

Midwest PBIS Network
Tier 2/Tier 3 Intervention Tracking Tool

School Name: _____

Total School Population as of October 1: _____

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

Interventions	Check-in Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Individualized Check-In/Check-Out, Groups & Mentoring # / %		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning) # / %		Complex FBA/BIP # / %		Wraparound Support # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
July	/	/	/	/	/	/	/	/	/	/	/	/
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/

Data-based Decision-rules for defining “response to intervention”: Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

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Responding to Social/Academic Instructional Groups:

Responding to Individualized CICO, Groups & Mentoring:

Responding to Brief FBA/BIP:

Responding to a Complex FBA/BIP:

Responding to Wraparound Support:

WORKSHEET

Social/Academic Instructional Groups

Group 1 Name:		Group 2 Name:		Group 3 Name:		Group 4 Name:		Group 5 Name:		Total for Social/Academic Instructional Groups:	
# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating

Data-based Decision-rule/s for defining “response to intervention”:

Responding to Group 1:

Responding to Group 2:

Responding to Group 3:

Responding to Group 4:

Responding to Group 5:

Individualized CICO, Group with Individualized Feature, & Mentoring

Type/Name 1:		Type/Name 2:		Type/Name 3:		Type/Name 4:		Type/Name 5:		Total for 3 rd Type of Tier 2 Interventions	
# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# Students Participating	# Students Responding

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Data-based Decision-rule/s for defining “response to intervention”:

Responding to Type 1:

Responding to Type 2:

Responding to Type 3:

Responding to Type 4:

Responding to Type 5:

Tier 2/Tier 3 Tracking Tool Directions:

P. 1 Tracking Tool: The purpose of this tool is to progress monitor the effectiveness of PBIS interventions by comparing the number of youth supported by an intervention to the number of youth responding to that intervention (ex. if 40 out of 50 youth are responding to CICO, then CICO is operating with 80% effectiveness), as well as for examination of trends across interventions and across Tier 2 & Tier 3 systems. For each of the intervention categories, for each month, record the total number of youth being supported by that intervention and the number of youth responding to that intervention. Note: Calculate the averages per month (number and percentage) for the entire year.

P. 2 Worksheet: The Worksheet is to be used only when there is more than one type of intervention being offered for an intervention category (i.e. two different Social Instructional Groups). Record data for each separate type/name of intervention on page 2, then combine those numbers for the aggregate report on page 1. For example, the worksheet can record that Pro-social Skills Group has 40 out of 50 youth responding and the Solution-finding Group has 30 out of 50 youth responding and this would result in a report on page 1 S/AIG of: 100 youth receiving and 70 youth responding.

Definitions of Interventions:

Secondary Interventions

CICO – Check-in Check-out: Students check-in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide youth positive behavioral feedback, based on the school-wide expectations, on a Daily Progress Report Card (DPR).

S/AIG – Social/Academic Instructional Groups: Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Intervention leads to generalization most effectively when youth are also supported by CICO, where classroom teachers provide youth positive behavioral feedback on a DPR related to their transference of newly learned skills taught during group.

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Individualized CICO, Groups & Mentoring: Individualized CICO has most of the same features as the generic CICO but includes some fairly simple individualizations (i.e. change in location of CICO, addition of more Check-ins, etc.) without creating individual student goals or goal lines (which would only come after an FBA/BIP). Mentoring involves one adult meeting with one or more students at a time, one or more times per week, to provide pre-corrects and a positive connection with the school through a supportive relationship.

Brief FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan: Brief behavior intervention plans are developed for one student at a time, based on a brief assessment of function of behavior by the Tier 2 generic problem-solving team. Brief Tier 2 behavior intervention plans address only one behavior, typically only in one setting. Interventions are chosen or designed based on youth's strengths, assessed function of behavior and skills-deficits.

Tertiary Interventions

Complex FBA/BIP – An individualized team is created specifically for one youth at a time (includes family, community, and relevant school-based adults) to assess youth strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and/or behaviors.

Wraparound (Wrap) – An identified team facilitator engages a child and their family in developing a unique team to support youth success at home, school and in the community. Facilitator arranges for frequent team meetings to develop, refine, and progress-monitor interventions and supports that address multiple life domains across settings (home, school, and community). Plans include highly individualized interventions and supports designed based on youth strengths and big needs (quality of life indicators) identified by youth, family, and other team members.

Examples of Definitions for Response:

Responding to Check-in Check-out (CICO): After 4 weeks, student has earned 80% or more of their Daily Progress Report (DPR) points with no new office discipline referrals (ODR's).

Responding to Social/Academic Instructional Groups: After 6 weeks of the academic skills instructional group, student has earned 80% or more of their Daily Progress Report (DPR) points, has had no new office discipline referrals, and is passing all classes.

Responding to Individualized CICO, Groups & Mentoring: After 10 weeks of mentoring, student has earned 80% of Daily Progress Report (DPR) points, has not received any new office discipline referrals, is passing all academic core classes, and has improved daily attendance by at least 50%.

Responding to Brief Function-based Interventions: After four weeks, youth has no new office discipline referrals and a 50% reduction in the identified problem behavior. In addition, student earns 80% of DPR points, and increase grades and attendance by 75%.

Responding to a Complex/Multiple-life-domain FBA/BIP: After three weeks, student demonstrates a 50% reduction in minors and ODRs and earns 80% of DPR points. In addition, 4 of 5 grades in core classes go from failing to passing and attendance increases by 50%. Post-scatter plot

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data indicates a 50% decrease in frequency of problem behavior. In addition, two items on both the Educational Information Tool (EI-T) and the Student Disposition Tool (SD-T) reflect sufficient progress as demonstrated by numeric improvement of at least one point.

Responding to Wraparound Support: After four weeks, youth has a 50% improvement rate in office discipline referrals, grades, attendance and daily progress reports. In addition, SIMEO data reflects sufficient progress (numeric improvement of at least one point on two items per tool). Tools include the Student Disposition Tool (SD-T), the Home School & Community Tool (HSC-T) and the Educational Information Tool (EI-T).