

# CHAPTER 12: TIER 2 ACTION PLAN

## Learner Outcomes

At the conclusion of this chapter, you will be able to complete the Tier 2 Action Plan which includes the following goals:

- ▶ Assess readiness for developing a Tier 2 system.
- ▶ Gain staff commitment to develop Tier 2.
- ▶ Develop a Tier 2 team action plan.
- ▶ Establish a team to oversee development and implementation of Tier 2.
- ▶ Develop a systematic process to identify students at-risk for social, emotional, and/or behavioral challenges.
- ▶ Develop a system for collecting information that identifies function of behavior and matches student need with readily available intervention.
- ▶ Identify a system for monitoring student progress.
- ▶ Select one small group intervention that will be developed in your setting.
- ▶ Pilot the selected intervention with a small number of staff, students, and families.
- ▶ Identify additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.
- ▶ Document interventions that are regularly available in your setting.
- ▶ Regularly monitor Tier 2 implementation status.
- ▶ Develop a system for providing ongoing professional development.

Action Plans are useful because they give teams a framework for thinking about how they will **efficiently complete a task or project**. Action Plans help teams finish activities in a **sensible order**, and they ensure that key steps are not overlooked. **It is recommended that reviewing the Tier 2 Action Plan is a standard, ongoing agenda item for the Tier 2 Team.**

The Tier 2 Action Plan aligns with MO SW-PBS Tier 2 training and includes essential goals and steps/activities to create a Tier 2 system of support and to implement that system with fidelity. Tier 2 teams may supplement the action plan with additional goals and steps/activities based upon individual needs.

For each goal, **“Steps and Documents”** outline end products that indicate successful completion of the goal. Suggested steps/activities/supports/resources are included in this area that assist in identifying what needs to be done to accomplish the goal.

Teams document in the **“Timeline”** when steps/activities are projected to be completed. Initial **“Who is Responsible”** is a place to document delegation of tasks to specific team members, who are responsible for task completion and communication to stockholders., and **“Evaluation Measure/Evidence”** is asking how will you measure the fidelity of your step. In the **“Review Status”** the team will assess if each step has been achieved and maintained, or is in progress or has not been achieved.

## Missouri School-wide Positive Behavior Support Tier 2 Team Action Plan

School: \_\_\_\_\_ Year: \_\_\_\_\_

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS	
						Sem 1	Sem 2
1. Foundational Knowledge	1. Assess readiness for developing a Tier 2 system	A. Complete <i>Tier 2 Readiness Checklist</i> and use results to identify and record necessary action plan steps.		Completion: Communication:			
	2. Gain staff commitment to develop Tier 2	A. Conduct staff professional development session to establish awareness and gain commitment for development of a Tier 2 system and supports. B. Complete <i>Tier 2 Commitment Survey</i> with full staff. C. Review results from the Commitment Survey and make decisions about moving forward with development of a Tier 2 system interventions. <ul style="list-style-type: none"> <li>• e.g., 80% or more of staff indicate “Yes” for 80% or more survey items.</li> </ul>		Completion: Communication:			
	3. Develop a Tier 2 team action plan	A. Complete the <i>Tiered Fidelity Inventory</i> (TFI) at: <a href="https://www.pbisapps.org">https://www.pbisapps.org</a> <ul style="list-style-type: none"> <li>• Teams new to Tier 2 complete the TFI by October and April during their first year.</li> <li>• In subsequent years teams will only complete the TFI once, annually, before April 15.</li> <li>• Use results to identify and record necessary action plan steps.</li> </ul>		Completion: Communication:			

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2. Leadership	<p>1. Establish a Tier 2 Team to oversee development and implementation of Tier 2 system &amp; practices</p>	<p>A. Identify and document team meeting dates and times.</p> <ul style="list-style-type: none"> <li>Use the <b>Blank Schedule of Meeting Dates &amp; Times</b></li> </ul> <p>B. Identify personnel who will oversee development and Implementation of Tier 2 data, system, and practices.</p> <p>C. Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources to develop an effective Tier 2 system.</p> <ul style="list-style-type: none"> <li>Use <b>Working Smarter Not Harder Template</b></li> </ul> <p>D. Identify and document team member role and responsibilities.</p> <ul style="list-style-type: none"> <li>Use the <b>Blank Team Membership &amp; Roles</b></li> </ul> <p>E. Adopt a standard meeting agenda and format.</p> <ul style="list-style-type: none"> <li>Use <b>Blank Team Meeting Agenda</b></li> </ul> <p>F. Identify and document a communication plan for dissemination of information.</p> <ul style="list-style-type: none"> <li>Use the <b>Blank Communication Plan</b></li> </ul>		<p>Completion:</p> <p>Communication:</p>			

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3. Student Identification Process	<p>1. Develop a systematic process to identify students at-risk for social, emotional, and/or behavioral challenges</p>	<p>A. Develop a Teacher Nomination form that is simple and brief to complete.</p> <ul style="list-style-type: none"> <li>Review <b>Example Teacher Nomination for Assistance</b></li> </ul> <p>B. List academic and behavioral data that is currently collected in your school or district. Determine proficient, at-risk, and high-risk criteria for each measure. Indicate specific criteria that “trigger” referral to the Specialized Behavior Support Team.</p> <ul style="list-style-type: none"> <li>Use <b>Blank Existing School Data Inventory</b></li> </ul> <p>C. Develop and implement a system to administer regular, periodic screening for social, emotional and/or behavioral risk</p> <ul style="list-style-type: none"> <li>Use the <b>Blank Student Identification Plan</b></li> </ul> <p>D. Create a calendar of ongoing professional development regarding Tier 2</p> <p>E. Use existing communication strategies to inform full staff about procedures for identifying students who need additional supports.</p>		<p>Completion:</p> <p>Communication:</p>			

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4. Selecting & Monitoring Function-Based Interventions	1. Develop a system for collecting information that clarifies the problem, identifies function of behavior and matches student need with readily available intervention.	<p>A. Determine standard information to be collected about each student identified at-risk</p> <ul style="list-style-type: none"> <li>Use <i>Tier 2 Adapted FACTS Part A</i> or <i>Advanced Tiers Spreadsheet</i></li> </ul> <p><i>Example information:</i></p> <ul style="list-style-type: none"> <li>Date identified, grade, gender, method of identification, problem behavior, ODRs, absences, minors, tardies, academic performance level &amp; function of behavior</li> </ul> <p>B. Develop an information collection process</p> <ul style="list-style-type: none"> <li>Who will collect relevant information?</li> <li>When will information be collected and reviewed (e.g., prior to or during team meeting)?</li> <li>How will student information be recorded (e.g., Advanced Tiers Spreadsheet)?</li> </ul> <p>C. Document interventions selected for each student.</p> <ul style="list-style-type: none"> <li>e.g., Use Advanced Tiers Spreadsheet</li> </ul>		Completion: Communication:			
	2. Identify a system for monitoring student progress.	<p>A. Select a graphing tool</p> <ul style="list-style-type: none"> <li>e.g., <i>Use Advanced Tiers Spreadsheet</i></li> </ul> <p>B. Establish and document criteria for interpreting student data and making decisions about interventions.</p> <ul style="list-style-type: none"> <li>Use <i>Guidelines for Interpreting Student Data and Making Decisions Template</i></li> </ul>		Completion: Communication:			

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5. Plan and Implement Small Group Interventions	1. Select one small group intervention that will be developed in your setting.	A. Plan and implement the selected intervention <ul style="list-style-type: none"> <li>Use the <i>Intervention Development Checklist</i></li> </ul>		Completion: Communication:			
	<ul style="list-style-type: none"> <li>Check-In, Check-Out</li> <li>Social Skills Intervention Group</li> <li>Check &amp; Connect</li> <li>FIRST STEP Next</li> <li>Self-Monitoring</li> </ul>						
	2. Pilot the intervention with a small number of staff, students, and families.						
	3. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.						
	4. Document interventions that are regularly available in your setting.						
	A. Provide a written description of each intervention. <ul style="list-style-type: none"> <li>Use <i>Intervention Essential Features Template</i></li> </ul>		Completion: Communication:				

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6. Monitoring Tier 2 Implementation Status	1. Regularly monitor Tier 2 implementation status.	A. Revise Action Plan based on analysis of TFI results B. Report results to Regional and Tier 2 Consultants		Completion: Communication:			



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7. Professional Learning	1. Develop a system for providing ongoing Professional Learning.	<p>A. Develop a Tier 2 Staff Handbook.</p> <p>B. Develop a system for regularly updating staff.</p> <p>C. Identify plans for providing training to new team members and to staff who are new to the building each year.</p> <p>D. Identify plans for providing coaching to team members and to staff.</p>		<p>Completion:</p> <p>Communication:</p>			

