

# Data-based Decision Making for Tier 2 and Tier 3

Jen Fletcher  
BSS/Mountain Region  
[everhartj@marshall.edu](mailto:everhartj@marshall.edu)

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## Today's Objectives



- ✓ Data Systems
  - ✓ Possible sources
  - ✓ Collecting Data from interventions
- ✓ Entering and Fading Tier 2
  - ✓ Using data as decision rules
  - ✓ Entering and fading supports
- ✓ Entering and Fading Tier 3
  - ✓ Using data as decision rules
  - ✓ Entering and fading supports

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- Tier 1 Health Check
- Systems & Overview
- ★ Tier 2 and Tier 3
- ★ **Who:** How do we get students into Tier 2?
- ★ **What:** What do we do with them?
- ★ **Now What:** We can't stay here
- Next Steps

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Expectations	
Communicate	<ul style="list-style-type: none"> <li>Respond to emails/phone calls</li> <li>Ask question (big or small) to your Behavior Support Specialist</li> <li>Collaborate with your team members and the School-Wide PBIS team</li> </ul>
Be Receptive	<ul style="list-style-type: none"> <li>Actively Listen to presentations and feedback</li> <li>Actively listen to team members</li> <li>Ask questions when your beliefs are challenged</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Arrive on time</li> <li>Communicate barriers</li> <li>Meet deadlines</li> <li>Listen to presenters and limit side conversations</li> <li>Promote shared decision making</li> </ul>
Have Fidelity to the Process	<ul style="list-style-type: none"> <li>Be consistent to the essential features</li> <li>Provide TPI's and Data</li> <li>Action Plan</li> </ul>

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# Systems

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## With Systems Thinking We are All Working Together Towards the Same Goals

- Shared Vision      ● Shared Language and Understanding
- Shared Expectations      ● Shared Interventions
- Shared Responses Towards Behaviors



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**PBIS is the foundation of a *problem-solving process*.**

- **Data** is how we make our decisions.
- **Practices** are how we support youth.
- **Systems** are how we support adults.

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“The same data sources that are used to define the initial level of discrepancy (i.e. screening tool) and the rates of improvement (i.e. progress monitoring tool) are typically utilized to establish the decision-making rules for tier movement.”

Radford, 2008, p. 2

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Layers are **ADDED** for students who need more support.

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### Tier 2 Systems Are A Prerequisite to Tier 3 Systems

**Overview of a Tier 2 Behavioral System**

**Key Elements:**

- Use of a Continuum of Data Sources and Data-Driven Decisions
- Use of Evidence-Based Practices
- Use of a Continuum of Supports
- Use of a Continuum of Interventions

**Tier 2 System Elements To Build on With Tier 3**

- Teaming
- Screening
- Evidenced Based Interventions
- Progress Monitoring and Evaluation

**Tier 3 School-Level Systems**

**Key Elements:**

- Use of a Continuum of Data Sources and Data-Driven Decisions
- Use of Evidence-Based Practices
- Use of a Continuum of Supports
- Use of a Continuum of Interventions

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### PBIS Advanced Tiers Systems

Tier 2	Tier 3
<ul style="list-style-type: none"> <li>Intensifying Tier 1 (that's why Tier 1 is so important). Do teachers have the basics especially when we are asking them to intensify?                             <ul style="list-style-type: none"> <li>More explicit instruction on the expectations, more quality relationships</li> <li>More frequent feedback</li> <li>More detailed and more frequent data.</li> </ul> </li> <li>Identification and referral processes</li> <li>Standardized group-based interventions</li> <li>Efficient, Effective, and Equitable</li> <li>Systematic tracking of data to monitor student responses from Tier 2 intervention</li> </ul>	<ul style="list-style-type: none"> <li>Intensifying Tier 1 &amp; 2 interventions</li> <li>Early Identification and referral processes</li> <li>Individualized problem-solving and interventions</li> <li>Systematic tracking of data to monitor student responses from Tier 3 intervention</li> <li>Trained personnel</li> <li>Structure for teaming/planning</li> </ul>

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### The best approach to Tier 2 is doing Tier 1 with fidelity.

Fidelity Checklist	Yes	Partially	No	Notes
Do you have a plan for your school?				
Do you have a plan for your classroom?				
Do you have a plan for your intervention?				
Do you have a plan for your data collection?				
Do you have a plan for your intervention implementation?				
Do you have a plan for your intervention evaluation?				
Do you have a plan for your intervention sustainability?				
Do you have a plan for your intervention fidelity?				
Do you have a plan for your intervention effectiveness?				
Do you have a plan for your intervention equity?				
Do you have a plan for your intervention efficiency?				
Do you have a plan for your intervention cost-effectiveness?				
Do you have a plan for your intervention scalability?				
Do you have a plan for your intervention replicability?				
Do you have a plan for your intervention generalizability?				
Do you have a plan for your intervention transferability?				
Do you have a plan for your intervention adaptability?				
Do you have a plan for your intervention flexibility?				
Do you have a plan for your intervention responsiveness?				
Do you have a plan for your intervention resilience?				
Do you have a plan for your intervention sustainability?				
Do you have a plan for your intervention equity?				
Do you have a plan for your intervention efficiency?				
Do you have a plan for your intervention cost-effectiveness?				
Do you have a plan for your intervention scalability?				
Do you have a plan for your intervention replicability?				
Do you have a plan for your intervention generalizability?				
Do you have a plan for your intervention transferability?				
Do you have a plan for your intervention adaptability?				
Do you have a plan for your intervention flexibility?				
Do you have a plan for your intervention responsiveness?				
Do you have a plan for your intervention resilience?				

✓ What have you accomplished?  
✓ What is in progress?  
✓ What has gotten lost?

What needs to be classified as "Tier 1 Maintenance" as you plan for Tier 2?

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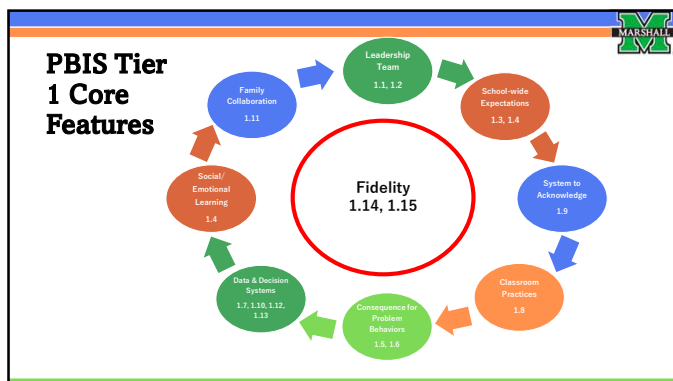
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### Guiding Document

**BASIS: School Wide (SWPBS) Tiered Fidelity Inventory **Item 1**, Version 2.1 Universal**

School Name \_\_\_\_\_ County \_\_\_\_\_

Clock ID applicable \_\_\_\_\_ Team Leader \_\_\_\_\_ Date \_\_\_\_\_

**1.1. Be completed with your team during Tier 1 training.**

Based on your observations and activities that occur in the learning goals and come to consensus on your score for each team score each item according to the legend below in your school - do not base your score on future plans for implementation (e.g., other you present your school's current state) when you have finished the assigned items, fill in your score for each. The number 0 is not important for this activity. When the activity is complete, your team can use this information to prioritize plans for problem solving and implementation.

Item	0	1	2	20
1.1 Team Composition	0	1	2	20
1.2 Team Operating Procedures	0	1	2	20
1.3 Behavioral Expectations	0	1	2	20
1.4 Teaching Expectations	0	1	2	20
1.5 Problem Behavior Definitions	0	1	2	20
1.6 Discipline Policies	0	1	2	20
1.7 Professional Development	0	1	2	20
1.8 Classroom Procedures	0	1	2	20
1.9 Feedback and Acknowledgment	0	1	2	20
1.10 Faculty Involvement	0	1	2	20
1.11 Student/Family/Community Involvement	0	1	2	20
1.12 Discipline Data	0	1	2	20
1.13 Data-based Decision Making	0	1	2	20
1.14 Fidelity Data	0	1	2	20
1.15 Annual Evaluation	0	1	2	20

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## Identification Process

How do we get students into Tier 2?

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**What it means...**

From Tier 1, you have multiple sources of data.

- ODRS
- Academic Progress
- Screening Tools
- Attendance

You have a written plan on how to get students into Tier 2:

- Universal Screeners
- Request for assistance
- Data Decision Rules

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**What are we building?**

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**Data Decision Rules**

- Uses existing school data
- The team sets criteria that “triggers” automatic discussions about students who might be at risk and benefit from Tier 2 supports.

*For example:*

- 2 major ODR’s from the beginning of the year;
- Minor incidents persist ---5 after September 30<sup>th</sup>
- Fourth absence or tardy
- Academic indicators that are below grade level:
- D or F in any course

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## Data Systems for Evaluating Effectiveness

To effectively implement T3, a district must have a functional data system to review data at multiple levels (e.g., student, teacher, school, district) across all tiers.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>Office referrals</li> <li>Minor/Classroom referrals</li> <li>Attendance</li> <li>In School Suspension</li> <li>Out of School Suspension</li> <li>Restraint/Seclusion</li> <li>Equity (Disproportionate Discipline)</li> <li>Core Effectiveness</li> <li>Climate Surveys</li> <li>SESIR</li> <li>Tier 1 Fidelity (PIC, BoQ)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly progress monitoring (groups &amp; individual student)</li> <li>Intervention-specific monitoring</li> <li>Comprehensive summary</li> <li>Tier 2 Fidelity (TFI)</li> <li>Comparison across Tier 1 data</li> </ul>	<ul style="list-style-type: none"> <li>Daily direct observation data (frequency, duration, etc.)</li> <li>Antecedent, Behavior, Consequence observations</li> <li>Individual student reports</li> <li>School-level progress summaries by student and intervention</li> <li>Tier 3 Fidelity (TFI)</li> </ul>



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## Data Decision Rules – Food For Thought

- Who will be collecting and monitoring this data?
  - It doesn't need to be the same person for each piece.
- Existing data almost always tends towards externalizing behaviors.
  - Where could you find internalizing behavior information?



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EXAMPLE EXISTING SCHOOL DATA INVENTORY

Measure	Proficient Score	At-Risk	High Risk	Person Responsible	Check/D Review
1. ODR	0-1	2 or more	5 or more	Tier 1/Tier 2 Counselor Member	Monthly (Sept, 30, Oct, 30, Nov, 30, Dec, 15, Jan, 31, Feb, 27, March 30, April 25, May 20) periodic with monthly PBS meeting
2. Classroom Misans	0-4	5 or more	15 or more	Tier 1/Tier 2 Counselor Member	Monthly (Sept, 30, Oct, 30, Nov, 30, Dec, 15, Jan, 31, Feb, 27, March 30, April 25, May 20) periodic with monthly PBS meeting
3. Absences	< 5/semester	5-10/semester	10/semester	School Secretary	9/semester (Nov 21, Feb, 28, May 20)
4. Tardy	< 4/semester	4-10/semester	10/semester	School Secretary	9/semester (Nov 21, Feb, 28, May 20)
5. ISS	0-1	2-3	4 or more	School Secretary	Monthly (Sept, 30, Oct, 30, Nov, 30, Dec, 15, Jan, 31, Feb, 27, March 30, April 25, May 20) periodic with monthly PBS meeting
6. OSS	0	1	2	School Secretary	Monthly (Sept, 30, Oct, 30, Nov, 30, Dec, 15, Jan, 31, Feb, 27, March 30, April 25, May 20) periodic with monthly PBS meeting
7. Course Grades	2.5 or higher	D or F in any course	D or F in multiple courses	Classroom Teacher	Nov 21, Feb, 28, May 25 to go with inventory and Report Card. (6, Jan 12, April 3 to be used otherwise)
8. Reading Inventory	80+	79 or lower	59 or lower	Classroom Teacher	Nov 21, Feb, 28, May 25
9. Writing Assessment	3 or 4	2	NS, 1	Classroom Teacher	Nov 21, Feb, 28, May 25



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Student Identification Plan			
Method and Timeline	Purpose and Process	Persons Responsible	Use of Results
Universal Screening of all incoming kindergarten age students <ul style="list-style-type: none"> <li>Annually - during kindergarten enrollment process</li> </ul>	Parents will complete the Strengths and Difficulties Questionnaire	<ul style="list-style-type: none"> <li>School counselor with administrator will score and summarize results.</li> <li>Data will be presented to classroom teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Students with high-risk levels will participate in a small group intervention beginning the first week of school.</li> <li>Students with at-risk indicators will be matched with a Check &amp; Connect mentor</li> </ul>
Universal Screening of all students in the school. <ul style="list-style-type: none"> <li>Biannually - Early October and Late January</li> </ul>	<ul style="list-style-type: none"> <li>During a designated staff meeting teachers are provided with a list of internalizing and externalizing risk characteristics.</li> <li>Homeroom teachers review a list of all students assigned to their class.</li> <li>Students list, in rank order, students they are concerned about.</li> <li>Additional information may be gathered for each student identified.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers complete the screening process.</li> <li>The Tier 2 Team reviews results and determines which students should be considered for interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Students with high-risk indicators may be considered for FBA-BIP.</li> <li>Students in the at-risk range may be nominated to participate in a small group intervention.</li> </ul>

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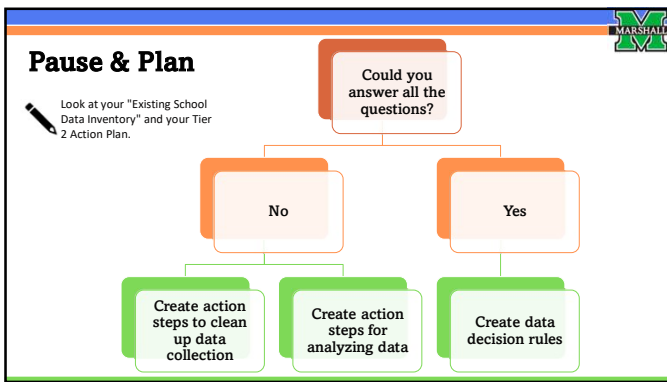
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## What

What do we do with them?  
TFI: 2.5, 2.6, 2.7, 2.8

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**YOU** MARSHALL

You have interventions and supports in place to support students who need more.

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**YOU** MARSHALL

**What are we building?**

A systematic identification process      A bank of interventions      Clear procedures for progress monitoring students and systems

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**YOU** MARSHALL

**How do we do this?**

Reliable Data Sources      A reliable way to use data sources  
Admin Support      Informed Staff  
Aligned Supports      (Perfect world) District/County Commitment

MO SW-PBS

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### What it means...

- Identified bank of interventions that are ready to go.
- Interventions should:
  - Provide additional instruction and opportunities for students to develop lacking skills
  - Add structure and predictability
  - Increase feedback
- Be linked to function, development, culture
- Be linked to Tier 1

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### Examples of Tier 2 Interventions

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### Collect & Analyze Data

- You can review the fidelity for each Tier 2 practice.
- You can monitor student outcomes associated with each intervention.
- Examples:
  - CICO Implementation – Completed DPR
  - ODR Data for CICO Participants

**EXAMPLE**  
Monitoring Fidelity of Implementation  
Completed Daily Progress Report (DPR) Review

Student: John Intervention: ODR  
Facilitator: Missy

Directions:  
Examine items to find the most recent student DPR.  
Mark "Y" next to the intervention component is coded on the DPR.  
Mark "N" next to the component that was not coded on the DPR.  
Calculate the column and row totals to measure daily and component implementation.

Intervention Component	DPR 1 Date	DPR 2 Date	DPR 3 Date	DPR 4 Date	DPR 5 Date	Component Strength
Check-in/Check-out	Y	N	N	N	N	40%
Regular Teacher Feedback	Y	N	Y	Y	Y	80%
Peer Collaborate and Share	Y	N	N	N	Y	40%
Check-in/Check-out	Y	N	N	Y	Y	60%
Peer Supporter	Y	N	N	N	N	0%
Adult Integrity	Y	Y	Y	Y	Y	100%

ODR Data for CICO Participants

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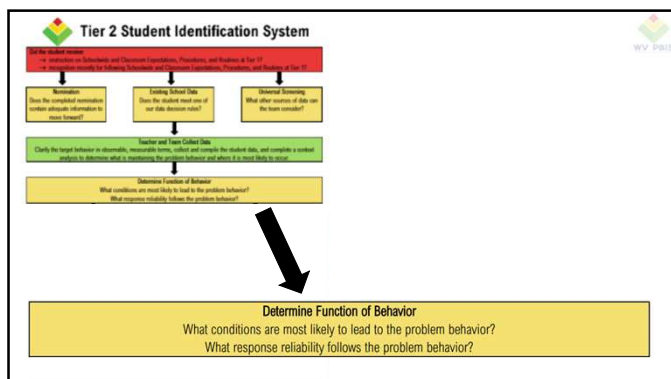
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**Fade or Intensify?**  
 Fading, Continuing, Modifying, or intensifying?

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**About "Now, What?"**

- Challenging – it's hard to plan how to do "Now, What?" if you don't have a system for identifying students or your interventions chose.
- We **HAVE** to talk now about the full continuum so you will build the full Tier 2 system.
- We are going to talk and reflect on "Now, What":  
 Outcome Tracking  
 Fading, Continuing, Modifying, and Intensifying

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**MO SW-PBS Student Progress Monitoring Guide**

Review the following questions against the questions below for each student, responding with a Y or N.

**Was intervention implemented with fidelity?**

Yes (Green) / No (Red)

**Guidelines for Interpreting Student Data and Making Decisions**

**POSITIVE RESPONSE:** Was intervention implemented as intended? Continue intervention with current goal. Continue intervention with goal increased. Fully implement components. Track with intervention.

**QUESTIONABLE RESPONSE:** Was intervention implemented as intended? If an explicit strategy to increase implementation integrity? Log between level two and goal to improve reliability. Check data and report to problem solving. If not progress, continue. If not, does not improve, return to problem solving.

**POOR RESPONSE:** Was intervention implemented as intended? If an explicit strategy to increase implementation integrity? If not, Was the problem identified correctly? Is intervention aligned with the target? Are there other functions to consider?

**MO SW-PBS**

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**FADE, CONTINUE, MODIFY, INTENSIFY...**

FADE- Student met goal	CONTINUE	MODIFY
<p><b>CELEBRATE!</b> Then...</p> <ul style="list-style-type: none"> <li>Checking in less frequently (i.e. every other day, or less times throughout the day, etc.)</li> <li>Move student to self-monitoring.</li> <li>Mentoring other students (student leader)</li> <li>Share story to key stakeholders</li> <li>Provide executive functioning tools for them to utilize *</li> </ul>	<p>If a student has NOT met goal and further interventions could result in success, consider:</p> <ul style="list-style-type: none"> <li>Keeping student in that intervention</li> <li>Avoid keeping students in interventions without fading or modifying for too long of a period.</li> </ul>	<ul style="list-style-type: none"> <li>Changing incentives</li> <li>Changing goals/individualizing goals</li> <li>Adding specific goals</li> <li>Adding additional check-in</li> <li>Adding in peers</li> <li>Adding in interventions you already have in place</li> <li>Meaningful Work</li> </ul>

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**Tier 2 Outcome Data Assessment**

Figure 2: Snapshot of Tier 2/3 Tracking Tool

Interventions	Check-in/Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Modified Check-in/Check-Out # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
September	50 / 5%	40 / 80%	0 / 0	0 / 0	0 / 0	0 / 0
October	90 / 9%	70 / 78%	20 / 2%	20 / 100%	20 / 2%	20 / 100%
November	130 / 13%	100 / 77%	40 / 4%	30 / 75%	30 / 3%	20 / 67%

Midwest PBIS Network, 2019

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### Intensify

- Full FACTS
- Individualized Skill Building
  - Executive Functioning
  - Academic Support
  - Regulation Monitoring
- SAT Meetings
- FBA/BIP
- Testing/IEP Development



**WV PBIS**  
Promote Behavioral Investments and Support  
**Tier 3 Supports and FBA/BIP Trainings**

- 1 Capacity Building**
  - Building level learning approach to Tier 3 Supports
  - All stakeholders are represented
  - Data-based
  - Progress monitored with emphasis on outcome data
  - Built in fidelity checks for interventions
- 2 Competing Behavior Pathways and BIP Development**
  - The Competing Behavior Pathway is a data-driven problem solving approach to help teach students healthier ways to meet and serve the function of their behaviors.
  - The Competing Behavioral Pathway directly influences the actions that are written in the BIP.
- 3 Other Features**
  - The goal is to teach behaviors.
  - Our trainings emphasize a continuum of supports.
  - Person (teacher)-centered
  - Linked to the broader PBIS/MTSS framework
- 4**

Scan the QR code or visit [www.marshall.edu/behavior](http://www.marshall.edu/behavior) for assistance to get started with your Behavior Support Specialist!

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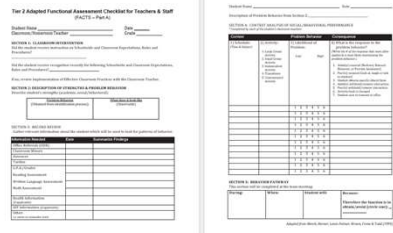
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### Functional Assessment Checklist for Teachers & Staff

- Sometimes our data tells us the function
- Sometimes our data shows us multiple possibilities
- Sometimes the function of behavior is unclear
- Sometimes there is more than one function to address



**Tier 2 Adapted Functional Assessment Checklist for Teachers & Staff (FACTS) - (PACTS) - (PACTS)**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Behavior: \_\_\_\_\_  
 Setting: \_\_\_\_\_  
 Time: \_\_\_\_\_

**SECTION 1: CLASSROOM INTERVENTIONS**  
 Have you tried the following interventions? (Check all that apply)

Intervention	Yes	No
1. Direct instruction		
2. Self-management		
3. Peer support		
4. Positive reinforcement		
5. Negative reinforcement		
6. Contingency management		
7. Response cost		
8. Time-out		
9. Restitution		
10. Problem solving		
11. Social skills training		
12. Self-monitoring		
13. Self-reinforcement		
14. Self-evaluation		
15. Self-reflection		
16. Self-advocacy		
17. Self-advocacy		
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29. Self-advocacy		
30. Self-advocacy		

**SECTION 2: BEHAVIOR PATTERNS**  
 Frequency: \_\_\_\_\_  
 Intensity: \_\_\_\_\_  
 Duration: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Time: \_\_\_\_\_  
 Person: \_\_\_\_\_  
 Situation: \_\_\_\_\_

**SECTION 3: BEHAVIOR PATTERNS**  
 Frequency: \_\_\_\_\_  
 Intensity: \_\_\_\_\_  
 Duration: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Time: \_\_\_\_\_  
 Person: \_\_\_\_\_  
 Situation: \_\_\_\_\_

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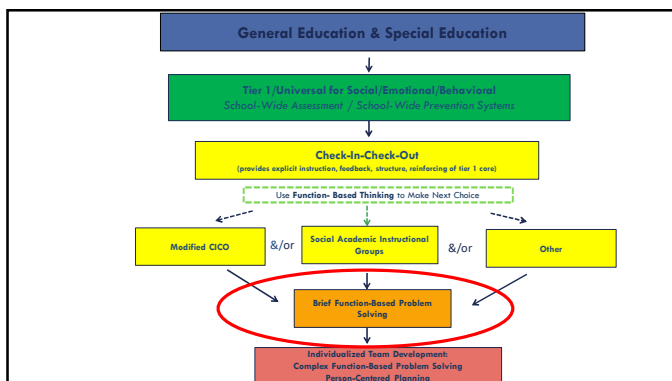
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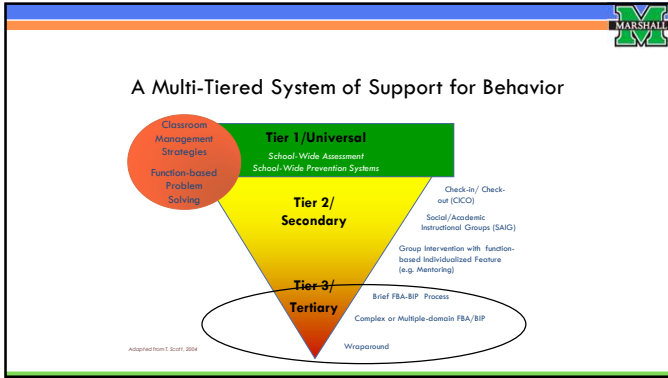
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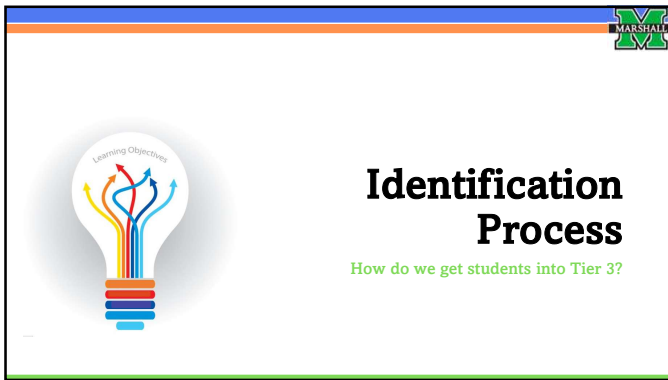
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**What it means...**

From Tier 2, you have multiple sources of data.

- No Response Intervention Data (chronic behavior, intense behaviors)
- FACTS
- Academic Progress
- Screening Tools
- Attendance

You have a written plan on how to get students into Tier 3:

- Universal Screeners
- Data Decision Rules
- Teacher nomination system

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## Data Systems for Evaluating Effectiveness

To effectively implement T3, a district must have a functional data system to review data at multiple levels (e.g., student, teacher, school, district) across all tiers.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>Office referrals</li> <li>Minor/Classroom referrals</li> <li>Attendance</li> <li>In School Suspension</li> <li>Out of School Suspension</li> <li>Restraint/Seclusion</li> <li>Equity (Disproportionate Discipline)</li> <li>Core Effectiveness</li> <li>Climate Surveys</li> <li>SESIR</li> <li>Tier 1 Fidelity (PIC, BoQ)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly progress monitoring (groups &amp; individual student)</li> <li>Intervention-specific monitoring</li> <li>Comprehensive summary</li> <li>Tier 2 Fidelity (TFI)</li> <li>Comparison across Tier 1 data</li> </ul>	<ul style="list-style-type: none"> <li>Daily direct observation data (frequency, duration, etc.)</li> <li>Antecedent, Behavior, Consequence observations</li> <li>Individual student reports</li> <li>School-level progress summaries by student and intervention</li> <li>Tier 3 Fidelity (TFI)</li> </ul>



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## Interpreting Tier 2 Data

- Interventions are recommended to be implemented for 4-6 weeks
- Allows sufficient time for the student to demonstrate adequate or inadequate response to supports

Sprague, Cook, Wright, and Sadler (2008)

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Measure	Proficient Score	At-Risk	High Risk	Person Responsible	Check/D Review
1. ODR	0-1	2 or more	5 or more	Tier 1/Tier 2 Counselor/Member	Monthly (Sept, 30, Oct, 29, Nov, 30, Dec, 18, Jan, 31, Feb, 27, March 30, April 29, May 29) periodic with monthly PBIS meeting
2. Classroom Misuses	0-4	5 or more	15 or more	Tier 1/Tier 2 Counselor/Member	Monthly (Sept, 30, Oct, 29, Nov, 30, Dec, 18, Jan, 31, Feb, 27, March 30, April 29, May 29) periodic with monthly PBIS meeting
3. Absences	< 5/semester	5-10/semester	10/semester	School Secretary	9/semester (Nov 21, Feb, 28, May 25)
4. Tardy	< 4/semester	4-10/semester	10/semester	School Secretary	9/semester (Nov 21, Feb, 28, May 25)
5. ISS	0-1	2-3	4 or more	School Secretary	Monthly (Sept, 30, Oct, 29, Nov, 30, Dec, 18, Jan, 31, Feb, 27, March 30, April 29, May 29) periodic with monthly PBIS meeting
6. OSS	0	1	2	School Secretary	Monthly (Sept, 30, Oct, 29, Nov, 30, Dec, 18, Jan, 31, Feb, 27, March 30, April 29, May 29) periodic with monthly PBIS meeting
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses	Classroom Teacher	Nov 21, Feb, 28, May 25 to go with interview and Report Card (RC) Jan 12, April 3 to final interview
8. Reading Literacy	80+	79 or lower	59 or lower	Classroom Teacher	Nov 21, Feb, 28, May 25
9. Writing Assessment	3 or 4	2	NS, 1	Classroom Teacher	Nov 21, Feb, 28, May 25



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### Example of Levels of Tier 3 Processes Related to FBAs

- Efficient FBA**
  - FBA/BIP developed in one meeting (~60 minutes)
  - Best for high frequency/low intensity behaviors
    - Noncompliance, minor disruptions
    - ERASE (Explain, Reason, Appropriate, Support, Evaluate)
- Comprehensive FBA**
  - More intensive FBA/BIP process
  - Multiple meetings (2-4) or one long meeting (>2 hours)
  - Best for chronic, durable, intense behaviors
    - Prevent-Teach-Reinforce
- Wrap-Around**
  - Long-standing, extremely intense behaviors, mental health concerns, complex life events
  - Multiple services, agencies or institutions
    - Person-Centered-Planning

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### Functional Assessment Checklist for Teachers & Staff

*Sometimes our data tells us the function*  
*Sometimes our data shows us multiple possibilities*  
*Sometimes the function of behavior is unclear*  
*Sometimes there is more than one function to address*

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### SUZY EXAMPLE

Below is an example of a completed records review with information entered on the first page of the Adapted FACTS - Part A:

#### Example Record Review from Adapted FACTS - Part A

Information Needed	Date Collected	Summarize Findings and Relevant Data
Office Referrals (ODR)	10/15	1 ODR for disruptions during reading class; 1 ODR for disruptions during writing; 1 ODR for disruptions during Social Studies; 1 ODR for disruptions during Math
Classroom Misuses	10/15	2 Classroom Misuses for disruption during reading class; 3 Classroom Misuses for disruption during writing class
Absences	10/15	No Absences during the current school year; 3 Absences during previous school year
Tardies	10/15	No tardies reported
G.R.A. Grades	10/15	Reading - C; Writing - C; Science - C; Math - B; Art - D; PE - A
Reading Assessment	10/15	Reading Acuity - 99th Percentile
Written Language Assessment	10/15	Written Language Fluency - 50th Percentile
Math Assessment	10/15	Math Acuity - 83rd Percentile
Health Information (if available)	10/15	Passed hearing and vision screening; no health issues noted
IEP Information (if applicable)	10/15	Not applicable
Other: <i>(i.e., name of counselor)</i>	10/15	3 visits to Counselor during reading class

*Description of Problem Behavior: Continually talks out, talks to others, wants to be the center of attention. When reprimanded, may become disruptive.*

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SUZY EXAMPLE	
<b>Functional Behavior Assessment Family Interview Form</b> Student: Suzy Date: October 30 Interviewer: Mrs. Stanford Family Member: Taha White Relationship to Student: Mother	
Interview Questions	Responses
1. Describe a typical day for your child.	Parents get busy up for school. Suzy independently gets ready for school, has breakfast. She walks to school with a friend from the neighborhood.
2. What does your child do after school when he or she gets home each day?	Suzy is home by herself until parents get home around 5. She does her homework, gets a snack, and then talks to friends.
3. Does he or she spend time with friends or people he or she likes?	Suzy is very social and has lots of friends. She likes to play games with her friends as well as just talk and "hang out".
4. What does he or she say about what's happening in school?	Suzy says she gets frustrated at school because she is bored and she wants to spend time doing things with friends. She doesn't understand why teachers need to be so strict and not talking.
5. What are some of your child's challenges?	Suzy does like her way and gets angry and can say things she doesn't mean when she is not allowed to do what she wants.
6. What are some things your child does very well?	Suzy is also creative, smart, and very kind to others her age.
7. What are your goals for your child at home and school?	Parents would like Suzy to graduate from school and attend a local college.

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SUZY EXAMPLE	
<b>Functional Behavior Assessment Student Interview Form</b> Student: Suzy Date: October 5 Interviewer: Mrs. Diller (PE teacher)	
Interview Questions	Responses
1. Describe a typical day for you.	I get up, get dressed, ready for school, has breakfast, and rides the bus to school.
2. What do you like to do after school when you get home each day?	Usually gets her homework done after a snack. Then she either talks to friends or plays on the video games with friends.
3. In general, what do you like to do in your free time?	During my free time, she enjoys being with her friends.
4. Do you spend time with friends or people your own age?	She has friends in the neighborhood and can also ride her bike to other friends who live nearby. Spending time with others her age is her main focus.
5. What is your favorite class in school? What do you like about that class?	Her most favorite class is PE and she doesn't like the other students (she doesn't have any friends in that class). She likes Science and PE Language Arts class is boring and she doesn't like the other students (she doesn't have any friends in that class). In Science she has more time to do projects with her friends. In PE she can talk to her friends and not get into trouble as long as she continues to participate. She does to work with her friends and doesn't like to do anything by herself.
6. Do you have people in your classes who you like to work with?	She sometimes has trouble with Math. She just doesn't like what the teacher has her do. She doesn't seem to have much trouble with things at school other than with teachers who don't understand her. She and some of her friends like to play video games.
7. What are some things you have trouble with?	She wants to graduate and be a comedian when she grows up.
8. What are some things you do very well?	She wants to graduate and be a comedian when she grows up.
9. What are your goals for yourself at home and school?	

SUZY EXAMPLE		CONTEXT ANALYSIS FROM ADAPTED FACTS - PART A (SUZY)			
<b>Functional Behavior Assessment Staff Interview Form</b> Student: Suzy Date: October 30 Staff Interviewed: Ms. Lerner, 4th grade Interviewer: Mrs. Stanford		1) Schedule (Time of Day)	2) Activity	3) Likelihood of Problem	4) What is the response to the problem behavior?
Directions: Ask each teacher the below questions and record responses on Section 4 Context Analysis on the Adapted Facts - Part A. INTERVIEW QUESTIONS: 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class? 2. List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and after the complete school day (e.g. arrival from drop off). For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing, activity transition, etc.). 3. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high). 4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high). 5. For each time listed, what is the most common response to the problem behavior?		1) Large Group Activity 2) Small Group Activity 3) Independent Activity 4) Transition 5) Unstructured Activity	Low	1. Adult respond (direct, indirect, behavior, or provide assistance) 2. Peer respond (talk, laugh or talk to student) 3. Student initiates specific/abstract interaction 4. Adult withdrawal/ignore interaction 5. Peer withdrawal/ignore interaction 6. Activity/shift in change? 7. Student sent to counselor or office	
Directions: Ask each teacher the below questions and record in the space below. Questions: Staff Name & Location		6:00 Reading	lg Group Rtg Code	1 2 3 4 5 6	1 - Adults redirect and re-teach
		Sm. Group Stations	1 2 3 4 5 6	2 - Peers respond, then	
		Independent	1 2 3 4 5 6	3 - Student is moved to work in another area	
		9:30 Writing	Independent	1 2 3 4 5 6	2 - Peers respond
		10:30 Specials	lg Group	1 2 3 4 5 6	7 - Student sent to counselor
		10:00 Science	Small Group Lab	1 2 3 4 5 6	No problem behavior noted during this time
		10:00 Lunch	lg Group	1 2 3 4 5 6	2 - Peers respond
		10:00 Math	lg Group	1 2 3 4 5 6	No problem behavior noted during this time
		10:00 PE	Independent	1 2 3 4 5 6	2 - Peers respond
		10:00 SS	lg Group	1 2 3 4 5 6	2 - Peers respond
Notes:		Suzy's context analysis summary might look like this: Problem Behavior: <u>Talking out</u> is most likely to occur during <u>Independent work</u> .			

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What to Look for: (From FBA Interview summary)		Activity/Task	Trigger/Antecedent	Behavior	Outcome/Consequence
#	Time	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given task/question <input type="checkbox"/> Given directions/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/neutral directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/None:	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Peer Preferred Activity Item <input type="checkbox"/> Cost Other <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other Other/None:	
1					
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given task/question <input type="checkbox"/> Given directions/correction <input type="checkbox"/> Isolated (No attention) <input type="checkbox"/> No activity/neutral directions <input type="checkbox"/> Peer Comment <input type="checkbox"/> With Peers <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/None:	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Peer Preferred Activity Item <input type="checkbox"/> Cost Other <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Avoided Other Other/None:	

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