

# Working on the top of the Triangle: Systems for Secondary and Tertiary Interventions

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University of Oregon

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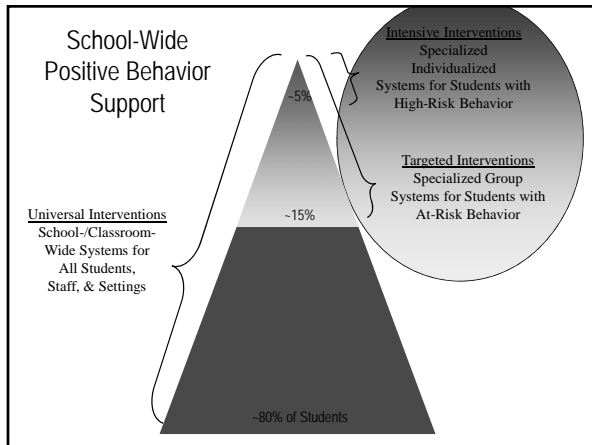
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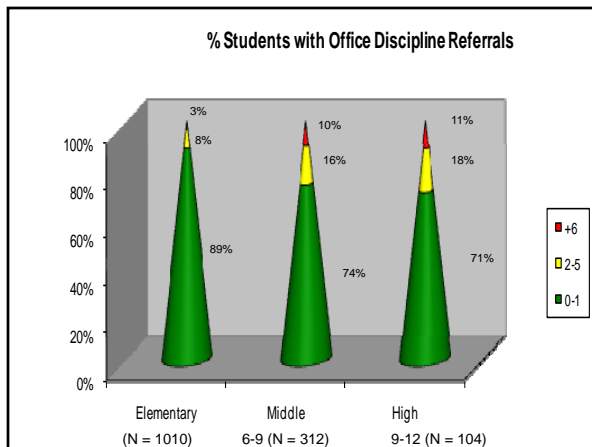
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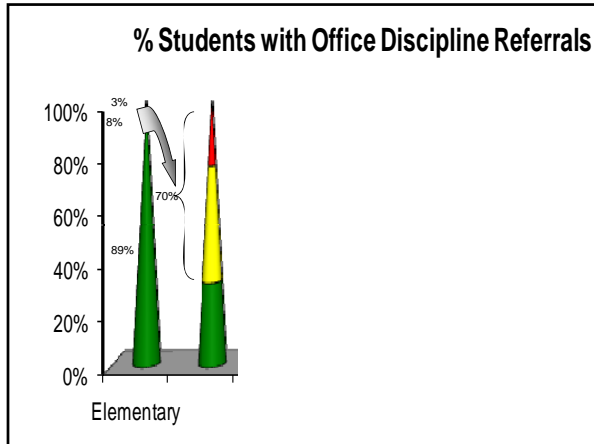
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- ### Successful Schools
- Provide proactive social supports AND evidence-based academics
  - Proactive social supports=school climate that is:
    - Focused on teaching
    - Consistent
    - Sustainable
    - Focused on maximizing success
    - Meets needs of all students
    - Supports teachers in their work

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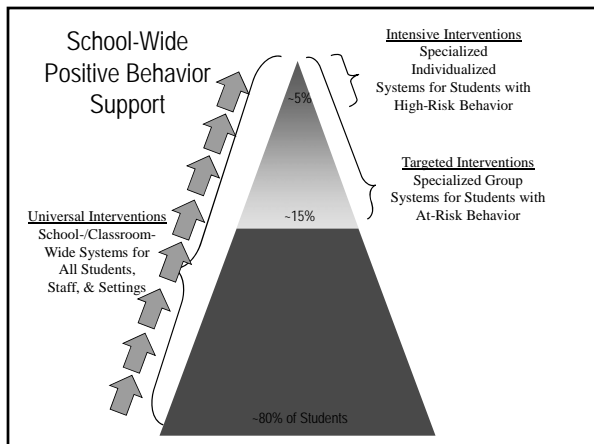
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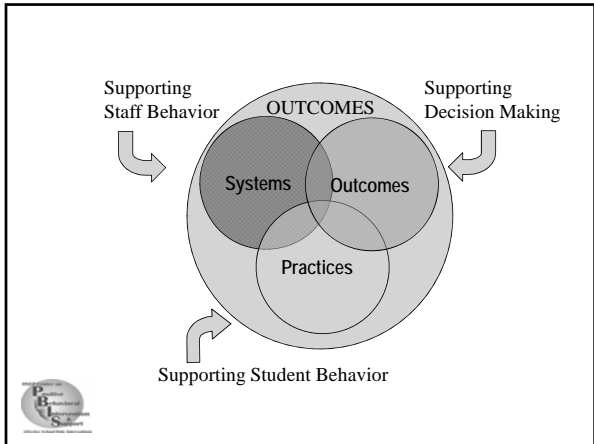
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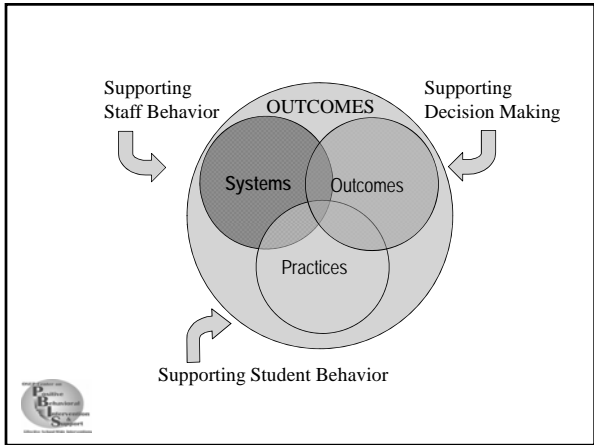
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**IPBS in a School: Practices**

- Continuum of supports

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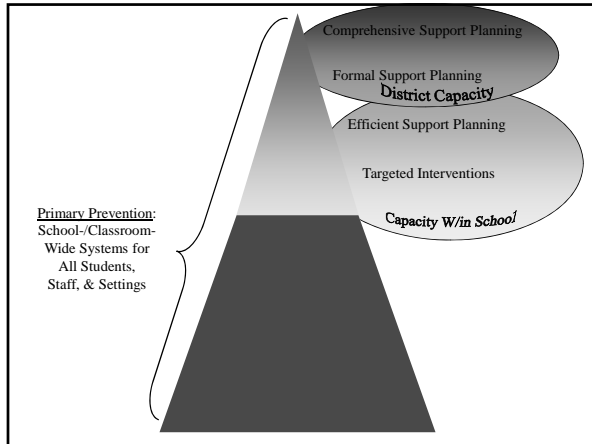
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**IPBS in a School: Practices**

- Continuum of supports
- Interventions for academic and social behavior linked

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**Braiding of Supports—Bethel School District**

Intensive

- Individually designed instruction

Targeted

- Core curriculum +
  - Pre-teach, re-teach
  - Small group
  - Supplemental programs

Universal

- Core curriculum
- Formative Evaluation

Intensive

- Function-based supports

Targeted

- Check-in/check-out
- Lunch buddies
- Social skills
- Boys/girls club

Universal

- Expectations and rules taught
- Reinforce pro-social behavior
- Continuum of consequences

Kowalko et al., 2007; Bethel School District  
Eugene, OR

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### IPBS in a School: Practices

- Continuum of supports
- Interventions for academic and social behavior linked
- Multiple ways of identifying students who may benefit
  - Office discipline referrals
  - Request for assistance
  - Formative evaluations

City  
Trenton

South  
Florida  
Florida

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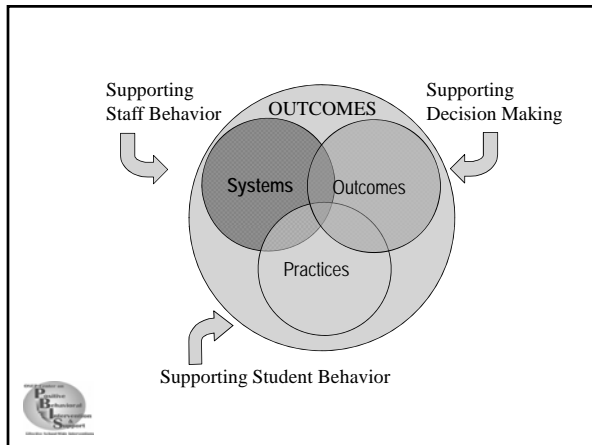
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### IPBS in a School: Systems

- Teams to support all students
  - Standing team—progress monitoring
  - "Ad-hoc" team—student focused

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### IPBS in a School: Systems

- Standing Team—IPBS Team
  - Responsibilities
- Membership
  - Coordinator
  - Administrator
  - FBA coordinator
  - Targeted interventions coordinator
  - Academic specialist
  - Representation from Regular and Special ed.



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### IPBS in a School: Systems

- "Ad-hoc" team—student focused
  - Responsibilities
    - Conduct FBA
    - Build support plan
      - Intervention, systems, important outcomes
- Membership
  - Someone with expertise in FBA
  - Teacher(s)
  - Parent, student

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### IPBS in a School: Systems

- Teams to support all students
- System for monitoring outcomes
- Access to technical assistance
- Link between SWPBS and IPBS
- Families and schools linked

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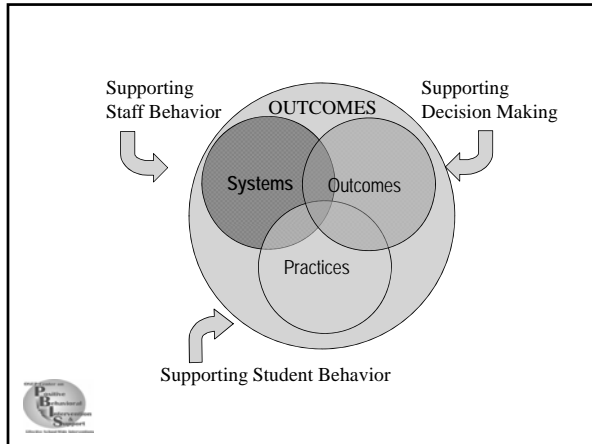
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### IPBS in a School: Outcomes/Data

- Individual students
  - Tools for data collection
    - Process Daily
    - Fidelity Rating - Fidelity
  - Tools for easy graphing and evaluation
  - Teachers receive feedback regularly
  - Parents receive feedback regularly
- Effects of system monitored
  - Outcomes ipb
  - Fidelity ipb

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**PAY ATTENTION NOW!!!**

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- Our Goal: Supporting students with significant challenges
  - With positive outcomes
  - With fidelity
  - Over time

Requires

**DISTRICT  
SUPPORT**

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### IPBS System in a School District

- Practices
  - Technical assistance
  - Capacity building
    - Efficient school systems and practices
- Systems
  - Reallocation of resources, roles
  - District-level coordinators
  - Ongoing training
- Data
  - Process
    - Across and within schools
  - Outcomes
    - Across and within schools

CSPI

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**CONFIDENTIAL TEACHER FEEDBACK FORM FOR \_\_\_\_\_**, Completed by \_\_\_\_\_

\*\*\*Due back to \_\_\_\_\_ on \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

*In answering the questions below, please consider \_\_\_\_\_'s progress over the past week, between \_\_\_\_\_ and \_\_\_\_\_.*

**Is the student making academic progress?** (circle one)

1 No progress was made this week.      2 The student made small gains.      3 The student made some progress.      4 The student's progress was similar to others in the class.

If you circled 1 or 2, do you have serious concerns about the student's academic progress?

**NO** I think the intervention is addressing concerns, it just needs more time.

**YES** I have serious concerns about:

<input type="checkbox"/> Attendance	<input type="checkbox"/> Progress in _____	<input type="checkbox"/> Speech/vocalizations
<input type="checkbox"/> Work completion	<input type="checkbox"/> Math	<input type="checkbox"/> Fine motor skills/handwriting
<input type="checkbox"/> Homework	<input type="checkbox"/> Spelling	<input type="checkbox"/> Organization
<input type="checkbox"/> Writing	<input type="checkbox"/> Reading fluency	<input type="checkbox"/> Other (explain)
<input type="checkbox"/> Reading comprehension		

**Is the student making behavioral progress?**

1 No improvement was noted or things got worse.      2 The student made small gains.      3 The student made some progress.      4 The student's behavior was similar to others in the class.

If you circled 1 or 2, do you have serious concerns about the student's behavior?

**NO** I think the intervention is addressing concerns, it just needs more time.

**YES** I have serious concerns about:

<input type="checkbox"/> Withdrawal/retreat	<input type="checkbox"/> Noncompliance	<input type="checkbox"/> Harassment
<input type="checkbox"/> Aggression	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Disruptive behavior	<input type="checkbox"/> Attendance/tardiness	<input type="checkbox"/> Aggression toward peers
<input type="checkbox"/> Off task behavior		<input type="checkbox"/> Other (explain)

**Is more support needed?**

**NO** Additional support is not needed at this time.

**YES** If recommend that we:

<input type="checkbox"/> Schedule a team meeting.	<input type="checkbox"/> Make a minor plan adjustment (explain)
<input type="checkbox"/> Schedule a meeting with parents.	<input type="checkbox"/> Other (explain)

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## Weekly Evaluation

**Behavior Support Plan Weekly Assessment**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Week: \_\_\_\_\_

**To what level did we implement the plan we proposed?**

Low	Moderate	High
1	2	3
4		

Comments: \_\_\_\_\_

**To what degree is the plan having a positive impact on the student's behavior?**

Low	Moderate	High
1	2	3
4		

Comments: \_\_\_\_\_

**To what degree is the plan having a positive impact on the academic achievement?**

Low	Moderate	High
1	2	3
4		

Comments: \_\_\_\_\_

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Student: Jose Fainao

### Behavior Rating Form

Behavior	Date	5/15	5/16	5/17	5/18	5/19	5/20	5/21	5/22	5/23	5/24	5/25	5/26
Profanity	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times	2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times	3	3	3	3	3	3	3	3	3	3	3	3
	10+ times	4	4	4	4	4	4	4	4	4	4	4	4
Out of seat	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times	2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times	3	3	3	3	3	3	3	3	3	3	3	3
	10+ times	4	4	4	4	4	4	4	4	4	4	4	4
Raises hand	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1
	3-5 times	2	2	2	2	2	2	2	2	2	2	2	2
	6-8 times	3	3	3	3	3	3	3	3	3	3	3	3
	10+ times	4	4	4	4	4	4	4	4	4	4	4	4

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### Critical Features of Request for Assistance Forms

- Demographic Information (teacher and student)
- Definition of problem
- Routines analysis
- What has been tried
- Possible motivation

REA Sample 1
REA Sample 2

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**Function-Based Interventions**

Was an FBA completed?  Yes  No

If yes, what intervention was implemented?: \_\_\_\_\_

Date implemented:

Description: \_\_\_\_\_

Type and frequency of data collection: \_\_\_\_\_

Date	Modification implemented	Rationale
date		
date		
date		
date		
date		
date		
date		
date		
date		
date		
date		

Data Base

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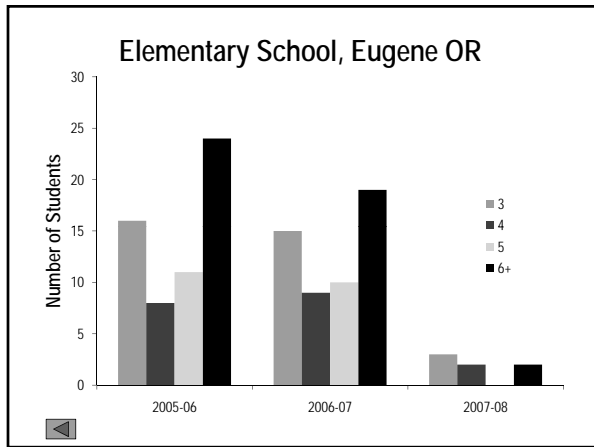
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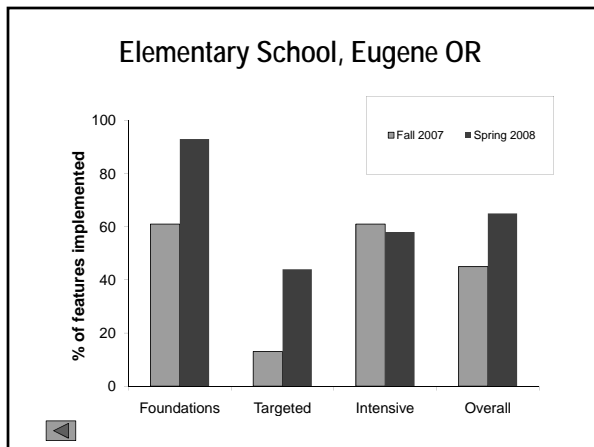
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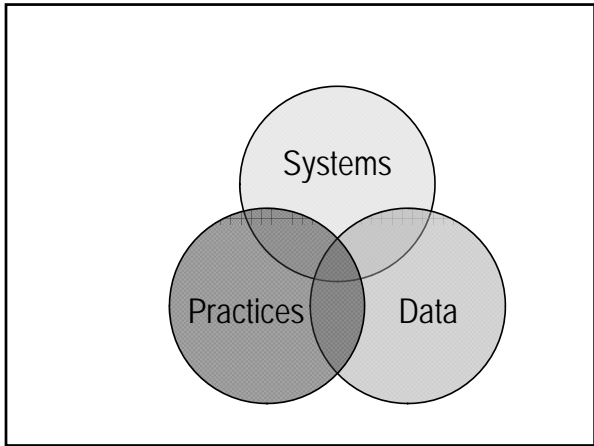
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