POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

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PBIS for Young Learners

Student Identification in Tier 2

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Designed to accompany Ohio's Early Childhood PBIS modules

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Module Summary

In this module, you learned about building the foundational tools necessary for Tier 2 implementation. A clear and strong identification process will ensure that you do not overwhelm your Tier 2 system with too many students or under identify students who may need Tier 2 support. Whether you are just getting started or are looking to revamp your system, it is important to carefully develop your process so it is clear to your Tier 2 team and building staff. There are many items to address in this module and guide, so remember to take it one step at a time. The time spent on these items will pay off in the end.

Check point: The module recommends that teams review Tier 1 practices before implementing Tier 2. In the last module, your team checked for readiness to move on. It is important to continue to check and evaluate the fidelity of your Tier 1 system to ensure the success of Tier 2 and Tier 3 systems.

Try it: This classroom implementation tool is a great resource to check the fidelity of Tier 1 classroom practices. It is not meant to be an evaluative tool, but rather a way for staff to reflect on the Tier 1 practices that are vital to the success of implementation.

"Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier 2 supports."

Early Childhood Considerations: Some early childhood screening tools are completed at the start of the school year or upon enrollment into the program. Developmental screener is required by SUTQ for preschool, not for school age.

Team To-Do List

This to-do list is broken into the key items that need to be completed for this module. In addition to referencing the TFI, these considerations can be key discussion points with your team. They can be used to help build a new team or as fidelity checkpoints for an existing team. Notes can be taken to create a record of what needs to be done.

To learn more about Early Childhood PBIS coaching contact [your regional State Support Team consultant]

Key Items	Considerations	Notes	Reviewed
Determine Data Sources	Examples: BIR's, Universal Screener, Referrals. What types do we currently have? What do we need? Consider a data audit.		
Decision Rules	Criteria for Tier 2/data-based decisions. "Cut scores" - screeners and BIR's start with an educated guess. Be sure decision roles consider the whole child.		
Screener Tool	Review current or choose one that meets your needs.		
Request for Assistance	Review or develop a form that teachers/families can use to access support.		
Start a Flow Chart	This should put all the information above together to clearly explain the process to the team and staff.		

Team Activity 1:
Determine Data Sources

1. You learned in the module that it is important to have multiple data sources. It is important to use data sources that will identify internalizing and externalizing behaviors. Refer back to the module for examples of both. A few recommendations are:
    - Universal screener
    - Behavior Incident Reports/Office Referrals
    - Request for Assistance
    - Attendance Data
    - Academic Performance

2. A great place for your team to start in establishing data sources is to complete a data audit of data sources that your program currently has in place. In the module, you listed possible data sources in your program. Your team can use this data source audit tool to review what you currently have and any gaps that may exist. Once you complete the audit, you could add any necessary changes to your action plan.

3. Finally, after your team completes a data audit and reviews recommended sources. List the agreed upon data sources below:

Team Activity 2:
Create Decision Rules

It is important to create "cut scores" to clearly identify what would qualify a student for Tier 2 interventions. Some data sources, like universal screeners, have defined cut scores. As stated in the module, teams will need to look at data sources that do not have clearly defined cut scores and make an educated guess on a number that would indicate the need for Tier 2 interventions. When thinking about referrals, there may not be a cut score, but it may be a good idea to create criteria to review those referrals. It is always a good idea to review the implementation of Tier 1 support before implementing a Tier 2 intervention. The team should finally consider the number of protective factors vs. adverse factors as stated in the module. Some examples of protective factors are basic needs are met, supportive caregiver, and established routines at home, etc. Some examples of adverse factors include; trauma, food insecurity, early signs of aggression, frequent moving, etc.

Example:

Data Source	Decision Rules
BIR-Behavior Incident Report	Three BIR's in a week or six BIR's in a month

Team Activity 3:
Choose a Screener

In the module, you reviewed what screening tool your program is currently using and you were asked to reflect on additional data sources that may be helpful. It may be beneficial for your team to review the four screeners mentioned in the module and determine if one would best meet the needs of your program. It is important to consider if the tool is culturally and developmentally appropriate for your program. You can reference the module for screener descriptions, or use this resource from PBIS.org - Social Emotional and Behavioral Screening Instrument.

Screener	Team Notes (Pros and Cons)
TABS	
ASQ:SE	
PKBS-2	
DECA	

Team Activity 4:
Create a Request for Assistance Form

Whether you are starting from scratch or revising a current form, this activity will guide you through questions to consider when developing your form. This form could be digital for ease of data collection. Your team will also want to consider a way for families to request assistance. Will they have their own form or who will they contact to request assistance? How will it be communicated to families?

In the module, you wrote down ideas for what should be on the form, who will collect the forms, and how the team will respond. Use the table below to answer those questions as a team.

What questions will be on the form?	1. Name of the person filling out the request or referral 2. Name of the child 3. Specifics of the behavior 4. Possible function, or purpose, of the behavior 5. Possible intervention to be considered Any additional questions needed?
Who will collect the forms?	
How and when will the team respond to requests?	

Team Activity 5:
Start a Flow Chart

It is time to put all of this together. Work with your team to start a flow chart that includes all the information that was developed in this guide. See sample flow charts at the end of this guide.

1. List Data Sources:

2. Decision Rules: Identify cut scores or criteria for each data source.

3. List Possible Interventions: This may need to be filled in after completing the next module

4. Consider follow up process to review Tier 2 interventions.

Wrap Up

Student Identification is a major part of the Tier 2 process. In this guide, your team worked on:

- Identifying multiple sources of data that can be used for student identification.
- Creating decision rules that use data-based decision making to identify students who may need Tier 2 support.
- Selecting a universal screening tool.
- Developing a written request and process for assistance forms.
- Developing a flowchart or plan for service delivery in Tier 2.

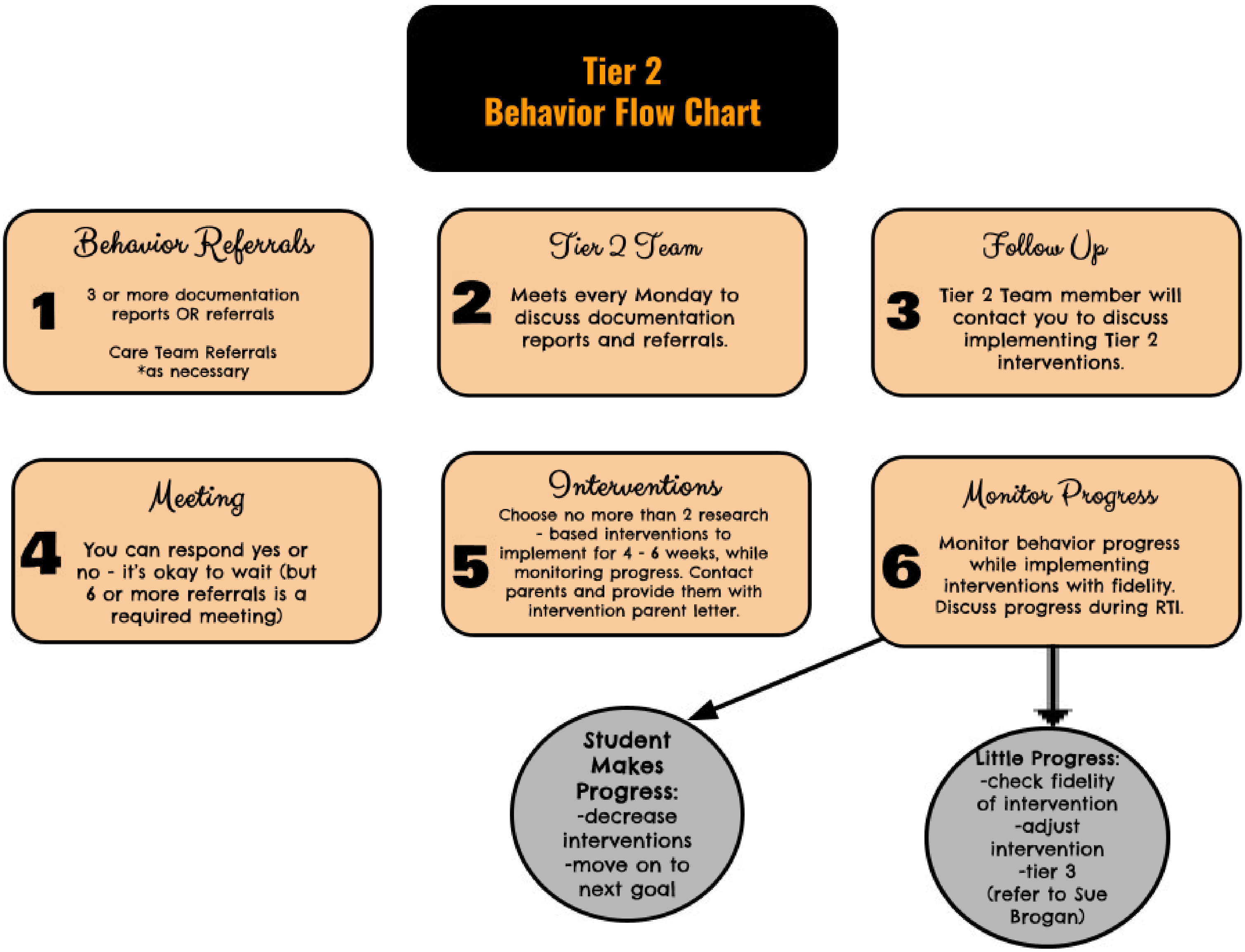
Before you move on to the next module, remember to add any unfinished items to your action plan to be completed at a later date. Any missing or remaining items can be tracked on the action plan. This is a working document. Items added to the action plan should include what needs to happen, who is responsible and a completion date.

Data Checkpoint:

If more than 15% of your students need Tier 2 interventions your team needs to consider making changes to the Tier 1 system. Otherwise, you will quickly exhaust your resources.

Implementation of PBIS cannot be undertaken alone. Don't forget to utilize the variety of supports and resources available through your building, district, region and the Ohio Department of Education and Workforce. To learn more about Early Childhood PBIS coaching contact your regional State Support Team consultant.

References and Resources



<u>Tier 2 Research Based Interventions</u>

**choose up to two interventions to document and monitor progress*

Increased reinforcement
Behavior monitoring chart
Working for card/Beat the Teacher
Check in/Check out
Social Stories/Visuals
Social/Emotional Support
(counseling/small group)
Structured/scheduled breaks

Notes

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