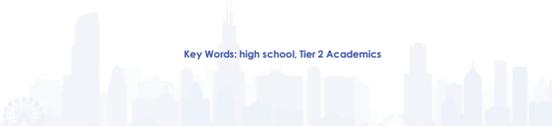


National PBIS Leadership Forum | October 4-5, 2018, Chicago, IL

B15 - Tier II Intervention: Using Academic Supports to Meet the Needs of High School Level Students

Lead Presenter: Kathleen Lynne Lane, Ph.D., BCBA-D, University of Kansas

Key Words: high school, Tier 2 Academics



Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

- Exploration & Adoption**
 - We think we know what we need so we are planning to move forward (evidence-based)
- Installation**
 - Let's make sure we're ready to implement (capacity infrastructure)
- Initial Implementation**
 - Let's give it a try & evaluate (demonstration)
- Full Implementation**
 - That worked, let's do it for real and implement all tiers across all schools (investment)
 - Let's make it our way of doing business & sustain implementation (institutionalized use)

Leadership Team Action Planning Worksheets: Steps

Self-Assessment: Accomplishments & Priorities

Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities

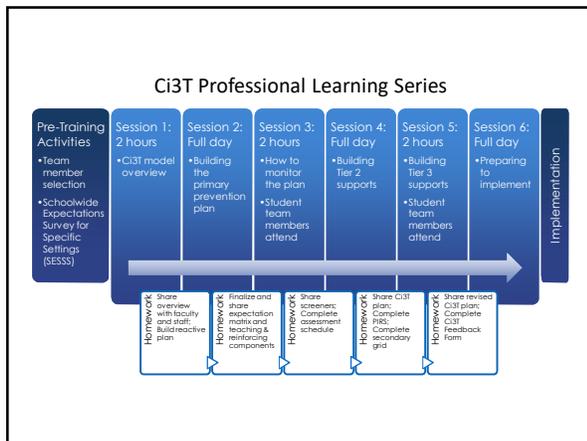
Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements

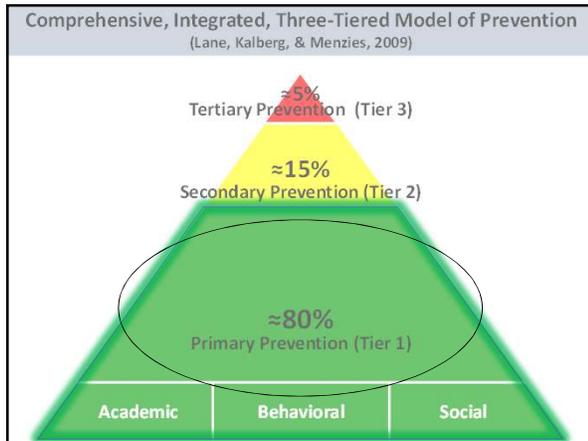
Leadership Team Action Planning Worksheet

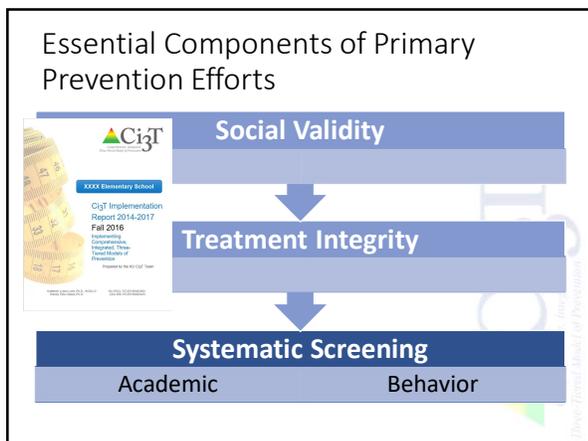
Agenda

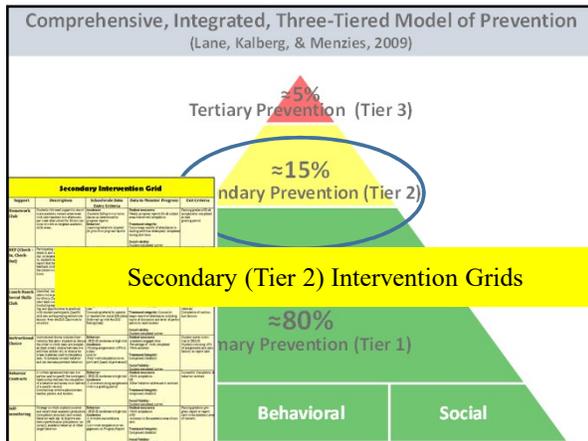
- This session will illustrate how high schools meet students' academic needs within the context of tiered systems, with attention to treatment integrity and social validity. One school's experience with this process will be shared.
- **Objectives:**
 - Use data collected as part of school-wide practices to connect students to supports
 - Connect students to relevant Tier 2 interventions
 - Collect data to inform decision making about the effectiveness of the Tier II strategy, practice, or program



Faculty and Staff will: <ul style="list-style-type: none"> •Display posters of school-wide expectations •Model school-wide expectations •Teach school-wide expectations according to schedule: First Monday of each month during Advisory (30 min lessons) •Provide praise and reinforcement to students that display school-wide expectations •Follow the reactive (consequence-based) discipline plan consistently when infractions of expectations occur •Foster a safe environment for all students 	
Parents will: <ul style="list-style-type: none"> •Be familiar with and post school-wide expectations •Communicate with teachers and administrators when necessary •Review and support proactive and reactive disciplinary components •Support students in problem solving by discussing issues at home in a positive manner 	
Administrators will: <ul style="list-style-type: none"> •Implement the proactive and reactive behavioral components of the school-wide plan consistently 	<small>Source: Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). <i>Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach</i>. New York, NY: Guilford Press.</small>







Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
		(1) Assessment tool: Decision rule or cut points:		
		(2) Assessment tool: Decision rule or cut points:		

Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4

- A Systematic Approach to Designing Secondary (Tier 2) Interventions**
- Step 1: Construct your assessment schedule
 - Step 2: Identify your secondary (Tier 2) supports
 - Existing and new interventions
 - Step 3: Determine entry criteria
 - Academic failure, behavior and academic screening scores, attendance data, etc.
 - Step 4: Identify Data to Monitor Progress
 - Student performance: pre- and post-tests, curriculum-based measures, office discipline referral data, GPA, etc.
 - Treatment integrity
 - Social validity
 - Step 5: Identify exit criteria
 - Reduction of discipline contacts, demonstration of grade level performance based on academic progress monitoring data, reduction of truanancies and absences, etc.
 - Step 6: Consider additional needs

**A Systematic Approach to Designing
Secondary (Tier 2) Interventions**

Step 1: Construct your assessment schedule

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Working Within the Context of Three-Tiered Models of Prevention: Using Schoolwide Data to Identify High School Students for Targeted Supports

KATHLEEN LYNNE LANE
University of Kansas, Lawrence, Kansas, USA
 WENDY PEÑA OAKES
Arizona State University, Mesa, Arizona, USA
 HOLLY MARRAH MENZIES
California State University, Los Angeles, California, USA
 JULI OYER
Eggscomb University, Nashville, Tennessee, USA
 ABBIE JENKINS
Vanderbilt University, Nashville, Tennessee, USA

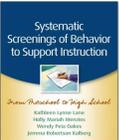
This article addressed 3 objectives for assisting the research and teaching communities in developing 3-tiered models of prevention at the high school level. The authors first established the benefits of using systematic behavior screening tools within the context of 3-tiered models to identify and support high school students with academic and behavioral challenges. Second, they offered a structure for linking students demonstrating need with secondary (Tier 2) supports. Third, they provided illustrations of systematic approaches to detect high school students for whom primary prevention efforts were inadequate according to academic and behavioral data. The authors conclude by offering considerations for school psychologists assisting school-site teams with implementing, monitoring, and sustaining these procedures as part of regular school practices.

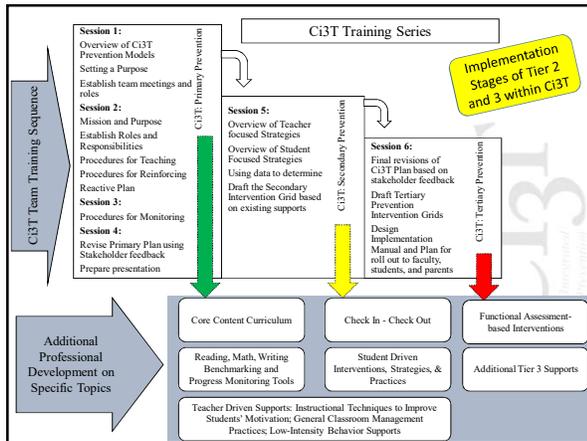
KEYWORDS: high school, comprehensive, integrated, three-tiered (CST) models of prevention, systematic screening, Tier 2 supports

Recommendations to Consider

- Recommendation #1: Build Stakeholders' Expertise
- Recommendation #2: Develop the Structures to Sustain and Improve Practices
- Recommendation #3: Conduct Screenings in a Responsible Fashion
- Recommendation #4: Consider Legal Implications- know your state laws

(Lane & Oakes, 2012)





www.ci3t.org Kathleen.Lane@ku.edu
615.545.5634

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- Good
- Average
- Poor

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