



3E - Integrating PBIS & Academic Instruction, Part 2 of 4

Presenters:

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- **Topic:** District & State PBIS
- **Keywords:** School-wide, Systems Alignment, Administrator, Implementation



Introductions



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SPS PBIS Coaching Team

SPS Elementary Literacy Team

Pbis.org

If you're interested in being on
the list to learn about TIPS
current research and
upcoming training
opportunities

Team-Initiated Problem Solving
(TIPS) Research and Training
Inquiry Form



Learning Objectives

Participants will learn about

1. classroom routines and instructional strategies that blend PBIS practices with academic instruction
2. strategies for building district-wide capacity through teacher professional learning and coaching, and
3. leadership/teaming practices that support integrated MTSS in the classrooms.



District capacity for sustained implementation of multiple initiatives is often strained because of competition for existing resources.

PBIS District Practice Guide, September 2024



National PBIS Leadership Forum

PBIS District Practice Guide (2024)

Alignment process begins with assessment of current initiatives

- Share outcomes to achieve communicated by executive level and building leadership teams
- Develop an inventory of the related initiatives targeted for alignment
- Determine which core systems features will be targeted for alignment
- Analyze and make decision for alignment of initiatives
- Consider practices that need to be de-implemented
- Design the plan for effective alignment (consider eval, PD, etc.)

Intentional Implementation prevents abandonment

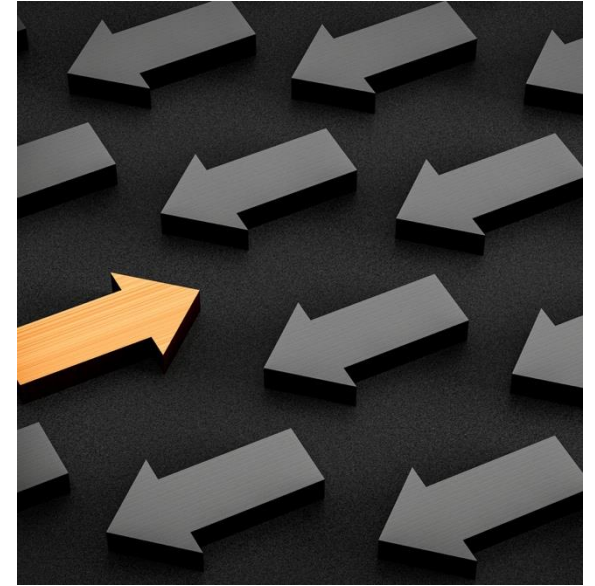
- preventing abandonment of valued practices by facilitating drivers, determinants, and implementation strategies such as funding, leadership, and training (Carnine, 1997; Han & Weiss, 2005; Herman et al., 2021; McIntosh et al., 2016)



De-implementation (Chaparro & McIntosh, 2025; Niven et al., 2015, Walsh-Bailey et al., 2021)

Is dynamic, complex, and multi-leveled process occurring over time and across contexts

- Identify low-value practices or practices no longer in alignment with priorities
- Identify steps and timeline for changing practice, shifting to new practice
- Evaluate de-implementation outcomes
- Build and implement plan to prevent re-emergence of old practices



What is an Integrated Multi-Tiered System of Support?

<https://mtss.org/wp-content/uploads/2023/03/What-is-I-MTSS-3.21.23.pdf>

This brief provides a definition, based largely on the decades of research in PBIS and experiences of scholars that have been implementing I-MTSS

www.mtss.org

An Integrated Multi-Tiered System of Support (I-MTSS) is a comprehensive and equitable prevention framework for improving the outcomes of all students, including students with or at-risk for disabilities, through integrated academic and behavioral support. Key components of an I-MTSS framework include the following.



Integrated Continuum of Research-Informed Practices

Within academic (e.g., reading, mathematics, written expression) and behavioral (e.g., social, emotional, behavioral) domains, educators identify, select, implement, adapt, and adjust culturally responsive and potentially efficacious practices based on empirical evidence, local data indicating efficacy, or both. Whereas traditional MTSS frameworks may focus on one domain (e.g., reading), an I-MTSS framework emphasizes (a) selection of research-informed practices within each domain and (b) careful integration of key practices across domains (e.g., embedding opportunities to prompt key behavioral skills within an academic lesson, scripting praise for contextually appropriate behavior and correct academic responses). Integration of academic and behavioral support is critical, as academic and behavioral needs are interconnected: Behavior impacts access to instruction, and quality instruction influences behavior.

Further, educators organize and implement integrated practices within a continuum, often operationalized with three tiers. Educators deliver integrated academic and behavioral support for all students (Tier 1). For students whose screening or progress monitoring data indicate risk in one or more domains, educators provide integrated targeted supports (e.g., small group intervention that supplements Tier 1 instruction, intervention that intensifies implementation of key Tier 1 supports) in identified domains (Tier 2). For students whose screening or progress monitoring data indicate chronic or significant risk in one or more domains, educators conduct diagnostic academic and/or functional behavioral assessment and develop individualized integrated intensive intervention plans (Tier 3).

Comprehensive Data-Driven Decision Making

Although educators are becoming adept at data-based decision making within one domain, an I-MTSS framework requires educators to simultaneously review data across multiple domains (e.g., academic and behavioral screening, diagnostic and/or functional behavioral assessment, progress monitoring, and outcome data). Specifically, educators (a) use data to guide selection of research-informed practices, (b) document implementation fidelity and social validity of research-informed practices, (c) monitor student outcomes, (d) disaggregate data (e.g., by race/ethnicity, disability, gender, and language status) to ensure the needs of all subgroups of students are being met, (e) adjust implementation to maximize benefit for students at each tier, and (f) identify students who require additional support. Thus, educators benefit from a data-management system and data-review routines that facilitate simultaneous review of multiple data streams across domains, enabling educators to make decisions based on screening, progress monitoring, diagnostic or functional behavioral assessment, outcome, fidelity, and social validity data within and across implementation tiers.

Integrated Teaming and Coaching Structures

At each tier, integrated teaming functions leverage expertise at the system (school and district administrators), practice (educators with relevant content expertise, community providers), and student (family members and student) levels to guide implementation of integrated practices and promote effective decision making. For example, an integrated school-wide (Tier 1) leadership team may include (a) one or more administrators, (b) educators who represent various grade levels or disciplines (e.g., general and special education teachers, specialists, interventionists, coaches), (c) one or more family members, (d) student voice (e.g., student council or individual student representatives), and (e) other relevant stakeholders (e.g., community mental health providers). Among team members, there are individuals with expertise in academic and behavioral support; individuals who represent the diversity of the school community, including marginalized racial/ethnic groups; and individuals identified to function as coaches. Integrated teaming functions minimize “silos” (i.e., structures focused strictly on academic or behavior support), and emphasize that academic and behavioral needs and supports are interconnected.

Integrated Multi-Tiered System of Support (I•MTSS)

is a comprehensive prevention framework for improving students' academic and social-emotional-behavioral outcomes.



Key components of an I-MTSS framework include:



Integrated Continuum of Research-Informed Practices

www.mtss.org



Comprehensive Data-Driven Decision Making



Integrated Teaming and Coaching Structures



Integrated Professional Development



Additional Systems to Support Sustained and Scaled Implementation





CENTER ON
PBIS

Positive Behavioral
Interventions & Supports

PBIS DISTRICT PRACTICE GUIDE:

Leadership Team Planning
Using the District Systems
Fidelity Inventory

CENTER ON PBIS

September 2024

PBIS District Practice Guide:

Leadership Team Planning Using the District Systems Fidelity Inventory

How is the PBIS District Practice Guide organized?

- Aligned to the District Systems Fidelity Inventory
- Defines and describes DSFI Features
- Provides Examples
- Coaching Tips
- Tools/Resources
- Links to additional information
- Guiding Questions for Leadership Teams



National PBIS Leadership Forum

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) IN THE CLASSROOM

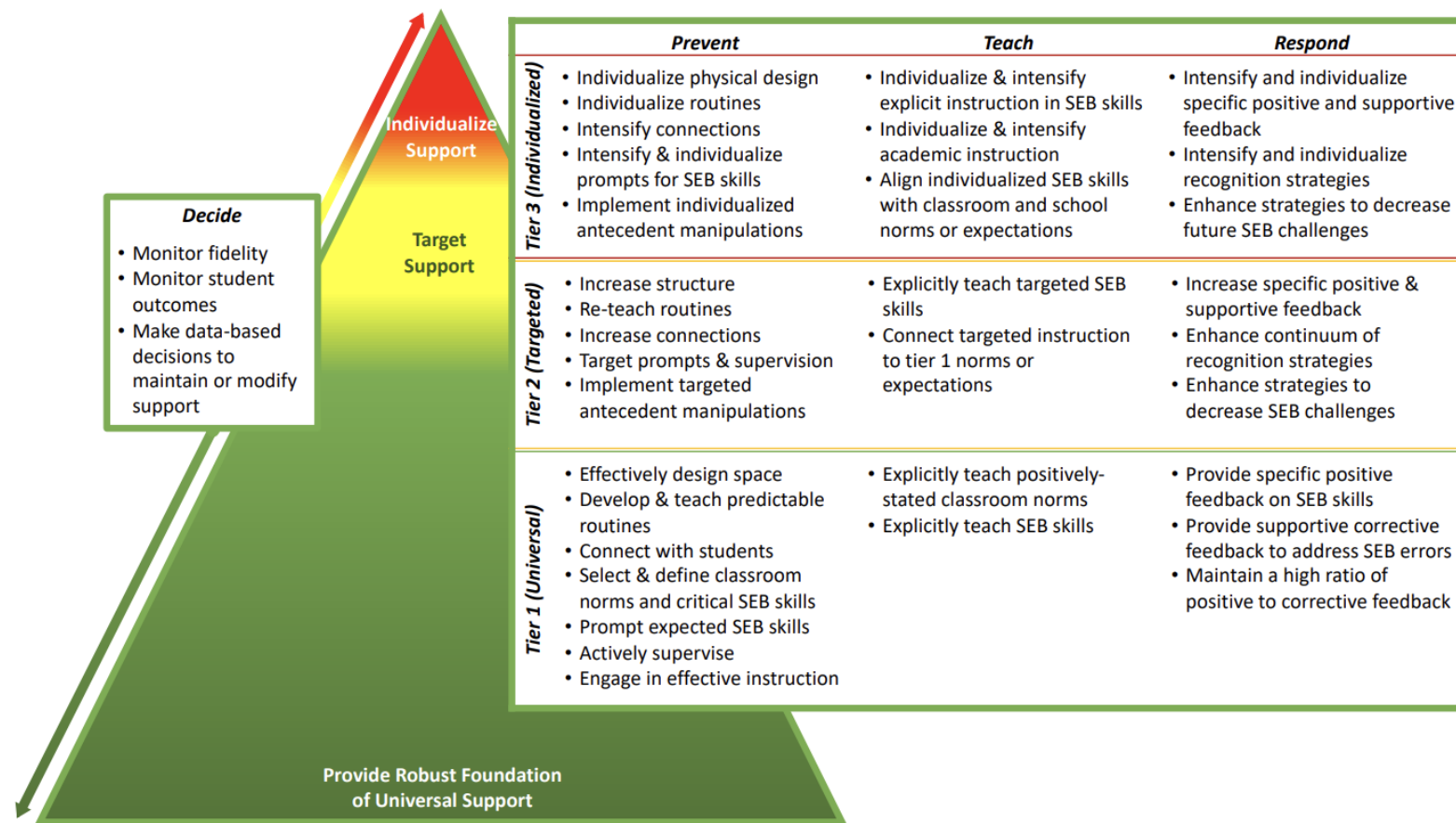
BRANDI SIMONSEN, KAREN ROBBIE, KATHERINE MEYER,
JEN FREEMAN, SUSANNAH EVERETT, & ADAM FEINBERG

November 2021

PBIS & MTSS Classroom Supports

<https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom>

Figure 1. Prevent, Teach, Respond, and Decide within a MTSS Framework



Critical Component	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiation of Tier 1
Teach	Explicitly teach positively stated classroom norms	- Explicitly teach classroom norms, as defined in the classroom matrix described in prevent section, using a range of examples (and non-examples) to teach the “general case” of SEB skills that are consistent (and inconsistent) with norms during each routine. - Use a model (I do), lead (we do), and test (you do) format to ensure that each student has an opportunity to demonstrate and receive feedback on engaging in behaviors that are consistent with classroom norms within each routine.	- Enhance instruction with visuals and social narratives to ensure norms are clear to all students. Some students may benefit from visuals of norms that they can keep with them for reference. - Provide extra opportunities to practice and receive praise for modeling norms to students who may need it, especially prior to tasks or times that have presented challenges to students in the past.
	Explicitly teach SEB skills	- In addition to teaching SEB skills in the context of classroom norms and routines, educators may (a) use data to identify additional SEB skills (e.g., asking for help, problem solving) and develop lesson plans to teach these skills, (b) adopt an evidence-based curriculum, or (c) use a combination of these approaches to promote students’ SEB growth. - Regardless of approach (e.g., curriculum or teacher developed lessons), engage students in explicit instruction (model, lead, test), make connections between skills and classroom norms, and provide practice opportunities and specific feedback throughout classroom routines.	- Consider diverse abilities and needs when prioritizing SEB skills to teach. - If adopting an evidence-based curriculum, consider contextual and cultural relevance of lessons. - Consider visual (e.g., picture sequence to prompt problem solving) and alternative or augmentative communication strategies that enable all students to engage in social/communication skill. - Provide additional opportunities to review, practice, and receive feedback on SEB skills that are challenging for some students.
Respond	Provide specific positive feedback on SEB skills	- Provide specific verbal praise that labels the specific SEB skill to acknowledge individuals and groups for engaging in SEB skills that are consistent with classroom norms. - Ask students to complete a survey for preferred praise or acknowledgement strategies to maximize the contextual and cultural relevance for all learners. - Match acknowledgement approaches to students’ interest, developmental level, etc. and to ensure acknowledgement is reinforcing (i.e., enhances SEB skills).	- Provide even more specific verbal praise for students who experience frequent error corrections. - Praise effort, improvement, and progress toward key SEB skills. - Consider additional acknowledgement approaches (e.g., group contingency, token economy) to increase opportunities for reinforcement during challenging routines or times of year.

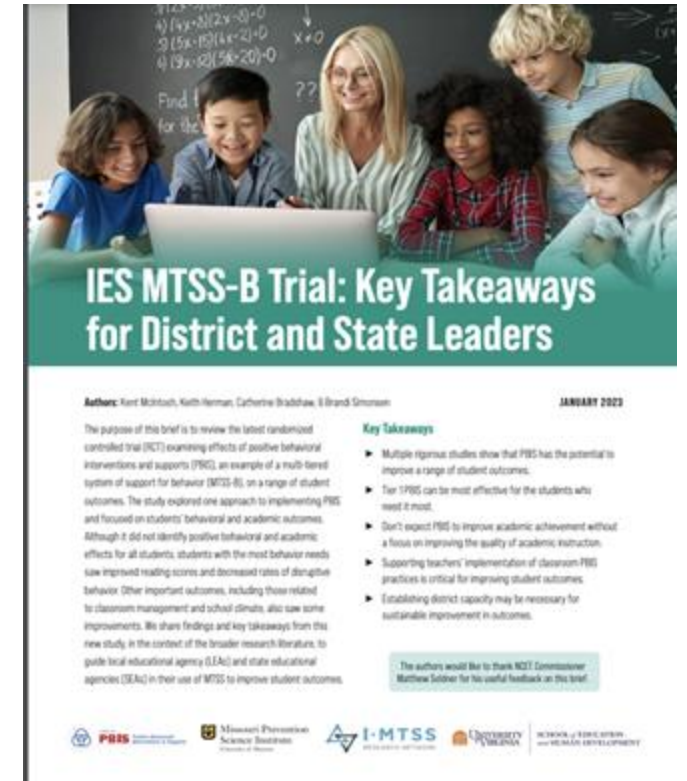
Strategies for Prevent, Teach, & Respond Across the Tiers



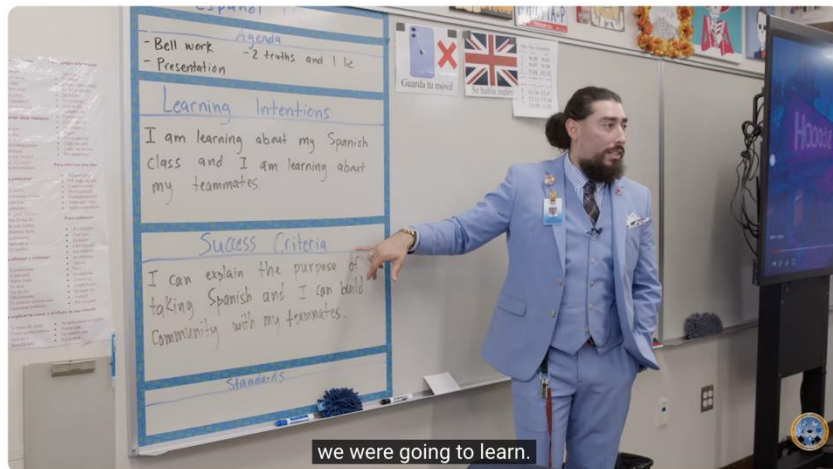
What we are learning...

(McIntosh, Herman, Bradshaw, & Simonsen, 2023)

- Don't expect PBIS to improve academic achievement without a focus on improving the quality of academic instruction.
- Supporting teachers' implementation of classroom PBIS practices is critical for improving student outcomes.



<https://www.pbis.org/resource/ies-mtss-b-trial-key-takeaways-for-district-and-state-leaders>



The First Days of High School: Teacher Tips For Starting the School Year

San Bernadino City Unified School District:
Teacher Eduardo Valencia

<https://youtu.be/vcu8fpUHDRw?si=rToXrWMwH4z-rael>

<https://youtu.be/34OvuO5zbNU?si=M6-9iLlpdm4R9Eh8>



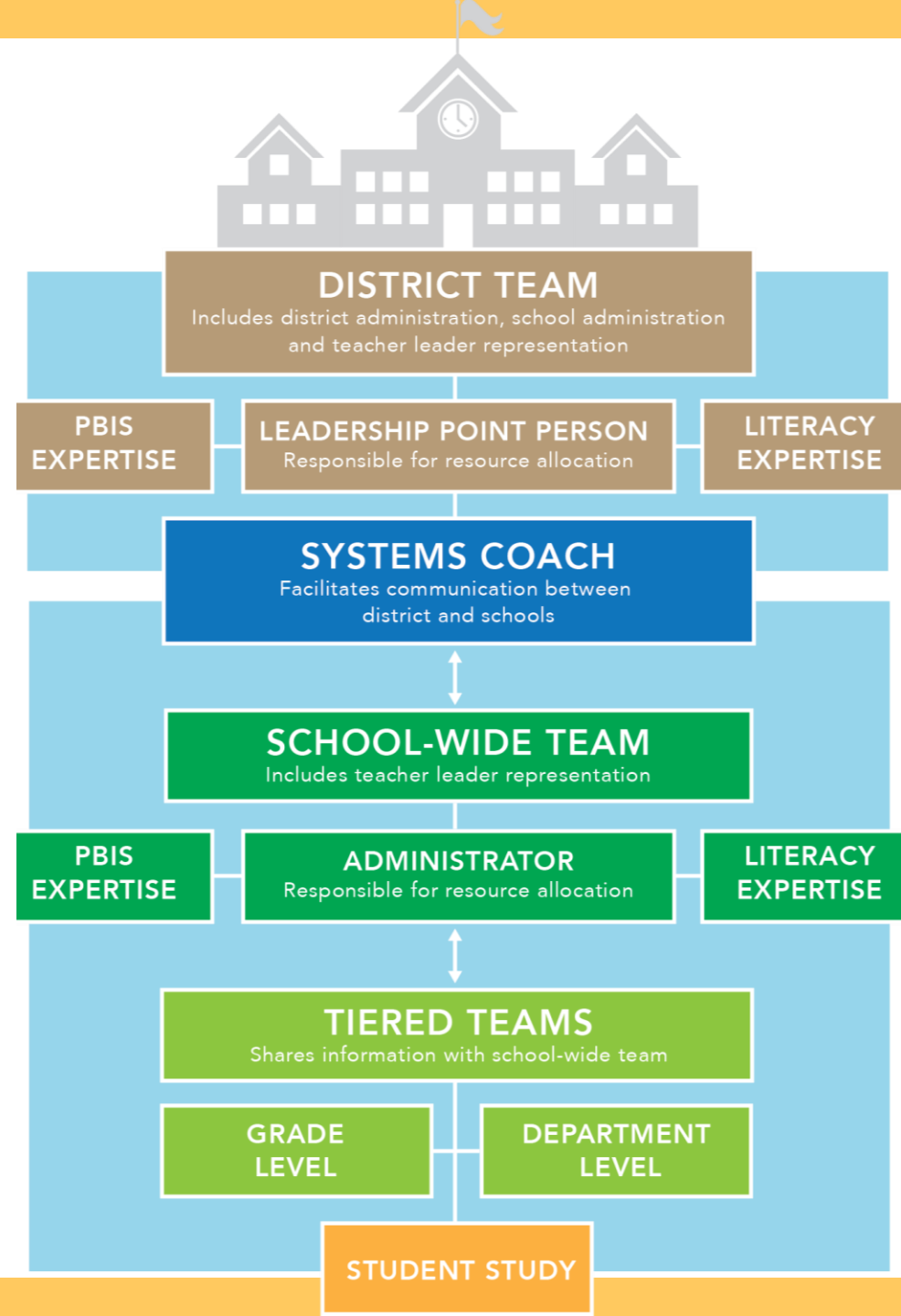
Alignment & Integration MTSS/PBIS Implementation

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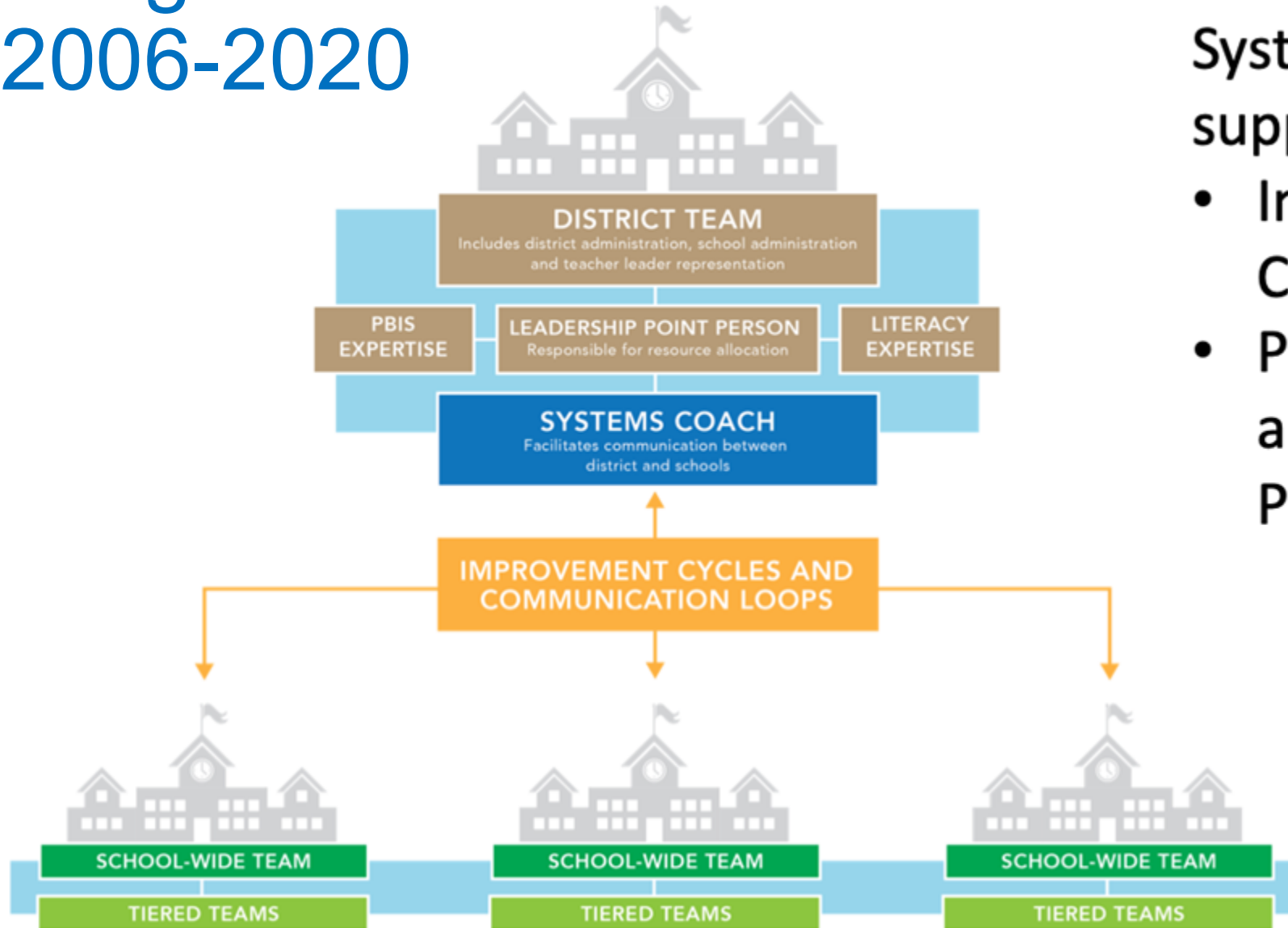




Oregon Statewide Initiative 2006-2020



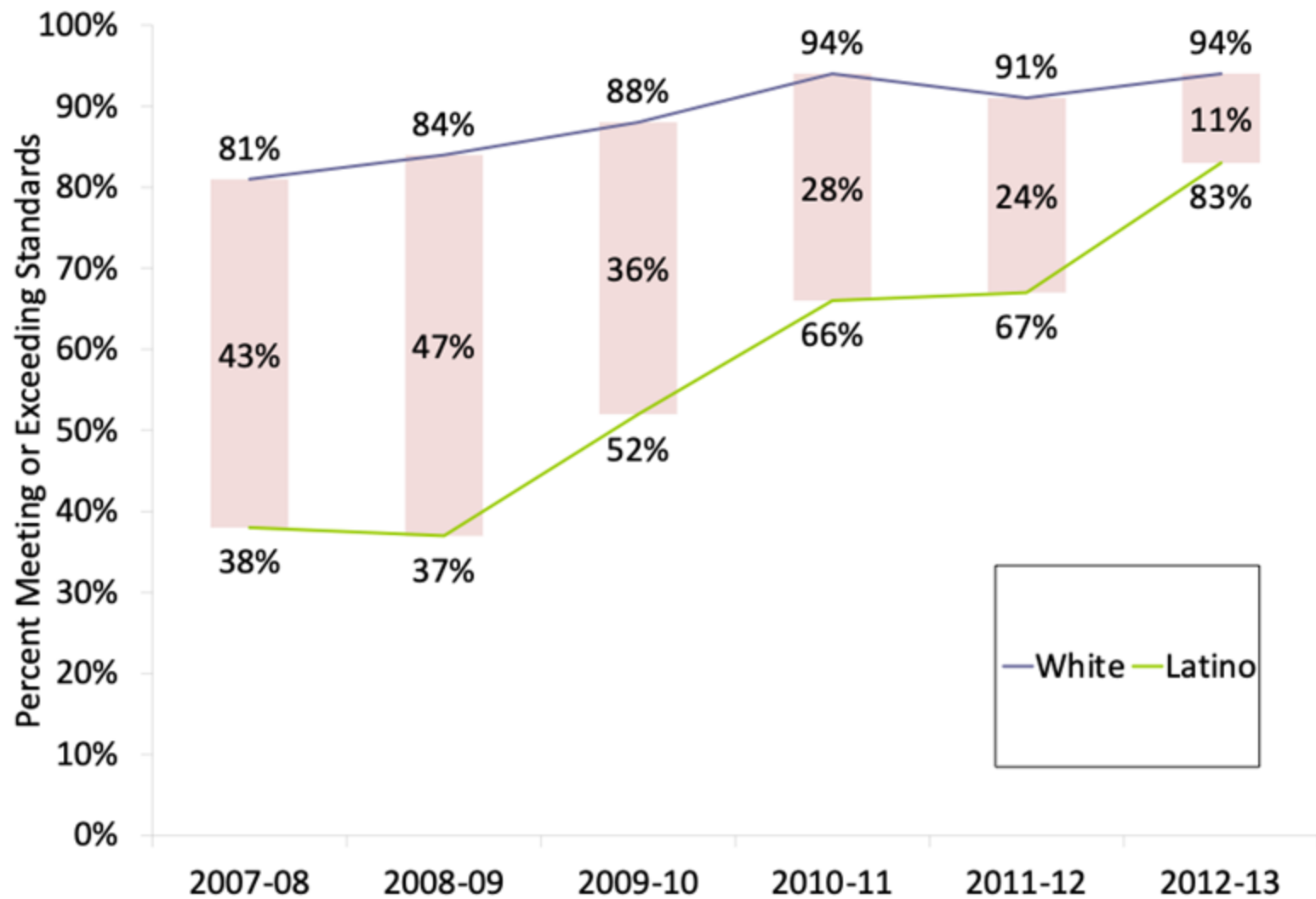
Oregon Statewide Initiative 2006-2020



Systems coaches supported:

- Improvement Cycles and Communication Loops
- Policy Enabled Practice and Practice Informed Policy (PEP PIP)

Effects of Effective Instruction on the Achievement Gap



Tigard-Tualatin School District (Chaparro, Helton, & Sadler, 2016 in McIntosh & Goodman, 2016)

Vision and practices align within a common district framework

“Implementation of all initiatives fit into the EBIS [I-MTSS] Framework” - Sally Helton, TTSD

“Doing this well implies changes in everyone’s practice in the central office, not in just what teachers or principals do” EdWeek Update: Job Roles Shifting for Districts' Central Offices.





Lesson learned: The Benefits of Distributed Leadership

Data tells Teams can carry on if leader changes or unavailable.

Stories sells Principals lead through shared vision, consistent messages.

Working smarter Creates increased buy-in when teacher voices are included.

Recruitment & Retention of Personnel

Build capacity quickly: hire staff that already have the relevant knowledge

Check posted job descriptions to ensure they have language that represents your aligned initiatives. For example,

Leaders will:

- Create and maintain a positive learning environment where students, families, and staff feel supported and respected.
- Encourage expected behavior through positive specific feedback for students and staff.
- Ensure a formal process is in place to identify and implement research-based interventions for academics and social, emotional, and behavior that are then matched to student needs.
- Coach staff members to become leaders within the school by providing leadership opportunities.
- Support high fidelity of instruction and interventions across multi-tiered services.



Turn and Talk

- **Reflect on your district or school's Training/Professional Development plan. Is it clear from your PD plan that both PBIS and MTSS for academics are prioritized?**



Leadership Team

- Link to district goals and priorities
- Create collaborative teams -Include leaders in special education, academic, behavioral, social-emotional expertise
- Select and prioritize evidenced based practices
- Align initiatives and create common language
- Utilize data to guide training and coaching
- Plan exists to support school sites implementation efforts



Training and Coaching Alignment

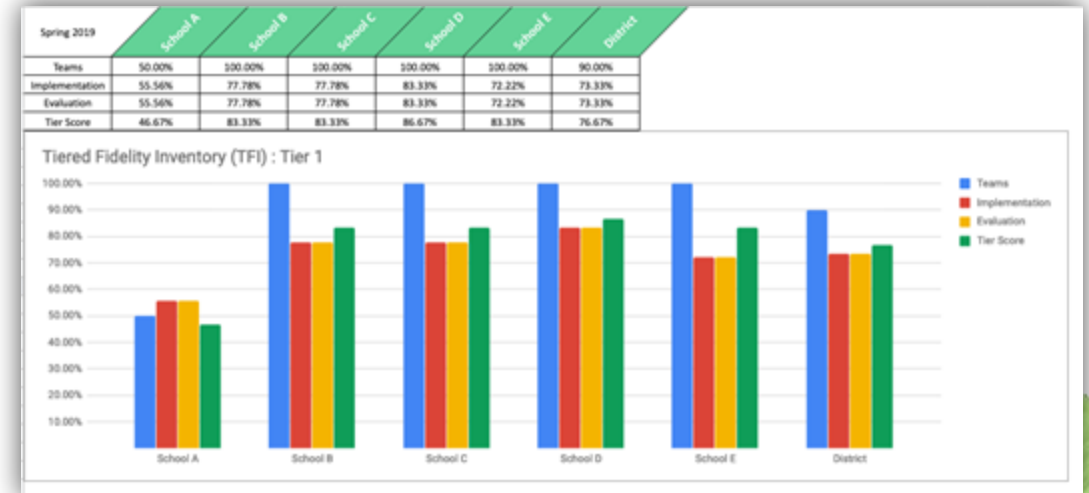
“As PBIS professional development materials and practices are identified, it becomes critical to **overtly align them with other relevant district initiatives and articulate how the combined efforts help the district achieve their overall vision and goals.**

Finally, on an annual basis, a professional learning calendar should be created and publicly posted with defined goals to support implementation of PBIS.”



Data to Guides Training/Professional Development Planning

TFI Tier 1		School A	School B	School C	School D	School E	District
		Date	Date	Date	Date	Date	Date
Teams							
1.1	1	2	2	2	2	2	1.8
1.2	1	2	2	2	2	2	1.8
		50.00%	100.00%	100.00%	100.00%	100.00%	90.00%
Implementation							
1.3	2	2	2	2	2	2	2
1.4	1	1	1	0	0	0	0.6
1.5	0	2	2	2	2	2	1.6
1.6	2	2	2	2	2	2	2
1.7	0	2	2	2	2	2	1.6
1.8	1	1	1	1	1	1	1
1.9	1	0	0	2	1	1	0.8
1.10	2	2	2	2	2	2	2
1.11	1	2	2	2	1	1	1.6
		55.56%	77.78%	77.78%	83.33%	72.22%	73.33%
Evaluation							
1.12	0	2	2	2	2	2	1.6
1.13	1	1	1	1	1	2	1.2
1.14	1	2	2	2	2	2	1.8
1.15	0	2	2	2	2	2	1.6
		25.00%	87.50%	87.50%	87.50%	100.00%	77.50%
Scale Score							
	14	25	25	26	25	23	
	46.67%	83.33%	83.33%	86.67%	83.33%	76.67%	



Communities of Practice

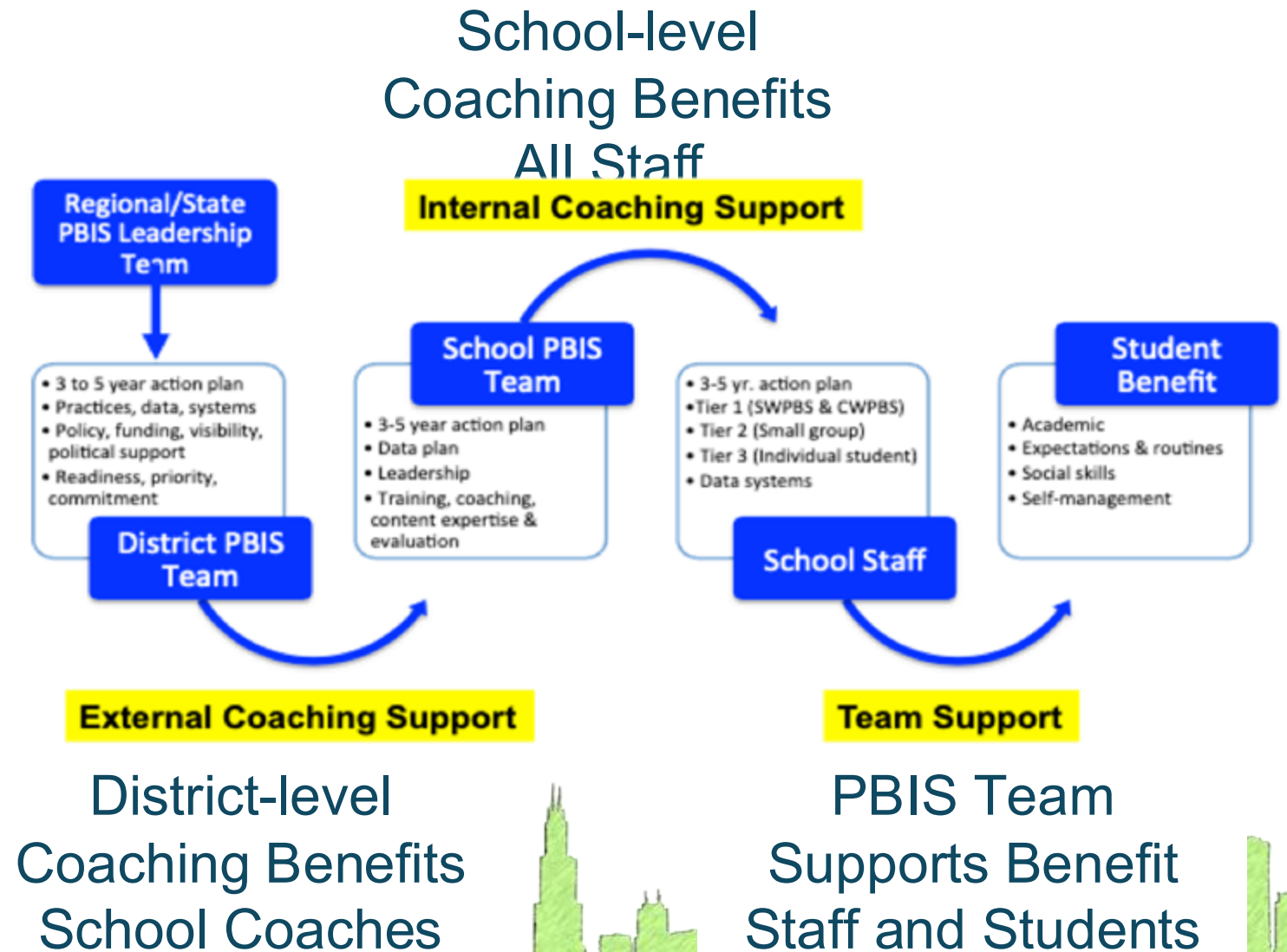
- aka...PLC's
- Peer networking opportunities
- Regular/Consistent
- Scheduled – Time allocated
- Available and accessible
- Include specialists
- Topics could include:
 - Effective classroom & literacy practices
 - Data-based decision making for the whole child
 - Monitoring implementation



District and School Coaching Systems

District trainers and coaches (i.e., TA providers) provide:

- Training content delivery
- Technical assistance
- Guidance
- Modeling
- Expert advice to teams/staff
- Tools/resources/job aides



Example School-level Coach Network Scope and Sequence

Months		
August	September	October
Efficient & Effective Team Meetings	Using Monthly Academic and Behavior Data for Decision Making	Teaching Expected Behavior
November	December	January
Monitoring Fidelity of Classroom Implementation -	Tier 2 Systems	Encouraging Expected Behavior and Discouraging Unexpected Behavior
February	March	April
Literacy Strategies	Tier 3 Systems	Using Implementation & Outcome Data to Drive Action Planning



Springfield Public Schools

Emily Minnis (SPED/PBIS TOSA)

Tiffany Beattie (School Psychologist)



Resources



<https://bit.ly/SPSPBIS>



SPRINGFIELD
PUBLIC SCHOOLS

Every Student, Every Day



Springfield Public Schools Demographics

Number of Schools

12 Elementary
Schools
4 Middle Schools
2 Comprehensive
High Schools
2 Alternative High
Schools

Student Enrollment

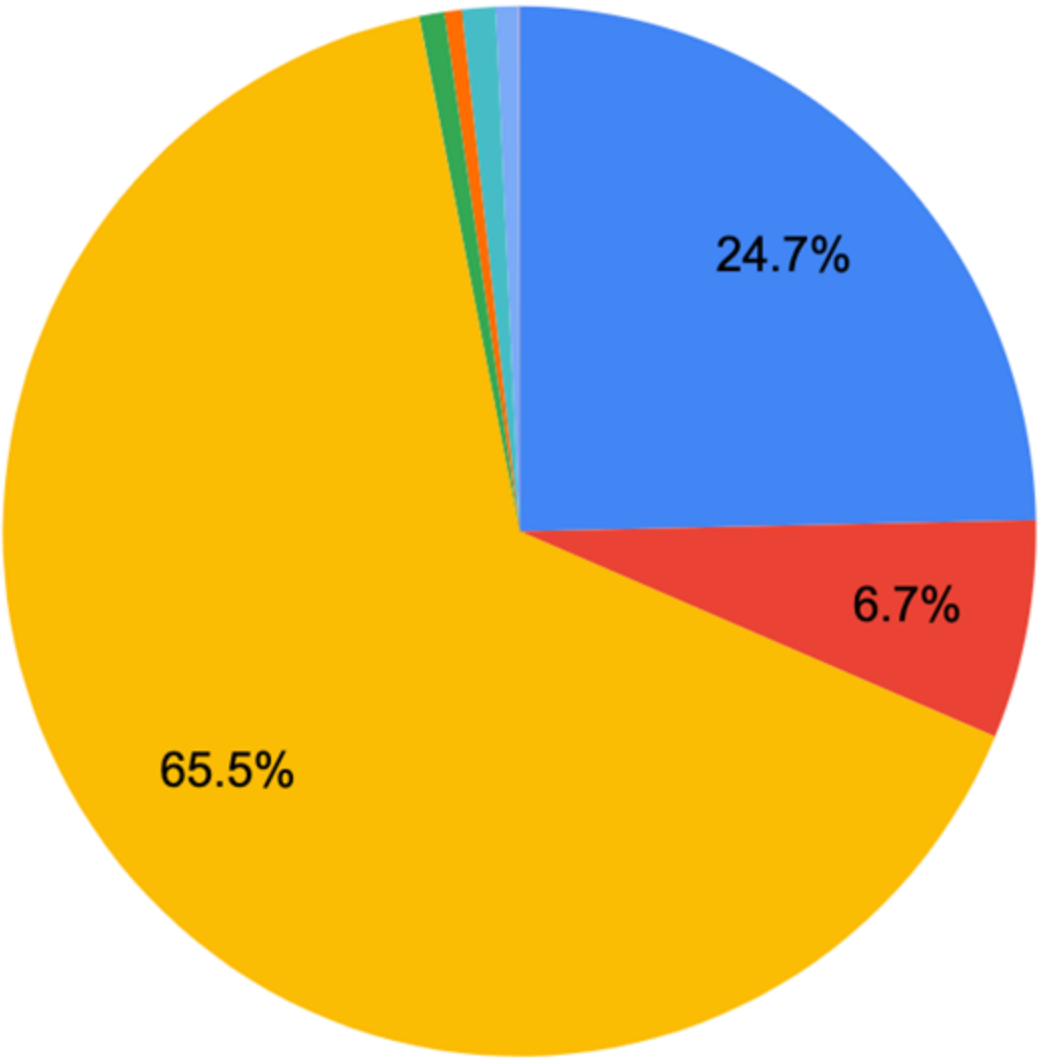
9227 total
enrollment

Considered a large
school district in
Oregon

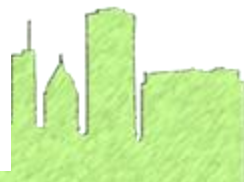
Socioeconomic Status

Approximately
70% Free or
Reduced Lunch

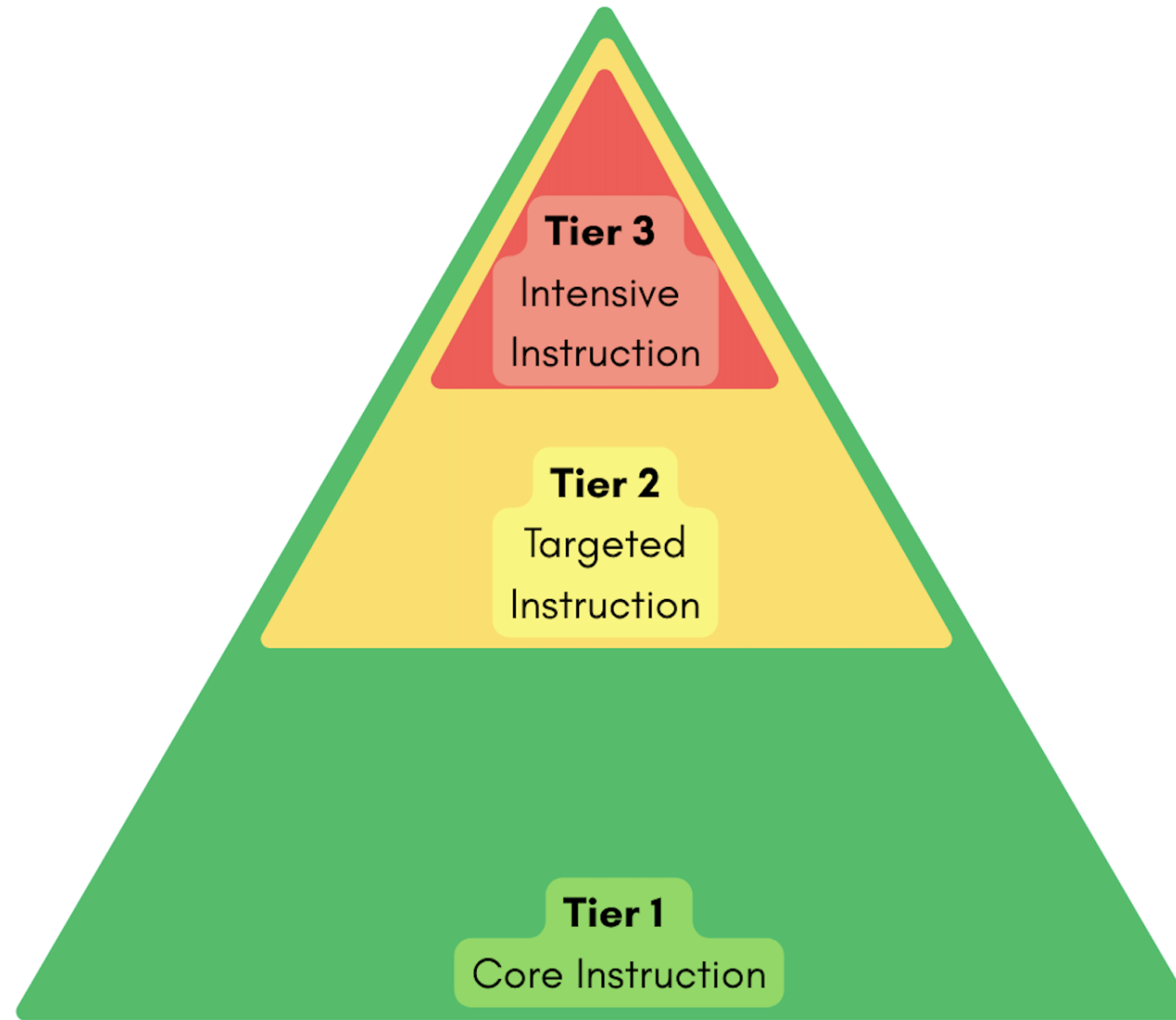
Springfield Schools Race/Ethnicity



- Hispanic
- Two or More
- White
- Asian
- Native Hawaiian/Pacific Islander
- Black or African American
- American Indian / Alaskan Native
- Non US Native American



Springfield MTSS



Alignment of PBIS with Existing Literacy Profiles

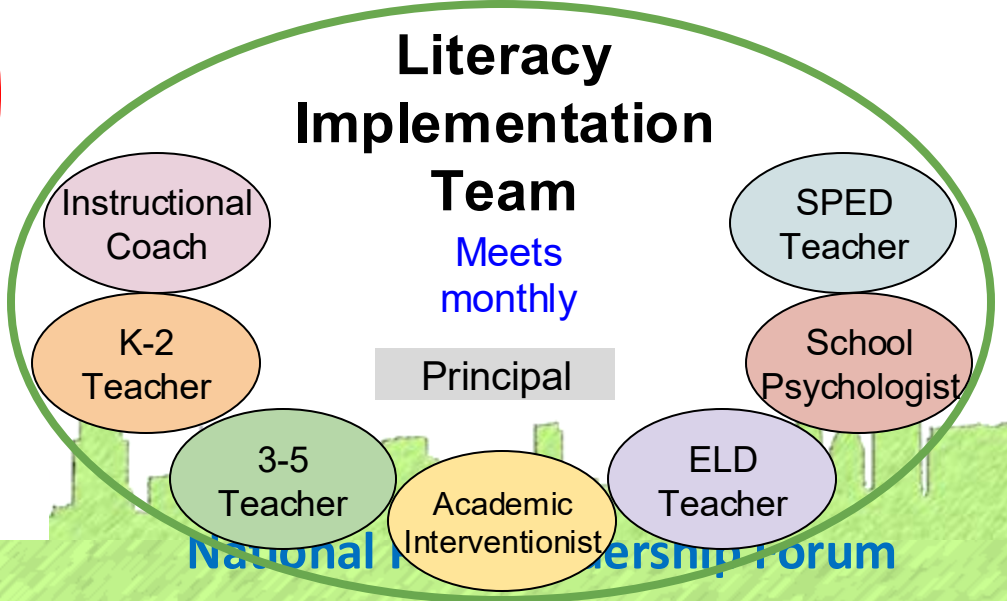
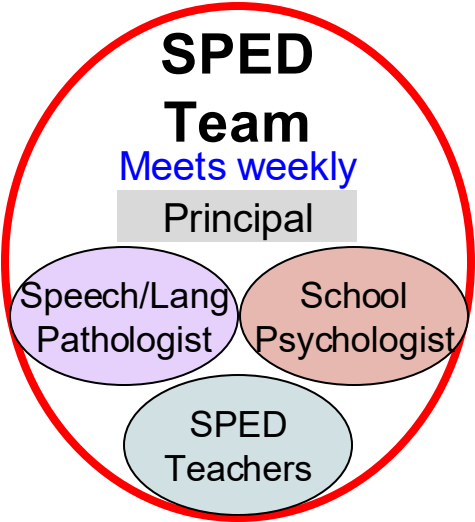
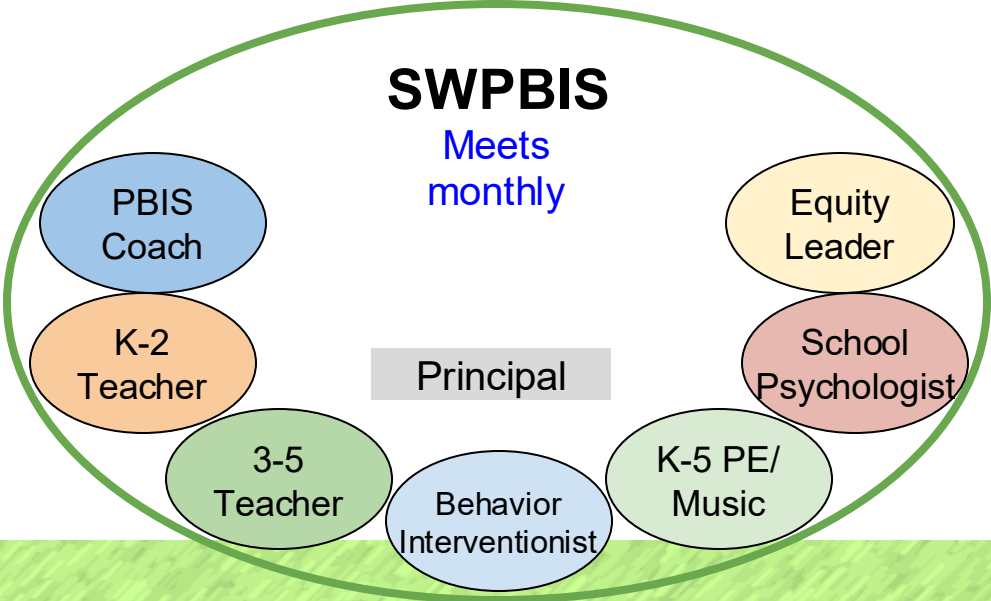
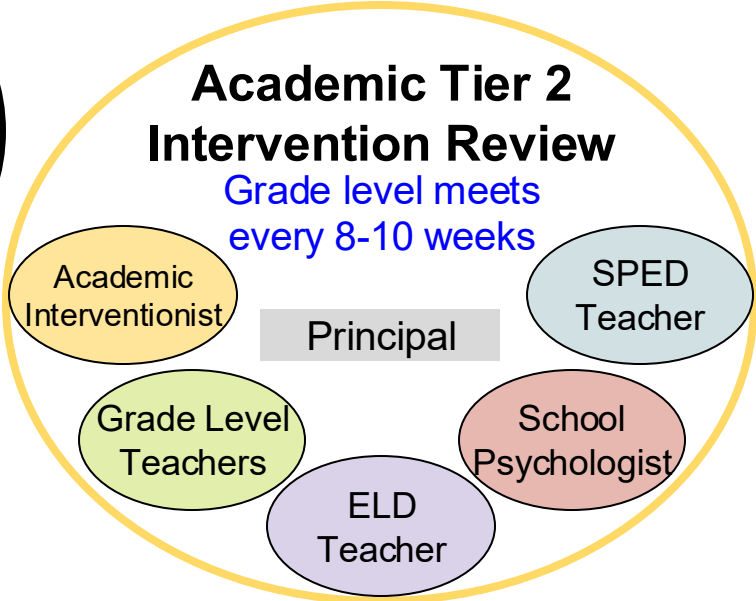
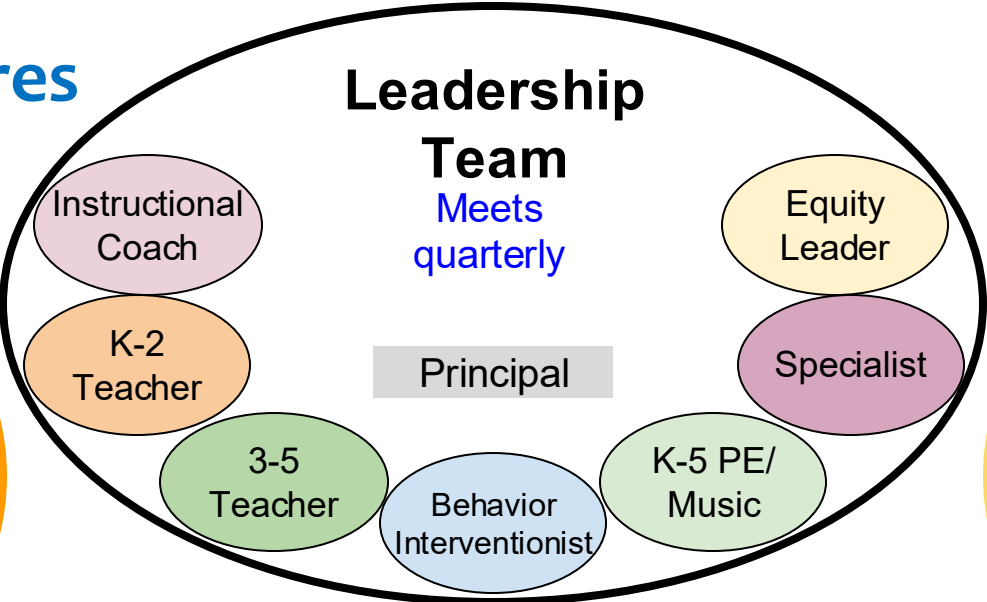
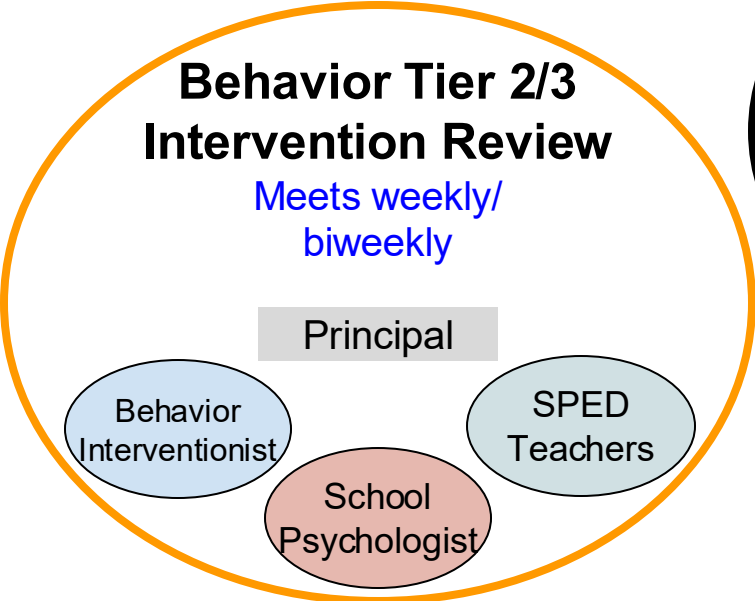
Less Intense



More Intense

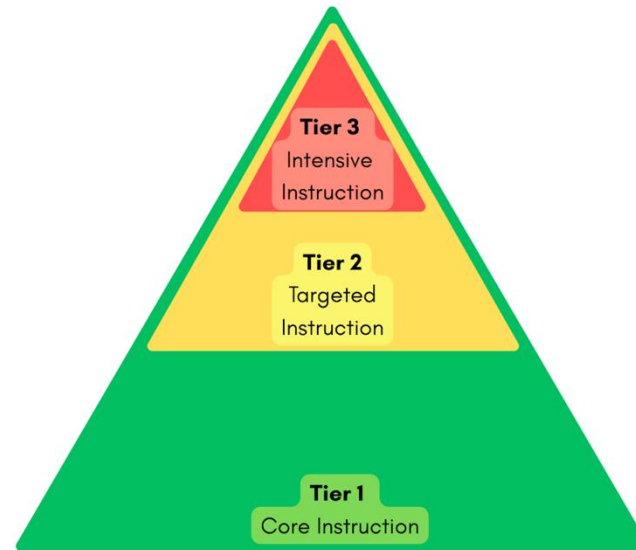
B e h a v i o r s u p p o r t	Where and Who	Regular Education		Tier 2/3 Coord Team Monitors Student Planning Coordination: Depends 1-5 % (some students are on IEPs and served by specialist)		Specialist Team Monitors Behavior Specialist delivers services 1-2% (10-15 students per specialist)	
	Supports and Risk	Tier 1 PBIS Team Monitors	Tier 2/3 Coord Team Monitors Designated CICO Coordinator 5-10% of Students	Profile 3: CICO: contextualized modifications	Profile 4: Informal/Formal FBA/BSP + supports	Profile 5: Tier 3 – BSP + pull out	Profile 6: Self-contained SPED (full and partial)
L i t e r a c y S u p p o r t	Supports and Risk	Profile 1: No Risk Exceeds grade level	Profile 2: No Risk At grade level	Profile 3: Meets grade level but fails some tests	Profile 4: Low/Some Risk – passes phonic	Profile 5: Some Risk	Profile 6: At Risk
	Where and Who (Title Schools)	Building Literacy Team/Grade Level Team Monitors Regular Education 90 minute reading block			Grade Level RTI Data Team Monitors +15-45 minutes intervention Title I Specialist delivers services Lowest 20%		Grade Level RTI Data Team/Specialist Team Monitors +60 minutes Core Replacement by Learning Specialist 2-3% (15-30 students per specialist)

Building Team Structures



PBIS

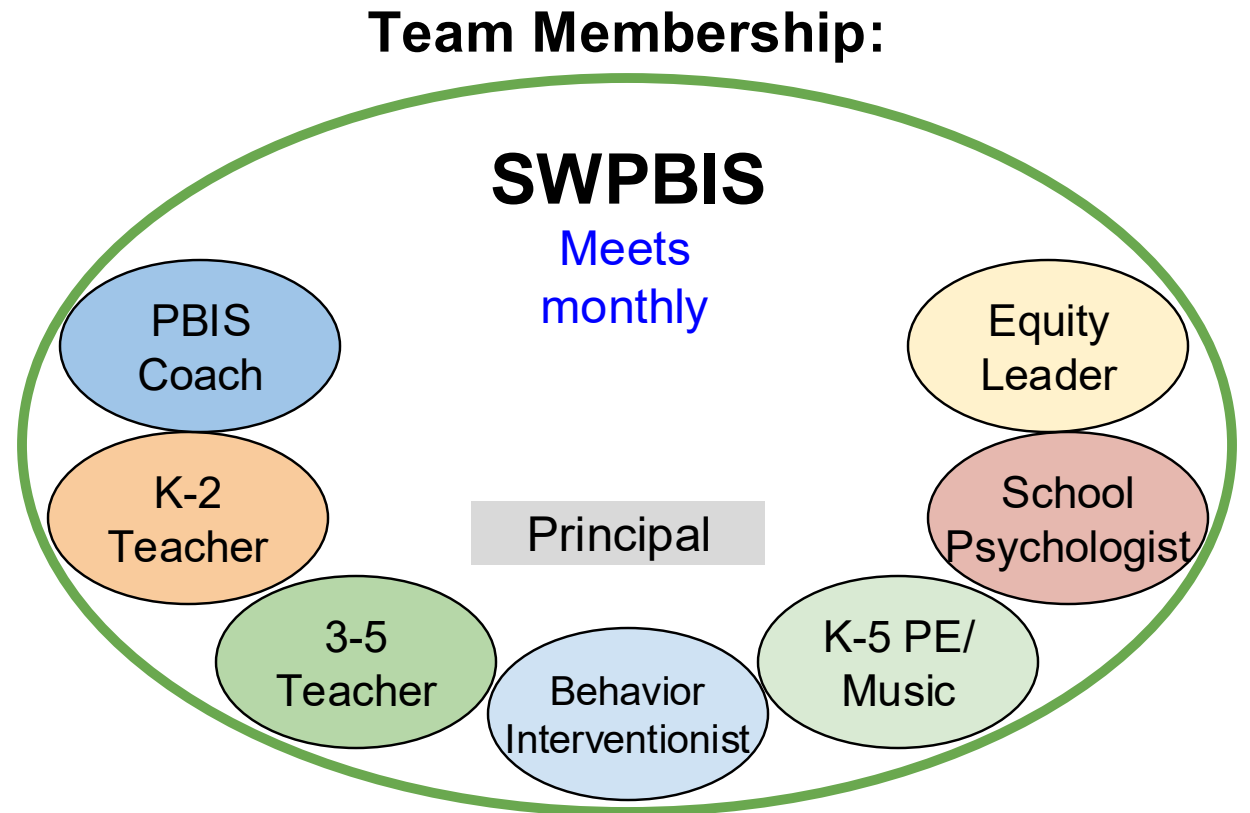
Springfield MTSS



National PBIS Leadership Forum

Behavior Tier 1 - Universal Supports

- **Purpose:** Strategize and plan how to promote positive behaviors and prevent problem behaviors by creating a predictable, consistent, and safe environment for all using data-based decision process and following action plans.



Behavior Tier 1 - Universal Supports

- **Data Review Cycle:** monthly or every 2 months; sometimes a second meeting a month to complete action items
- **Meeting Process:** Facilitator is typically a general education teacher or a specialist. All teams have the school psychologist fill the data analyst role. Teams use [Tier 1 TIPS](#) form for meeting structure and note taking.

	September	October	November	December	January	February	March	April	May	June
Tier 1 Teaching	Teach Expectations			Mini -Reteach Expectations	Reteach Expectations			Mini -Reteach Expectations		
Tier 1 Data		Data = Precise Data Statement	Equity Review	Data Review - Goal Met or Revise Intervention?		Data = Precise Data Statement Equity Review		Data Review - Goal Met or Revise Intervention?	Equity Review	Data Review
Tier 1 Intervention			School Wide Booster			School Wide Booster			School Wide Booster	

TIPS Form
Tier 1
SPS
Adapted

Tier 1 PBIS

Date:	Nov 20, 2024	School:	District Elementary School			
Meeting Type	Facilitator	Notetaker	Data Analyst	Team Members		
Primary	☒ Noah Van Horn	☒ Emily Minnis	☒ Sheri Childers	☒ Nicole Nakayama	☐ Person	☐ Person
Back-Up	☐ Moira Mckenna	☐ Tiffany Beattie	☐ Moira Mckenna	☐ Person	☐ Person	☐ Person
				☐ Person	☐ Person	☐ Person

Today's Agenda Items	
1. Review Agenda, Systems Update , & Review Previous Action Items (5 min.)	5. Meeting Evaluation (3 min.)
2. School-wide Problem Solving & Action Planning / Implementation Review (20 min.)	6.
3. Calendar Review (2 min.)	7.
4. Organization & Housekeeping (5 min.)	8.

Tier 1 Systems Update						
1. TFI Action Plan (link here)	2. Triangle Report (Major ODRs)				3. Attendance Report	
Review Tier 1 TFI percentage and highlight any current action items	Review percentages of students in each tier and average major referrals to check on the health of Tier 1 systems				Review building attendance data in relation to school-wide targets	
Tier 1 Current Percent	Avg per day/month	% 0-1	% 2-5	% 6+	Average Daily Attendance Rate	Regular Attendance Rate
88%	4.21	93.45%	4.56%	1.98%	91.5%	72.4%

Date of Initial Meeting: Date	Problem Solving & Action Planning		
Precise Data Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>
2/2 - 3/1 (20 school days) Students are primarily displaying minor and major disrespect and disruption in the classroom during the hours of 9AM-10:30AM primarily to	Fewer than 1.27 referral per day by 4/5	Teachers use language of what Respect means, what it looks like, use students who are being respectful as models; give double tokens for being	<i>What fidelity data will we collect?</i> <i>What? When? Who?</i> Teacher report on teaching language of what respect means, giving out tokens, sending reminders to parents on SeeSaw

Date of Review Meeting: 📅 Date		Implementation Review <i>Did it work? (Review current levels and compare to goal)</i>			
Fidelity Data	Level of Implementation	Outcome Data	Comparison to Goal	Notes	Next Steps
Notes: some grade levels forgot to send SeeSaw reminder to parents (10/12 teacher sent reminders)	☐ Not started ☒ Partial implementation ☐ Implemented with fidelity ☐ Stopped	2.31 referrals for disrespect	☐ Worse ☐ No Change ☒ Improved but not to goal ☐ Goal met	Notes: One person can send picture of character trait poster and send to grade level teams to send to parents on SeeSaw?	Sheri Childers Check-in at grade level team meetings to make sure all teams send out SeeSaw reminders.
		2.31 per Day (Rate/Frequency) (Day/month)			

Organization & Housekeeping Items			
Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Review upcoming events from PBIS calendar	Reteach expectations after returning from Spring break. Plan is to do in-class reteach, followed by targeted refreshers in location, depending on grade. Noah will make the rotation schedule.	Noah Van H...	March 7
		Ⓐ Person	

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of **tracking** whether we are completing the tasks we agreed upon at previous meetings?
3. In general, have we done a good job of actually **completing** the tasks we agreed upon at previous meetings?
4. In general, are the completed tasks having the **desired effects** on student behavior?

Our Rating		
Yes	So-So	No
☒	☐	☐
☒	☐	☐
☐	☒	☐
☒	☐	☐

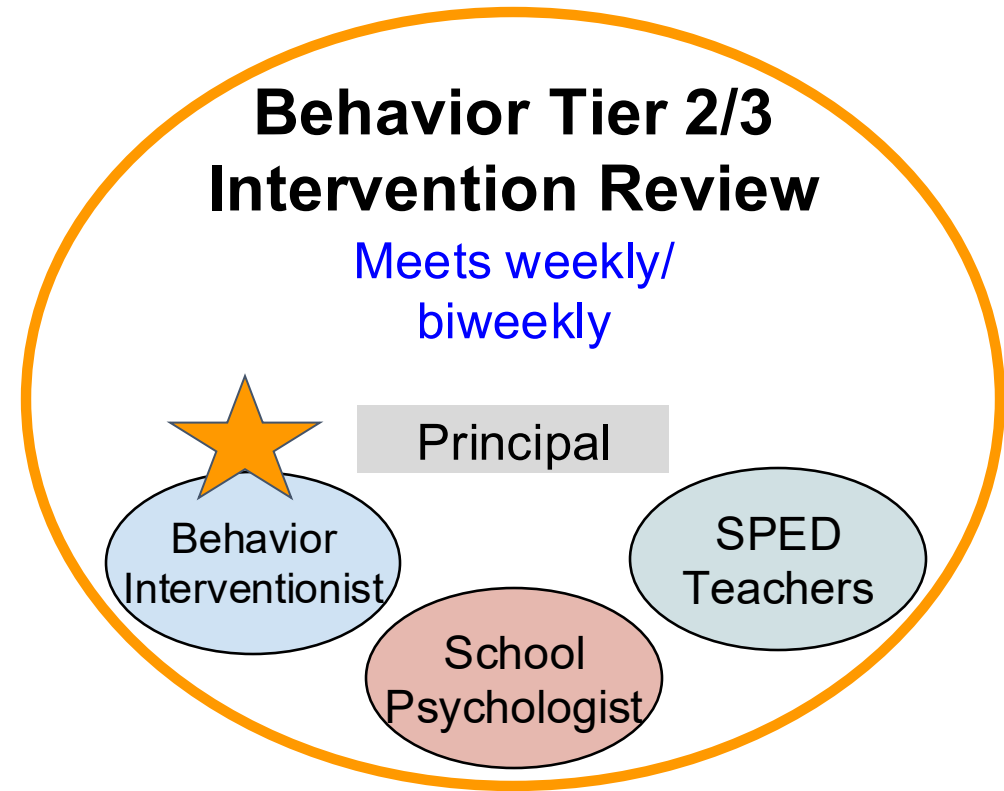
Behavior Tier 2

- **Purpose:** Use multiple data sources to determine students that need additional small group interventions for behavior and social skills and make data-based decisions for intensifying or fading supports.
- **Data Review Cycle:** Every 2 weeks. Follow decision rules outlined in the [school's behavior continuum](#).
- **Facilitation:** Facilitator is the school psychologist. Behavior interventionist is data analyst and case manager for students with tier 2 supports. Teams use [Tier 2/3 TIPS](#) for meeting structure and note taking.

Team Membership:

Behavior Tier 2/3 Intervention Review

Meets weekly/
biweekly



TIPS Form Tier 2/3 SPS Adapted

Tier 2 & 3 Coordination Meeting Notes				School:	SPS Demo School	
Meeting Type	Date	Facilitator	Tier 2 Notetaker	Tier 2 Data Analyst	Tier 3 Notetaker	Tier 3 Data Analyst
Tier 2 -	01/25/24	Emily Minnis	Noah Van Horn	Tiffany Beattie	Tiffany Beattie	Noah Van Horn

Team Members (Place "X" to left of name if present)											
x	Nicole Nakayama	x	Tiffany Beattie	x	Emily Minnis	x	Noah Van Horn	x	Moira Mckenna	x	Sheri Childers

Today's Agenda Items	
1. Review Agenda, Systems Update, & Review Previous Action Items (5 min.)	5.
2. Tier 2/3 Problem Solving & Action Planning (15 min.)	6.
3. New Referrals (5 min.)	7.
4. Organization & Housekeeping (5 min.)	8.

Tier 2 & 3 Systems Update						
1. Triangle Report			2. Student Roster (link here)		3. TFI Action Plan (link here)	
Compare percentages of students in each tier to School Wide Dashboard on Student Roster			Report # of students receiving Tier 2/3 interventions by type of intervention		Review any action plan steps that have been highlighted as a priority	
% 0-1	% 2-5	% 6+	% of enrollment receiving Tier 2 Supports	% of enrollment receiving Tier 3 Supports	Tier 2 Current Percent	87%
88.29%	7.14%	4.56%	11%	4.25%	Tier 3 Current Percent	76%

Problem Solving & Action Planning					
Student Name	Grade	Identified Problems & Supporting Data <i>Continuum of Support decision rules and Targeted Intervention Matrix</i>	Response Actions & Next Steps <i>Including who is following up with the classroom teacher</i>	Who?	By When?
Harry P.	2 -	3 referrals for defiance in the last 2 weeks. Primarily in the classroom, at different times of day, with obtaining adult attention as the motivation. 2 other referrals for similar behavior last month.	Tiffany will get started on CICO.	Tiffa...	Thurs-day
Ben	2 -	Began BSP implementation/tier 3 support on 2/3/25 with 80% goal. Percent of points earned is consistently 60% or below. According to Tier 3 pt card, limited progress after most recent plan change on 2/11 to add double points in math. Seeing difficulty across all settings.	Team needs additional problem solving. School psych and behavior specialist to problem solve with teacher Tuesday after school	Noa...	
	...			Sher...	

New Referrals								
<i>Possible sources: SWIS data (3 or more referrals in 2 weeks), Communication form, Parent request</i>								
Student Name	Grade	Teacher	IEP	Referral Date	Referral Source & Relevant Information	Response Actions & Next Steps <i>Including who is following up with the classroom teacher</i>	Who?	By When?
	...		...					
	...		...					
	...		...					

Organization & Housekeeping Items			
Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of *tracking* whether we are completing the tasks we agreed upon at previous meetings?
3. In general, have we done a good job of actually *completing* the tasks we agreed upon at previous meetings?
4. In general, are the completed tasks having the *desired effects* on student behavior?

Our Rating		
Yes	So-So	No
X		
X		
X		
	X	

Continuum of Behavior Support



Tier	Tier-1	Tier-2		Tier-3		
Intervention and components	Profile 1: School-wide Supports	Profile 2: Standard CICO or Sm. Group Social Skills: (Check-in/Check-out, Breaks are Better, social skills group, etc.)	Profile 3: CICO, Sm Group Social Skills: contextualized modifications (or multiple standard interventions from profile 2)	Profile 4: Tier 3 – Informal/Formal FBA/BSP + supports	Profile 5: Tier 3 – BSP + pull out Step Out Plan	Profile 6: Self-contained SPED (Full and partial) Step Out and/or Step Up Plan
Assessment & Progress Monitoring	ODRs, Attendance, Climate Surveys	ODR decision-rules & CICO-SWIS	Informal FBA: Behavior Goals, ODRs, CICO-SWIS	Informal FBA: Behavior Goals, ODRs	Formal FBA: Behavior goals, ODRs	Formal FBA; Behavior goals, ODRs
Who	Classroom Teachers and PBIS Team	Tier 2/3 Team decides how to support - pull out for small group skills development, in-setting coaching, increased levels of adult attention for feedback on behavior, etc. – can be on an intervention or an IEP goal; typically coordinated by the Behavior Interventionist			Special Education Behavior Specialist may provide behavioral, academic, and/or social/emotional instruction	



Continuum of Behavior Supports - Building Based Data Decision Rules

Profile 2 Document on Tier 2 Tab on Student Roster Spreadsheet	What it looks like: Check-in/Check-out Breaks are Better Social Skills groups Fading Met CICO/BrB criteria: 80% of points, 80% of the time for 20 days/4 weeks to move to next phase (4 phases) Intensification Referral/consideration: If, after 2 weeks of the intervention being implemented with <u>evidence of fidelity</u>, 60% or below point average- consider student for intensification, OR 3 more behavior referrals (administrator-managed and/or staff-managed) within 2 weeks	Person Responsible Classroom teacher Behavior Interventionist Tier 2 Team (for review)
Profile 3 Document on Tier 2/Tier 3 Tabs on Student Roster Spreadsheet	What it looks like: - Modifications to Profile 2 interventions (CICO) - CICO: increased check-ins, more frequent contingencies, more personalized goals - what they mean for that student (e.g., stay in seat for "stay safe") Fading Met CICO/BrB criteria: 80% of points, 80% of the time for 20 days/4 weeks to move to next phase (4 phases) For social skills: TBD, checklist?, SWIS data Intensification Referral/consideration: If, after 2 modifications to the intervention, with documented <u>evidence of fidelity of implementation</u>, student points are still at or below an average of 60% OR the student receives 3 or more behavior referrals (administrator-managed and/or staff-managed) within 2 weeks - consider student for intensification.	Person Responsible Classroom teacher Behavior Interventionist Tier 2 Team (for review)

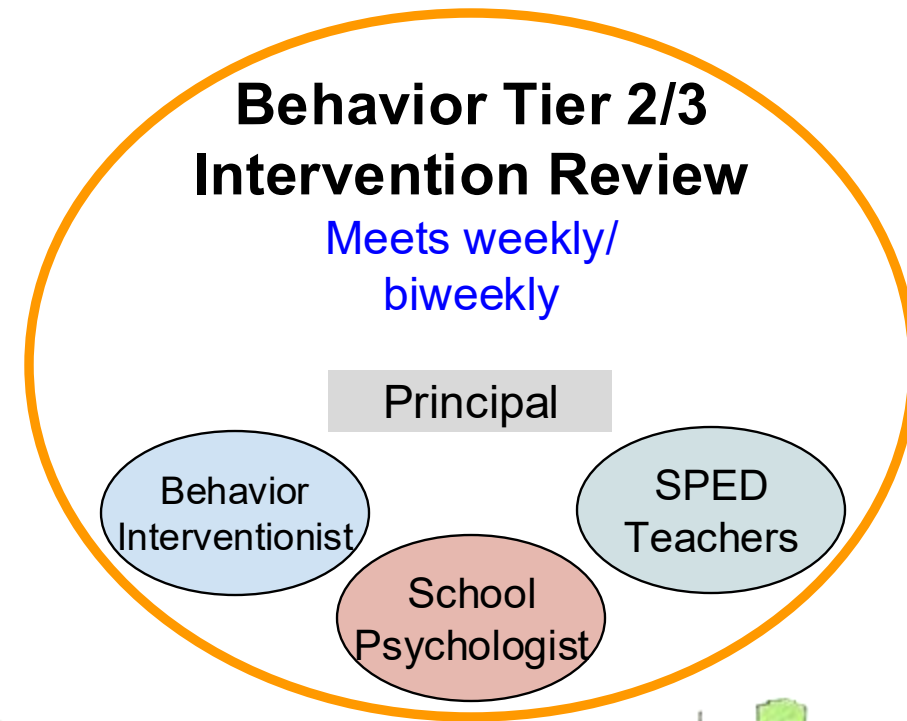
Tracking Data and Decisions - Tier 2/3 Spreadsheet

Elementary Tier 2/Tier 3 Student Intervention Spreadsheet 2023-2024 Demo														
File Edit View Insert Format Data Tools Extensions Help														
Q Menus 100% \$ % .0 .00 123 Arial 10 B I A														
N14	fx													
	A	B	C	D	E	F	G	H	I	J	K	L		
1		Demographics			Academics		Status		Review	Phase Tracking				
2	Student	Grade	Classroom Teacher	SPED/ 504	Case Manager	Academic concerns and interventions	Active/Inactive/ Graduated/ Moved to Tier-3	Profile	Next Review Date	Number of Fade Changes	Number of Intens. Changes	Intervention Type		
3	Hermoine	2	Dumbledore	504	Hagrid	Math - monitoring	Active	Profile 2	9/13/23	0	6	CICO		
4	Ron	1	Snape	None	Dobby	Title reading 5x/wk	Active	Profile 2	10/18/23	1	3	CICO		
5	Draco	1	McGonagall	504	Dobby		Graduated			0	0	CICO		
6	Harry	4	Umbridge	None	Lestrangle		Active	Profile 3		0	0	CICO		
7	Luna	2	Dumbledore	None										
Tier 2 interventions						Tier 3 Interventions				Totals				
Interventions		# of Students				# of Students				Grade	Tier-2	Tier-3	Total	
Total Tier-2		3				Total Tier-3		6		K	0	0	0	
CICO		3				Active BSP		4		1	1	1	2	
BrB		2				Formal FBA		3		2	1	3	4	
Social Skills Gp		0				Informal FBA		2		3	0	0	0	
3x3		1				SPED		3		4	1	1	2	
Check/Connect		0				504		1		5	0	1	1	
Mentoring		1				Step-Up Plan		2		% of enrollment:		0.5%	1.0%	1.5%
						Safety Plan		1		Behavioral Profile				
						Inactive		1						
						Moved to Tier 2		1						
						Student Status								
Graduated		1				Starting		1						
Inactive		0				Progressing		1						
Moved to Tier 3		0				Needs Revision		3		Profile 6		2		

Behavior Tier 3

- **Purpose:** Monitor individualized behavior support plans, problem solve student supports, and schedule individual student support team meetings.
- **Data Review Cycle:** every 2 weeks; each individual student data reviewed every 4-6 weeks. Follow decision rules outlined in the [school's behavior continuum](#).
- **Facilitation:** Facilitator is the school psychologist. Behavior interventionist is data analyst and case manager for students with initial tier 3 supports. SPED teachers are data analyst for students with behavior SDI on IEPs. Teams use [Tier 2/3 TIPS](#) for meeting structure and note taking.

Team Membership: specific to student; include **parent/guardian**



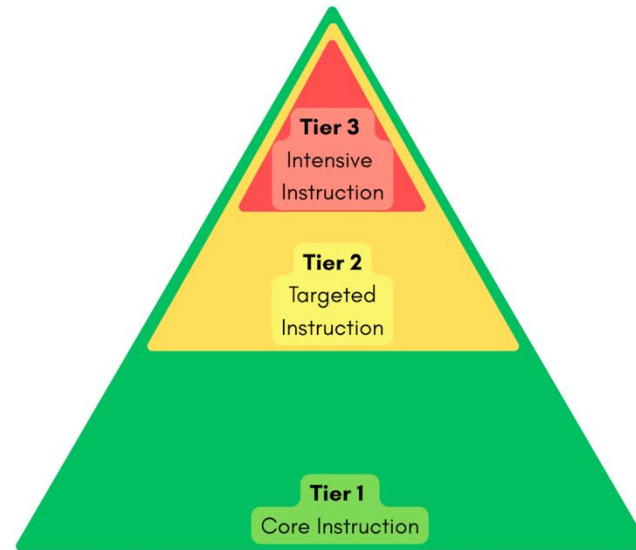
Tracking Data and Decisions - Tier 2/3 Spreadsheet

Academics	Status		Follow-Up		FBA/BSP Implementation Status					Dates of BSP Revision		
Academic concerns and interventions	Active/ Inactive	Behavioral Profile	Date of Next Review	Student Status	Tier-3 Start Date	FBA (Formal /Informal)	Date of FBA	BSP	Number of Revisions	Rev. 1	Rev. 2	Rev. 3
	Active	Profile 4	2/14/2024	Needs Revision	3/10/21	Informal	3/10/21	Complete	0			
	Active	Profile 5	11/25/2021	Needs Revision	2/18/19	Informal	2/18/19	Complete	2	4/18/19	5/18/21	
	Active	Profile 6	12/23/21	Starting	10/5/21	Formal	10/5/21	Started	0			
	Active	Profile 6	11/11/2021	Progressing	9/18/19	Formal	9/18/19	Complete w/	0			
	Inactive	Profile 4							0			
	Active	Profile 5	12/9/2021	Needs Revision	9/25/21	Formal	9/25/21	Complete w/	0			
Math - monitoring	Tier 2	Profile 4		Progressing	9/25/22	Formal	10/15/22	Complete w/	1	1/20/23		
Writing - small group	Active								0			

	Dates of Step-Up Plan Review					Safety Plan		Documents	Fidelity of Implementation	
Step-Up Plan	Review 1	Review 2	Review 3	Review 4	Review 5	Yes / No	Contact Person	Individual Student File Link	Fidelity Tracking Method	Frequency
N/A						Yes	Smith		Direct observation	2x /month
N/A						No			Rating Scale	1x /week
N/A						No				
In Place	9/25/21					Yes	Johnson			
N/A										
In Place	10/25/21									
N/A						No				

Literacy MTSS

Springfield MTSS



Literacy Tier 1 - Universal Supports

[Link to Oregon Response to Instruction & Intervention \(ORTII\) Teaming Structures Guidance](#)

Building Literacy Implementation Team

- **Purpose:** Support literacy by communicating, training, and monitoring its implementation. Assess school's needs, take action to address them, and align their work with the school improvement process
- **Data Review Cycle:** meet monthly
- **Meeting Process:** activities at set times throughout the year or ongoing as appropriate

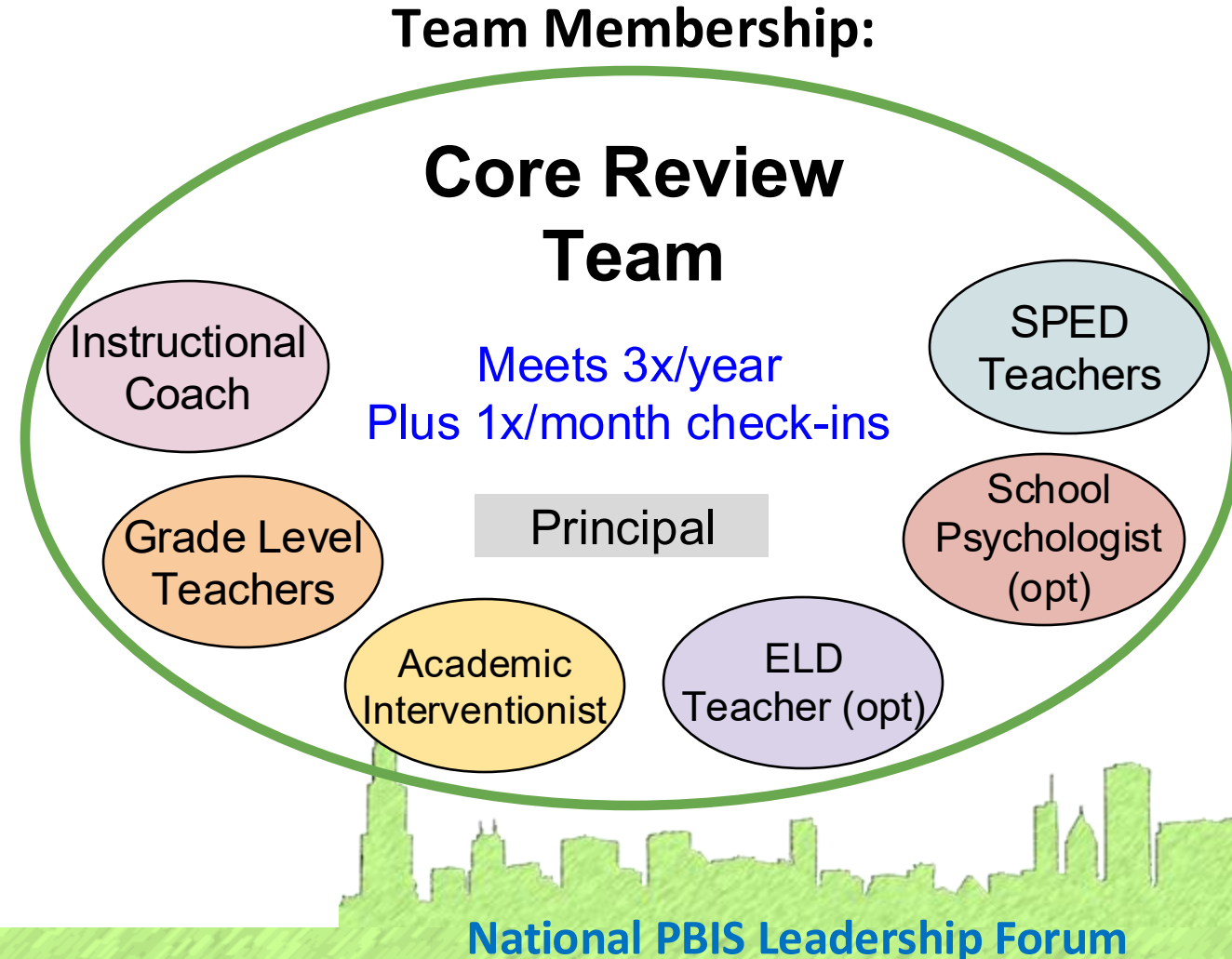
To Do:

- ☒ Establish team calendar
- ☒ Review MTSS-R action plan
- ☐ Staff training
- ☐ Instructional Equity Review and planning
- ☐ Collect and review community stakeholder data
- ☐ Conduct school walkthroughs
- ☐ Coordinate support across domains (behavior, SEL, other academic areas)
- ☐ Communicate/coordinate with district team

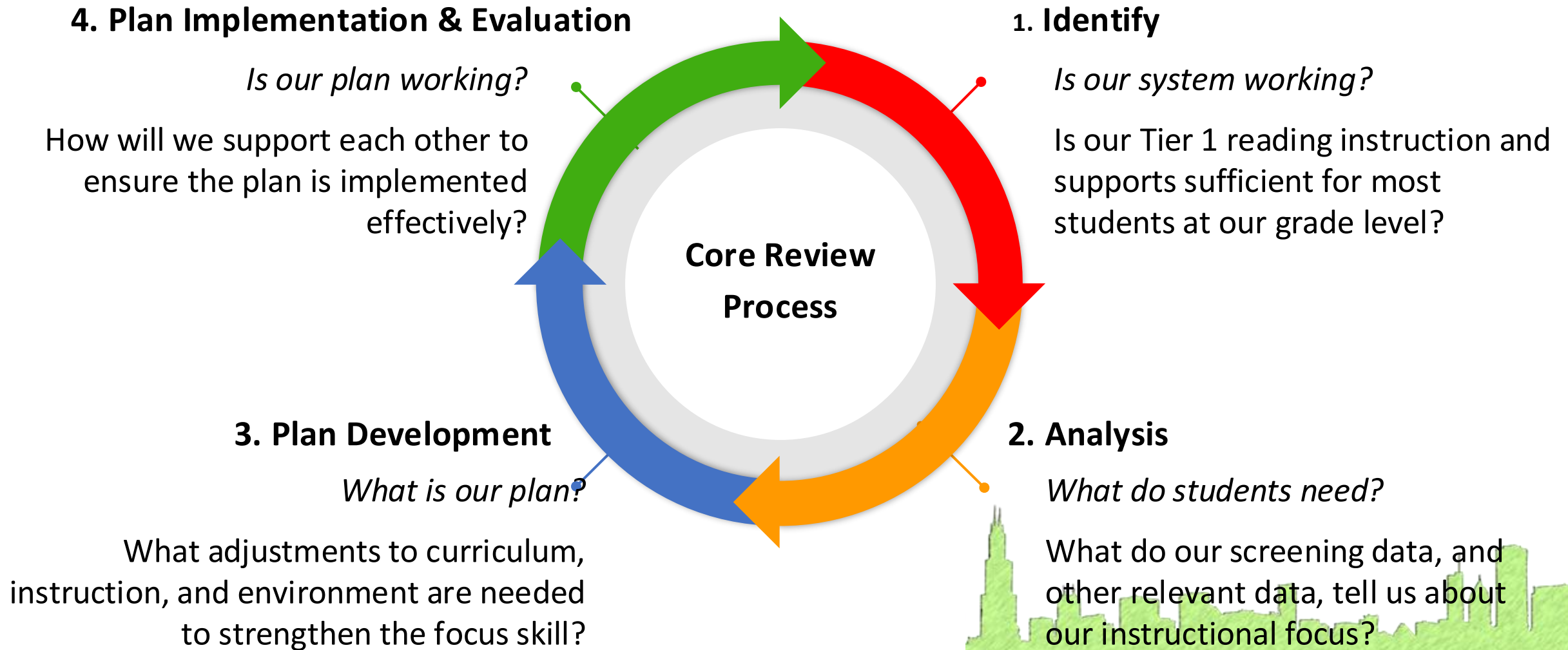
Literacy Tier 1 - Universal Supports

Building Core Review (Grade Level Team)

- **Purpose:** Determine effectiveness of Tier 1 instruction and make necessary adjustments for current students.
- **Meeting Process:** Intent is to be a collaborative process working through the steps of the problem solving model
 - [Core Review Meeting Worksheet](#)
 - [Core Review Facilitator's Guide](#)
 - [Check-in on Core Review Agenda](#)



Core Review Process



Teaming Structures Guidance

	Sept				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				June																											
	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4																												
District Team	District Rubric				Meets Monthly																																District Data Review																											
School Team																																																																
	Initial Meeting				Instructional Equity Review				Meets Monthly								Instructional Equity Review				Meets Monthly								School Rubrics				Instructional Equity Review																															
Grade Level Team		Core Review												Core Review																			Core Review																															
	Start	INTERVENE				Review	Start	INTERVENE				Review	Start	INTERVENE				Review	Start	INTERVENE				Review	Start	INTERVENE				Review																																		
	Individual Problem Solving (as needed)																																																															



Literacy Tier 2 - Targeted Supports

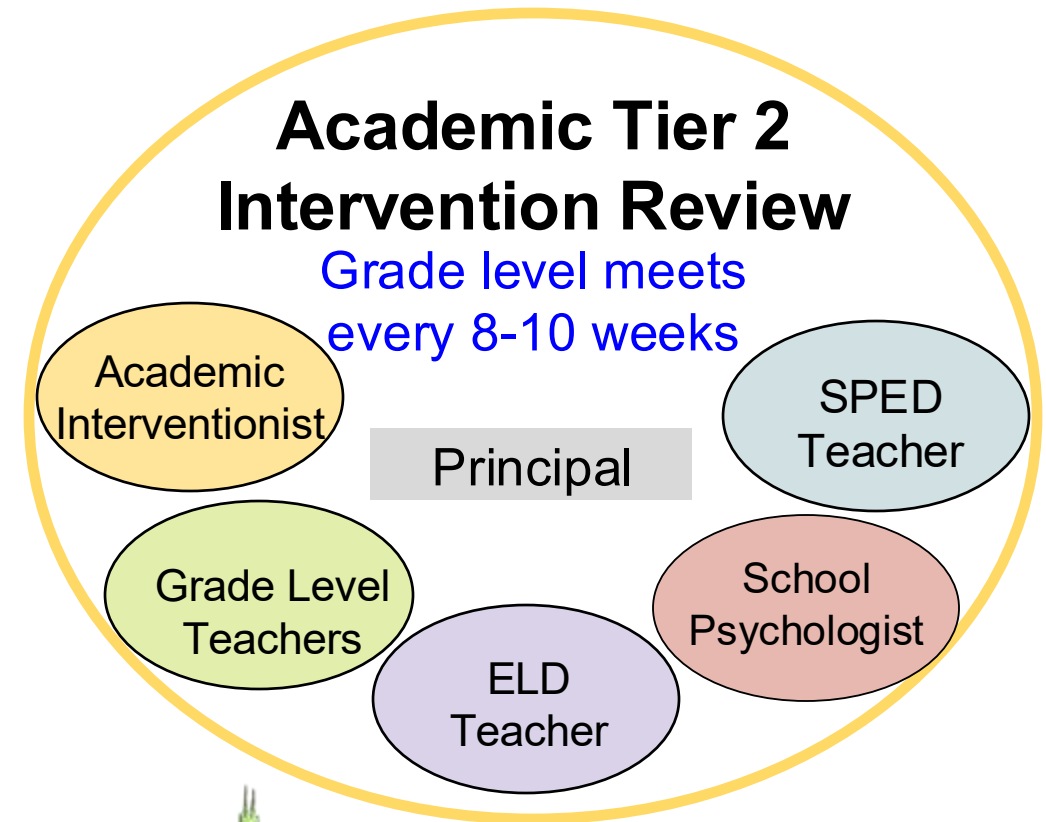
- **Purpose:**

- Review the effectiveness of interventions. For whom are the interventions working or not working?
- Develop a plan to improve interventions

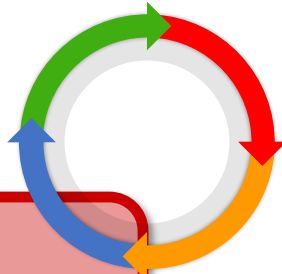
- **Meeting Process:**

- [Intervention Review Agenda](#)
- [Tips for Facilitating Intervention Review Meetings](#)
- [Intervention Review Notes Template](#)

Team Membership:



Group Intervention Review Process



1. Problem Identification

What's the problem?

2. Problem Analysis

Why is the problem occurring?

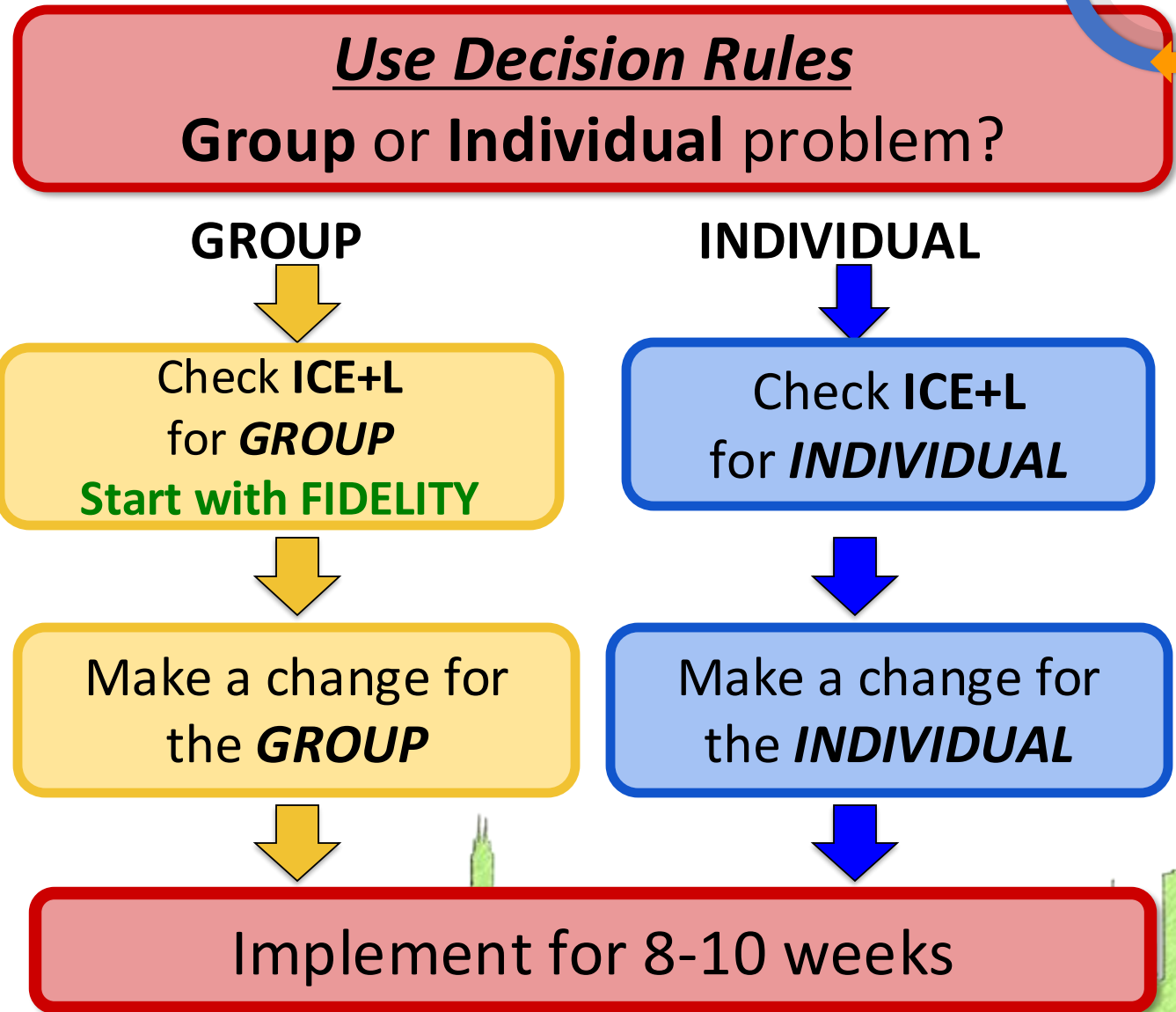
Instruction, Curriculum,
Environment + Learner

3. Plan Development

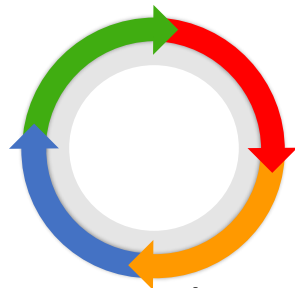
*What are we going to do
about the problem?*

4. Plan Implementation & Evaluation

How it it working?

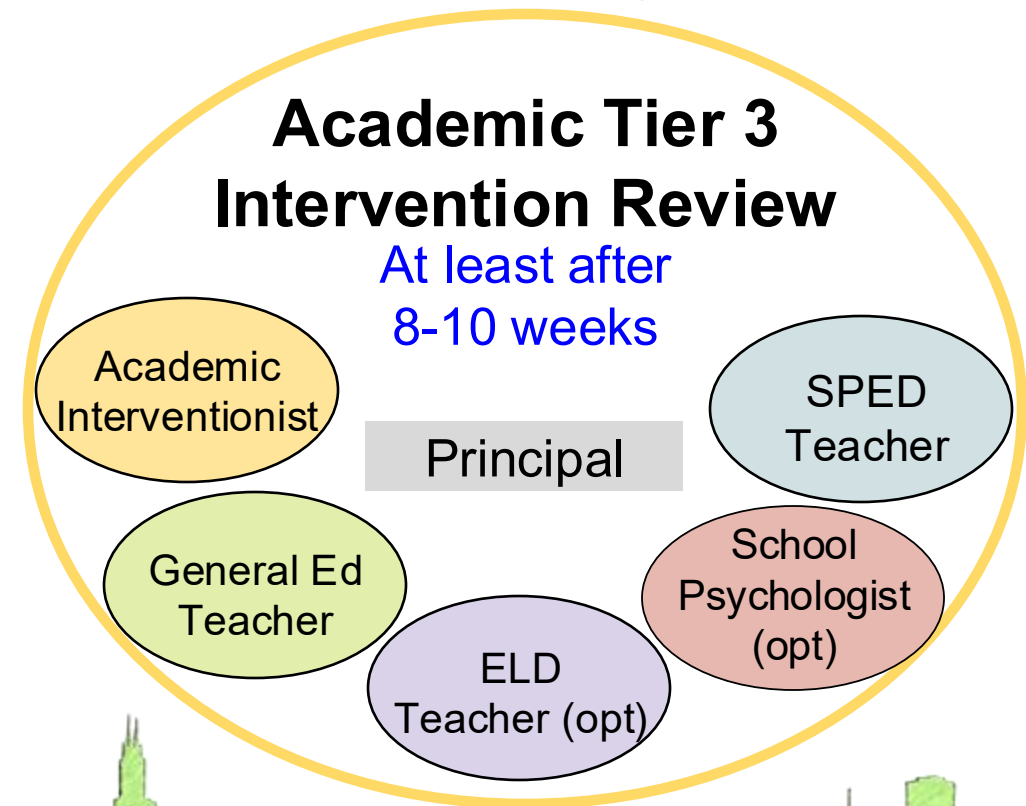


Literacy Tier 3 - Intensive Supports



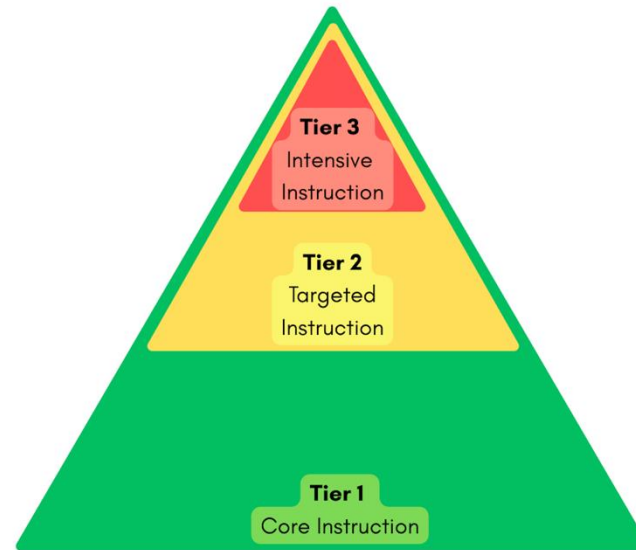
- **Purpose:** Develop and customize individualized intervention plans for students who are not making adequate progress after receiving Tier 2 standardized interventions
- **Meeting Process:**
 - [Individual Problem Solving Meeting Agenda from ORTI](#)
 - [Individual Student Supports Worksheet \(agenda and note keeping form\)](#)
 - [MTSS-R process at the 4th intervention](#)
 - Data Review Cycle: as needed, at minimum at start and end of 4th intervention

Team Membership: specific to student;
include parent/guardian

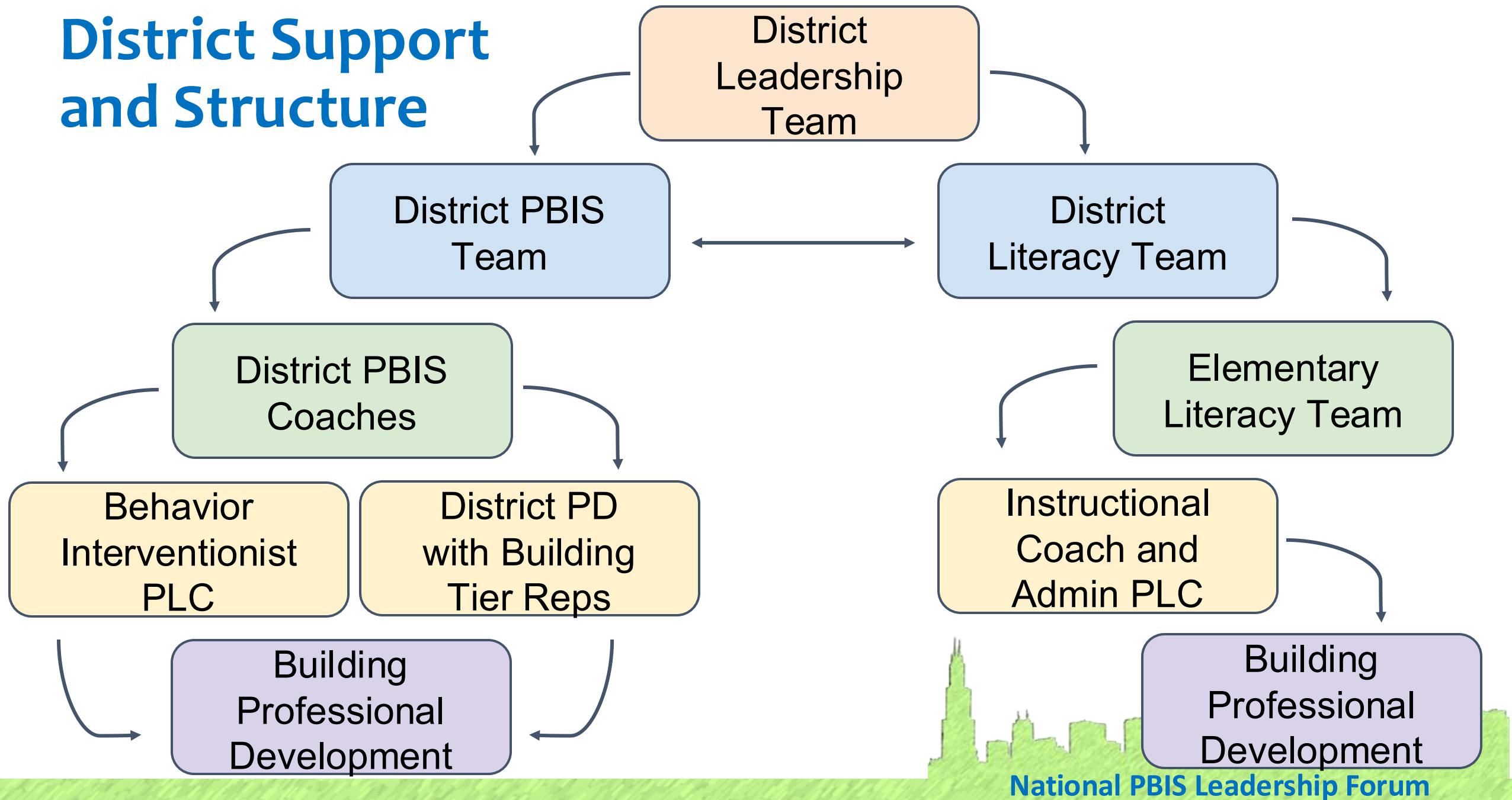


District Support and Professional Development

Springfield MTSS

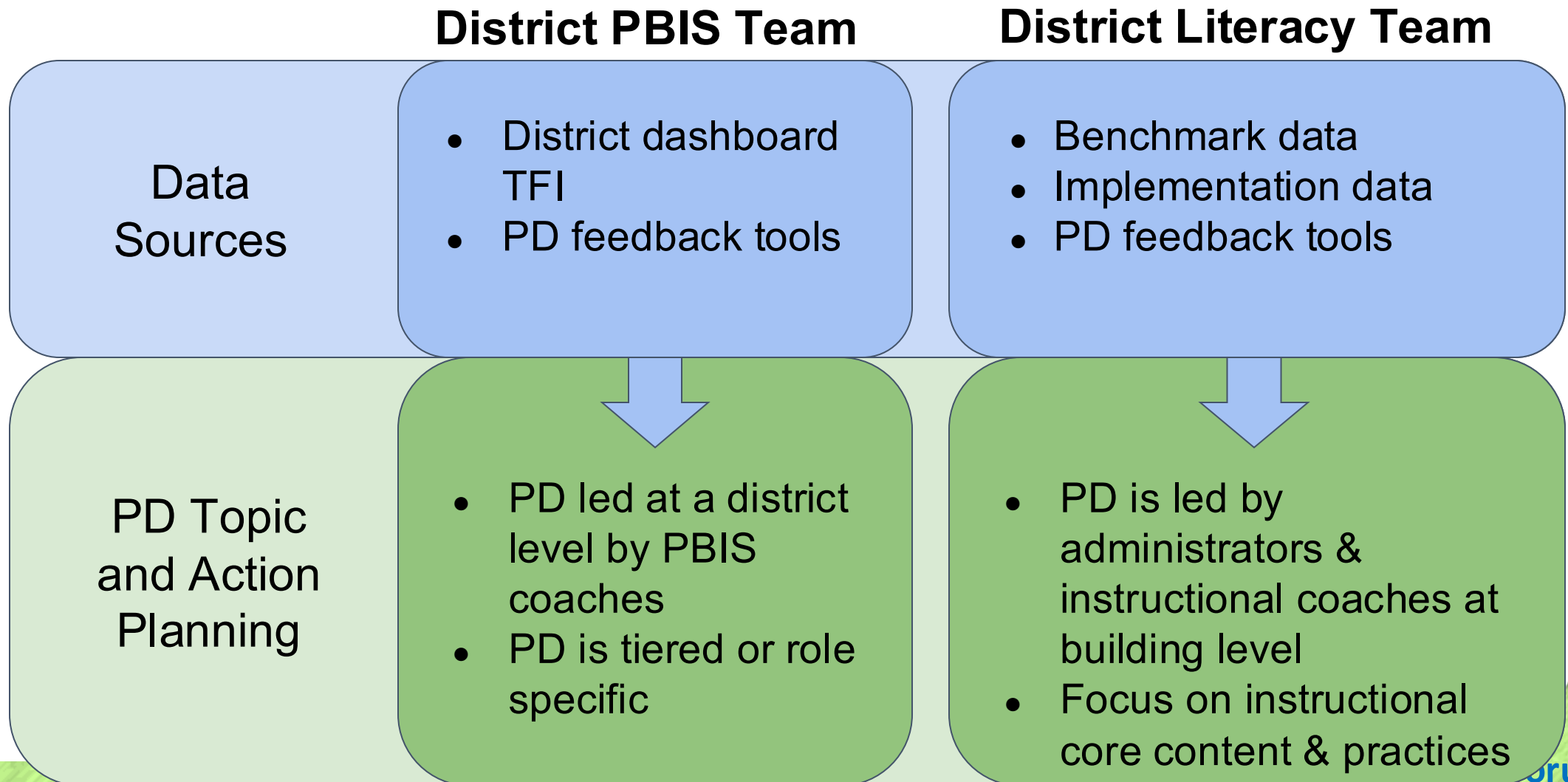


District Support and Structure



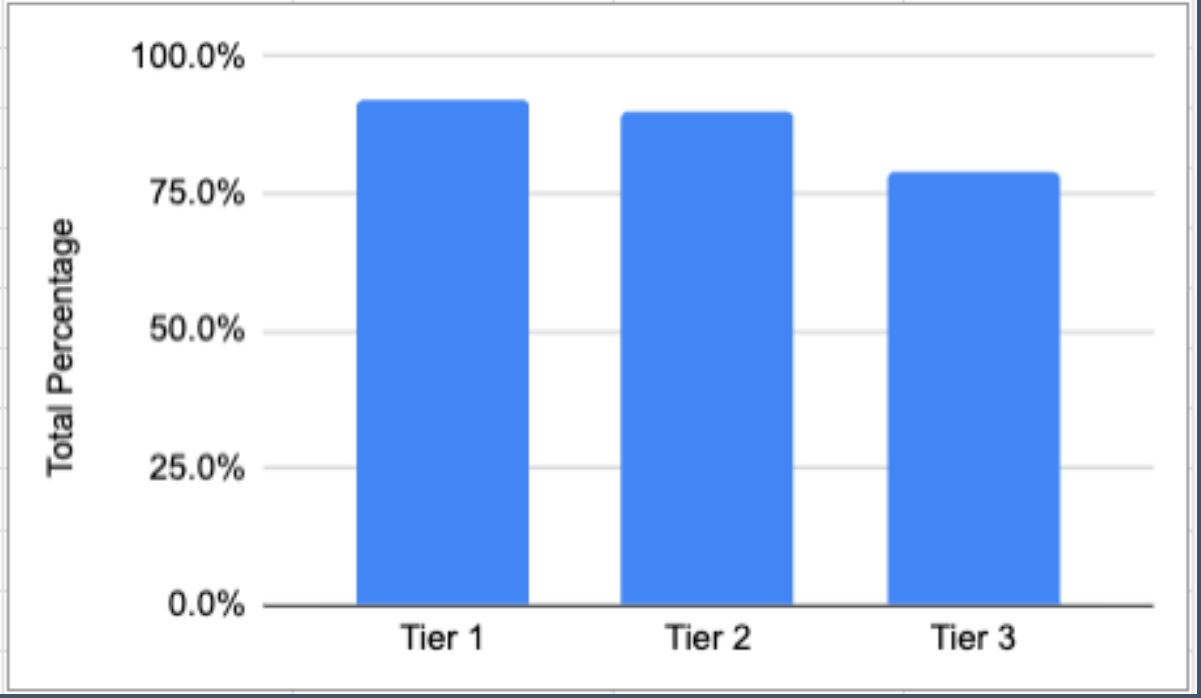
Professional Development

Teams use data to guide PD topic and planning

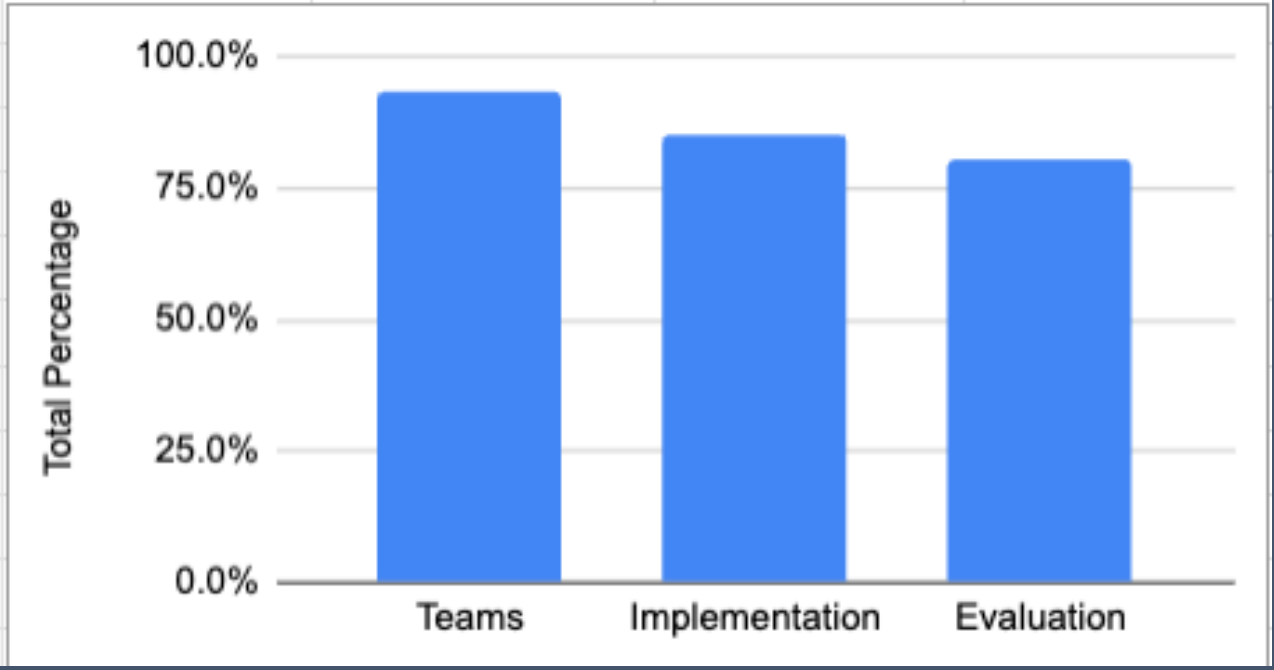


PBIS Data - District Dashboard for TFI

Tier	Total Percentage
Tier 1	92.2%
Tier 2	89.8%
Tier 3	78.8%



Scale	Total Percentage
Teams	93.3%
Implementation	85.0%
Evaluation	80.5%

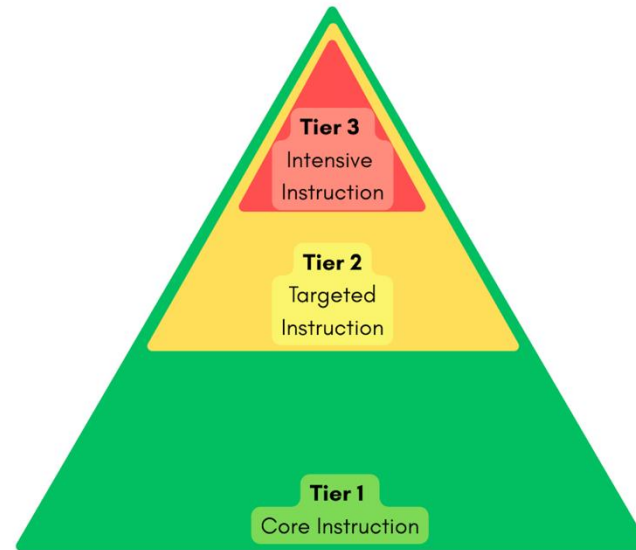


PBIS Data - District Dashboard for TFI

Elementary						
Subscale	Item	Average Score	Number of Schools Selecting as Action Item	Percentage of Schools	Subscale Average	Overall Percentage by Tier
Teams	1.1 Team Composition	1.83	4/12	33%	1.92	95.8%
	1.2 Team Operating Procedures	2.00	0/12	0%		
Implementation	1.3 Behavioral Expectations	2.00	1/12	8%	1.76	88.1%
	1.4 Teaching Expectations	2.00	4/12	33%		
	1.5 Problem Behavior Definitions	1.58	8/12	67%		
	1.6 Discipline Policies	1.42	7/12	58%		
	1.7 Professional Development	1.83	5/12	42%		
	1.8 Classroom Procedures	1.75	4/12	33%		
	1.9 Feedback and Acknowledgment	2.00	2/12	17%		
	1.10 Faculty Involvement	1.67	3/12	25%		
	1.11 Student/Family/Community Involvement	1.25	7/12	58%		
Evaluation	1.12 Discipline Data	2.00	1/12	8%	1.85	92.7%
	1.13 Data-based Decision Making	2.00	0/12	0%		
	1.14 Fidelity Data	2.00	0/12	0%		
	1.15 Annual Evaluation	1.42	6/12	50%		
					Total Tier 1	92.2%

CURRENT AND FUTURE DIRECTIONS

Springfield MTSS



Middle School Grade Level Behavior - KID TALK

- **Purpose:**
 - Tier 1 and Tier 2 data review and action planning
 - **Meeting Process:**
 - Facilitated by the school dean following this [KID TALK Template](#)
 - Data Review Cycle: meet weekly and review positive referral data, referral data, CICO data, referrals for support to make data-based decisions
 - **Team Membership:**
 - Grade level teachers
 - Dean
 - School psychologist
 - Counselor
 - Special education teacher
 - Administrator
 - PBIS Coach
 - Instructional coach (sometimes)
- There is a separate PBIS Tier 1 whole school meeting
 - The Instructional Coach meets with grade levels during collaboration period on another day for an academic focused discussion

Future Directions

- Continuing to develop capacity and support systems in both reading and behavior, especially with the current turnover in education
- Revamping elementary Tier 2 and Tier 3 literacy to make it consistent with guidelines from ORTI
- Developing tiered supports for math
- Expand on responsibilities of middle school deans in PBIS Tier 2 and develop more systems for Tier 3 at the middle school level



Jot, Turn, and Talk

- 1. Stop - take a minute jot down your thoughts connected to the question.**

What can you and your team do to more closely align/integrate MTSS and PBIS leadership, training, and coaching?

- 2. Share with a neighbor**



Please Complete this Session's Evaluation

10/22

3E – Integrating PBIS & Academic Instruction

Four options, pick one!

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Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

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National PBIS Leadership Forum

Time for Questions

