihood of engagement rather than increased likelihood of rejection.

Consequences should shift away from reliance on punishment with students who are non-responsive to Tier 1 supports.

Tier 2 supports should be designed to be preventative for students at risk for social or academic disengagement or failure (early, low level supports).
School Readiness for Activation of Tier 2 Supports

- Tier 1 supports are implemented with fidelity
- Staff know what to try *prior* to activating Tier 2 Team
- Staff know what concerns trigger Tier 2 activation
- T2 Team is organized to respond effectively and efficiently. Is able to:
  - Quickly summarize data & assess appropriateness of referral
  - Plan effectively with staff and families
  - Identify and monitor a continuum of interventions
Activation Pathways to Secondary Tier 2 Systems of Blended Behavior and Academic Support

Students Are Not Responding to Tier 1 Systems

- Teacher Referral
- Parent Referral

- Behavioral Indicators:
  - Office Discipline Referrals, Minor Problem Behavior, Attendance, Tardiness, Nurse Visits,
  - Academic Indicators:
    - Vocabulary, Comprehension, Dibels, etc

- Systematic Screening
  - Internalizers and Externalizers

Secondary Systems (Tier 2) Activation
Teacher Nomination to Targeted Tier 2 Team

I’m Concerned About A Student
What Should I Do?
Internal Nomination Process to Tier 2 Team
Begins with completion of an efficient and easy activation form that includes:

- Reason for requesting supports
- A quick data summary including behavioral and academic indicators

Could also include:

- What has already been tried
- Hypothesis of ‘function of behavior’
Activation Pathways to Secondary Tier 2 Systems of Blended Behavior and Academic Support

Students Are Not Responding to Tier 1 Systems

Teacher Referral
Parent Referral

Behavioral Indicators
Office Discipline Referrals, Minor Problem Behavior, Attendance, Tardiness, Nurse Visits,

Academic Indicators
Vocabulary, Comprehension, Dibels, etc

Secondary Systems (Tier 2) Activation

Systematic Screening
Internalizers and Externalizers
Early Identification: Behavioral Indicators and Cut Scores

1. Behavioral indicators of students at risk should be identified
2. Indicators should be practical and observable
3. Cut scores should be addressed for two time periods
   a) Approximately 6 – 8 weeks into school year
   b) Anytime thereafter
4. Cut scores should be aligned to past data and district or school policy
<table>
<thead>
<tr>
<th>Possible Category</th>
<th>Consider</th>
<th>Non-Response Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR Disruption</td>
<td>#, Time Frame, Teacher/Admin response continuum, parent partnership</td>
<td>3 Majors – 1st month of school; 3 Majors/repeated minors - no improvement after steps on response continuum (includes parent connection)</td>
</tr>
<tr>
<td>Disrespect/ Non-comply Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse Visits</td>
<td>#, Time Frame, Reason, Nurse response process</td>
<td>4 visits to nurses office in 1st month w/ soft signs of illness, followed nurse primary response procedures</td>
</tr>
<tr>
<td>Attendance or Tardies</td>
<td>#, Time Frame, Admin Response Process</td>
<td>4 absences in 1st month of school; 8 overall; SW response process in place</td>
</tr>
<tr>
<td>Homework Completion</td>
<td>#, Time Frame, Teacher Response Process, TGI</td>
<td>Not complete 2/6 assignments; 2 per wk; team response process; ref to HW club</td>
</tr>
<tr>
<td>Hygiene</td>
<td>#, time frame, intensity, response and support process, TGI</td>
<td>Continued occurrence following parent contact, teacher conference, nurse consult &amp; referral to guidance; Address frequency and intensity criteria, referral social skill club</td>
</tr>
<tr>
<td>Other Behavioral Concerns: Includes retreat/ withdrawal/ internalizing (Teacher initiated or addressed through Systematic Behavior Screening)</td>
<td>Behavior(s), teacher response, school system response (guidance, family worker), parent partnership</td>
<td>Continued occurrence following parent contact, observation &amp; refer to guidance; Address frequency &amp; intensity criteria</td>
</tr>
</tbody>
</table>

Mann & Muscott (2008)
## Sandown North

### Tier 2 Behavioral Benchmarks

<table>
<thead>
<tr>
<th>Indicator</th>
<th>November 1</th>
<th>At Any Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODR Major Behavior</td>
<td>3 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>Minor Behavior</td>
<td>10 or more</td>
<td>5 per month</td>
</tr>
<tr>
<td>Nurse TLC Visits</td>
<td>4 or more</td>
<td>8 or more</td>
</tr>
<tr>
<td>Tardies</td>
<td>5 or more</td>
<td>10 or more</td>
</tr>
<tr>
<td>Attendance</td>
<td>5 or more</td>
<td>10 or more</td>
</tr>
</tbody>
</table>
Behavioral Benchmarking at Towle Elementary School 09-10

Students: 20  Referrals: 25
Activation Pathways to Secondary Tier 2 Systems of Blended Behavior and Academic Support

Students Are Not Responding to Tier 1 Systems

Teacher Referral
Parent Referral

Behavioral Indicators
Office Discipline Referrals, Minor Problem Behavior, Attendance, Tardiness, Nurse Visits,

Academic Indicators
Vocabulary, Comprehension, Dibels, etc

Systematic Screening
Internalizers and Externalizers

Secondary Systems (Tier 2) Activation
A Systematic Screening Process for Behavior Disorders
What is Screening?
Salvia & Ysseldyke (1988)

An initial stage of assessment in which those who may evidence risk for a particular problem, concern, disorder, disease, etc. are recognized so that prevention strategies may be employed.
Universally Accepted Types of Screening in School

- School Readiness
- Academics
- Vision
- Hearing
- Dental

Why Not Behavior?
Why Screen for Behavior? Kauffman (2001)

- To find those whose level of risk may not be immediately obvious and identify early problems with accuracy
  - Early identification allows for early intervention
  - Early intervention is effective, efficient and humane
Of the young children who show early signs of problem behavior, it has been estimated that fewer than 10% receive services for these difficulties.

Center for Evidence Based Practice: Young Children with Challenging Behavior www.challengingbehavior.org

Kazdin & Kendall, 1998
Office discipline referrals typically involve **externalizing** types of behaviors -- non-compliance, disruption and disrespect…

Students with less disruptive or more internalizing behaviors -- extreme shyness, withdrawal, sadness -- are equally in need, but often not provided support

Also, consistency in reporting of problem behaviors tends to vary among teachers in many schools
Example of a Multiple Gate Screening Process

- Stage 1: teachers rank order students along two dimensions of behavior – internalizing & externalizing.
- Stage 2: teachers complete the BASC-2: Behavioral Emotional Screening System for top 3 students on each list (internalizing and externalizing)
- Students with elevated scores are candidates for Stage 3
- Stage 3: student is referred to the Tier 2 team to determine additional steps and appropriate interventions
Stage One: Rank Ordering Students

The purpose of Stage One is to evaluate ALL the students in your class on the two domains:

- Internalizing
- Externalizing

These domains account for nearly all of the behavior concerns related to adjustment problems in school.
Stage One: General Procedures

Do Not Include:

- Students in your class you’ve known for less than 6 weeks
- Students in your class who have already had higher level evaluations for emotional/behavior disorders
- Students who are diagnosed with developmental disabilities

A class list is needed
Stage One: Externalizing Students

- Externalizing refers to behaviors directed outwardly by the student toward the external social environment.
- Externalizing behavior problems usually involve behavioral excesses (i.e., too much behavior) and are often considered inappropriate by teachers and other school personnel.
Externalizing

- Aggression
- Antisocial acts
- External (outward acting) social-skill deficits
- Hyperactivity
- Attention seeking
Other Externalizing Behaviors

- Displays aggression to objects or persons
- Forces the submission of others
- Defies the teacher
- Out of seat
- Not compliant with teacher instructions or directives
- Argues
- Has tantrums
- Is high-active
- Disturbs others
- Steals
- Not follow teacher or school-imposed rules
Stage One
Internalizing Students

- Internalizing refers to behaviors that are directly inwardly (i.e., away from the external social environment).
- Internalizing behavior problems often involve behavioral deficit (‘less behavior’) and patterns of social avoidance.
- Socially withdrawn
- Internalizing (inward) social skill deficits
- Anxious
- Inhibited
Other Internalizing Behaviors

- Having low or restricted activity levels
- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Preferring to play or spend time alone
- Acting in a fearful manner
- Not participating in games or activities
- Being unresponsive to social initiations by others
- Not standing up for oneself.
Systematic Screening for Behavior Disorders

Hill Walker
Herb Severson
Oregon Research Institute

Figure 2 (Example)
Externalizing Behavior Disorders Ranking Form

Teacher __________________ Class ___________________ Date ____________

**Rank Ordering on Externalizing Dimension**

*Externalizing* refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. Non-examples of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

**Examples include:**
- displaying aggression toward objects or persons,
- arguing,
- forcing the submission of others,
- defying the teacher,
- being out of seat,
- not complying with teacher instructions or directives,
- having tantrums,
- being hyperactive,
- disturbing others,
- stealing,
- and not following teacher or school imposed rules.

**Non-Examples include:**
- cooperating, sharing,
- working on assigned tasks,
- making assistance needs known in an appropriate manner,
- listening to the teacher,
- interacting in an appropriate manner with peers,
- following directions,
- attending to task, and
- complying with teacher requests.

<table>
<thead>
<tr>
<th>COLUMN ONE</th>
<th>List Externalizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td></td>
</tr>
<tr>
<td>Billy Smith</td>
<td></td>
</tr>
<tr>
<td>Jane Jenner</td>
<td></td>
</tr>
<tr>
<td>John Baker</td>
<td></td>
</tr>
<tr>
<td>Bill Parker</td>
<td></td>
</tr>
<tr>
<td>Stuart James</td>
<td></td>
</tr>
<tr>
<td>John Townsend</td>
<td></td>
</tr>
<tr>
<td>Ray Bird</td>
<td></td>
</tr>
<tr>
<td>Rebecca Brown</td>
<td></td>
</tr>
<tr>
<td>Stuart James</td>
<td></td>
</tr>
<tr>
<td>Jane Jenner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLUMN TWO</th>
<th>Rank Order Externalizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Brett Kerstein</td>
</tr>
<tr>
<td>2</td>
<td>Brian Baker</td>
</tr>
<tr>
<td>3</td>
<td>Stuart James</td>
</tr>
<tr>
<td>4</td>
<td>Billy Smith</td>
</tr>
<tr>
<td>5</td>
<td>Ray Bird</td>
</tr>
<tr>
<td>6</td>
<td>Brent Evans</td>
</tr>
<tr>
<td>7</td>
<td>John Baker</td>
</tr>
<tr>
<td>8</td>
<td>Rebecca Brown</td>
</tr>
<tr>
<td>9</td>
<td>Jane Jenner</td>
</tr>
<tr>
<td>10</td>
<td>John Townsend</td>
</tr>
</tbody>
</table>

**Instructions:**
1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.

© 1991 Hill M. Walker and Herbert H. Severson
Figure 2 (Example)
Externalizing Behavior Disorders Ranking Form

Teacher __________________ Class __________________ Date ____________

Rank Ordering on Externalizing Dimension

Externalizing refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, i.e., too much behavior and are considered inappropriate by teachers and other school personnel. Non-examples of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

Examples include:
- displaying aggression toward objects or persons,
- arguing,
- forcing the submission of others,
- defying the teacher,
- being out of seat,
- not complying with teacher instructions or directives,
- having temper tantrums,
- being hyperactive,
- disturbing others,
- stealing,
- and
- not following teacher or school imposed rules.

Non-examples include:
- cooperating, sharing,
- working on assigned tasks,
- making assistance needs known in an appropriate manner,
- listening to the teacher,
- interacting in an appropriate manner with peers,
- following directions,
- attending to task, and
- complying with teacher requests.

COLUMNS ONE
List Externalizers

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Most Externalizing Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billy Smith</td>
<td></td>
</tr>
<tr>
<td>Jane Zimmer</td>
<td></td>
</tr>
<tr>
<td>Susan Rowe</td>
<td></td>
</tr>
<tr>
<td>Tom Kramer</td>
<td></td>
</tr>
<tr>
<td>Bill Keston</td>
<td></td>
</tr>
<tr>
<td>Rebecca Brown</td>
<td></td>
</tr>
<tr>
<td>John Townsend</td>
<td></td>
</tr>
<tr>
<td>Ray Berk</td>
<td></td>
</tr>
<tr>
<td>Stuart James</td>
<td></td>
</tr>
<tr>
<td>Burt Davis</td>
<td></td>
</tr>
</tbody>
</table>

COLUMNS TWO
Rank Order Externalizers

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Most Externalizing Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burt Keston</td>
<td></td>
</tr>
<tr>
<td>Susan Rowe</td>
<td></td>
</tr>
<tr>
<td>Stuart James</td>
<td></td>
</tr>
<tr>
<td>Bill Smith</td>
<td></td>
</tr>
<tr>
<td>Ray Berk</td>
<td></td>
</tr>
<tr>
<td>Burt Davis</td>
<td></td>
</tr>
<tr>
<td>John Townsend</td>
<td></td>
</tr>
<tr>
<td>Rebecca Brown</td>
<td></td>
</tr>
<tr>
<td>Jane Zimmer</td>
<td></td>
</tr>
<tr>
<td>Bill Keston</td>
<td></td>
</tr>
</tbody>
</table>

Instructions:
1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.

© 1991 Hill M. Walker and Herbert H. Severson
BASC-2
Behavioral and Emotional Screening System

Randy Kamphaus & Cecil Reynolds
Pearson Publishers
Stage Two: Administration of BASC-2 Behavioral Emotional Screening

- Administer the BASC-2 BESS Teacher Form Level Child/Adolescent (K-12)

- 27 Questions – 5-10 minutes

- Each item rated Never, Sometimes, Often and Almost Always

- Rater must be familiar with student – daily contact for a month or more

- Never means that you have not observed it

- Mark every item with best estimate
Sandown North
Systematic Screening
Chamberlain Elementary School Systematic Screening
<table>
<thead>
<tr>
<th>School</th>
<th>Grades</th>
<th>Classes Screened</th>
<th>Screen</th>
<th>Enrollment</th>
<th>Pool</th>
<th>Total At-Risk</th>
<th>Elevated Risk</th>
<th>Extremely Elevated Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K-3rd</td>
<td>16</td>
<td>Fall 2009</td>
<td>300</td>
<td>285</td>
<td>15% (43)</td>
<td>11% (31)</td>
<td>4% (12)</td>
</tr>
<tr>
<td>2</td>
<td>K-5th</td>
<td>15</td>
<td>Winter 2010</td>
<td>380</td>
<td>350</td>
<td>22% (78)</td>
<td>8% (220)</td>
<td>14% (50)</td>
</tr>
<tr>
<td>3</td>
<td>5-6th</td>
<td>8</td>
<td>Fall 2009</td>
<td>160</td>
<td>139</td>
<td>16% (23)</td>
<td>9% (13)</td>
<td>7% (10)</td>
</tr>
<tr>
<td>4</td>
<td>K-3rd</td>
<td>4</td>
<td>Winter 2010</td>
<td>66</td>
<td>64</td>
<td>48% (31)</td>
<td>33% (21)</td>
<td>15% (10)</td>
</tr>
<tr>
<td>5</td>
<td>K-4</td>
<td>9</td>
<td>Fall 2009</td>
<td>125</td>
<td>120</td>
<td>14% (17)</td>
<td>6.5% (8)</td>
<td>7.5% (9)</td>
</tr>
<tr>
<td>6</td>
<td>K-5th</td>
<td>16</td>
<td>Spring 2010</td>
<td>400</td>
<td>393</td>
<td>17% (66)</td>
<td>10% (39)</td>
<td>7% (27)</td>
</tr>
</tbody>
</table>
Stage Three: Refer to Appropriate School-Based Team

- A systematic Data Review day should occur within 2 weeks of screening.
- Students deemed at elevated risk or higher are referred for a data review.
- For each of these students an array of efficiently gathered data are reviewed by a Data Team with classroom teacher
- Determine level of concern and possible assignment to a Tier 2 intervention.
Quick Data Check at Tier 2 Activation

Student: __________________________  Date: ______________

Screening Score (if applicable): ____ Extreme Elevated ____ Elevated  ____ Not Elevated  ____ N/A

Attendance: _____ Concern _____ No Concern
_____ Absences
_____ Tardies
_____ Dismissals
_____ Suspensions

Social/Emotional Behaviors: _____ Concern _____ No Concern
_____ # Office Referrals (Majors) _____ Frequent (Minors)
_____ Concern About Internalizing Behaviors (isolation, withdrawal, depressed)

Nurse Visits for Emotional Support: _____ Concern  _____ No Concern

Comments: ________________________________________________________________

Academics (formative assessments):

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading
Writing
Math
Organization/ Planning Skills
Homework Completion (If Applicable) 

* If HW is ‘Below’, list % Completed for Classes: ___________  ____  ___________  ____  ___________  ____  ___________  ____

_______________________________________________________________
Like any good RtI process, every student will be assessed efficiently and a decision is made for each student:

1) Not Worried About Student
   - No additional support or review needed

2) Worried enough to apply higher support:
   a) Apply a Tier 1 Classroom support not yet tried; Monitor
   b) Assign to an initial Tier 2 intervention (e.g., TCCE)
   c) Refer to Targeted Team for efficient assignment to a group intervention (e.g., social skills; academic skills)
   d) Refer to Intensive system team for individualized assessment and support
IEP, 504 and Intensive Needs at the Data Day

- Students you are worried about at Data Review who are already on an IEP or 504 are referred to Case Manager to ensure IDEA or 504 Team process is followed.

- Students you are worried about at Data Review who seem to have support needs that exceed the scope of Tier 2 supports (intensive) are referred to appropriate Team or individual for assessment and individualized planning.
<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Activate TCCE: Refer to TCCE Coaches</th>
<th>Refer to Targeted Team for assignment to Group Intervention</th>
<th>Refer to Intensive Team</th>
<th>Refer to existing IEP Team or 504 Team</th>
<th>Monitor status: Next TCCE Slot (Or Add a Tier 1 Intervention)</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Jones</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Martina Navratilova</td>
<td>1</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loni Anderson</td>
<td>2</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Felipe Alou</td>
<td>2</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Short</td>
<td>3</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lottie Lenya</td>
<td>3</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christine O’Donnell</td>
<td>3</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Permission/Contact Procedures</td>
<td></td>
<td>Classroom teacher TCCE ‘Passive’ Permission Letter</td>
<td>Parent Contact for Permission (Targeted Team and/or Classroom Teacher)</td>
<td>Parent Contact</td>
<td>Case Manager/Classroom Teacher contact to parent</td>
<td>???</td>
<td>???</td>
</tr>
<tr>
<td>Follow-up Process</td>
<td></td>
<td>TCCE Formal Data Review Meeting 4 Weeks</td>
<td>Progress Monitor at ___Weeks</td>
<td>Intensive Team Follow-up process</td>
<td>Follow IDEA and 504 Team Decisions for Progress Monitoring</td>
<td>Review TCCE availability in 4 weeks/ Refer to T-Team if concern high and no availability of TCCE at 4 weeks</td>
<td>Follow Tier 1 progress monitoring process</td>
</tr>
</tbody>
</table>
Parent Permission and Engagement

- Parent contact and permission must occur for any student who we are worried about after data review, and who are assigned to an intervention or referred to a Team to address support needs.

- Remember, any parent contact should be made with the outcome of engagement in mind.
Sample Tier 2 Team Activation Process: Activated from Screening or Risk Criteria

1. Quick ‘Sort’ of students who meet Screening or Behavioral Risk criteria:
   5 minute per child: Tier 2 Team Members Only (*presumes MH expertise*)
   1) Sort by Tier 2, Tier 3, IEP or Don’t Know
   2) Refer to correct team

2. Tier 2 Meeting (for Tier 2s and Don’t Knows):
   a. 10 minutes per student with Teacher and Tier 2 Team (or sub-group)
      1) Quick Data Review (See Quick Data Form)
      2) Counselor brings MH Concern Data
   b. Address TCCE activation questions (follow TCCE protocol)
   c. MH Concerns: Is there a MH concern that requires higher level support?
      1) School MH personnel and TEAM address school-based support
      2) If concern beyond school support, MH personnel initiate referral procedures
Early and Efficient Tier 2 Behavior Interventions

- Interventions must be readily available to use
- Most efficient approach is to use one intervention for all students (unless counter-indicated)
- Having two or three options is also popular
- Two most common ideas –
  - A daily progress monitoring approach such as Teacher Check, Connect & Expect
  - A contract or goal setting intervention
- Regardless of approach, data must be easily collected and used for decision making
# Sample Menu of Available Supports

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Lead</th>
<th>Standard Success/Progress Criteria (or state ‘criteria TBD per individual’)</th>
<th>Review Date: when will data be reviewed to assess success/progress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Check Connect and Expect</td>
<td>Kelly/Linda</td>
<td>80% or higher average daily ‘Smiles’ earned</td>
<td>20 School Days after start of TCCE; TCCE Coach Informal Check with teacher after 1 week</td>
</tr>
<tr>
<td>Simple Behavior Plan</td>
<td>Robin/Kelly</td>
<td>Achieve Target Criteria</td>
<td>4 Weeks</td>
</tr>
<tr>
<td>Strategic Literacy Supports 30 Minutes (Programmatic and Diagnostic)</td>
<td>Monique</td>
<td>Literacy Benchmarks</td>
<td>6 weeks</td>
</tr>
<tr>
<td>‘Keith Group’ (Boys sports activity group)</td>
<td>Keith</td>
<td>SWIS Data Major/Minor Reductions</td>
<td>20 school Days</td>
</tr>
<tr>
<td>Home-School Connect (Parent Support for issues impacting school)</td>
<td>Kelly/Linda</td>
<td>Individually determined; Evaluated by fidelity of process check</td>
<td>4-6 Weeks</td>
</tr>
<tr>
<td>Specific Skills: Group Counseling: (e.g. ‘Conflict Cycle’; Social Skills)</td>
<td>Kelly/Linda</td>
<td>Learning/ Demonstration Outcomes Determined per Topic</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Time-limited weekly session (i.e. 6 weeks/ 30 minutes per week with practice ‘homework’)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TCCE Activation Decision Form

Student________________________  Teacher_______________  Date:_________

1. Did We Review Multiple Data Sources (quick data check form)? __Yes     ___NO
2. Is student an appropriate candidate for TCCE?
   Y or N  Student could be responsive to T1 supports (try T1 strategies and monitor)
   Y or N  Issues require more intensive intervention (Intensive Team)
   Y or N  Student is adult attention avoidant
   Y or N  TCCE is ‘full’ for classroom
   Y or N  Student has a current IEP or 504 Plan (refer to IEP/504 Team)

*If yes to any of the above, Refer to appropriate team (TAT, T2 Targeted Team, Intensive, 504/IDEA).*

Otherwise, proceed to number 3.

3. Activate TCCE process.
   _____ will inform parent (activation letter)
   _____ is the target date for start up
   _____ is the target date for 1st review meeting

4. Criteria for TCCE success will be 80% or better daily average on TCCE form unless otherwise indicated here:

5. Other data used to assess progress (if applicable)____________________________________________________

6. Summary:
   _____ Yes (Appropriate for TCCE)       _____ No (Not Appropriate for TCCE)
   _____ Activating TCCE  Refer to __________________________ for next steps
   _____ On hold (monitor)
Tier 2
Secondary Prevention
Targeted Approaches

Muscott & Mann (2009)

6. Teacher Check, Connect Expect

Universal Primary Prevention

SAU/District-wide Administrative Team
Why Put Effort into Tier 2 When there are Students with more serious needs who are struggling?

- Teachers are so busy attending to Tier 1 core curriculum and general practices and to children with intensive (Tier 3) needs, that there is often little or no time left to be proactive with children with Tier 2 needs.

- Students ‘in the middle’ have a huge impact on school-wide social and academic achievement outcomes.
  - Status of Classroom & school climate (much like in politics) are often determined by the people ‘in the middle’.

- If addressed early, Tier 2 interventions can prevent further disengagement, which often results in chronic and more serious behaviors and academic failure.

- When student needs are addressed early, mental health needs can be preempted.
TCCE BIG IDEAS

1. Initial, efficient Tier 2 Behavioral Intervention; tied to SW expectations and SW response system
2. NOT for students with intensive social, emotional or academic needs
3. IS for students who are at-risk for social or academic disengagement who *might* respond to brief, regular feedback from teachers
4. Greetings and feedback are brief (20 seconds) and positive
   - Smiles; Glad to see student
   - Present with student
   - Non-reprimanding
5. Implementation with fidelity (4-week sessions with decision following each session)
6. Data entry and systematic data review
7. Easily adapted to self-monitoring
8. Options for additions to TCCE Basic
Teacher Check, Connect and Expect (TCCE)
Mann and Muscott (2007); Adapted from Cheney (2006)

- TCCE is an efficient, early, & systematic intervention for students non-responsive to Tier 1 behavioral supports.
- Occurs prior to implementing more sophisticated & less efficient secondary supports.
- Classroom teachers provide scheduled feedback & attention to ‘at-risk’ students for exhibiting classroom behaviors linked to school-wide expectations.
- TCCE allows for a systematic monitoring using data-based decision-making.
Teacher Check, Connect and Expect: Success Either Way

Either:

- Improves student behavior

OR

- Provides useful data with greater precision to help Targeted Team with assessment of function
Teachers:
- Greet students at the beginning of class;
- Rate their behavior on a daily report card; and,
- Provide feedback and encouragement at the end of the day on student performance.
Student is Nominated for *Teacher Check, Connect and Expect*

Meets a criterion for non-response to primary systems of support

Quick Screen is performed by Integrated Screen-Team (academic & behavioral sub-set of Targeted Team)

Parental Permission/ Coach Assigned
Review Meeting Date Set
Teacher(s) ‘Coached’ in Greeting, Feedback & Review
Student Prep and Practice
TCCE Implemented

Teacher(s) provide feedback at set intervals throughout day

TCCE Card with Behavioral Expectations Provided in AM

One Minute Review at end of day with ‘Last’ Teacher or Lead Teacher
TCCE Card to Coach

TCCE Coach Summarizes Data
Keeps Targeted Team informed

TCCE Coach meets after 20 School Days with Student, Teacher, Parent to Review Data

Revise Program
Consider Different Support
Exit Program

Mann & Muscott (2007)
Adapted from Crone, Horner & Hawken (2004) and Cheney (2006)

‘*Teacher Check, Connect and Expect Process*’

Quick Screen is performed by Integrated Screen-Team (academic & behavioral sub-set of Targeted Team)
# Individual Student Progress Monitoring Log for Secondary Tier 2 Interventions (IP Log) 2010

Muscott, Mann & Bell (2010) for New Hampshire Center for Effective Behavioral Interventions and Supports
Adapted from Illinois-PBIS Network Tier Individual Tracking Tool (2009)

Student: ---__________________________  School: ---__________________________  District/SAU: ______  Year: ---2010-2011

Status: RC = Responding to Criteria; PRC = Partially Responding to Criteria; NRC = Not responding to criteria

<table>
<thead>
<tr>
<th>Person and Team Responsible</th>
<th>TCCE</th>
<th>TCCE with Individualized Features</th>
<th>Basic Behavior Plan with Function-based Perspective Academic or Social Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Date</td>
<td></td>
<td>Beginning Date</td>
<td></td>
</tr>
<tr>
<td>Ending Date</td>
<td></td>
<td>Ending Date</td>
<td></td>
</tr>
<tr>
<td>Status (RC, PRC, NRC)</td>
<td></td>
<td>Status (RC, PRC, NRC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Towle Tigers Elementary School
### Respect, Safety and Learning

2 = No documentable majors or minors  
1 = 2 or less documentable minors  
0 = Principal’s Attention Slip

<table>
<thead>
<tr>
<th>Period</th>
<th>Respect</th>
<th>Safety</th>
<th>Learning</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/6</td>
</tr>
<tr>
<td>2</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/6</td>
</tr>
<tr>
<td>3</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/6</td>
</tr>
<tr>
<td>4</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/6</td>
</tr>
<tr>
<td>5</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/6</td>
</tr>
<tr>
<td>6</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/6</td>
</tr>
<tr>
<td>7</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/6</td>
</tr>
<tr>
<td>8</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/6</td>
</tr>
<tr>
<td>Total</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>______/48</td>
</tr>
</tbody>
</table>

At each check in remember to consider each TIGER expectation separately. For example, a student who receives a reminder slip for being unsafe may still receive full points for meeting the other 2 expectations.

Total Checks: ______/48 = _____%

Date: ___________________________  Goal Met: _____ Yes _____ No

Goal: _______ points
**Date:** _______  **Student:** ___________________________  

2 = Zero or 1 reminder (for staying on task or for respectful or safe behavior)  
1 = 2 or more reminders  
0 = Major Referral  

<table>
<thead>
<tr>
<th>Period 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework Complete (HS Option):  

**Today’s Target:** _____  

Points Today _____ /42  
Target Achieved?  Yes ___  No ____
Teacher Check, Connect and Expect Procedures: Schedule Review Meeting

TCCE Coach coordinates *date and time* for review meetings

- The first review meeting should occur approximately 4 weeks (20 school days) following the first day on the program
“Hi, Bill. How are you today?

You came in with a smile – I appreciate that!

I know you can be respectful, responsible and safe the rest of the day and get your 38 points.

Is there anything I can do to help? Anything you need?

Here’s your card; have a great day.”
TCCE:
Teacher Provides Scheduled Feedback Throughout Day

Teacher scores **TCCE Card** at each interval typically connected to activity schedule.

- Teacher provides positive contact and is optimistic about meeting the daily goal for the activity.
- Teacher focuses on positive expectations
- Greeting takes 15-20 seconds.
- Teacher provides feedback and scoring (also, 15-20 seconds).
TCCE: Providing Feedback

- At the end of each activity, the teacher rates each behavioral expectation on the card using a 3 point scale (2, 1, 0).
- Teacher briefly shares the rating with the student.
TCCE: Returning from a ‘Major’ Problem Behavior

- Response to a ‘Major’ should follow typical school procedures and reported/recorded as for any other student.
- Student is subject to administrative responses as for any other student unless otherwise determined through an existing individualized support plan.
- When the student returns, he must start with a clean slate and focus on the future – not the past.
- The initial check in at arrival should therefore follow the usual optimistic protocol.
Teacher Check, Connect and Expect Procedures: Steps for End of Day Review

At the end of the school day, the teacher:

1. Quickly reviews and adds-up points.
2. Writes the total number/% achieved for the day.
3. States the total and whether the daily goal was met.
   - If the student achieved the daily goal, teacher should provide verbal acknowledgement.
   - If goal was not achieved, teacher should verbally acknowledge any strengths and encourage positive performance for tomorrow (plan to problem solve if needed).
4. If parent form is required, complete form and put in pre-determined place.
Teacher Check, Connect and Expect
Procedures: Cards to Coaches for Data Entry

Each day, the student’s teacher puts the completed card(s) in coaches’ mailbox (or designated place) so data is collected in a common place to be entered into a database that can easily produce graphic displays of progress.
Teacher Check, Connect and Expect: Assessing Progress

A review meeting occurs 4 weeks (20 school days) after start of the program.

At the meeting, data are shared regarding goals and determination of next steps is made.
TCCE Decision Making: Assessing Progress Based on Data

A. Success: Success for 4 weeks is typically followed by either another 4-week session or self monitoring for 4 weeks

B. Partial Success: Adapt TCCE to Basic Plus (suggestions):
   - Add behavioral specificity (i.e., target a specific behavior such as ‘completed classwork’ under ‘Responsible’)
   - Add incentive
   - Add teaching component
   - Change aim line (70%)
   - Continue TCCE, but add an additional support (i.e., group intervention)

C. Minimal Success: Discontinue TCCE and refer to secondary support team (according to school process) quick hypothesis of ‘function of behavior’ and targeted group supports

D. Repeated success: Consider discontinue TCCE – monitor progress
4 Week TCCE Progress Check-in

Student Name: _________________________ Teacher: _______________ Grade: ________

Date started TCCE:  11/16/09

Today’s date:  12/18/10

Where does the student fall?

_____ Doing great!  80% or more the majority of the time

_____ So-So (Up and Down) average 50-79%

_____ Not well (0-49%)

Review data in more detail and areas of concern:

Area of highest concern:  Safe: _____ Respectful____ Responsible _____
Problem behaviors are more frequent in the am ___, mid morning ____, pm ___
or in a particular subject/class: _________________________________

Review absences and write-ups

Contributing issues (home, other) _________________________________

Plan for the next 4 weeks:

_____ Continue with TCCE as is

_____ TCCE + ______________________________________________________

_______________________________________________________________

_____ Self-monitoring

_____ Reduce to informal feedback/ Monitor (discontinue TCCE)

_____ Refer to target team/other team: _______________________________
NH CEBIS Excel Program

or SWIS/CICO
Data Entry
What it will look like in CICO-SWIS
Student Progress Data

<table>
<thead>
<tr>
<th>Student Name</th>
<th>% Total</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Bender</td>
<td>69</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Chris Black</td>
<td>89</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Student Status: Present

Check in Red: 1 Red, 2 Red, 3 Red, 4 Red
Check In Blu...: 1 Blue, 2 Blue, 3 Blue, 4 Blue
Sandown North Elementary School
Teacher Check, Connect & Expect

CICO Individual Student Count Report
May 9 - June 19, 2009

Student: 2054420

Graph showing daily % of Total CICO Points from May 11 to June 15, 2009.
20 students given the intervention
14 of 20 (70%) success (averaged 80% or better)
4 partial (20%) success (averaged 70-79% and variable)
2 (10%) non-responders (averaged less than 50%)