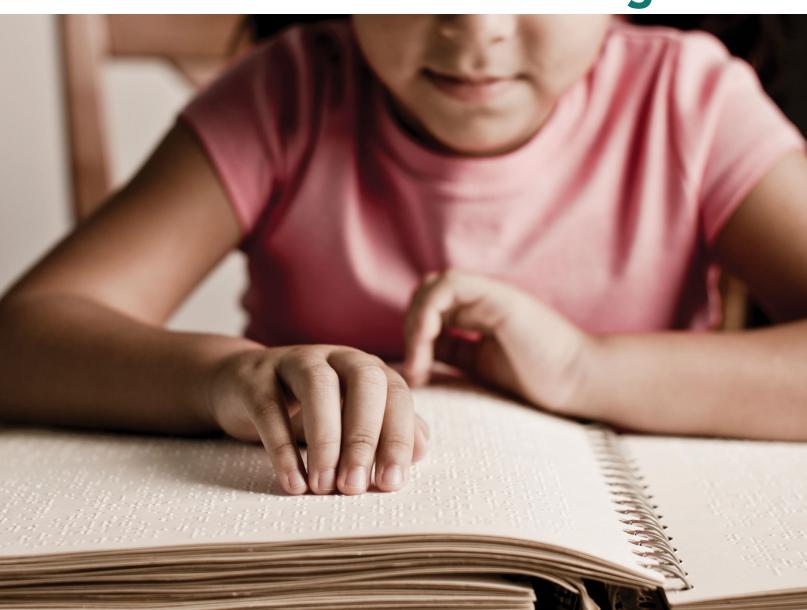






PBIS for Young Learners

Putting It All Together: Tier 2 Problem Solving



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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 how to connect all the parts of a Tier 2 to begin to develop your system. This module also discussed the problem-solving process. Whether your team prefers the five-step process or the Look, Think, Act process, you will be using data to help drive decisions for the best ways to support students. In Tier 1, the team is focused on universal supports for the entire program and all students. In Tier 2, the team is focused on a smaller number of students that have been identified through your data collection system. This guide will help teams put all the components of Tier 2 together in a way that is quick and efficient. In the previous guides, you:

- 1. Reviewed Tier 1 implementation and practices to ensure that the foundational supports are in place.
- 2. Established a Tier 2 team, identified roles, and developed an operation process for the team.
- 3. Developed a student identification system with data-based decision rules, screening tools, opportunities for staff and families to request assistance, and flow chart to navigate the Tier 2 process.
- 4. Selected Tier 2 interventions and matched those interventions to the function of the behavior.

In this guide, you will focus on:

- 1. Establishing a process to monitor student progress.
- 2. Developing a way to evaluate the Tier 2 system.

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 <u>your regional State Support</u>
<u>Team consultant</u>

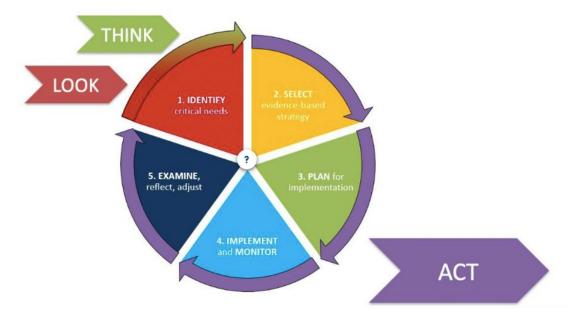
Key Items	Considerations	Notes	Reviewed
Monitor	What will be used to monitor progress for students receiving Tier 2 interventions?		
Evaluate Tier 2 System	How will the team evaluate the fidelity of Tier 2 interventions and the Tier 2 system?		

A Team Lead Guide

Team Activity 1:

Review Problem Solving Models

As a team, review the problem-solving model below. Both the five-step process and the Look, Think, Act model create a process to review data, implement evidence-based practices, and monitor data for progress.



"Tier 2 leadership teams will continue to use data-based decision-making across screening, choosing and monitoring interventions, and evaluating fidelity and performance data."

As a team, answer the following questions:

- 1. How will progress be monitored?
- 2. Who will monitor progress?
- 3. When will progress be monitored?
- 4. How will the team know when to maintain, fade, or intensify an intervention (decision rules)?

Also, as stated in the module, consider these questions when there is a lack of progress:

- 1. Is the intervention evidence-based?
- 2. Is the intervention being implemented as designed?
- 3. Is the intervention matched to appropriate supports?
- 4. Does the team need to return to problem solving?
- 5. Does the intervention need to be adjusted or intensified?

Team Activity 1:

Resource

In the module, you learned about the problem-solving process. As a team, consider using the Tier 2 Problem Solving Guide as a template. Your team can create a similar flow chart or guide to assist the team in defining criteria for a Tier 2 intervention, selecting an intervention, and monitoring progress. The questions in Team Activity 1 and this resource can help your team develop a flow chart or process to follow.

Tier II Problem-Solving Process: Intervention Practices

Step 1

Collect and Use Data

Screening
Tools

Risk Factors

BIR

Written Request
Teacher/Parent Observation

Analyze Data to Define the who, what where when, why of the Behavior Reflect on Tier I Implementation

Consider the function of the behavior, lagging skills

Step 2

Select Evidence-Based Intervention Strategy

Intervention options are pre-determined and selected based on evidence of effectiveness. Team determines whether to implement a scripted intervention or plan an intervention based on the situation.

1: Intensified Tier 1 Practices

Tier 1 PBIS practices (pre-corrections, opportunities to respond, behavior specific praise, feedback, problems solving, self-management), personalized social stories

*Intensify through increased frequency, opportunities to practice /respond/ receive feedback.

2: Targeted Social Skills Group

Targeted small group instruction. May use existing social skills curriculum.

*Intensify through increased frequency, opportunities to practice /respond/ receive feedback.

3: Peer mediated intervention Peers

serve as role models to teach / reinforce targeted social / behavioral outcomes.

4: Family Focused Supports

Connecting families to PBIS matrix, practices, community resources

Step 3

Plan for implementation/ progress monitoring: Identify who, what, where, when

Step 4

Implement Intervention & Monitor Progress

Step 5

Review ongoing progress monitoring data, adjust intervention as indicated by data

A Team Lead Guide 5

Team Activity 2:

Evaluate Tier 2 System

In the module, you learned about the various ways to evaluate your system. As a team, discuss how you will accomplish the following:

1. How will you track the number of students that are receiving Tier 2 interventions? (Should be 5-15% of your student population

2. How will you track the percentage of those students receiving Tier 2 interventions who are making progress?

- 3. How will you track the number of students who have met their goals?
- 4. How will interventions be monitored for fidelity of implementation?

In addition, the following items from the module should be considered and discussed.

- Efficiency of data decision rules to identify students who need Tier 2 interventions.
- The range of Tier 2 interventions available.
- Fidelity of implementation.
- Ongoing support to all individuals who need to be able to access/understand the Tier 2 system for their students as well as those implementing Tier 2 interventions.

Wrap Up

As your team works to establish the Tier 2 system, remember it is a process and adjustments may be necessary as you begin implementation. Teams must ensure the fidelity of Tier 1 before beginning Tier 2. That firm foundation is a key component to the success of Tier 2. Throughout these modules and team guides your team has learned or reviewed the key components of Tier 2:

- Support and monitor student needs
- Select interventions that are matched to student needs
- Plan for implementing the intervention
- Implement and document the intervention
- Monitor the intervention
- Review and reflect on the success of the intervention
- Evaluate the Tier 2 system as a whole

Be sure to review your action plan and add items that still need to be addressed. It may be helpful for teams to complete a baseline Tier 2 TFI as a next step.

Data Checkpoint:

Student progress data should be collected and regularly reviewed to determine the next steps. Should the team continue with the intervention, fade, or exit the student from the intervention? The goal is always to help the student learn to be successful with Tier 1 interventions if possible. Determine as a team how this data will be collected and when it will be reviewed.

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 Samples

	Problem Solving	Problem Solving Meeting Guide
Meeting Date:	Teacher:	Child: Birth date:
Team Members:		
Tier 1 Status:		
	Problem Sol	Problem Solving Process
Brief Problem Description: (pn	Brief Problem Description: (program, classroom or student level)	
Precise Problem Statement: V	Precise Problem Statement: What? When? Where? Who? Why?	Function: Obtain / Avoid?
Current Levels: How often is the behavior occurring?	he behavior occurring?	Performance vs Skill Deficit?
Intervention Plan: Description Consider: I) How desired beht	Intervention Plan: Description of intervention / individualization Consider: I) How desired behavior will be a) taught b) practiced 3)	Intervention Plan: Description of intervention / individualization Consider: I) How desired behavior will be a) taught b) practiced 3) prompted 4) reinforced 5) faded & II) parent communication
Progress Monitoring Strategy: how often?	What data will be collected and	Implementation Monitoring Strategy: Is the intervention implemented as planned?
Review Date: Outcome:	ome:	Next Steps:

Notes











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