Implementing a Multi-Tiered PBIS Program in a High School: Strategies for Tiers 1, 2, and 3

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Turpin’s MTSS Team

School Psychologist, Team Leader
Assistant Principals (2), Team Leader
General Education Teachers (3)
Intervention Specialist
School Counselor
District Parent Resource Coordinator

Team meetings are held weekly for 40 minutes during the work day.

Tiered Fidelity Inventory is used to identify areas for improvement.
• 4 Behavioral Expectations
• Expectations by Setting
• Teaching videos and Kahoot refresher
• CORE award tickets
• Ticket raffle every two weeks
• Student of the Quarter Breakfasts
• Hope Squad
• Tardy Competition
• Link Crew
• Positive Postcards
• Academic Success Center
School Connection Survey

● Why did we make it?
● How did we make it?
● What is the School Connection Survey?
● When do students complete it? Opt out option
● What do we do with it? Questions by category

○ 1. An adult at Turpin cares about how I am doing.
○ 2. I feel connected with other students at Turpin.
○ 3. I find positive ways to overcome my problems.
○ 4. I am confident I will graduate from high school.
Data-Based Decision Making: Tier 1 to Tier 2

1. **Office Discipline Referrals**
   - Students receiving 2 or more office referrals

2. **Attendance**
   - Students absent 10% or more days

3. **Grades**
   - Students receiving 2 or more Fs

4. **School Connection Survey**
   - Student concerns on 2 or more out of 4 target questions

**Decision Rules Document**
Tier 2

- **Study Skills Course/OTM** (~35 students)
- **Check & Connect Mentoring** (~35 students)
  - Staff to student
- **Spartan Cash with Incentive Store**
- **Counseling groups**
  - Coping with Anxiety
  - Ruling our Experiences (ROX)
- **New last year: Integrity Checklists**
Data-Based Decision Making: Tier 2 to Tier 3

1. Office Discipline Referrals
   Students receiving 6 or more office referrals

2. Attendance
   Students absent 20% or more days

3. Grades
   Students receiving 3 or more Fs

4. Insufficient progress at Tier 2
   Progress is insufficient to graduate back to Tier 1 level

Tier 3 Team

Meets monthly to identify and discuss these students
- Functional Behavioral Assessment (FBA)
- **Individual Behavior Plan**
- Counseling Services
  - 4 School Counselors
  - 1 full-time School Psychologist
  - 1 full-time School-Based Therapist
- Intensive instructional support may be provided by intervention specialist, speech pathologist, occupational therapist, or school psychologist
- **STEP Community Mentoring Program**
- **Experience Program**
Hierarchical level 3

Student Profile

- 77% had mental health diagnosis (ADHD, anxiety, depression)
- 27% were economically disadvantaged
- 12% had recently lost a parent or were in the process of losing a parent
- Only 1 student of 26 had none of these
- These data will help us to better plan for Tier 3 interventions next year. Ideas include screening all Tier 2 students for mental health concerns, developing more mental health groups, referring more students for counseling services, referring more students of poverty to mentorship programs, as well as providing executive functioning training.
Executive Functioning

- Premier Executive Function Curriculum Notebook
- Work-Smart Academic Planner by Dawson & Guare

Mental Health

- Coping Cat CBT student book and therapist guide
- CARS CBT anxiety program and depression program
- Ruling Our Experiences program

Mentoring - Check & Connect program

Individualized Behavior Plans

- The Behavior Code by Minahan & Rappaport
- Teacher’s Encyclopedia of Behavior Management by Howard & Sprick
# Turpin’s MTSS Parent and Staff Pamphlet

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td><strong>Core Instruction</strong></td>
<td><strong>Supplemental Instruction</strong></td>
<td><strong>Intensive Instruction</strong></td>
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<tr>
<td><strong>Who</strong></td>
<td>Students not making adequate progress toward grade level goals.</td>
<td>Students who need intensive supports in addition to core and supplemental instruction.</td>
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<td>All students.</td>
<td>* Small group supplemental instruction in addition to core instruction.</td>
<td>* Instruction more customized to meet the individual needs of students extending beyond supplemental support.</td>
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<td><strong>What</strong></td>
<td>* Evidence-based programs and practices are implemented to improve concerns.</td>
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<td>* All students receive high quality instruction in academic skills and expected behaviors. * Students are screened to identify those students not achieving expected goals in academic skills, expected behavior, and social-emotional skills.</td>
<td>* Student progress is monitored.</td>
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<td><strong>Examples</strong></td>
<td>* Academic Skills Lab (course designed to improve basic reading and math skills) * Organization and Time Management (course designed to improve organization and work completion) * Check &amp; Connect staff to student mentoring (program to increase student connectedness and engagement to school) * Counseling groups (various time-limited groups offered by the counseling department to address concerns with anxiety, study skills, and other topics as needed)</td>
<td>* A problem-solving team consisting of the student’s parent, teachers, and support staff develop an individualized plan to implement intensive supports designed to improve the student’s area of concern.</td>
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<td>* Aimsweb Plus reading and math assessments are administered to all 9th graders to screen for academic skill deficits. * Students’ grades, attendance and discipline referrals are frequently analyzed. * All students complete the Turpin School Climate Survey to screen for social-emotional concerns. * Turpin implements a PBIS plan as described in this pamphlet to teach expected behaviors. * Mental health awareness activities * Peer tutoring through central tutoring center</td>
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Results for Tier 1

PBIS Survey results

- Staff
- Students
- Parents
Check & Connect Mentoring Program

- Student ratings increased (1 to 5 scale)
  - An adult at Turpin cares about me. 2.6 to 4.2
  - I feel connected to other students at Turpin. 2.4 to 3.5
  - I find positive ways to overcome my problems. 3 to 3.5
  - I am confident I will graduate. 3.5 to 4.4

- Absences slightly decreased

Study Skills Course - OTM

- # of Fs decreases by about half when enrolled
- For 1st quarter 2018 OTM with 46 students:
  - 26 had 0 Fs, 11 students had 1 F,
  - 5 students had 2 Fs, 4 students had 3 Fs
Creating PBIS programming based on new data from our School Connection Survey, such as adding executive functioning and social Tier 2 groups

- Adding more mental health programming through Tiers 1 and 2
- Measuring and increasing the fidelity of Tier 2 interventions
- Adding a Tier 2 peer mentoring program, possibly with Eye to Eye
- Problem solving ways to remind/encourage teachers to give out CORE tickets to students
Thank you for attending!

Please feel free to contact us:

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