Promising Practices for Supporting Youth in BC Schools

Last Issue

In issue 3.2, we discussed some strategies and tools for how to collect and use data to help us make our schools safer and more caring.

In this, our last issue: Tier 2 and Tier 3 systems

School-wide Positive Behaviour Support (PBS) is a framework for providing support to students in your school. The framework includes three tiers; however, Tier 1, support for all students, often receives the most attention. In this issue, we discuss how to set up Tier 2 and Tier 3 systems to support students who need more support than Tier 1 to be successful. We also provide examples of commonly used Tier 2 and 3 interventions, Check-in/Check-out (Tier 2) and Function-based Support (Tier 3).

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Three–tier Logic

School-wide positive behaviour support (PBS) provides a framework of three tiers to provide support to all students in a school (see Issue 1.1). This first step to implementing a continuum of support is setting up **Tier 1** practices (Universal support) for all students, such as defining and teaching expectations (see Issue 1.2) and acknowledging prosocial behavior (see Issue 2.1). Implementing these systems in a school can have a big impact on the school environment and student outcomes; however, not all students will be successful with this level of support. Students who continue to have difficulty require additional support in the form of **Tier 2** (targeted) and **Tier 3** (individual) interventions.

## What are Tier 2/Tier 3 interventions?

Tier 2 interventions are existing, efficient programs that support about 10-15% of students and are delivered to students in the same way (little to no individualization). Most schools already have a number of these in place! Examples of Tier 2 interventions include small group interventions (e.g., social skills, lunch buddies, homework club), or brief individual interventions (mentoring, check-in/check-out). Tier 2 interventions are easy to implement and consistent with school-wide expectations.

Tier 3 interventions are individualized interventions for students who need a program tailored to their specific needs to be successful. These interventions are more intensive, and are designed to support about 5% of students. Tier 3 interventions often are based on Functional Behaviour Assessments, and may involve multiple supports or agencies.

How to identify students for Tier 2/Tier 3 interventions:

Students can be identified for further support by using data that is already available or easily collected, such as:

* Office discipline referrals (see Issue 3.2 for more information regarding how to use ODRs for decision-making)
* Suspensions
* Attendance
* Teacher referrals (see Tips for Tomorrow in Issue 2.1)
* Screening measures
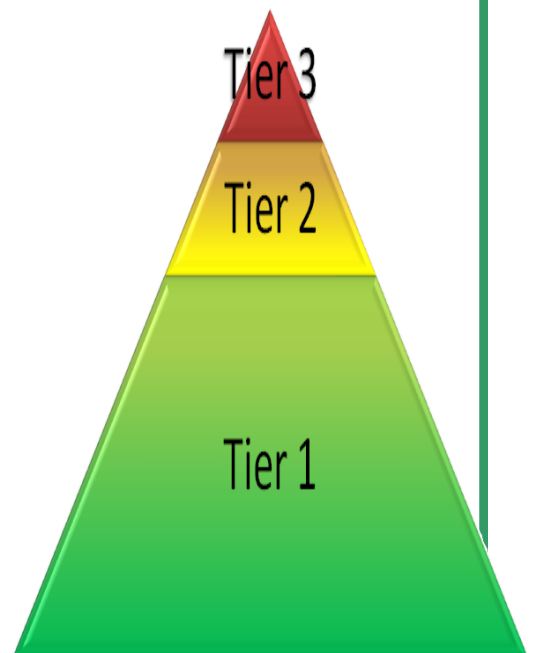
Getting Started with Tiers 2 and 3

When you are thinking about getting started with Tier 2 and 3 systems, it is important to first make sure that Tier 1 practices are being implemented with fidelity (completely and as intended; see Issue 3.2 for recommendations for how to measure fidelity). Tier 1 systems take time to implement, so it's important not to rush into Tiers 2 and 3 systems without a solid, sustainable foundation!

Once Tier 1 practices are in place and running smoothly, you can begin to focus on systems at Tiers 2 and 3.

Some things to consider:

Setting up teams

* It will be important to have teams responsible for monitoring how well the interventions are working at each tier and monitoring student progress. Although this team may have the same people as the Tier 1 team, it is important that each tier is given designated time for meeting and planning.

Data collection and monitoring

* How will you collect data on implementation (how well the interventions are being implemented)?
* What student progress data will you collect?
* How often will you collect data?
* Who will be responsible?
* What decision rules will you use to decide if: a) an intervention change is needed, and b) a student needs to move up or down a tier?

How many students can/will you refer for each intervention?

* Tier 2 interventions should be able to support 10-15% of your student enrolment (but that may not be possible at first).

Do you have staff in place (e.g., need to give time to mentor for CICO)?

* Implementing, monitoring, and sustaining a three-tier system takes staff time. Have you allocated enough time for school staff to take on additional responsibilities, such as being on a team or implementing an intervention?

A Tier 2 Intervention: Check-In/Check-Out

Check-in/Check-out (CICO) is a Tier 2 intervention for students who require additional support. This intervention includes the following features:

* Connecting students with a mentor
* Providing students with regular opportunities for adult feedback
* Clear behaviour goals for students
* Communication between school and home

Students use a Daily Progress Report Card (DPR or Behaviour Report Card) to get feedback on their progress toward goals (usually the school-wide expectations) for each part of the day.

How does it work?

1. First, the student meets (check-in) with a mentor in the morning, who has a chat with the student, gives him or her the DPR card, and ensures the student is prepared for the day. If something is going on (e.g., a fight at home), the mentor can start the student on a neutralizing activity to get the day started positively.

2. At regular breaks in the day, the student's teacher(s) provides verbal feedback, rates the student's behaviour, and provides encouragement as needed. Advanced students can self-rate and get feedback on their accuracy.

3. At the end of the day, the student meets (checks-out) with the mentor, who tallies and records his or her points for the day, provides feedback, and gives the student a copy of the DPR card to take home to a parent or guardian.

Students work toward a point goal that can be adjusted as needed. After the student meets a high goal (e.g., 90% of points for four weeks), the intervention can be faded out.

> Daily Progress Report Cards provide a built-in data collection system!

Data collection and monitoring

The great thing about the DPR card is that it provides a built-in, efficient system for monitoring progress! Points from the DPR card can be used to make decisions about the intervention and student progress.

Resources

For sample cards and a free spreadsheet for automatically graphing points, visit:

http://kentmcintosh.wordpress.com/cico/

Collaborating in the Cloud

Do you know where your school PBS handbook is? Ok, maybe you know where YOUR binder is (the one overflowing with resources you've borrowed from other teachers, schools, and Making Connections), but where is the master electronic file? Is it on an old computer that crashed, or did it disappear when your PBS committee chair moved schools? Or...have you ever taught a great PBS lesson and then when it came to teach it again or share with your staff, it was nowhere to be found? If so, you might be interested in cloud computing.

"The Cloud" is simply a set of shared online folders that anyone on your team can access. That means that each member of your team or school staff has instant access to all of your PBS documents and can open and save changes to them from anywhere. Cloud services like **Google Drive (**drive.google.com**)** and **Dropbox** (www.dropbox.com) are free sites that allow users to store and share written documents, presentations, video and audio files. Many schools and districts include their PBS handbooks, lesson plans, referral forms, and even teaching videos online for easy access and editing from year to year. For example, School District 68 (Nanaimo-Ladysmith) uses box.com to share their PBS materials among teachers, schools, and the public (see the last page for an expectations lesson from Quarterway Elementary that they have posted for public use). Just make sure not to use it for sensitive student information—that's not allowed by FOIPPA!

School−wide Positive Behaviour Support and Teachers

BC Research

Many research studies have shown the positive effects of School-wide PBS on student outcomes, including research in Canada and even BC! However, recent research has also shown that PBS is related to positive teacher outcomes!

In a BC study, Joanna Kelm and Kent McIntosh examined teachers' sense of self-efficacy (i.e., feelings that they can improve student outcomes) in schools implementing School-wide PBS, compared to control schools. Teachers in PBS schools felt significantly more capable of engaging students in learning and using different strategies to adapt to student needs.
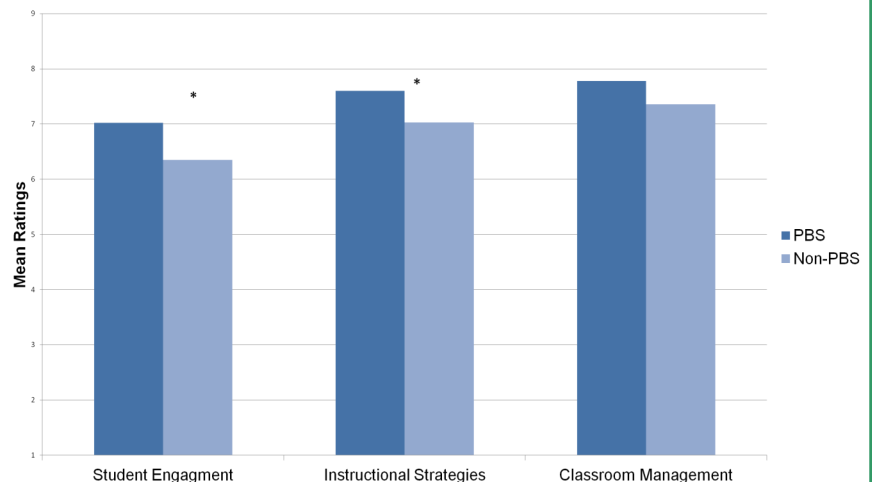
Kelm, J., & McIntosh, K. (2012). Effects of School-Wide Positive Behaviour Support on Teacher Self-Efficacy. *Psychology in the Schools, 49,* 137-147.

A Tier 3 Intervention: Function-based Support

What is Function-based Support (aka Functional Behaviour Assessment and Positive Behaviour Support Planning)?

Function-based Support has two parts:

1. **Functional Behaviour Assessment (FBA):** A process to understand what predicts and maintains problem behaviour.

2. **Positive Behaviour Support Plan:** A plan to teach prosocial skills and prevent problem behaviour.

Problem behaviour serves a basic human need, like getting something desirable (attention, activities) or avoiding something undesirable (work, uncomfortable situations). Function-based support involves identifying this unmet need (the **function** of behavior) and teaching a better way to meet it.

Have You Ever Used Function-based Support?

You've almost certainly used function-based support at some point in your classroom. Have your ever said, "I'm only going to be calling on students with their hands raised?" That's function-based support—you're teaching students that they can get your attention better by raising a quiet hand (positive alternative behaviour) than by calling out (problem behaviour).

The FBA Process

Sometimes, problem behaviour can seem to come out of nowhere! That's when calling in a behavior consultant to conduct an FBA can help. The following are some questions and observations to think about before an FBA:

What is the problem behaviour? What does it look like? How often does it occur? Try to describe the behaviour in as much detail as possible.

When is it most likely to occur? Some problem behaviours are more likely to occur in the morning, with certain people, or during a specific subject or activity (math? reading? free time?). When you notice the behaviour, think about what happened right before it, or what may have triggered it.

What happens right after the behaviour? The **function** (what makes the problem behaviour "work"), can sometimes be identified when you stop to think about it—maybe the student gets out of having to read aloud, or gets teacher or peer attention (sometimes even negative attention can reinforce behaviour!).

Resources

If you would like more information about FBAs or questions to think about, see:

http://bcpbs.files.wordpress.com/2012/10/boats_book_summer_2007.pdf
http://www.pbis.org/common/pbisresources/tools/EfficientFBA_FACTS.pdf

Tips for Tomorrow

Behaviour Report Cards

On page 4, we talked about setting up Check-in/Check-out in your school; however, your school may not be ready to start implementing this Tier 2 intervention. In the meantime, Behaviour Report Cards, which are an important component of Check-in/Check-out, can be used in your classroom. You can start using this intervention with 1 to 3 students—as soon as tomorrow!

1. To create the card, you can use your school-wide behaviour expectations as goals. Divide the day into three to five time periods that work for your class. Provide space to rate the behaviours (from 1-4) during each period. Examples of behaviour report cards can be found at the **website** on p.4.

2. Next, explain to the students that you will be checking in with them at certain times throughout the day to talk about their behaviour. You will be giving them points, based on their behaviour, and they will have the chance to earn rewards.

3. Start monitoring behaviour. Meet with students briefly at the end of each time period and give them clear, positive verbal feedback, and rate their behaviour for the time period on the card. A key part is that feedback should be **positive or encouraging**, not another way to berate students for doing things wrong. Find something they did well and note how they can do more of that.

4. Make sure you have decided on clear, attainable points goals for students, or they may get discouraged. A typical goal is to receive 80% of daily points—but you may want to start with a lower goal for some students. Rewards are up to you—they can be anything from social (a preferred class job, extra free time with a friend) to tangible rewards.

5. Continue using the card until the students have been meeting their goals for about 4 weeks. At this time, you can start to fade the intervention—only check-in with students at the end of the day, and ask students to start self-monitoring their own behaviour.

Daily Progress Report Card

Name: _____ Date: _____

4 = Wow!
3 = Good
2 = OK
1 = Tough time

Goals	1st Block	2nd Block	3rd Block	4th Block	5th Block
Be Respectful	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Be Responsible	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Be Safe	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Today's goal: ___					
Total points: ___/60	Points: __/12	Points: __/12	Points: __/12	Points: __/12	Points: __/12

Comments: _____
_____

Parent signature: _____

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Our last issue! This is the last issue of Promising Practices, and it has been a great 3 years. We've enjoyed your feedback and the opportunity to provide relevant information on evidence-based practices that have been shown to work in BC schools. All of our issues will continue to be available for download from our website.

Visit us on the web and access previous issues at:

http://promisingpractices.research.educ.ubc.ca

To find out more about PBS in BC, including examples from BC schools, free downloadable materials, and info on the Making Connections Conference, visit

http://bcpbs.wordpress.com/

For more information and resources:

For more information about School-wide PBS, check out the following resources!

http://bcpbs.wordpress.com/

http://www.pbis.org/

This video provides a great introduction presentation to School-wide PBS:

https://www.box.com/Quarterway-PBIS-Assembly-DL

To learn more from researchers and schools implementing School-wide PBS, register for the Making Connections Conference in Richmond, BC in November 2013!