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 Fassn & Brase, 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

Ci3T Professional Learning Series
Comprehensive, Integrated, Three-Tiered Model of Prevention

![Diagram](image)

**Tier 3**
- **Tertiary Prevention (5%)**
- Goal: Reduce Harm
- Specialized individual systems for students with high risk

**Tier 2**
- **Secondary Prevention (15%)**
- Goal: Present Harm
- School/classroom-wide systems for all students, staff, & settings

**Tier 1**
- **Primary Prevention (80%)**
- Goal: Prevent Harm
- Specialized group systems for students at risk

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**Contra Costa High School’s Ci3T Primary (Tier 1) Prevention Plan**

**Mission Statement**
The mission of Contra Costa High School is to provide a safe and secure learning environment that allows students to engage in academics and act respectfully and responsibly to both peers and adults.

**Purpose Statement**
All of the Contra Costa community will work together to design and implement a variety of programs that include primary, secondary, and tertiary levels of prevention to support the specific academic, behavioral, and social needs of all students.

**School-Wide Expectations**
- Arrive on time and ready to learn
- Be respectful to both peers and adults
- Show school pride
- See Expectation Matrix

**Area I: Academics**

<table>
<thead>
<tr>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>• Arrive and leave school on time</td>
</tr>
<tr>
<td>• Participate in starting and closing activities</td>
</tr>
<tr>
<td>• Produce quality work</td>
</tr>
<tr>
<td>• Complete all work</td>
</tr>
<tr>
<td>• Bring all materials, including daily planners to class</td>
</tr>
</tbody>
</table>

**Area II: Behavior**

<table>
<thead>
<tr>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>• Engage in positive teacher-teacher and teacher-student interactions</td>
</tr>
<tr>
<td>• Use self-checking systems for attendance or drop out concerns</td>
</tr>
<tr>
<td>• Create clear routines within the classroom</td>
</tr>
</tbody>
</table>

**Area III: Social Skills**

<table>
<thead>
<tr>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>• Provide a place, materials, and assistance for homework completion</td>
</tr>
<tr>
<td>• Sign daily planner</td>
</tr>
<tr>
<td>• Read newsletters from school</td>
</tr>
<tr>
<td>• Follow attendance policies</td>
</tr>
<tr>
<td>• Encourage students to give their best effort</td>
</tr>
</tbody>
</table>

**Faculty and Staff will:**
- Provide engaging lessons, linked to the CCRS and district standards
- Monitor progress toward standards and AP completion and outcomes
- Differentiate instruction
- Include starter and closing activities as part of lesson plan
- Support students that miss instruction
- Engage in positive teacher-teacher and teacher-student interactions
- Use self-checking systems for attendance or drop out concerns
- Create clear routines within the classroom

**Parents will:**
- Provide a place, materials, and assistance for homework completion
- Sign daily planner
- Read newsletters from school
- Follow attendance policies
- Communicate with schools as requested
- Encourage students to give their best effort

**Administrators will:**
- Provide faculty and staff with materials to facilitate instruction
- Make instruction accessible for students

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School-Wide Expectations
- Arrive on time and ready to learn
- Be respectful to both peers and adults
- Show school pride

Area I: Academics Responsibilities
Students will:
- Arrive and leave school on time
- Participate in starting and closing activities
- Produce quality work
- Complete all work
during all classes, including daily planners to class

Area II: Behavior Responsibilities
Students will:
- Meet school-wide expectations stated in the expectation matrix
- Follow the reactive and proactive components of the behavior plan

Area III: Social Skills Responsibilities
Students will:
- Meet school-wide expectations stated in the expectation matrix
- Participate in monthly social skills lessons plans

Faculty and Staff will:
- Teach core programs with fidelity:
  (1) Too Good For Drugs & Violence
  Number of Lessons: 10
  How often: monthly lessons
  How long: 50 min during Advisory
- Model social skills in the school-wide plan
- Provide praise and reinforcement to students that demonstrate identified social skills

Parents will:
- Reinforce expectations met at school and home
- Support social skills program
- Communicate with school about social concerns (bullying, exclusion, fear of attending school events)

Administrators will:
- Implement social skills consistently
- Offer professional development to learn newly introduced programs
- Ensure materials are available to teach the chosen curricula
- Work with staff and parents to address concerns

Faculty and Staff will:
- 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:
- 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:
- Implement the proactive and reactive behavioral components of the school-wide plan consistently

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Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
- Systematic Screening

Secondary Prevention (Tier 2)
- Academic
- Behavioral
- Social

Tertiary Prevention (Tier 3)

Essential Components of Primary Prevention Efforts

- Social Validity
- Treatment Integrity
- Systematic Screening

Academic
Behavior
SRSS-IE for Middle and High Schools

SRSS-IE: Cut Scores

<table>
<thead>
<tr>
<th>Item Range</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRSS-IE E7</td>
<td>0-3 = low risk</td>
<td>4-8 = moderate risk</td>
<td>9-21 = high risk</td>
</tr>
<tr>
<td>Middle and High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRSS-IE I5</td>
<td>0-3 = low risk</td>
<td>4-8 = moderate risk</td>
<td>9-21 = high risk</td>
</tr>
<tr>
<td>SRSS-IE E7</td>
<td>0-3 = low risk</td>
<td>4-15 = moderate risk</td>
<td>16-18 = high risk</td>
</tr>
<tr>
<td>SRSS-IE I6</td>
<td>0-3 = low risk</td>
<td>4-15 = moderate risk</td>
<td>16-18 = high risk</td>
</tr>
</tbody>
</table>

Screening Data: High School Yrs1-3

<table>
<thead>
<tr>
<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Year</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>80.28%</td>
<td>10.36%</td>
<td>9.36%</td>
<td>2016</td>
<td>89.56%</td>
<td>8.02%</td>
<td>2.42%</td>
</tr>
<tr>
<td>2017</td>
<td>90.38%</td>
<td>4.16%</td>
<td>5.66%</td>
<td>2017</td>
<td>91.29%</td>
<td>6.18%</td>
<td>2.54%</td>
</tr>
<tr>
<td>2018</td>
<td>90.91%</td>
<td>3.86%</td>
<td>5.23%</td>
<td>2018</td>
<td>92.22%</td>
<td>6.20%</td>
<td>1.58%</td>
</tr>
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Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Secondary (Tier 2) Intervention Grids

≈80%
Primary Prevention (Tier 1)
≈15%
Secondary Prevention (Tier 2)
≈5%
Tertiary Prevention (Tier 3)

Behavioral | Social

Secondary (Tier 2) Intervention Grid

<table>
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<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(1) Assessment tool:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision rule or cut points:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Assessment tool:</td>
<td></td>
<td></td>
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<td>Decision rule or cut points:</td>
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</tr>
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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 truancies and absences, etc.
Step 6: Consider additional needs
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Step 1: Construct your assessment schedule

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• 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 truancies and absences, etc.

Step 6: Consider additional needs
<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Schedule/Date</th>
<th>Entry Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 180 (Stage C) Reading Interventions</td>
<td>Students participate in a 50 min reading instructional block during their study hall period. Students meet in the computer lab for participation in the online portion 20 min daily. Instruction is relevant to high school students. Students use a progress management system to monitor and track their own progress. Instruction is taught by special education teachers and general education teachers with training in the READ 180 Curriculum.</td>
<td>10/1/2018</td>
<td>Students are in grades 9 – 12.</td>
<td>1. Students in grades 9 – 12. 2. Reading performance basic or below basic on state assessment (but above 4th grade reading level). 3. SRSS risk score in the moderate range (4 – 8).</td>
<td>Students meet individual reading goals.</td>
</tr>
<tr>
<td>Targeted Algebra II Study Hall</td>
<td>Direct, targeted instruction of Algebra II learning targets by math teachers. Time will be used to re-teach concepts, provide one-on-one or small group instruction and offer greater supports for students struggling to pass the graduation requirement course. 50 min per day until exit criteria is met.</td>
<td>10/1/2018</td>
<td>1) 12th graders 2) Algebra II grade drops below a 75 at any point in the semester 3) Have study hall time available and permission of 5th period teacher 4) Self-selecting to engage in study hall</td>
<td>Student Measures: Algebra II classroom grades. Daily class average if grade is ≤ 75.</td>
<td>Algebra II Grade increases to satisfactory level (above 75%).</td>
</tr>
<tr>
<td>Marketing Program (Sophomores/ Juniors/Seniors)</td>
<td>Focus is on academic achievement, character development, problem solving, skills, improving self-esteem, relationships with adults and peers, and school attendance.</td>
<td>10/1/2018</td>
<td>Students are in grades 10th – 12th.</td>
<td>1) 30th/100&lt; 3/5 2) Behavior: SRSS: High (9-21) or Moderate (4-8) by either 2nd or 7th period teacher. 3) ODD: 2 4) Absences ≥ 5 days in one grading period 5) Academic: GPA ≥ 2.55</td>
<td>Students who no longer meet criteria next fall.</td>
</tr>
</tbody>
</table>

Support  | Description                                      | Schoolwide Entry Criteria | Data to Monitor Progress | Exit Criteria
---      | -------------------------------------------------|---------------------------|--------------------------|--------------------------
Project Self Determination | Direct instruction of self determination skills taught individually by a research assistant during students' study hall class. Tell, show, discuss format to teach the following skills:  
- Organizational skills  
- Study skills  
- Note taking  
- Participating in discussions  
- Decision making  
- Asking for help  
3 days per week; 30 min lesson; 8 weeks  
(1) Students in 10th or 11th grades  
(2) Academic: Course Failure, A (or A+) in first semester  
(3) Behavior: Behavior Rating Scale (BRS), Average (21-25)  
(4) Risk: SRSS – Moderate (4-8) or High (9-21)  
(5) Schedule: Enrolled in a Study Hall Period  
Student Measures:  
1. AIR Self Determination Scale (pre and post intervention)  
2. Social Skills Rating Scale (SSRS, Gresham & Elliott, 1990; pre and post)  
3. Student and Classroom Teachers completed check list form with 7 items related to the SD skills taught weekly  
4. Attendance rates  
5. Office Discipline Referrals  
Treatment Integrity:  
Daily completion of component checklist of critical lesson elements by interventionist, 25% of lessons observed by a second rater for reliability; Social validity of the intervention (teachers and students, pre and post).  
Completion of Project Self Determination (8 week course – one quarter)

Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Mentes, 2009)

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

Secondary Prevention (Tier 2)

Primary Prevention (Tier 1)

Implementation Science

Adapted from Green & Moser, 2006

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 (investment)

Sustainability & Continuous Regeneration
- Let’s make it our way of doing business (institutionalized use)
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)
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