



STUDENT REVIEW PROCESS

Snapshot

Tiered Fidelity Inventory

2.3 Screening Tier 2 team uses decision rules and multiple sources of data (e.g. ODR's academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.

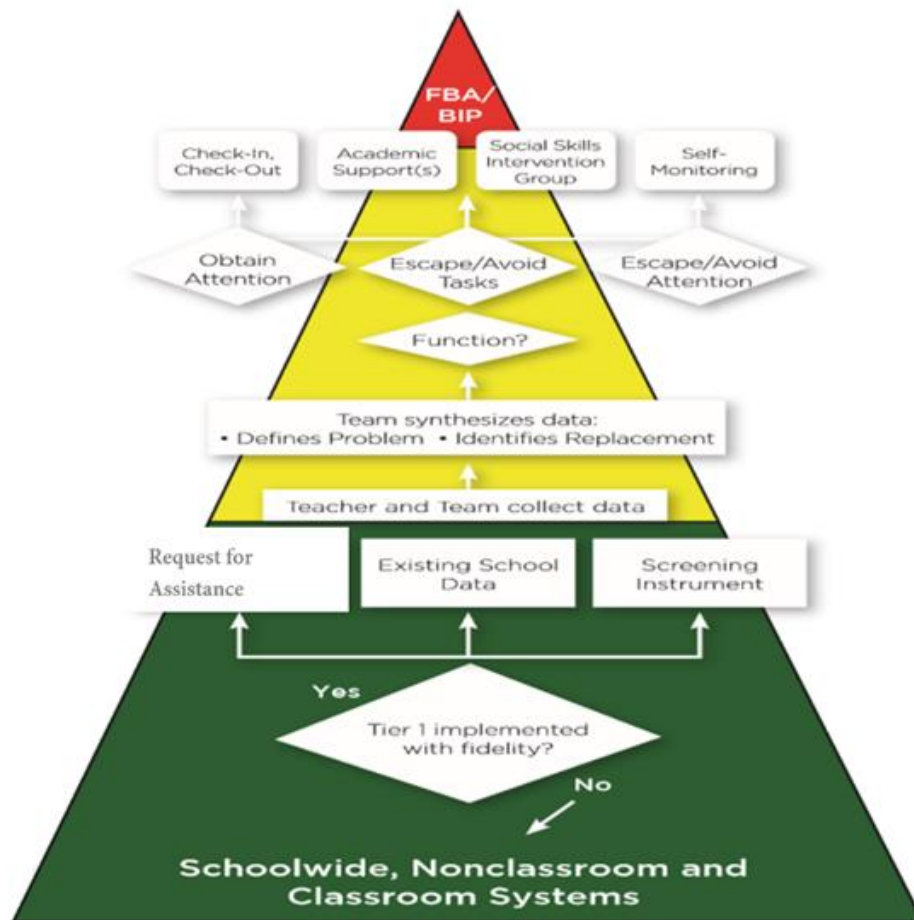
2.4 Request for Assistance Tier 2 planning team uses a written request for assistance form and process that are available to all staff, families, and students.

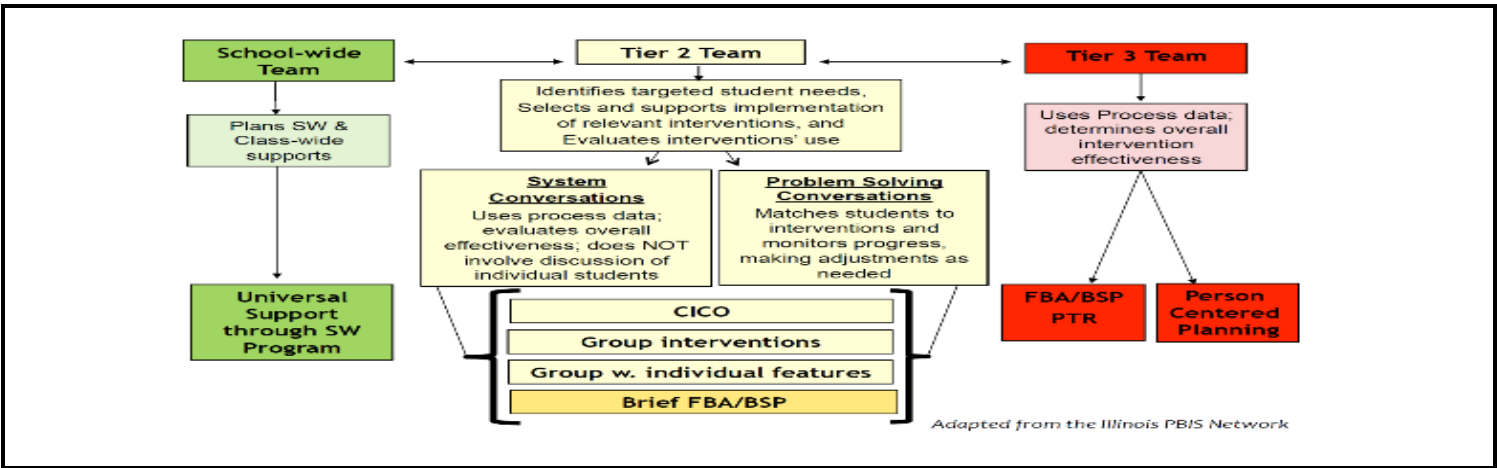
2.7 Practices Matched to Student Need A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

Student Support Model

Schools need to first create a graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered.

The process begins at the base of the model with implementation of universal level supports and continues through the top of the triangle to Tier 3 intervention and planning. Elements embedded throughout the model provide structure and guidance for processes needing to occur as supports are intensified. Identified components are aligned with items included in the Tiered Fidelity Inventory (TFI) which can be used as a self-assessment tool for monitoring progress toward development of a full continuum.





Student Review Process

The Student Review Process is a formal process to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level). Information from *Existing School Data*, *Request for Assistance Form*, *Screening Instrument* and/or *Teacher Interview* is used to begin the

process which is guided by the Tier 2 team facilitator and includes the classroom teacher who directly works with the student. The process takes no more than 20 minutes when guided by a skilled facilitator.

STUDENT REVIEW FORM FOR TIER 2 TEAM

STUDENT DATA																																	
ATTENDANCE																																	
Tardy	Grade	Grade	Grade	Grade	Total Days																												
Absent																																	
ACADEMIC SCORES																																	
Reading/Language Arts	Grade/Score	Grade/Score	Grade/Score	Grade/Score																													
Math																																	
BEHAVIORAL REFERRALS																																	
Office Discipline Referrals	Number since		Patterns																														
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In-house Suspensions																																	
Out-of-school Suspensions																																	
HEALTH CONCERNS																																	
Who does the student's target behavior(s) affect?																																	
<table border="0"> <tr> <td>him/herself</td> <td>peers</td> <td>teacher</td> <td>others</td> </tr> <tr> <td>Internalizing</td> <td></td> <td></td> <td>Externalizing</td> </tr> <tr> <td>___sadness or depression</td> <td>___shy or timid</td> <td>___aggression to others</td> <td>___defiance</td> </tr> <tr> <td>___sleeps a lot</td> <td>___ teased/bullied</td> <td>___hyperactivity</td> <td>___stealing</td> </tr> <tr> <td>___self-injury</td> <td>___non-participant</td> <td>___non-compliance</td> <td>___calling out</td> </tr> <tr> <td>___withdrawn</td> <td>___nervous/afraid</td> <td>___disruptive</td> <td>___arguing</td> </tr> <tr> <td></td> <td></td> <td>___not following directions</td> <td></td> </tr> </table>						him/herself	peers	teacher	others	Internalizing			Externalizing	___sadness or depression	___shy or timid	___aggression to others	___defiance	___sleeps a lot	___ teased/bullied	___hyperactivity	___stealing	___self-injury	___non-participant	___non-compliance	___calling out	___withdrawn	___nervous/afraid	___disruptive	___arguing			___not following directions	
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		___not following directions																															

SUMMARY STATEMENT / HYPOTHESIS OF TARGET BEHAVIOR	
Define Target Behavior Observable Measurable Clearly defined	Student's behavior is:
Problem Analysis (Antecedent) What happens immediately before the target behavior? What happens immediately before instances of positive behavior?	During: When: Student Does:
Problem Analysis (Outcome, Function) What happens immediately after the target behavior? What happens immediately after instances of positive behavior? Does the target behavior allow the student to access and/or avoid attention, tasks, items, or sensory stimulation?	As a result: Therefore:

PROBLEM SOLVING QUESTIONS FOR PREVENTION OF TARGET BEHAVIOR	
1. Describe the student's behavior or concern and the replacement behavior you would like the student to demonstrate.	
2. What can be done to PREVENT the target behavior? (antecedent strategies)	
3. What skills should we TEACH the student? (matching function of behavior and social skill)	
4. What environmental changes can we make to encourage the appropriate behavior? (Classroom Behavior Support Practices Self-Assessment Survey)	
5. What should we do if the target behavior occurs? (CONSEQUENCES re-engaging the student minimize reinforcement of problem behavior)	
6. How can we recognize the student for displaying the replacement behavior skill from our School-wide and/or Classroom-wide teaching matrix? (reinforcement)	
7. How will we know if implementing the above prevention steps resolves the target behavior?	

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peer/Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

This Reference Guide is designed to be used as a map when discussing function-based support needs for students. Use this reference guide when trying to determine intervention options for individual students. It includes:

▲ Targeted Interventions

▲ Components of a targeted intervention include:

- (a) increased structure & prompts
- (b) instruction on skills
- (c) increased regular feedback
- (d) the intervention is available to anyone at anytime



Student Review Process Simulation

Instructions: Complete a request for assistance form. Select roles for simulation – teacher, facilitator, intervention specialist, administrator and recorder (completes the student review form during simulation.) Teams will report out the selected intervention as the best match for the student based on information from the student review process

- A. Request for Assistance Form: 10 minutes
- B. Student Review Form: 20 minutes
- C. Targeted Intervention Reference Guide: 5 minutes

A. REQUEST FOR ASSISTANCE FORM

Student:

Classroom Teacher:

Grade:

Date:

Student Strengths:	What motivates POSITIVE BEHAVIOR for student?
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Student Wellness Concerns (check all that apply)

Social Skills/ Behavior Concerns	<input type="checkbox"/> 2 – 5 ODRs per year <input type="checkbox"/> 2 or more detentions <input type="checkbox"/> Behavior interfering with friendships and academics <input type="checkbox"/> Not engaged in school (frequent absences, tardiness, fails to complete work)
Academic Concerns	<input type="checkbox"/> Does not master academics at same rate as peers <input type="checkbox"/> Does not complete assignments/homework <input type="checkbox"/> Overall G.P.A.
Socio-Emotional Concerns	<input type="checkbox"/> Withdrawn and/or disengaged from school <input type="checkbox"/> Socially isolated <input type="checkbox"/> Experiencing circumstances that may impact performance (death in family, homeless, abuse, recent divorce/life changes)

What is the target behavior?

(Example School's list of most common occurring problem behaviors)

- | | | |
|------------------------------|----------------------------|-----------|
| ___ out of seat | ___ inappropriate language | ___ other |
| ___ talking out of turn | ___ verbal defiance | |
| ___ technology violation | ___ tardy | |
| ___ not following directions | ___ physical aggression | |

Clearly define the target behavior. (What do you see and hear student doing?)	
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What happens right after the target behavior? (What does the student get or avoid?)	
When, where and with whom is the target behavior most likely?	

Possible Function of the Target Behavior

<input type="checkbox"/> obtain adult attention <input type="checkbox"/> obtain peer attention <input type="checkbox"/> obtain tangible/activity <input type="checkbox"/> obtain stimulation/sensory	<input type="checkbox"/> escape/avoid adult attention <input type="checkbox"/> escape/avoid peer attention <input type="checkbox"/> escape/avoid tangible/activity <input type="checkbox"/> escape/avoid stimulation/sensory
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Evidence-based Strategies Tried to Address Target Behavior

	Implemented Yes/No	Successful	Somewhat Successful	Not Successful
FOUNDATIONS - Setting				
FOUNDATIONS – Teaching Expectations				
FOUNDATIONS – Teaching Routines				
PREVENTION PRACTICES – Supervision				
PREVENTION PRACTICES – Acknowledgement				
PREVENTION PRACTICES – Prompts and Precorrections				
RESPONSE PRACTICES – Brief, consistent and specific error correction				
RESPOSNE PRACTICES – Planned-Ignoring				
RESPOSNE PRACTICES – FAST (Functional, Accurate, Specific and Timely)				
INSTRUCTIONAL PRACTICES – Choice				
INSTRUCTIONAL PRACTICES – Sequencing				
INSTRUCTIONAL PRACTICES – Task Difficulty				

Additional evidence-based strategies:

B. INTENSIVE STUDENT REVIEW FORM

STUDENT DATA

ATTENDANCE	Grade	Grade	Grade	Grade	Total Days
Tardy					
Absent					

ACADEMIC SCORES	Grade/Score	Grade/Score	Grade/Score	Grade/Score
Reading/Language Arts				
Math				

BEHAVIORAL REFERRALS	Number since	Patterns
Office Discipline Referrals Minors/Majors		
Anecdotal		
In-house Suspensions		
Out-of-school Suspensions		

HEALTH CONCERNS	
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SOCIAL EMOTIONAL BEHAVIOR	Who does the student's target behavior(s) affect? ___him/herself ___peers ___teacher ___others	
	<p style="text-align: center;">Internalizing</p> <p>___sadness or depression ___shy or timid ___sleeps a lot ___teased/bullied ___self-injury ___non-participant ___withdrawn ___nervous/afraid</p>	<p style="text-align: center;">Externalizing</p> <p>___aggression to others ___defiance ___hyperactivity ___stealing ___non-compliance ___calling out ___disruptive ___arguing ___not following directions</p>

SUMMARY STATEMENT / HYPOTHESIS OF TARGET BEHAVIOR	
<p>Define Target Behavior <i>Observable</i> <i>Measurable</i> <i>Clearly defined</i></p>	Student's behavior is:
<p>Problem Analysis (Antecedent) <i>What happens immediately before the target behavior?</i> <i>What happens immediately before instances of positive behavior?</i></p>	During: When:
<p>Problem Analysis (Outcome, Function) What happens immediately after the behavior target? What happens immediately after instances of positive behavior? Does the target behavior allow the student to access and/or avoid attention, tasks, items, or sensory stimulation?</p>	Student Does: As a result: Therefore:

PROBLEM SOLVING QUESTIONS FOR PREVENTION OF THE TARGET BEHAVIOR	
<ol style="list-style-type: none"> Describe the student's behavior or concern and the replacement behavior you would like the student to demonstrate. What can be done to PREVENT the target behavior? (antecedent strategies) What skills should we TEACH the student? (matching function of behavior and social skill) What environmental changes can we make to encourage the appropriate behavior? (Classroom Behavior Support Practices Self-Assessment Survey) What should we do if the target behavior occurs? (CONSEQUENCES <i>re-engaging the student minimize reinforcement of target behavior</i>) How can we recognize the student for displaying the replacement behavior skill from our School-wide and/or Classroom-wide teaching matrix? (reinforcement) How will we know if implementing the above prevention steps resolves the target behavior? 	



B. TARGETED INTERVENTION REFERENCE GUIDE

<p style="text-align: center;">Targeted Intervention Reference Guide</p>		 Check In Check Out	 Check In Check Out Individual	 Breaks are Better	 Academic Behavior Check In Check Out	 Check Connect Expect	
Access to Adult Attention							
Access to Peer Attention							
Access to Choice of Alternative/Activities							
Option for Avoiding Aversive Activities							
Option for Avoiding Aversive Social Peer/Adult Attention							
Structural Prompts for 'What to Do' Throughout the Day							
At Least 5 Times During the Day When Positive Feedback is Set Up							
A School-Home Communication System							
Opportunity for Adaptation into a Self-Management System							

*Adapted from PBIS Mo SW-PBS



Instructions: Complete the *Tier 2 Core Components Checklist* for all Tier 2 interventions. How might you integrate all Tier 2 interventions into your school's *Targeted Intervention Reference Guide*?

Tier 2 Core Components Checklist				
Does the intervention meet academic, behavioral or social emotional needs?				
Is there a documented coordinator for the intervention?				
Are there two sources of data for identification?				
Is there a documented procedure for staff, students and families?				
Is there a documented monitoring procedure?				
Is there a documented fading procedure?				
Is there weekly family communication?				
Is there weekly communication with participating classroom teachers?				
Is there a quarterly process for sharing updates?				
Is there a documented fidelity check procedure?				
Is there a documented social validity check?				
Is there a documented outcome data procedure?				

How can we integrate Academic, Social Emotional and Behavioral Supports into our school's identification and student review process?

Student Support Model Graphic Representation



Instructions: Create a graphic representation of a Student Support Model for a multi-tiered behavior framework. When appropriate, work with District Tier 2 Coordinator to create District-wide visual representation of a Tier 2 Student Support Model within a multi-tiered behavior framework.

- ▲ The model should contain embedded elements providing structure and guidance for processes needing to occur as supports are intensified within Tier 2 support systems
- ▲ Identified components should align with items included in the Tiered Fidelity Inventory (TFI) which is used as a self-assessment tool for monitoring progress toward development of a full continuum.

School Example

