Help! Tier 1 Isn’t Working
Agenda

• Taking a Step Back and Refocus
• Outcome Data
  – Guiding Questions
  – Tools/Resources to Address Concerns
• Fidelity of Implementation
  – Guiding Questions
  – Tools/Resources to Address Concerns
Taking a Step Back and Refocus

• If you are seeing an increase in ODRs, ISS, OSS, it is time to take a step back, examine what is really going on, and refocus!

• We will provide you with some guiding questions to assist you in determining what is happening and additional resources to address them.
Guiding Questions: Data Entry & Analysis

• What’s the metric?
  – Differences in student population
  – Differences in time periods
  – OSS, ISS: total # of incidents vs. total # of days

• Are the data recorded accurately?
  – Previous years vs. current year
  – Are the data up-to-date?
Suggestions: Data Entry & Analysis

• Move beyond “total referrals”
  – Use PBSES data (per 100 students)
  – Make sure you’re comparing the same time frames
    • Referrals per day per month, first quarter, etc.
  – Look at total # of **days** of OSS and ISS
    • Impact on academics, sensitivity to change

• Talk to Data Entry Clerk to determine accuracy of data entry, referral forms
  – Consider refresher training for staff, sending corrected forms back, sending incorrect/incomplete forms back
Guiding Questions: Referral Process

• Have there been changes to the referral process?
  – School vs. District Level
    • Consider impact of new initiatives
  – Student Code of Conduct
  – Minors vs. Majors
• Highlight changes to discipline process/policies
  – Would this increase rates or decrease rates?
    • *Not all increases are negative*

• Identify areas of overlap between initiatives
  – Common goals, subject matter, procedures
    • Use your **School-Wide Expectations**: Bullying Prevention, Character Education, Citizenship
Suggestions:
Minor Referral Process

• Minor process: Avoid 3 strikes and you’re out
  – How is this different than what was done in the past?
  – Examine the minor-to-major ratio
  – Consider the information collected on the form
    • Is the minor process truly being used for problem solving and preventing inappropriate behavior, or is it used as a process to document incidents so a student can be sent to the office?
  – Consider staff use of form
    • Model, teach & reward staff for appropriate use
Guiding Questions: Staff use of Referral Process

- Do all faculty understand discipline policies, procedures, and referral process?
  - How do you know?

- Do they use the process according to guidelines?
  - How do you know?
  - Is this true for **a few** teachers or **many** teachers?
Suggestions:
Staff use of Referral Process

- Present an example of a behavior incident, and have your faculty work through the steps that should be taken to address it.
- Pull a few of last year’s referrals, and have your staff identify what they would do differently this year.
- Reward your staff for following procedures.
- Encourage your staff to report success stories.
Guiding Questions: Disaggregating your Data

- Are there certain groups of students getting most of ODR, OSS, ISS?
  - Investigate grade levels, AYP groups, “frequent flyers”

- Is there a small portion of the faculty responsible for writing most of the ODRs?
Suggestions: Disaggregating your Data

• If certain groups of students are getting most ODR, OSS, ISS:
  – Have they been taught the expectations, rules, and received a reward? Verify by teacher & by setting.
  – What kinds of strategies are being used by their classroom teachers to help them?
    • Prevent, **Teach**, Reward
  – If they have had access to tier 1, are they in need of tier 2 supports?
    • If they receive Tier 2 supports are they responding positively? How do you know?
Suggestions: Referrals by Staff

• If there is a small portion of the faculty responsible for writing the ODRs:
  – If it is an administrator, are they writing them on behalf of faculty? Revise this process.
  – Have you looked closer at the teachers’ classrooms?
    • Do they have a tough group of students or a group of students who should not be in the same class?
    • What supports do they need? Are they being provided?
      – Classroom Consultation Guide: http://flpbs.fmhi.usf.edu/resources_classroom.asp
Suggestions:
Referrals are Spread-Out

• If lots of students account for most ODR, OSS, ISS:
  – **Teach:** Increase the frequency of lessons, include role-playing with specific skills in specific settings, include student voice in lesson plans, give lesson plans to your staff
  – Have an independent person do a **walkthrough**
    • Visibility of the expectations and rules
    • Students knowledge of expectations
    • Staff knowledge of PBS
  – **Student Reward Survey:** Are the rewards motivating? Are all students accessing them? Are they **frequent** enough?
Guiding Questions: ODR, OSS, ISS

- Is there consistency across administrators for delivering consequences?
- Do the consequences reward inappropriate behavior?
- What interventions are teachers putting in place prior to referring student to office?
- Are staff using the reward system according to school-wide guidelines?
Suggestions:
ODR, OSS, ISS

• **Professional Development for Teachers**
  – Classroom Strategies
    • Classroom PBS Plans
    • Classroom Consultation Guide
    • Teachers model strategies for their peers

• **Administrators**
  – Are all administrators on the PBS team? Invite all to attend a meeting reviewing discipline policies and procedures

• **Use PBIS with your staff**
Guiding Questions: Fidelity of Implementation

HOW DO YOU KNOW?

- Are you addressing ALL of the critical elements of PBS or just some? Are you implementing them with fidelity?

- Are you implementing with as much “gusto” as you did at the beginning of the year? Or you did your first year of implementation?

- Are all teachers participating?

- Do you have a lot of new team members and/or teachers? Are there some misunderstandings about what PBS is?
Suggestions: Fidelity of Implementation

• Review your results of the most recent evaluation (Mid-Year PIC or End-Year BoQ) and review & revise your action plan based on areas that scored low
  – Complete a BoQ even though it’s not end of year
  – Need ideas/tools/resources
    • Website: [http://flpbs.fmhi.usf.edu/resources_schoolwide.asp](http://flpbs.fmhi.usf.edu/resources_schoolwide.asp)
    • Watch previously recorded online chats
    • Talk to DC, other schools in county

• Can the team have a booster training?
  – Review the online Tier 1 mini-modules
    [http://flpbs.fmhi.usf.edu/requestservices_onlinemodules.asp](http://flpbs.fmhi.usf.edu/requestservices_onlinemodules.asp)
Suggestions: Fidelity of Implementation

- Can the team get a full day of planning?
- Staff Knowledge
  - Complete a Tier 1 PBS Walkthrough
  - Survey Staff
  - Open invitation for upcoming team meeting
  - Invite them to review the online mini-modules http://flpbs.fmhi.usf.edu/requestservices_onlinemodules.asp
  - Invite them to participate in one of the online chats
  - Share data, including BoQ or PIC
Join Us Again!

Next Chat:

Tuesday, May 10th
2:30-3:30 EST
Topic TBD

Ideas for May’s topic? Please type them in!
PBS: RIB Contact Information & Resources

FL - PBS Project
– Phone: (813) 974-6440
– Fax: (813) 974-6115
– E-mail: flpbs@fmhi.usf.edu
– Website: http://flpbs.fmhi.usf.edu

OSEP Center on PBIS
– Website: http://www.pbis.org

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