

Juniata Valley Elementary SWPBIS



Tier II Handbook

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What is SWPBIS Tier II?

Schools are responsible to teach academics and social behavior skills. We teach all students our academic curriculum to address grade level expectations (GLEs). We teach all students to be safe, respectful, responsible learners in the classroom, hallways, playground and all other settings. We know these Tier 1 universal (green section in the graphic below) that we teach, practice and recognize every day help create a predictable and positive learning environment. However, some students do not respond to our quality Tier 1 universal academic and behavioral instruction. Students who need additional support may display behaviors externally or of equal concern, are students who internalize the stress of school and home. The goal is to provide support to these students to meet their needs, to keep them in class learning and to avoid escalation to more intensive services.

We are changing the way we think about student behavior. Behavior is not good or bad, rather repeated problem behavior serves a purpose for the student. Problem behavior pays off for the student by getting what is wanted or avoiding what is uncomfortable, difficult or even boring. Misbehavior is also a form of communication that is generally very effective in getting needs met. Misbehaving works so students do it again. Our job is to make a professional judgment(hypothesize) about what purpose or function the behavior is serving the student and then decide what we can do to get that need met in a safe, respectful, responsible way. To make these decisions, we use the tried and true ABC's of behavior (Antecedent, Behavior, Consequence).

The Tier 2 process is a professional learning community approach involving the classroom teacher, classroom problem solving teams, Tier 2 team representatives (e.g. administrator, counselor, school psychologist, special educator), and intervention coordinators. With this approach, the initial work to support students who do not respond to Tier 1 universals is done through teachers supporting teachers. Teachers can help each other address low-level misbehavior through adaptations to the classroom environment. Classroom Problem Solving Teams are the heart and soul of this Tier 2 system. Classroom Problem Solving Teams are grade level teams, learning teams or departmental teams that meet to discuss curriculum and student behavior.

Team Composition

The Tier II team at Juniata Valley shall consist of the following members:

- A systems coordinator
- A person with behavioral expertise
- A person with administrative authority
- A person with knowledge of students
- A person with knowledge of the operation of the school across grade levels and programs.

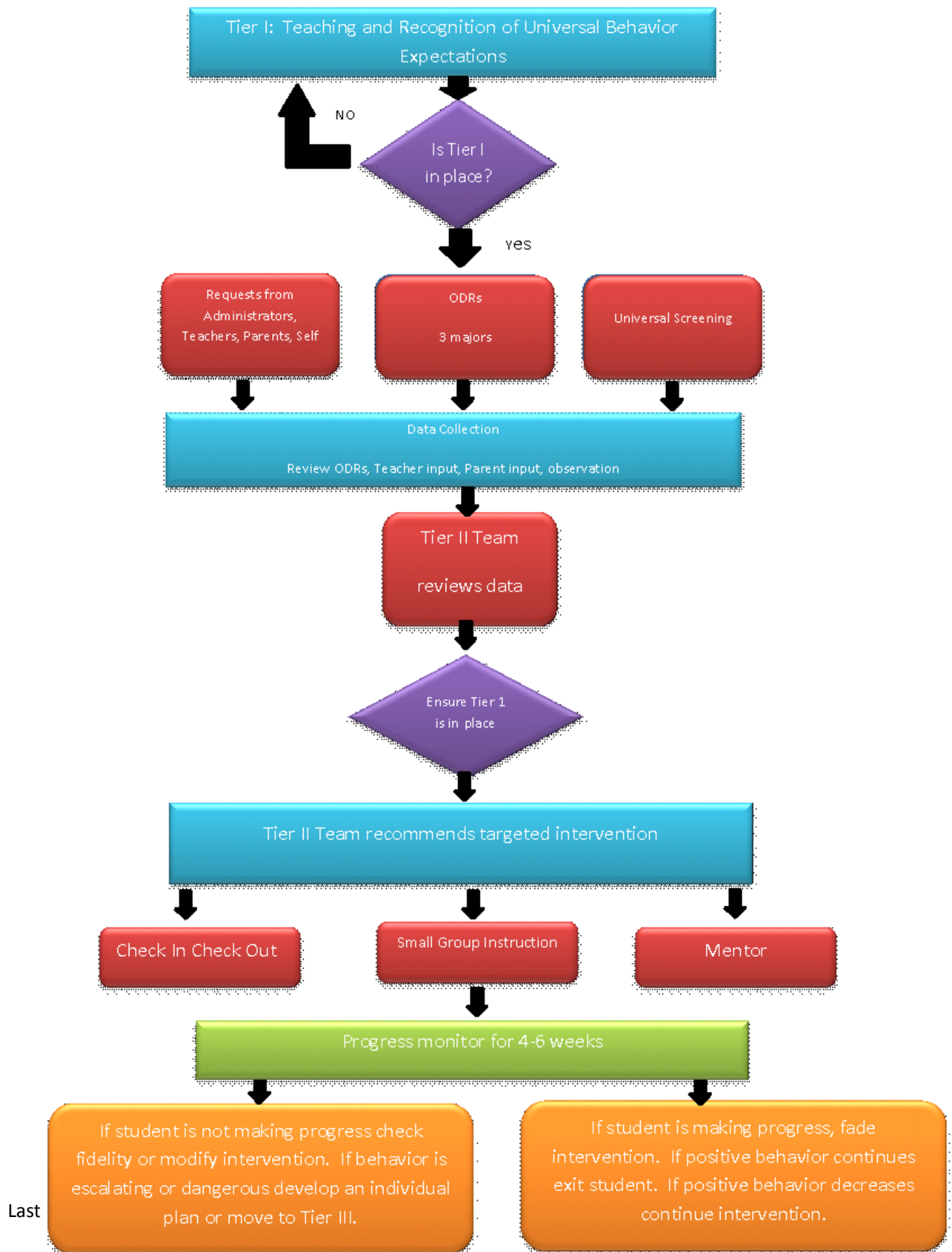
The current Tier II team is made up of the following members:

Lisa Coble	Principal
Leia Reynolds	School Psychologist
Stephanie Maslanik	School Social Worker
Rachael Boyd	School Nurses
Chris Behrens	Special Education Teacher
Christy Chamberlain	Emotional/Autistic Support, District SWPBIS Coach
Alison Smithmyer	Speech and Language Pathologist
Kelly Richner	Title I

Tier II Referral Process

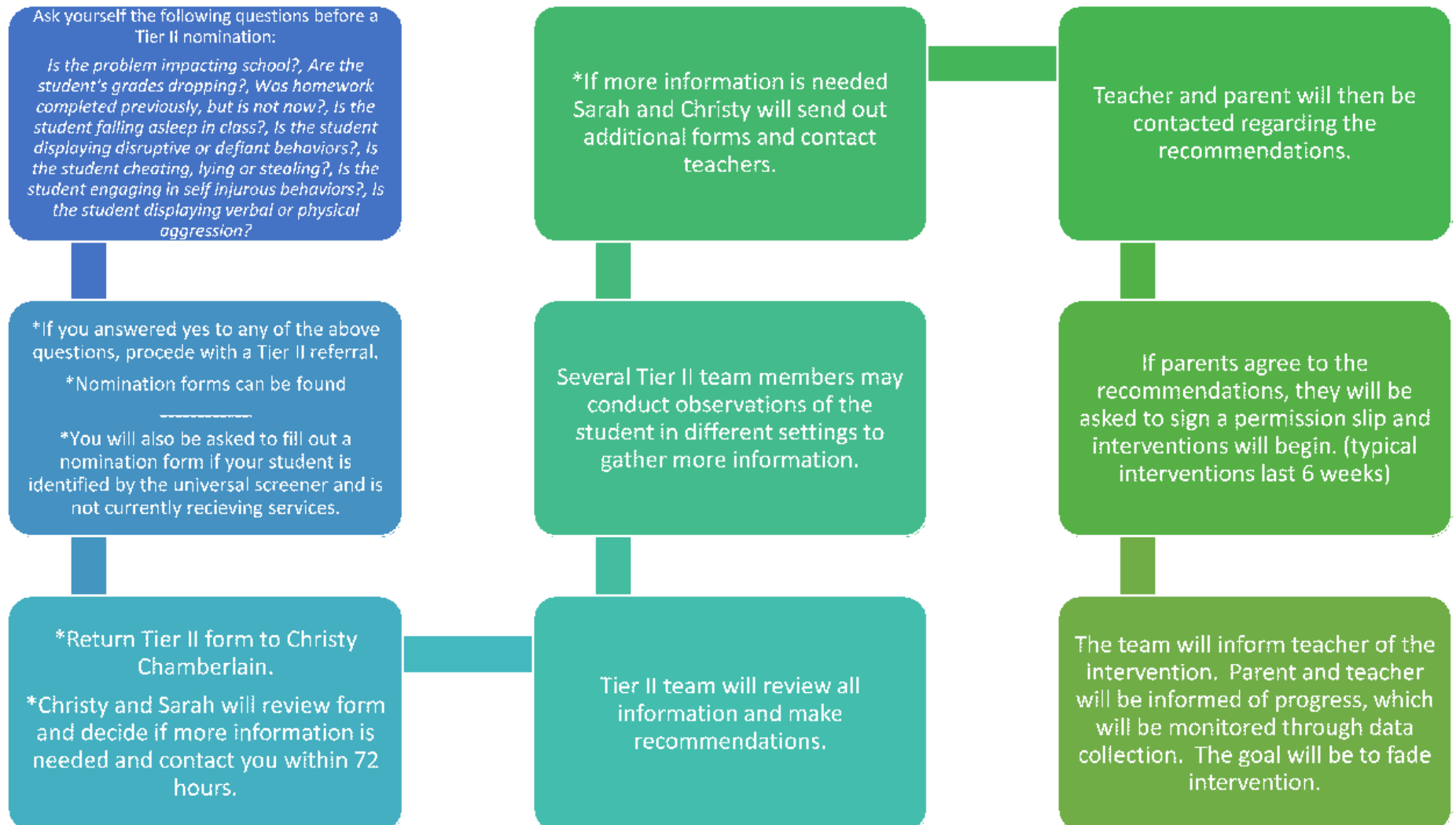
The following documents show the Tier II referral process in two ways. The first shows how a student would be worked through the process. The second shows the process in which a student would be referred to Tier II.

SWPBS Flowchart for Tier II Support



Last

Tier II Referral Process for Teachers and Staff Members



Forms

The following forms will be used for the referral process:

Tier II referral form: A teacher can complete a Tier II referral form and return it to the team in order for a student to be assessed by the Tier II team. If a student comes up on the Universal Screener as needing intervention, the teacher will be asked to complete a Tier II referral form for the team to gather more information.

Nomination Process: The nomination process form will be used by the team to track the referral process. The team may also opt to use an electronic document to track the referral process.

Tier II Team form: The Tier II team will use this form to gather more information about the student in order to make an informed decision about the student and an appropriate Tier II intervention, if the team feels necessary.

Nurse form: The school nurse will complete a form for each student referred to Tier II.

Faculty/Staff member form: This form should be completed by other school personnel having consistent contact with the student. For example, the form should be completed by the librarian, music teacher, physical education teacher, and art teacher.

Tier II

Team Form

Student Name _____ Grade _____

Date of Initial Tier II Meeting _____ Date for Follow-Up Review by Tier II Team _____

Other Meeting Dates _____

Attendance

Number of excused days _____

Number of unexcused days _____

Has truancy been a problem in the past? _____

Questions for Team to Answer:

How frequently does the child receive recognition for meeting academic and/or behavioral expectations?

Which PBS Lesson did the child participate in and when did these occur?

Was he/she attending our school at the beginning of the year?

Are there social skills concerns? If yes, are these performance (doesn't do) or acquisition deficits (doesn't know) deficits?

Is the child participating in any programs currently?

Team Recommendations

Classroom Recommendations:

- Tangible recognition for expected behavior

- 4:1 positive feedback
- Reteach expected behavior
- Give multiple opportunities to practice expected behavior
- Give student the opportunity to self-monitor behavior
- Give the student modified assignments
- Change the student's schedule
- Provide the student with extra assistance

Comments _____

Intervention Recommendation:

- Check In Check Out
- Small Group Instruction
- Check and Connect

Comments _____

Date Intervention Will Begin _____ Person Responsible _____

Duration _____ Follow-Up Date _____

Was Intervention Successful? _____ Date Released from Intervention _____

Additional Information:

Juniata Valley Tier II Nomination Process

Case Manager _____

Date referral received _____

Date form initially reviewed _____

Initial Decision _____

Date/Method reported to teacher _____

Date additional forms sent(if needed) _____

Dates/Persons completing observations(if needed) _____

Date Team Met/Completed Team Form _____

Recommendations _____

Date Parent returned permission form _____

Date recommendations implemented _____

Date student released from intervention _____

**Tier II
Team Form**

Student Name _____ Grade _____

Date of Initial Tier II Meeting _____ Date for Follow-Up Review by Tier II Team _____

Other Meeting Dates _____

Attendance

Number of excused days _____

Number of unexcused days _____

Has truancy been a problem in the past? _____

Questions for Team to Answer:

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Team Recommendations

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Comments _____

Intervention Recommendation:

- Check In Check Out
- Small Group Instruction
- Check and Connect

Comments _____

Date Intervention Will Begin _____ Person Responsible _____

Duration _____ Follow-Up Date _____

Was Intervention Successful? _____ Date Released from Intervention _____

Additional Information:

CST/Tier II Referral
Nurse Form

Student Name _____ Grade _____

Screening	Date	Results
Hearing		
Vision		

Does the student visit the nurse frequently? _____ (if so answer the following question)

On what dates did the student visit and what were the complaints?

Have you had contact with the student's parent(s)? If so, when and for what reason?

Does this student take medication at school? _____ If yes, what medication(s)

does the student take? _____

Is there any other pertinent health information about this student?

Do you have any additional concerns about this student?

Dear Faculty/Staff member,

Your input is important to the Tier II team. The following student has been referred to the Tier II team, has come up on the Universal Screener, or has had multiple office referrals:

_____ Please fill out this form and return to Christy Chamberlain by _____.

1. Does this student exhibit behaviors that concern you in your area? If yes, please explain.
2. Do you have any additional concerns about this student?
3. Has this student received an office referral in your area? _____

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2. Do you have any additional concerns about this student?
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Tier II Interventions

	Check In Check Out	Social Skills Groups/Lunch Groups	Universal Behavior Plan	Check and Connect
How the Intervention Works.	<p>Students participating in a CICO intervention check in each morning with an adult staff member who, in a quick and efficient manner, greets the student, provides positive prompts for the day, and provides the student with a Daily Progress Report (DPR). The student then carries the DPR with them throughout the day for their teacher(s) to give feedback regarding meeting behavioral expectations. Students then return the completed DPR to a staff member and checks out; again, receiving prompts from the staff member and positive interaction with an adult. The DPR is then taken home so that the parent/guardian may see their student's progress</p>	<p>Define & teach skills based on identified deficits</p> <ul style="list-style-type: none"> • Build regular opportunities for role playing and feedback by all staff • Collect information for ongoing evaluation and adaptation <p>Programs:</p> <ul style="list-style-type: none"> • Second Step • Skillstreaming for the Elementary Child • Wonder Grove Learn 	<p>A contract between the teacher/school and the student in which the student must meet identified goals before obtaining a reward.</p>	<p>Basic Approach: Meet regularly (e.g. weekly) to check-in with the student and create a strong relationship based on trust.</p> <p>Role of Mentors: The role of mentors is to create a relationship of mutual trust and respect that will be used to improve student's school success. Set goals with the student to improve school success.</p>
What the Intervention Provides	<ul style="list-style-type: none"> • Increases the opportunity for 	<ul style="list-style-type: none"> • Increases the opportunity for 	<ul style="list-style-type: none"> • Increases the opportunity for 	<ul style="list-style-type: none"> • Increases the opportunity for

	<p>positive adult interactions</p> <ul style="list-style-type: none"> • Promotes positive adult relationship • Teaches replacement behavior/skill • Increases pre-correction, prompts and structure • Facilitates self-monitoring 	<p>positive adult and peer interactions</p> <ul style="list-style-type: none"> • Teaches replacement behavior/skill • Teaches problem solving • Increases pre-correction, prompts and structure • Provides access to choices/alternatives • Facilitates self-monitoring 	<p>positive adult interactions</p> <ul style="list-style-type: none"> • Provides access to choices/alternatives • Facilitates self-monitoring • Increases opportunity for stronger incentives/positive reinforcement 	<p>positive adult interactions</p> <ul style="list-style-type: none"> • Promotes positive adult relationships • Teachers problem solving • Monitors risk factors
Who the Intervention Benefits	<ul style="list-style-type: none"> • Students with low level, disruptive problem behavior across settings • Students with a pattern of office referrals • Students who receive a number of office referrals above data decision mark • Students who find adult attention reinforcing 	<p>Some of the most common skills students demonstrate difficulties with include the following:</p> <ul style="list-style-type: none"> • Active listening • Following directions • Staying clam when receiving feedback • Problem solving • Appropriate social interactions (e.g., greeting others, sharing, etc.) • Asking for help • Respectfully disagreeing 	<p>Works well with students whose function of behavior is to obtain something.</p>	<p>Indicators for students who would benefit from mentoring:</p> <p>Behavioral: Late to school, skipping class, absenteeism including excessive excused absences, late to class frequently, history of educational neglect, behavior ODRs, suspensions, frequent school moves</p> <p>Academic: Not completing assignments, failing classes, reading below grade level, low test scores, in danger of not</p>

				<p>graduating, incomplete assignments</p> <p>Cognitive: Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence</p> <p>Affective: Social isolation, feelings of not belonging to school, low expectation to graduate</p>
Who is the Intervention Not Appropriate For	<ul style="list-style-type: none"> • Students with serious or violent behavior • Students for whom referrals are context driven (e.g., unsupervised playground) • When referrals come from one location 	<p>Students who have requisite social or organizational skills</p> <ul style="list-style-type: none"> • Students with performance deficits or lack motivation • Students disengaged from school 		<p>Students experiencing success in school</p> <ul style="list-style-type: none"> • Students with positive social networks in place • Students with positive adult role models already in their lives • Students displaying serious or violent behavior • Students with referrals coming from one location
Discontinuation Rules for Intervention	<ul style="list-style-type: none"> • Check In Check Out reporting sheets show positive classroom behaviors 90% of the time 	<ul style="list-style-type: none"> • Student has received no office referrals • Teacher checklist identifies that student behavior in determined area has improved. 	<ul style="list-style-type: none"> • Universal Behavior Plan reporting sheets show positive classroom behaviors 90% of the time 	<ul style="list-style-type: none"> • Student has received no office referrals • Teacher checklist identifies that student behavior in determined area has improved.

	<ul style="list-style-type: none"> • Student has received no office referrals 	<ul style="list-style-type: none"> • Student has met teacher/program (of social group or lunch group) goals 	<ul style="list-style-type: none"> • Student has received no office referrals • Student has met determined goals 90% of the time 	<ul style="list-style-type: none"> • Student has met teacher/program goals
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Information taken from:

http://bcscd.com/instructionalservices/files/2014/08/Tier-II-Guidebook-8_19.pdf

The following forms can be used with Check In Check Out and Universal Behavior Plans.

Daily Progress Report

Student Name _____ Date _____

3 = 0-1 reminders 2 = 2 reminders 1 = 3+ reminders

	Be Safe <i>Keep hands and feet to self</i>	Be Respectful <i>Follow directions</i>	Be Responsible <i>Use materials appropriately</i>	Teacher Initials	Success Notes:
Morning	3 2 1	3 2 1	3 2 1		
Lunch	3 2 1	3 2 1	3 2 1		
Recess	3 2 1	3 2 1	3 2 1		
Specialist	3 2 1	3 2 1	3 2 1		
Afternoon	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

Today's Points _____ Points Possible _____ Today's Percent _____%

Daily Progress Report

Student Name _____ Date _____

3 = 0-1 reminders 2 = 2 reminders 1 = 3+ reminders

	Be Safe <i>Keep hands and feet to self</i>	Be Respectful <i>Follow directions</i>	Be Responsible <i>Use materials appropriately</i>	Teacher Initials	Success Notes:
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Afternoon	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

Today's Points _____ Points Possible _____ Today's Percent _____%

BEHAVIOR PROGRESS REPORT


Name: _____ Date: _____

Intervention Program: _____


Type of Data (circle one):

Rating Scale :

BASELINE

 = Good Day (3 pts)

PROGRESS MONITORING

 = Mixed day (2 pts)

 = Will try harder tomorrow (1 pt)























































Daily Goal (%): _____

Points Possible: _____

Points Received: _____

% of Points: _____


Goal Achieved: Y N


Class Periods, Intervals, or Instructional Activities: (list in order)	BEHAVIORAL GOALS:									
	Behavior of Concern:			Replacement Behavior:			Others:			Tot
										
										
										
										
										
										


Teacher Notes:

Name _____ Date _____

Today I....

 had an awesome day!


 had an okay day.


 a not so good day.


Ask me about it!

Name _____ Date _____

Today I....

 had an awesome day!


 had an okay day.


 a not so good day.


Ask me about it!

Name _____ Date _____

Today I....

 had an awesome day!


 had an okay day.


 a not so good day.


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Name _____ Date _____

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Professional Development

- A portion of one of the beginning of the school year professional development days will be devoted to teaching relevant staff the process of referring students to Tier II. The professional development will also include information regarding Tier II interventions, their purpose and how they are to be carried out.
- The Universal Screener will be implemented three times per school year during after school professional development days. During this time, the Tier II team will review the referral process with teachers, share Tier II data, and accept suggestions from staff.

Annual Evaluation

The Tier II team will evaluate the overall effectiveness of strategies, data-decision rules to identify students, fidelity of implementation, and on-going support to implementers by using the Benchmarks of Advanced Tiers (BAT) once per school year. The team will complete the form and then use the information to create an action plan to be carried out. The BAT can be found at http://www.pbis.org/common/cms/files/pbisresources/BAT_v2.5.pdf

SWPBS Intervention Checklist

Student Name _____ Grade Level _____

Teacher _____

Circle the Intervention that the student is receiving:

Check In Check Out Lunch Group

Small Group Positive Behavior Support Plan

1. Had the student received the intervention consistently? Yes or No
2. If no, why? _____
3. If the student has a positive behavior support plan, is it used consistently? Yes or No
4. If the student has a positive behavior support plan, do they receive their reward consistently? Yes or No
5. Have you seen improvements in the child, related to the reason for referral? Yes or No
6. Do you think that the child needs to continue with this intervention? Yes or No
7. Do you think the child needs a different intervention? Yes or No
8. Do you think the child could be faded from the intervention? Yes or No
9. If you still have concerns about the child, list them below.

**Return form to Christy Chamberlain

Tier II Group Notes

Group Date _____

Students in Attendance

Group Focus _____

Student Name	Response to Group

Reflection/Comments
