Overview and Readiness for Tier 2

Sustaining Effective Practices for Student Outcomes
Summer Training Institute 2015

Missouri Schoolwide Positive Behavior Support

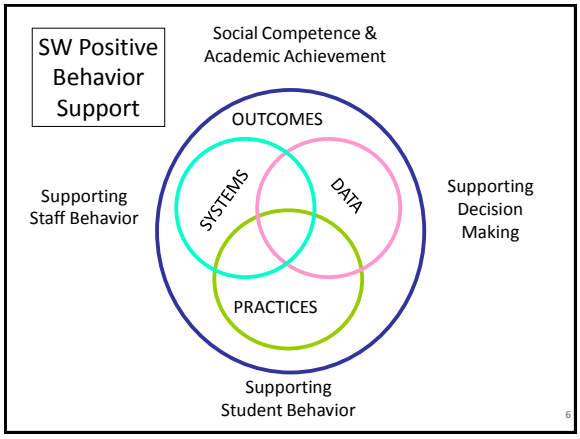
Missouri Department of Elementary & Secondary Education

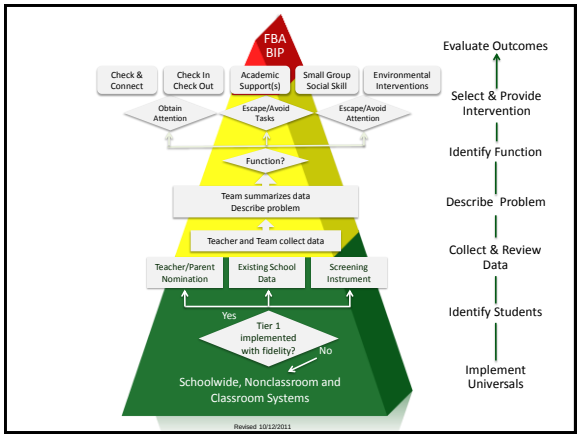
Center for SW-PBS
College of Education
University of Missouri

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.

Tier 2 Overview





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)

MO SW-PBS sustaining

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

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

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

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

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)

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

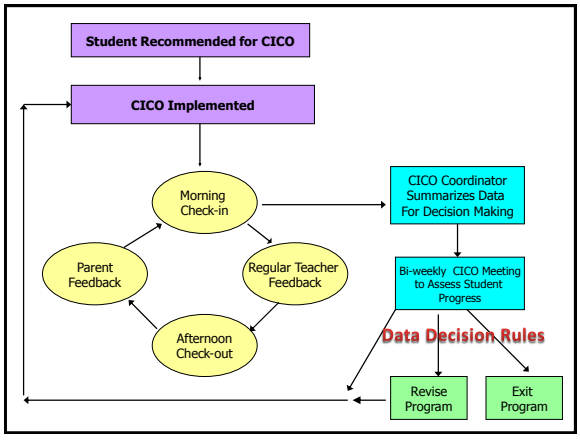
(Crone, Hawken & Horner, 2010)

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

Check-in/Check-out Intervention

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



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

Assessing Readiness for Tier 2

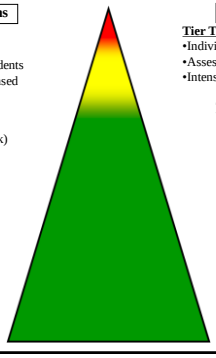
A Continuum of Support for All

Academic Systems

Tier Three
•Individual Students
•Assessment-based
•High Intensity

Tier Two
•Some students (at-risk)
•High efficiency
•Rapid response

Tier One
•All students
•Preventive, proactive



Behavioral Systems

Tier Three
•Individual Students
•Assessment-based
•Intense, durable procedures

Tier Two
•Some students (at-risk)
•High efficiency
•Rapid response

Tier One
•All settings, all students
•Preventive, proactive

Missouri Schoolwide Positive Behavior Support

Tier 1 and Tier 2 Analysis for Tier 3 Readiness

TIER 3 READINESS GUIDELINE	DOCUMENTATION/NOTES:
Schoolwide Evaluation Tool (SET) Score of 80/80 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 Data (ODR) indicates 80% of students in the 1 referral range.	Percentage in 1 range _____ 80% Criteria met? Yes No Notes for increasing fidelity based upon results:
Data demonstrates reduction in classroom minor referrals over at least a one year period.	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
Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.	Big 5 used monthly for decision-making? Yes No Notes for increasing fidelity:

THE BEST TIER 2 SYSTEMS APPROACH IS TO IMPLEMENT TIER 1 WITH FIDELITY.

Readiness for Tier 2

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

Readiness for Tier 2

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

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

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

Readiness for Tier 2

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

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

Lessons Learned by Tier 2 Teams

Lessons Learned

- 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

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

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)

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.

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).