Intervention Mapping

Critical Components of Intervention Support

- Interventions are developed based on student need
- All intervention plans have intervention support
- Intervention integrity and implementation are monitored and documented
- Decisions are justified in an RtI model with documentation of intervention support and integrity

Goals for PBS Team

- Identify initiatives in place that address: individual students, at-risk or groups of students, and the entire campus
- Determine data used to identify students in need of Tier 2 interventions
- Determine curricula that will address needs and how to embed in SWPBS
- Develop a plan for implementing on campus
  - Include evaluation of system
  - Include progress monitoring of student outcomes
Tiers of PBS

**Tier 3** – (Individual) Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.

**Tier 2** – (Targeted Groups) Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e., attention seeking, escape).

**Tier 1 & 2** – (Classroom) Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms.

**Tier 1** – (School-Wide) Procedures and processes intended for all students, staff, in specific settings and across campus.

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Tiers of Behavioral Intervention/Support

- **Tier I Assessments**
  - Progress Monitoring (ODR)
  - Benchmark Assessment
  - Universal Screening

- **Tier II Assessments**
  - Behavioral Data (ODR)
  - Gap Analysis

- **Tier II Targeted Interventions**
  - Social Skills Training
  - Small Groups

- **Tier II Core Interventions**
  - School-wide Discipline
  - Positive Behavior Supports
  - Whole-class Interventions

- **Tier II Assessments**
  - Behavioral Observations
  - Intervention Data
  - Gap Analysis
  - FBA

- **Tier III: Individualized Interventions**
  - Behavior Intervention Plan
  - Individual Counseling
  - Self-Monitoring

- **Tier III: Assessments**
  - Progress Monitoring (RtI)
  - FBA
  - Progress Monitoring (RtI)
  - Eligibility Assessment

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Problem Solving Tiers of Service Delivery

1. **Problem Identification** - What's the problem?
2. **Problem Analysis** - Why is it occurring?
3. **Intervention Design/Implementation** - What are we going to do about it?
4. **Response to Intervention** - Is it working?
Tier 1 RtI/Behavior Components

Introduction to School-wide Positive Behavior Support
Establishing a Foundation for Collaboration and Operation
Building Faculty Involvement
Establishing A Data-Based Decision-Making System
Developing Appropriate Definitions of Problem Behaviors
Developing Behavior Tracking Forms
Developing a Coherent Office Discipline Referral Process
Developing Effective Consequences
Identifying School-Wide Expectations
Identifying Rules for Unique Settings
Developing a System for Teaching Appropriate Behavior
Developing a School-Wide Reward System
Implementing School-wide PBS
Evaluating the Progress of PBS Efforts
Establishing a Comprehensive PBS System

Problem-Solving Guide for Targeted PBS
Working Smarter, not harder
Directions:
- Identify Initiative (superintendents, school teams)
- Identify key stakeholders (teachers, students)
- Identify key data
- Address identified data

Selecting Tier 1 Behavior Interventions

- Is it intended for all students and staff in all settings?
- Is there an evidence-base for the approach?
- Is the approach cost-effective?
- Does the approach provide a system for data-based decision-making?
- Do the data address both student outcomes and implementation fidelity?
Before You Consider Tier 2 Interventions…

- Targeted group interventions are intended to impact the behavior of large numbers of students with similar behavior problems or causes for their behavior.

What If Issues are Classroom Related?

- Is it a instructional, environmental or behavioral issue impacting an entire class?
  - Use Classroom Consultation resources
- Is it an issue about the relationship between the teacher and the student?
  - Use Classroom Consultation resources
- Is it an issue that impacts all or most classes?
  - Consider expanding Tier 1 interventions to classroom

Classroom Consultation Guide

Used by School PBS Team to provide consultation support to identified classrooms in the following:

- Topic 1: Assessment
  - Includes Classroom Assessment Tool*
- Topic 2: Ecological Adaptations
- Topic 3: Teaching Behavior
- Topic 4: Reward System
- Topic 5: Consequence System
- Topic 6: Curriculum & Instruction
- Topic 7: Intervention Planning
  - Includes Intervention Plan Tool*
Tier 2 Critical Questions

• Do we have groups of students that might benefit from a targeted intervention?
• Are any of the identified students NOT contacting the SWPBS system?
• Do the types or causes of their problem behaviors match a targeted group intervention?
• What can we implement to have the biggest impact for the least cost/effort?

Problem Solving Steps

1). Identify and analyze the problem
2). Develop the plan
3). Implement the plan
4). Evaluate the plan

Step 1: Identify and Analyze. What data do you plan to use to identify those students who are in need of targeted group interventions? Check off the items your team plans on using to identify students in need.

- Teacher Nomination Forms
- COPS by student & behavior
- Classroom tracking system or form
- Other ___

Who is going to collect the data? PBS Team/classroom teacher

Should gather data before post planning

When will it be completed?

Once data are collected you can start to fill out the Student Identification Worksheet
Why ODRs May Not Be Enough

- May miss students in ESE settings with persistent or violent behavior who may not generate office referrals
- May not identify students with severe “internalizing” behaviors
- May not identify students with many “minors” but few “majors”
- May not reflect that some teachers refer and some don’t

Problem Solving Steps

1. Identify and analyze the problem
2. Develop the plan
3. Implement the plan
4. Evaluate the plan

Step 2: Analyze the Problem

- Aggression and disrespect are the most critical issues identified in ODRs and screenings

Gather additional information

What other data would you want to review?

- Are students being taught and reinforced in SWPBS?
- Are referrals coming from specific locations, times, teachers, etc.
Step 2: Analyze the Problem

Identify desired behaviors

- Students will learn more appropriate problem-solving and social behaviors

### Step 2a: Brainstorm Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP</td>
<td>Great program that will address a broad number of students; It has good monitoring tools which will help with RTI.</td>
</tr>
<tr>
<td>Classroom</td>
<td>Could be helpful for students. However, will need to focus on one subject.</td>
</tr>
<tr>
<td>ITP</td>
<td>Great length for a quick group, but only one week. It will only be for 30 minutes, so may not be enough.</td>
</tr>
<tr>
<td>Skillstreaming</td>
<td>Our teachers are not all on board yet, though we have some promising results. But we need to keep working on this.</td>
</tr>
<tr>
<td>Social Worker’s Anger Management Group</td>
<td>Have to know which kids are in the group and what curriculum they use. Maybe we can utilize this group for some of the students.</td>
</tr>
</tbody>
</table>

### Step 2b: Clarification of Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Question 1</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP</td>
<td>How is this different fromSkillstreaming?</td>
<td>Are we due to address one situation or a whole group?</td>
</tr>
<tr>
<td>Classroom</td>
<td>How many kids can be on the program at one time reasonably?</td>
<td>How many do you think reasonable to deal with, (Time/Quantity)?</td>
</tr>
</tbody>
</table>

### Step 2c: Selecting Possible Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Need to Help with?</th>
<th>Students (Yes/No)</th>
<th>Problems (Yes/No)</th>
<th>Time Needed (Yes/No)</th>
<th>How Does it Address the Issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP</td>
<td>Negative behavior</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>Communication needs</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Skillstreaming</td>
<td>Physical skills</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Social Worker’s Anger Management Group</td>
<td>Anger management</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>


Step 2d: Barriers to Selected Strategies and Solutions. Based upon the identified curriculum(s), discuss 2 barriers to implementation and brainstorm possible solutions.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Barriers</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIP</td>
<td>1. Personnel do check in/out. Talk to admin.</td>
<td>2. Show results from others that have used BIP</td>
</tr>
<tr>
<td></td>
<td>2. Getting teachers to buy in to checking progress reports</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>1. Who will do this training?</td>
<td>1. Admin/PBI team leader coach, behavior specialist</td>
</tr>
<tr>
<td></td>
<td>2. What teachers will receive training?</td>
<td>Big talk to admin, reuply of GSE, teachers can volunteer</td>
</tr>
</tbody>
</table>

Problem Solving Steps

1. Identify and analyze the problem
2. Develop the plan
3. Implement the plan
4. Evaluate the plan

Implementing Targeted Group Supports
Targeted Intervention Programs

• Some curricula are designed as a school-wide programs
• Some curricula are designed as pull-outs
• Many interventions can be adapted to address targeted group and classroom or school-wide

Communicating with Teachers

• Targeted Group as a School-Wide intervention
  – In order to work, more than the group’s facilitator must be involved
• Administrator support
  – Encourage teachers to be flexible with assignments
  – Training time
• Staff Buy-in
  – Clarify the need for students to improve skills
  – Helping teachers by taking care of the more intensive teaching/mental health component

Step 3: Develop the Plan

Brainstorm Strategies

• BEP
• Social skills streaming
• Problem-solving training
• Anger management groups
• Others?
Examples of Tier 2 Interventions

Skillstreaming
PREPARE Curriculum
Second Step
Behavior Education Program
I Can Problem Solve
Steps to Respect
School-Connect

Behavior Education Program

• The BEP is a “check-in/check-out” system where students have clearly defined expectations/goals, daily prompts and feedback from positive adults, and increased opportunity for reinforcement
• Designed for at-risk students who accrue multiple referrals in multiple settings across the campus and who are motivated by attention
• Not intended for aggressive or violent students

Step 3: Develop the Plan

• Clarify, vote on strategies
• Do these interventions match the data?
• Establish goals
  – Implement BEP Program for 30 identified students in 1 month
  – Establish tracking system for students
  – Appropriate behavior improves 25% and inappropriate behavior decreases by 50% on average in targeted group within 3 months (Behavior Progress Report)
  – Reduce number of ODRs for aggressions and disrespect by 50% per week within 3 months
  – Others
Preparation

• How will the faculty be informed?
• How will students get into the group?
  – SWPBS team recommendation
  – CST recommendation
  – Teacher/Administration/Guidance recommendations
  – Data for prioritization

Preparation

• What data will be used?
  – Minors, ODRs, Observations, Progress Monitoring, Academic, Teacher Nomination, Screening information, etc…
• Is there a need for new data?
• Are new forms needed?

Roles & Responsibilities

• All faculty need to:
  – Be aware of targeted group programs
  – Know which skills are being taught
    • Identify relevant situations and prompt new skills
  – Help progress monitor and reinforce student behaviors
  – Participate in “transfer of learning” activities
• Administrative team:
  – Actively supports program
    • Time, resources, student success
  – Consider group participation during disciplinary events
Roles & Responsibilities

• Group Facilitator
  – Gatekeeper for program
  – Logistical issues, rapport with students
  – Communication/Collaboration with teachers, parents, admin, PBS Team
  – Planning & Teaching lessons, Transfer of Training activities
  – Data collection, evaluation of students

Other Issues to Consider

Implementing Tier Supports

• Time
  – Training time for staff
  – Time to teach students/release time
  – Time for progress monitoring/evaluation (weekly)
  – Time to coordinate supports/share information

• Data collection
  – ODRs
  – Teacher Nomination forms
  – Screeners (pre- and post-measures)
  – Progress Monitoring materials
Implementation

- Who will develop goals for the students? What information should be considered in this process?
  - Group goals vs. Individualized goals
- Parental consent, involvement
- How will the data be managed?
  - Security/Confidentiality
- Who will evaluate student progress? How will progress be measured?
- How will teachers and parents be notified of weekly skills and progress?

Problem Solving Steps

1. Identify and analyze the problem
2. Develop the plan
3. Implement the plan
4. Evaluate the plan
   - Determine how your team is planning to measure outcomes for classrooms and/or students in the targeted group interventions? (e.g., weekly summary of daily progress reports). On your PBS Targeted Group: Specific Action Plan, identify the possible data that may be used to measure outcomes.

<table>
<thead>
<tr>
<th>Identification</th>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Student PBS</td>
<td>Teacher requests for support</td>
<td>Teacher ratings of students (SSBD, TRF, etc.)</td>
</tr>
<tr>
<td>Targeted Group PBS</td>
<td>Teacher requests for support</td>
<td>Teacher ratings of students (SSBD, TRF, etc.)</td>
</tr>
<tr>
<td>Classroom PBS</td>
<td>Teacher request for support</td>
<td>Teacher ratings of students (SSBD, TRF, etc.)</td>
</tr>
<tr>
<td>Universal/School-wide PBS</td>
<td>Teacher request for support</td>
<td>Teacher ratings of students (SSBD, TRF, etc.)</td>
</tr>
</tbody>
</table>
Evaluation

• Elements to consider:
  – Fidelity of Implementation of the Interventions
    • are the program(s) being carried out as intended?
  – Outcomes/progress monitoring
    • are student behavior(s) improving?
  • How to identify students who need additional support?
  • Is it generalizing?

Monitoring Data

• Progress monitor your students by looking at daily behavior ratings, records of skill use, office referrals, and classroom-managed incidents (minors)
• Progress for students will need to be monitored to ensure success and determine graduation from program
• A simple progress monitoring sheet can be used to track specific behavioral goals
• Teachers can rate student goal behavior and/or students can self-monitor

Daily Progress Report

Name: _____Johnny Smithson________ Date: __2/14/07____
Rating Scale: 3=Good day 2=Mixed day 1=Will try harder tomorrow

GOALS:

<table>
<thead>
<tr>
<th>Target Skill</th>
<th>HR</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>L</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing meals and smiling in classmates</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Joining in with a group of peers</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Using appropriate language</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Target Skill: ______Johnny is ______ Target: _____
Teacher Comments: I really like how ______Johnny spent a great deal of time working in a group with Carson today. ____

Parent Signature(s) and Comments: ______Sally Smithson, I can see that he is making gains__
Daily Progress Report
Adapted from Crone, Horner & Hawnken (2004)

Name: ___________________ Date: ___________

Rating Scale:
0 = Good day: 3 points
1 = Mixed day: 2 points
2 = Will try harder tomorrow: 1 point

GOALS:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Priority</th>
<th>Reading</th>
<th>Spelling</th>
<th>Writing</th>
<th>Math</th>
<th>Lunch</th>
<th>Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
</tbody>
</table>

Teacher comments: Wow! Sally did a great job today.

Parent Signature(s) and Comments: ______________________

Using the Data
- Focus on specific problem-solving skills
- Supplemental support needed
- Different program needed
- Planning Booster sessions
- Fading reinforcement
- Including more self/student-evaluation
- Graduation from intensive targeted group

Step 4: Evaluate the Plan
- Did we meet the goal?
- Examine data and modify intervention if needed

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• Modify existing plan or develop a new plan</td>
<td></td>
</tr>
<tr>
<td>• Develop a plan to maintain the intervention if it worked</td>
<td></td>
</tr>
<tr>
<td>• Develop a new plan</td>
<td></td>
</tr>
<tr>
<td>• Consider referring back to problem-solving team if intervention isn't working</td>
<td></td>
</tr>
</tbody>
</table>
Tier 3

- Key Questions
  - What specific interventions are needed at Tier 3?
  - Increased intensity of Tier 2 intervention? Different, individualized intervention?
  - How well are Tier 3 interventions functionally linked to FBA?
  - How well are Tier 3 interventions implemented?
  - What is the student’s response to evidence-based interventions?

- Data Analysis
  - Functional Behavior Assessment (FBA)
  - Graph of Response to Intervention data

Tier 3

- Focus of School-based Intervention Team
  - Identify individual behavioral issues through data analysis
  - Develop intensive individual interventions & supports (Behavior Intervention Plan - BIP)

- Interventions
  - Implement BIP based on FBA
  - Assess integrity and intensity of interventions
### Tier 3: Problem-solving protocol

- Identify target & replacement behavior
- Identify peer group for comparison
  - Collect baseline & progress monitoring data (frequency, duration)
  - Gap analysis - compare student to peer group and expectation
- Determine function of the behavior (FBA)
- Develop/implement interventions based on FBA (BIP)
- Monitor/Evaluate/Modify interventions based on data
  - Document response to intervention
  - Problem solving continues based on response to intervention

### Contact Information

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