

CHAPTER 11: 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 Tier 2 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 learning.

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 Schoolwide 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 learning 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"> • e.g., 80% or more of staff indicate “Yes” for 80% or more survey items. 		Completion: Communication:			
	3. Develop a Tier 2 Team action plan	A. Complete the <i>Tiered Fidelity Inventory</i> (TFI) at: https://www.pbisapps.org <ul style="list-style-type: none"> • Teams new to Tier 2 complete the TFI by October and April during their first year. • In subsequent years teams will only complete the TFI once, annually, before April 15. • Use results to identify and record necessary action plan steps. 		Completion: Communication:			

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2. Leadership	<p>1. Establish a Tier 2 Team to oversee development and implementation of Tier 2 system and practices</p>	<p>A. Identify and document team meeting dates and times.</p> <ul style="list-style-type: none"> Use the Blank Schedule of Meeting Dates and Times <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"> Use Working Smarter Not Harder Template <p>D. Identify and document team member role and responsibilities.</p> <ul style="list-style-type: none"> Use the Blank Team Membership and Roles <p>E. Adopt a standard meeting agenda and format.</p> <ul style="list-style-type: none"> Use Blank Team Meeting Agenda <p>F. Revisit, review, revise and/or recommit to clearly defined working agreements.</p> <ul style="list-style-type: none"> Use Blank Team Meeting Agenda <p>G. Identify and document a communication plan for dissemination of information.</p> <ul style="list-style-type: none"> Use the Blank Communication Plan 		<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"> Review Example Teacher Nomination for Assistance <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"> Use Blank Existing School Data Inventory <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"> Use the Blank Student Identification Plan <p>D. Create a calendar of ongoing professional learning 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 and 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"> Use <i>Tier 2 Adapted FACTS Part A</i> or <i>Advanced Tiers Spreadsheet</i> <p><i>Example information:</i></p> <ul style="list-style-type: none"> Date identified, grade, gender, method of identification, problem behavior, ODRs, absences, minors, tardies, academic performance level and function of behavior <p>B. Develop an information collection process</p> <ul style="list-style-type: none"> Who will collect relevant information? When will information be collected and reviewed (e.g., prior to or during team meeting)? How will student information be recorded (e.g., Advanced Tiers Spreadsheet)? <p>C. Document interventions selected for each student.</p> <ul style="list-style-type: none"> e.g., Use Advanced Tiers Spreadsheet 		Completion: Communication:			
	2. Identify a system for monitoring student progress.	<p>A. Select a graphing tool</p> <ul style="list-style-type: none"> e.g., <i>Use Advanced Tiers Spreadsheet</i> <p>B. Establish and document criteria for interpreting student data and making decisions about interventions.</p> <ul style="list-style-type: none"> Use <i>Guidelines for Interpreting Student Data and Making Decisions Template</i> 		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"> Use the <i>Intervention Development Checklist</i> 		Completion: Communication:									
	<ul style="list-style-type: none"> Check-In, Check-Out Social Skills Intervention Group Check & Connect FIRST STEP Next Self-Monitoring 												
	2. Pilot the intervention with a small number of staff, students, and families.							Completion: Communication:					
	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.										Completion: Communication:		
	4. Document interventions that are regularly available in your setting.												

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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>			

