


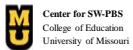


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LEADING THE WAY 
FOR STUDENT ENGAGEMENT
2016 MO-SW-PBS SUMMER TRAINING INSTITUTE


Overview and Readiness for Tier 2

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What do you hope to learn today?

Do you have specific questions about Tier 2 or Tier 2 Readiness?

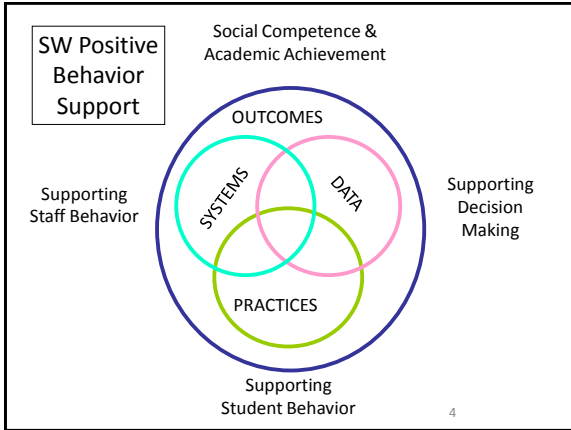


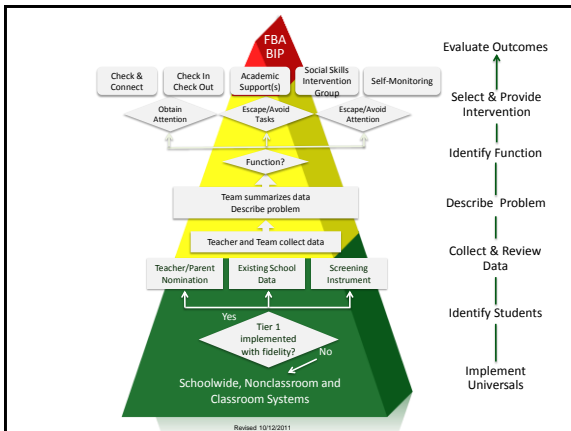
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Overview and Readiness for Tier 2

- Identify key features of a SW-PBS Tier 2 system and characteristics of maximally effective interventions.
- Determine readiness for development of Tier 2.

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Goals of Tier 2

- To have available a menu of interventions for responding to the diverse range of student needs
- To provide interventions to support approximately 15% of the student population who are at risk *but not currently engaging in severe problem behavior*

(Walker & Horner, 1996; Crone, Hawken & Horner, 2010, p. 7)

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Key Features of Tier 2

Tier 2:

- Is part of a continuum that provides additional support to some students and is linked to the school-wide PBS system
- Includes an efficient and effective way to identify at-risk students

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More Key Features

Tier 2:

- Provides rapid access to a standard treatment of interventions that are continuously available
- Interventions are matched to presenting problem, but not highly individualized
- Teaches pro-social replacement behavior

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More Key Features

Tier 2:

- Includes a method for monitoring progress that uses objective data
- Ensures that staff implementing interventions has skills and team based support
- ALL staff are aware of interventions and their part in promoting generalization

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Why Use Tier 2 Interventions?

- Not all students require an intensive, individualized intervention
- Can be effective in preventing severe problem behavior
- Allows use of fewer resources while still providing positive effect
- Supports use of interventions matched to student need/problem

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Tier 2 Interventions – For Students Who:

- Are at-risk for an academic and/or social-behavioral concern
- Continue to engage in frequent problem behavior despite effective school-wide, Tier 1 prevention efforts
- Need additional teaching, monitoring and feedback
- Could benefit from extra attention or support at school *before* they are in crisis

(Crone, Hawken & Horner, 2010)

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Tier 2 Interventions – For Students With:

- Low level problems
 - Non-compliance, disrespect
 - Work completion
 - Attendance, tardy
- ODR 2-5, classroom minor 4-6 range
- Behavior that occurs across multiple locations
- Internalizing or externalizing concerns

(Crone, Hawken & Horner, 2010)

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Your Tier 2 Team will Determine with Staff Input:

- ✓ Standard identification criteria that allows for early identification for those children who need and will benefit from Tier 2 intervention
- ✓ Standard set of data collected to determine the function of the behavior
- ✓ Standard bank or treatment protocol of research-based interventions
- ✓ Data collected to progress monitor each student
- ✓ Standard exit criteria

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Tier 2 Small Group Interventions

- Check-in/Check-out (BEP/CICO)
- Social Skills Intervention Groups
- Mentoring/Check & Connect
- First Step Next (preK-3rd grade)
- Self-Monitoring

*Targeted Environmental Interventions
(intensifying application of Classroom Eight)*

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Classroom Targeted Environmental Interventions

Prevention – Tier 1

Teacher recognizes appropriate class behavior at 4:1 ratio

Intervention – (Pre)Tier 2

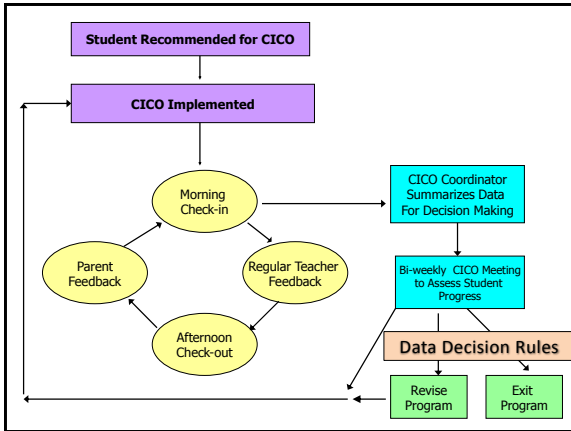
Teacher provides increased recognition to a small group of students (8:1 ratio) for 1 or 2 behaviors identified as problematic.

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Check-in/Check-out Intervention

- The Behavior Education Program: Check-in/Check-out (CICO), a research-based intervention

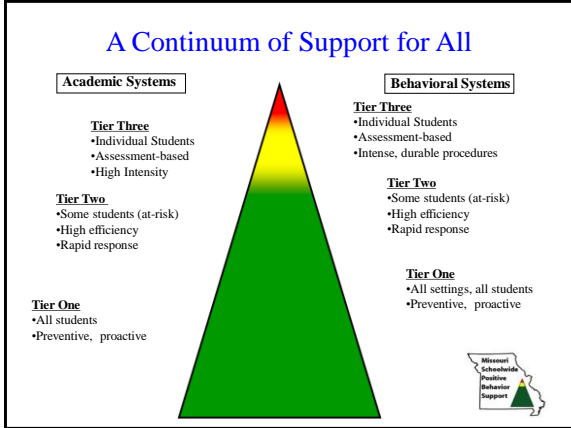
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After Check-in/Check-out is Implemented:

- You will maintain your Tier 2 team and your Tier 2 systems and data
- Establish procedures for matching function with intervention
- Design a second small group intervention
- Examine use of universal screening instruments

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Tier 1 and Tier 2 Analysis for Tier 3 Readiness

TIER 3 READINESS GUIDELINE	DOCUMENTATION/NOTES:
Schoolwide Evaluation Tool (SET) Score of 80/100 OR Benchmarks of Quality (BoQ) of 80% or higher within the last 12 months.	Score and date _____ 80% Criteria met? Yes No Notes for increasing fidelity based upon results:
Self-Assessment Survey (SAS)/Effective Behavior Support Survey (EBS) results indicate current status of 80% or more features in place for: • Schoolwide Systems • Nonclassroom Setting Systems • Classroom Systems	Score and date _____ 80% Criteria met? Yes No Notes for increasing fidelity based upon results:
Office Referral Rate (ODR) up to 50% of preferred range. If Yes: Indicates reduction in classroom minor referrals over at least a one-year period.	Percent of ODR range _____ 80% Criteria met? Yes No Notes for increasing fidelity based upon results:
Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.	Classroom Minor Referrals collected? Yes No If Yes: Number of previous year's Classroom Minors _____ If No: Add to your Action Plan steps to begin Classroom Minor data collection Big 5 used monthly for decision-making? Yes No Notes for increasing fidelity:

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Readiness for Tier 2

- SWPBS universal systems are consistently implemented with fidelity
 - Schoolwide
 - Non-Classroom
 - Classroom

★ Tier 2 Readiness Checklist

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Readiness for Tier 2

- SWPBS Universal System Outcomes
 - SET score 80/80 or TFI score of 80% or higher within past 18 months
 - SAS: 80% of staff report that Schoolwide, Non-Classroom & Classroom Systems are in place

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Readiness for Tier 2

- SWPBS Universal System Outcomes
 - Data indicating 80% of students with 0-1 ODR or within national average for the school's grade levels
 - Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports
 - System in place to collect classroom minor referrals

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Tier 2 Team

- Membership structured to include:
 - Administrator
 - Universal SW-PBS team member(s)
 - Faculty with desire to develop expertise in behavior assessment and interventions
 - Faculty with expertise in academic assessment and intervention
- Maintain access to district-level support




Tier 1 and Tier 2 Team Responsibilities Compared

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Readiness for Tier 2

- Eight Effective Classroom Practices systematically taught and reviewed with all staff and evident in all classrooms

 Positive Behavior Support Planning Checklist

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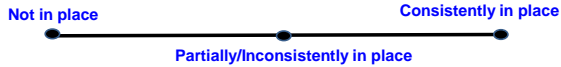
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Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



Readiness for Tier 2



1. SET or TFI 80% or higher
2. 80% in place on SAS for Schoolwide, Non-Classroom, and Classroom Systems
3. 80% of students with 0-1 ODR or within national average for school's grade level
4. Consistent use of schoolwide data for decision-making
5. System in place to collect classroom minors
6. Consistent professional development and implementation of the Eight Effective Classroom Practices
7. Tier 2 team with Administrator, Tier 1 SW-PBS team member, behavior expertise, academic expertise and plans in place to attend trainings as a team
8. District-level support

Lessons Learned By Tier 2 Teams

- Teachers need to consistently implement classroom universals
- Problem solving teams may need training on team process and how to collect, analyze and make data decisions
- Protect meeting time, use an agenda and keep minutes
- Build in time for professional development

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Lessons Learned

- New teachers may have no background knowledge regarding this process
- It is hard to stick to Tier 2 data rules and not “jump” to Tier 3
- Teachers often see “support” as outside classroom
- Communication is vital

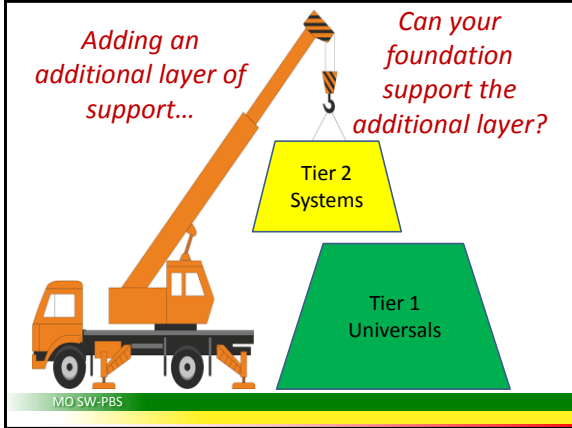
(Lewis, *Tier II Supports: Teaming Structures*, pbis.org)

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Commonalities that Tier 2 Teams Experience

- Tier 1, if not carefully monitored for continued fidelity, will start to “slip”. In particular, keeping the positive feedback at a 4:1 ratio can prove difficult.
- The 8 Effective Classroom Practices are *essential*
- Once a student experiences success, it is hard to graduate him/her from the intervention.

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Questions

- What didn't get answered?
- Contact your regional or Tier 2/3 consultant if you have additional questions after this session.

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References

- Crone, D.A., Hawken, L.S., & Horner, R.H.(2010). *Responding to problem behavior in schools: The behavior education program* (2nd ed.). New York, NY: Guilford Press.
- Lewis, T. J. (2010). *Tier II supports: Teaming structures*. Retrieved from www.pbis.org/common/pbisresources/.../Lewis_TierII_VA2010.ppt
- Walker, H.M., & Horner, R.H. (1996). Integrated approaches to preventing antisocial behavior patterns among school age children and youth. *Journal of Emotional and Behavioral Disorders*, 4(4).

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