Office of School Safety and Climate
Tier II District Readiness

GaDOE PBIS
Georgia’s Positive Behavioral Interventions and Supports

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Overview

Implementation Process

Tier II Characteristics

Initiative Alignment & Selection

District Steps & Readiness
Georgia’s Multi-Level Prevention System

- Tier I: Primary Level of Prevention – Instruction/Core Curriculum
  - 80% of students
- Tier II: Secondary Level of Prevention - Intervention
  - 15% of students
- Tier III: Tertiary Level of Prevention – Intensive Intervention
  - 3% to 5% of students
- SST
  - SWD, EL, Gifted
Materials

Tier 2 Systems Readiness Guide

The purpose of this document is to provide guidance to district- and school-based leadership teams that are considering implementation of Tier 2 systems. This document is not intended to be a prescriptive list of requirements and individual decisions about school readiness. Tier 2 implementation decisions should be based on the local context and in coordination with local coaches and TA providers.

Download File
Materials: Word Doc
Implementation Matters

Complete PBIS Framework Implementation

Exploration/Adoption
Development Commitment

Installation
Establish Leadership Teams, Set Up Data Systems

Initial Implementation
Provide Significant Support to Implementers

Full Implementation
Embedding within Standard Practice

Innovation and Sustainability
Improvements: Increase Efficiency and Effectiveness

Should we do it?

Doing it right

Doing it better
Tier II Interventions are...

- Continuously available
- Accessible within 72 hours of referral
- Very low effort by teachers
- Aligned with school-wide expectations

https://www.pbis.org/pbis/tier-2

Builds on Solid Tier I Foundation
Tier II Interventions Covered in Training

**Check-In/Check-Out**
- Quick Response
- Students seeking adult attention
- Positive Feedback
- Data Driven

**Social Skills Groups**
- In-depth skill teaching
- Opportunities to practice skill
- Positive Feedback
- Data Driven

Guidance Given for Other Interventions
Tier II Training Details

• Typically two-day workshop (alternative options available)

• Teams will gain a broad understanding of the Tier II framework

Attendees:
- Team of 3-5 people from each school including an administrator is required
- PBIS District Coordinator is required
- Other District Leadership is highly recommended (i.e. MTSS Coordinator, RTI Coordinator, etc.).
<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Data Sources</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical features of Tier I data, practices, and systems in place, according to a validated SWPBIS fidelity measure.</td>
<td>Tiered Fidelity Inventory (TFI)</td>
<td>70% Tier I subscale</td>
</tr>
<tr>
<td><strong>Note:</strong> Fidelity criteria are the minimum for beginning advanced tier systems work. Schools continually focus on refining and improving Tier I systems throughout Tier II implementation.</td>
<td>Self-Assessment Survey (SAS)</td>
<td>80% of staff report that School-wide systems are in place</td>
</tr>
<tr>
<td>Critical Tier I features are in place in classrooms.</td>
<td>Self-Assessment Survey (SAS)</td>
<td>80% of staff report that Non-Classroom systems are in place</td>
</tr>
<tr>
<td>Tier I systems effectively support the majority of students.</td>
<td>School discipline data system (e.g., SWIS)</td>
<td>85% or more students in the 0-1 ODR range or under 1 ODR per day/100 students</td>
</tr>
</tbody>
</table>
# Training Overview - Tiered Fidelity Inventory (TFI)

## Team

<table>
<thead>
<tr>
<th>2.1</th>
<th>Team Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Team Operating Procedures</td>
</tr>
<tr>
<td>2.3</td>
<td>Screening</td>
</tr>
<tr>
<td>2.4</td>
<td>Request for Assistance</td>
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</table>

## Evaluation

<table>
<thead>
<tr>
<th>2.10</th>
<th>Level of Use</th>
</tr>
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<tbody>
<tr>
<td>2.11</td>
<td>Student Performance Data</td>
</tr>
<tr>
<td>2.12</td>
<td>Fidelity Data</td>
</tr>
<tr>
<td>2.13</td>
<td>Annual Evaluation</td>
</tr>
</tbody>
</table>

## Interventions

<table>
<thead>
<tr>
<th>2.5</th>
<th>Options for Tier II Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Tier II Critical Features</td>
</tr>
<tr>
<td>2.7</td>
<td>Practices Matched to Student Need</td>
</tr>
<tr>
<td>2.8</td>
<td>Access to Tier I Supports</td>
</tr>
<tr>
<td>2.9</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>
Potential District Activity

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:

<table>
<thead>
<tr>
<th>5 Point Rating Scale:</th>
<th>High</th>
<th>Med</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.</td>
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<td></td>
<td></td>
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<tr>
<td>Need</td>
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<tr>
<td>Fit</td>
<td></td>
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<td></td>
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<tr>
<td>Resource Availability</td>
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<td></td>
<td></td>
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<tr>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Readiness for Replication</td>
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<td></td>
<td></td>
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<tr>
<td>Capacity to Implement</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Need in school, district, state</td>
<td>Academic &amp; socially significant issues</td>
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<td></td>
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<tr>
<td></td>
<td>Parent &amp; community perceptions of need</td>
<td></td>
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<tr>
<td></td>
<td>Data indicating need</td>
<td></td>
<td></td>
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<tr>
<td>Fit with current Initiatives</td>
<td>School, district, state priorities</td>
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<tr>
<td></td>
<td>Organizational structures Community values</td>
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</tr>
<tr>
<td>Resources and supports for:</td>
<td>Curricula &amp; Classroom</td>
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<tr>
<td></td>
<td>Technology supports (IT dept.)</td>
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<td></td>
<td>Staffing</td>
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<td>Training</td>
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<td></td>
<td>Data Systems</td>
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<tr>
<td></td>
<td>Coaching &amp; Supervision</td>
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<td></td>
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<tr>
<td></td>
<td>Administration &amp; system</td>
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©2013 Karen Blase, Laurel Kiser and Melissa Van Dyke
Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)
Potential District Activity

District Initiative Inventory

This tool can be used to guide your team’s review of past and current programs to get a clear picture of successful strategies, and challenges, along with existing mandates and resource commitments.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Expected Outcome</th>
<th>Target Population</th>
<th>Mandated/Regulatory Activity? Yes/No</th>
<th>Financial Commitment (1=low, 5=high)</th>
<th>Relation to District Priorities &amp; Strategic Plan (1=low, 5=high)</th>
<th>Level of Success (1=low, 5=high)</th>
<th>Evidence of Outcomes</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>Yes</td>
<td>1 2 3 4 5</td>
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<td>Yes</td>
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<td>1 2 3 4 5</td>
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<td>No</td>
<td>1 2 3 4 5</td>
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</tr>
</tbody>
</table>

Learn more at: http://implementation.fpg.unc.edu/
PBIS Implementation Blueprint

Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity

Executive Team Functions

Leadership Teaming

Implementation Functions

Training
Coaching
Evaluation

Local Implementation Demonstrations
District Leadership Team Meeting

• Have a DLT meeting prior to starting Tier II implementation
  • Talk with your GaPBIS TA before meeting

• Potential agenda items for your DLT meeting:

  1. Review GaPBIS Tier II District Readiness information
  2. Alignment of current district resources and potential sources of support
  3. How do our current policies and goals align?
  4. How can we work most efficiently? (initiative alignment / working smarter not harder)
  5. Potential schools for implementation (schools with Tier I fidelity)
  6. Training logistics
District Implementation Plan (DIP) / Action Plan

Positive Behavioral Interventions and Supports
Implementation Blueprint:
(PBIS District Systems Fidelity Inventory (DSFI))

Georgia Positive Behavioral Interventions and Supports
District Implementation Plan

Members in attendance:

Why does the district want to implement PBIS?

<table>
<thead>
<tr>
<th>Resources</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the resources you have in your district to support and improve school climate and discipline?</td>
<td>What are the barriers in your district which prevent improving your school climate and discipline?</td>
</tr>
</tbody>
</table>

3 Year Goals
(Buy-in, collaboration, problem solving, implementation, skills etc.)

- 

1 Year Goals:

-
Steps to Tier II Implementation

1. Discuss Tier II with your GaPBIS TA

2. Schedule a DLT Meeting
   - Invite GaPBIS TA and SCS

3. District Action Plan Review/Update
   - Initiative Alignment

4. Confirm Schools
   - Complete District and School Readiness
Preparing students for life.

www.gadoe.org

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