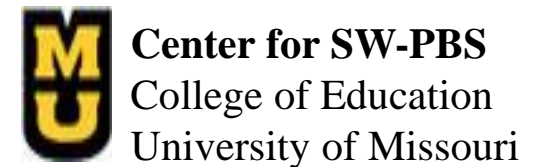# Overview and Readiness for Tier 2

Pay it Forward with SW-PBS for School Success
Summer Training Institute 2013

Overview and Readiness for Tier 2

- Tier 2 Outcomes

- Foundations and Readiness for Tier 2

- Goals and Key Features of Tier 2
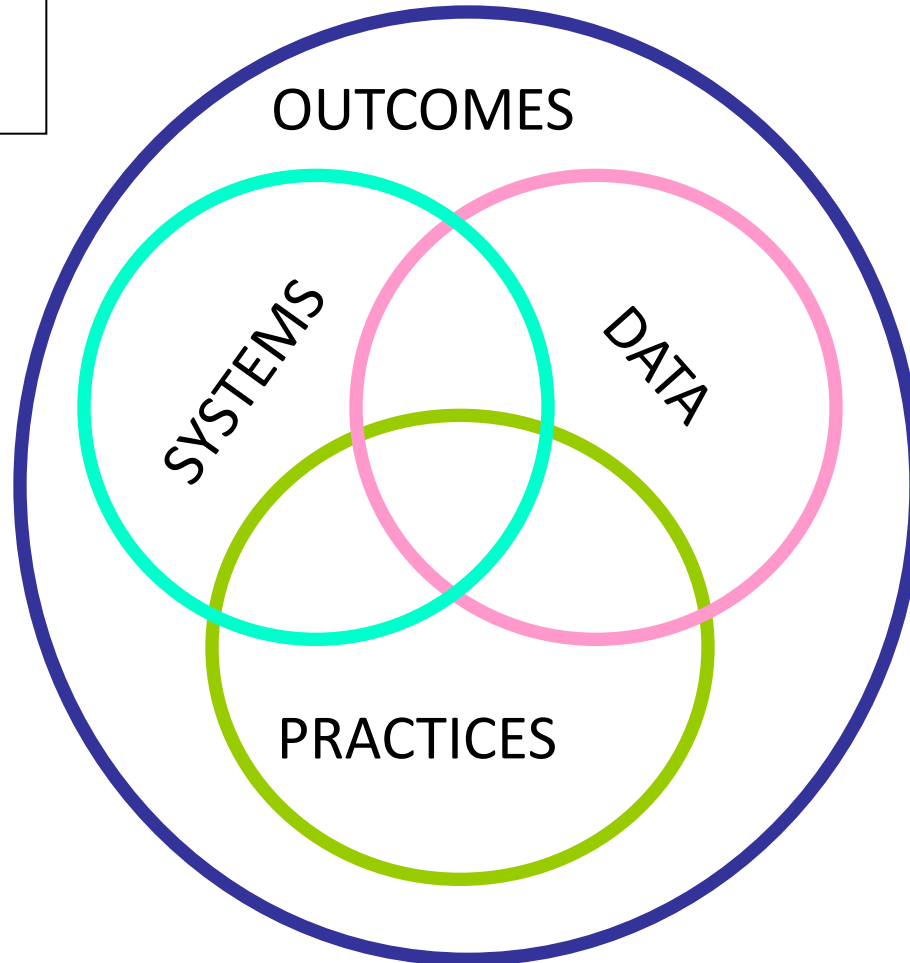
- Lessons Learned and Barriers to Success

Tier 2 Outcomes

What to Expect

SW Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Your Tier 2 Team will Determine with Staff Input:

1) Standard identification criteria that allows for early identification for those children who need and will benefit from Tier 2 intervention

2) Standard set of data collected to determine the function of the behavior

3) Standard bank or treatment protocol of research-based interventions

4) Data collected to progress monitor each student
5) Standard exit criteria

Elements 1, 3, 4, and 5 are also essential elements of academic intervention.

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Check-in/Check-out Intervention

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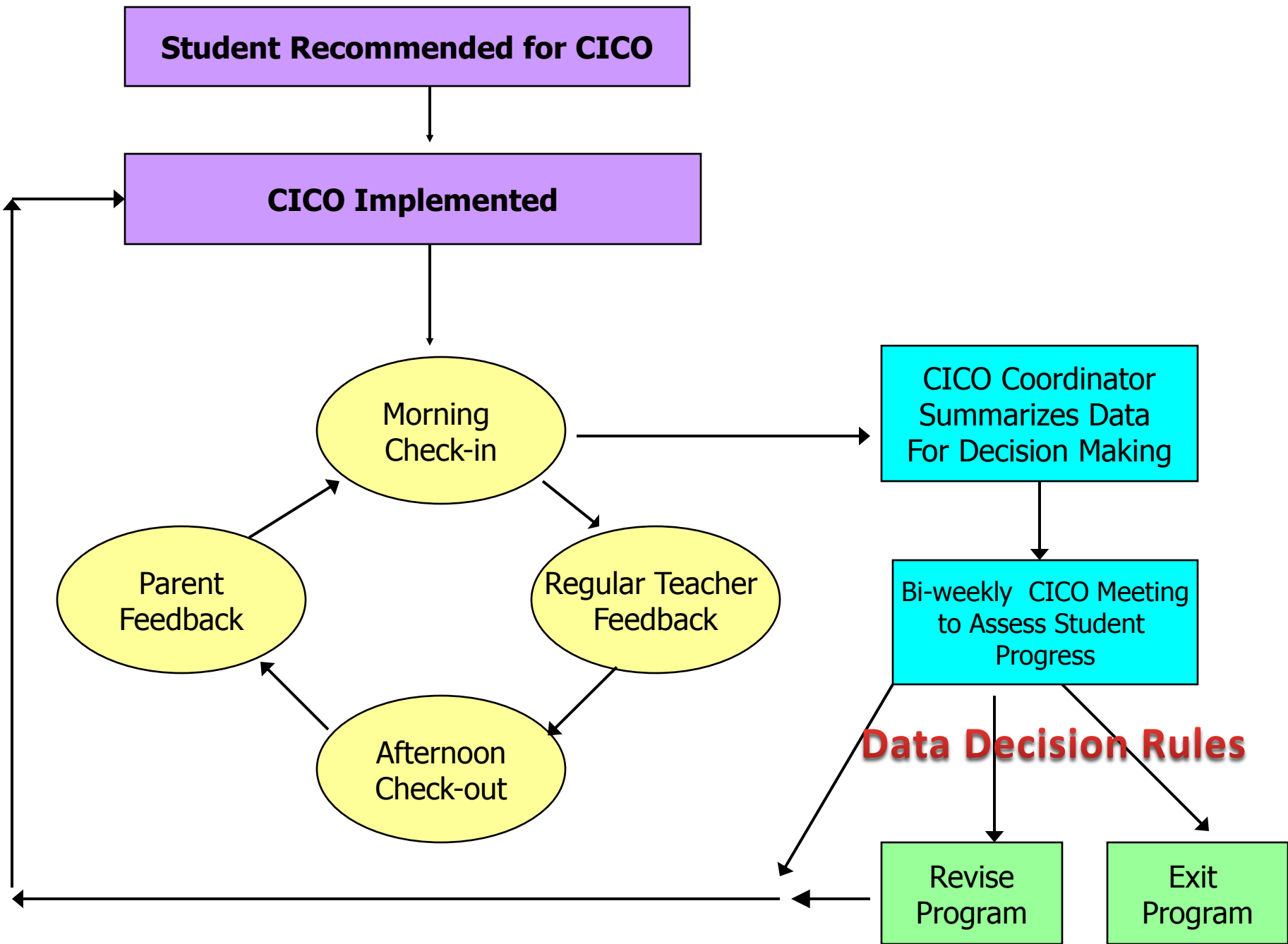
After Check-in/Check-out is Implemented:

- 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

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Foundations and Readiness for Tier 2

What needs to be in place to achieve Tier 2 outcomes?

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
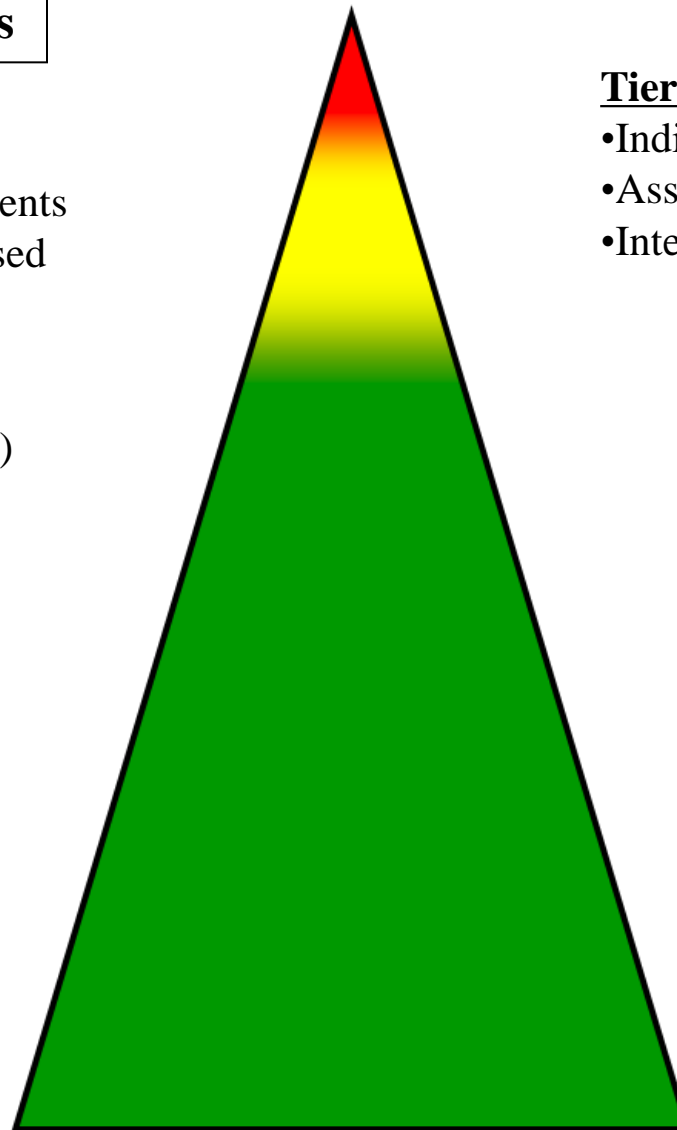
Behavioral Systems

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

Readiness for Tier 2

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

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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

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Readiness for Tier 2

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

Effective Classroom Practices

1. Clearly Defined Expectations & Rules
2. Clearly Defined Procedures & Routines
3. Continuum of Strategies to Acknowledge Appropriate
4. Continuum of Strategies to Respond to Inappropriate
5. Active Supervision
6. Multiple Opportunities to Respond
7. Activity Sequence & Choice
8. Academic Success & Task Difficulty

Readiness for Tier 2

Not in place

Consistently and strongly in place

Partially/Inconsistently in place

1. SET or BoQ 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

Take Some Notes

- On your Team Action Planning Worksheet, write down any Tier 2 Readiness indicators that you feel your team needs to address prior to next fall.

Goals and Key Features of Tier 2

And how do these correlate with Academic RtI?

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

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

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)

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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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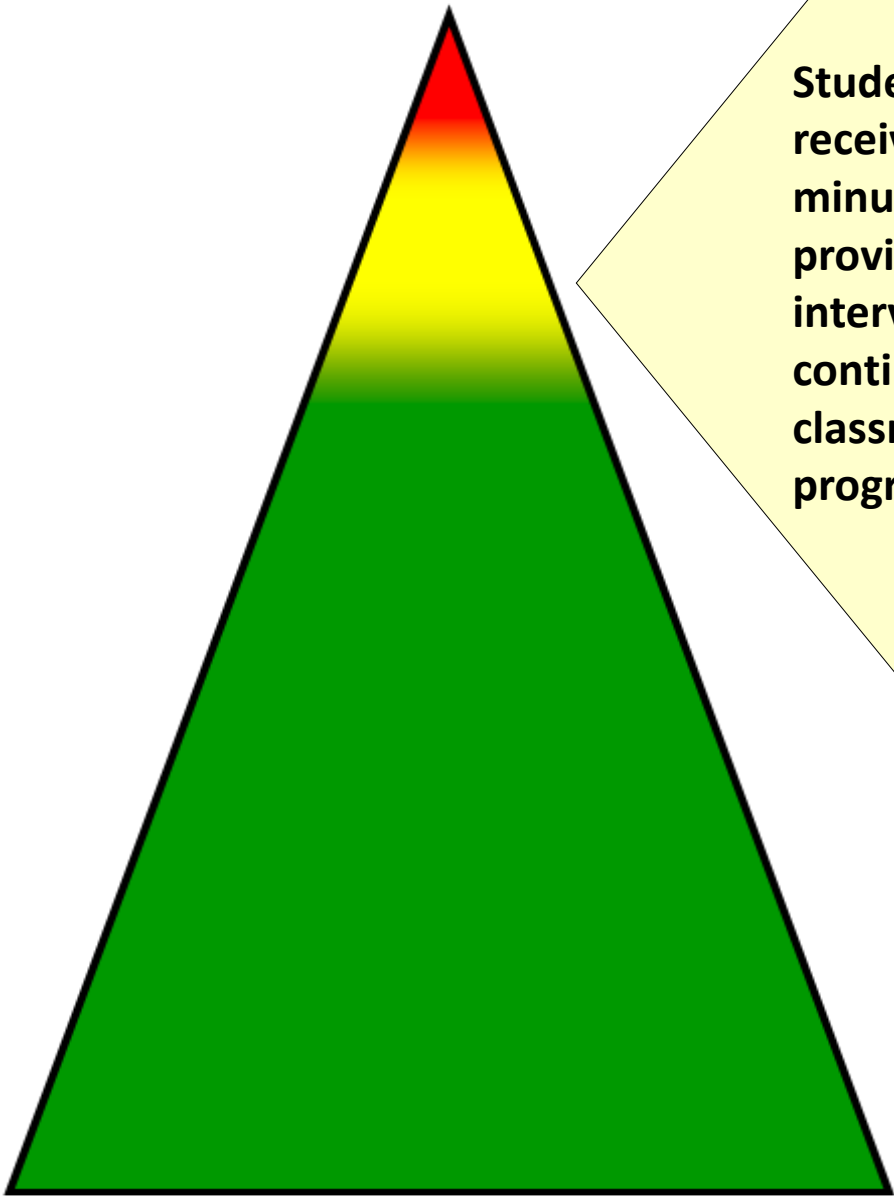WITH SW-PBS FOR SCHOOL SUCCESS

The Three-Tiered Model
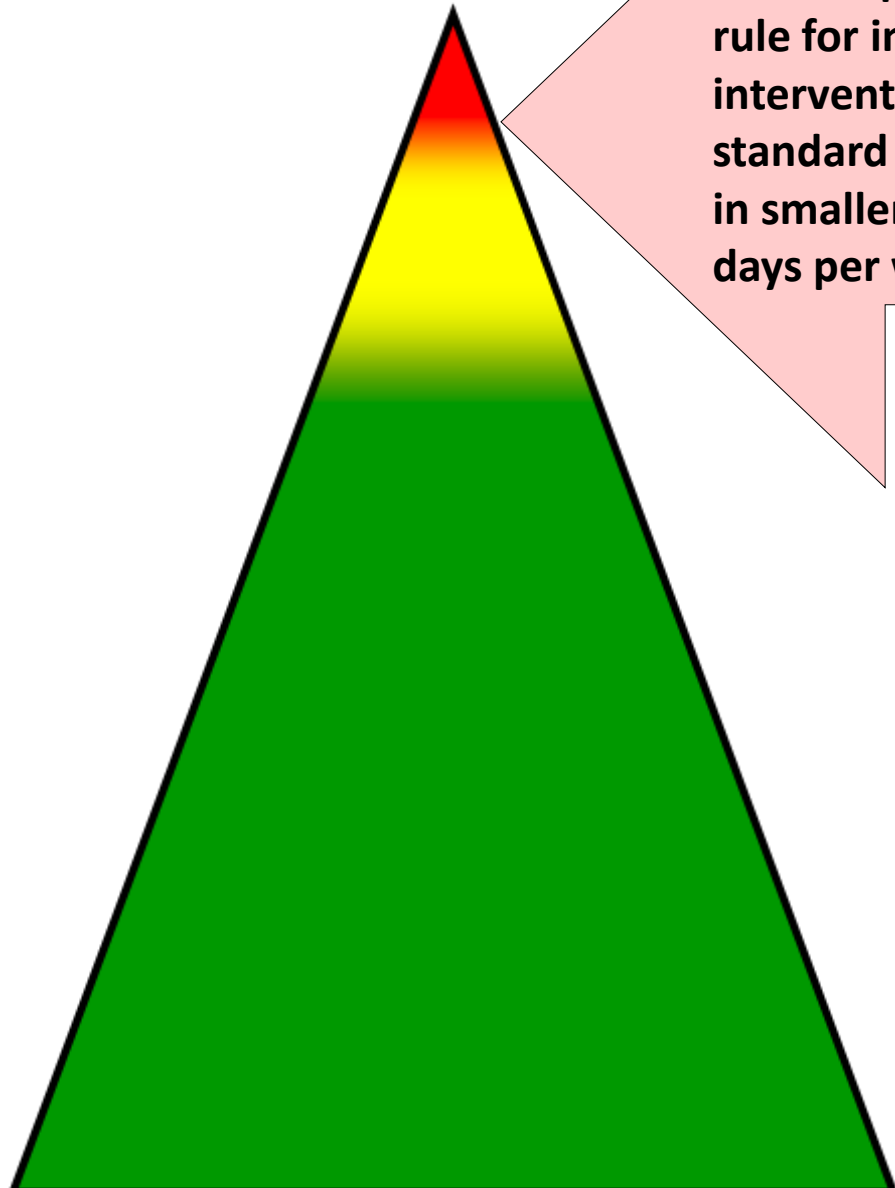
Academic and Behavior Examples

Academic RtI
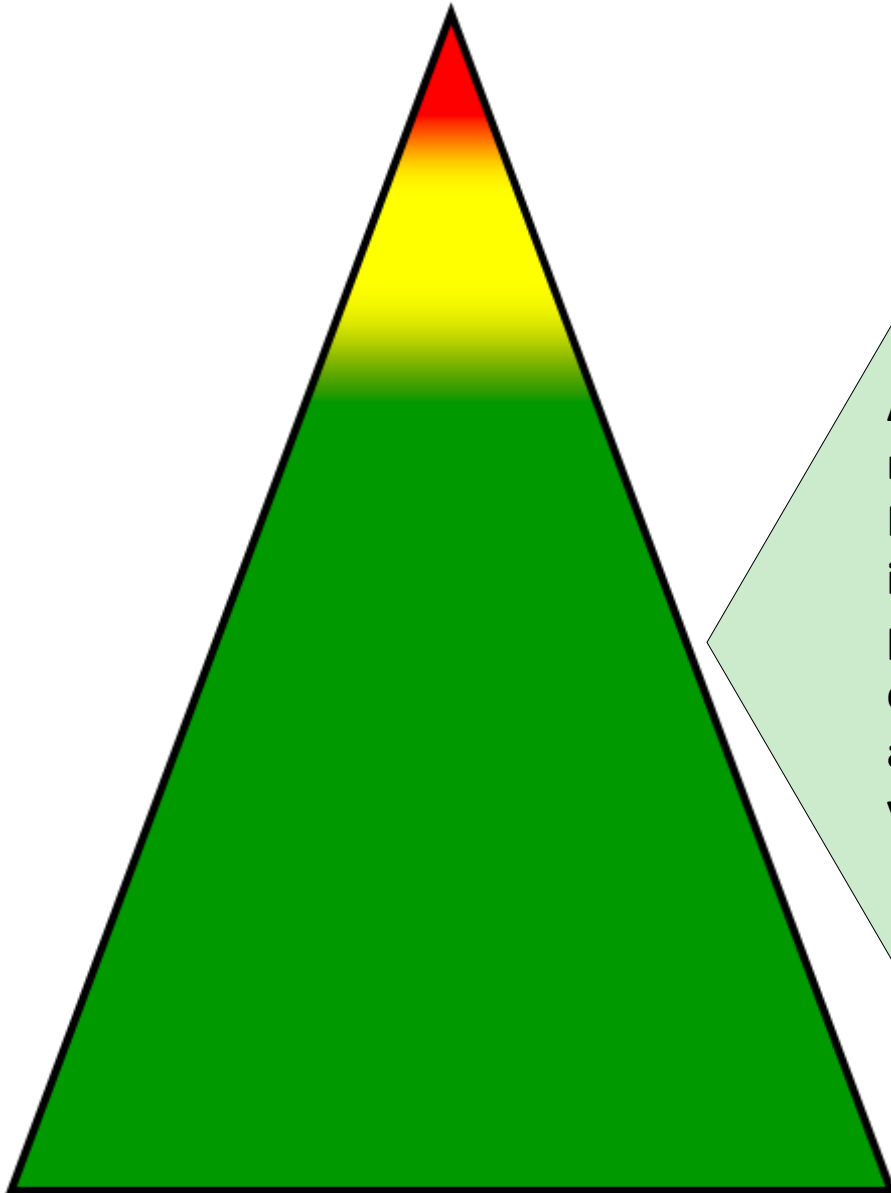
All students receive instruction in the core reading curriculum, which is evidence-based. Fidelity checks ensure the curriculum is implemented with fidelity. The teacher provides additional instruction within the classroom for students who need additional assistance. All students are screened 3x per year.

Academic RtI

Students not at benchmark on the screening receive additional small group instruction for 30 minutes 3-5 times per week. The instruction provided is a research-based, targeted skills intervention. Fidelity checks are made. Students continue to receive core reading instruction in the classroom. Students at this level of support are progress monitored every 2 weeks.
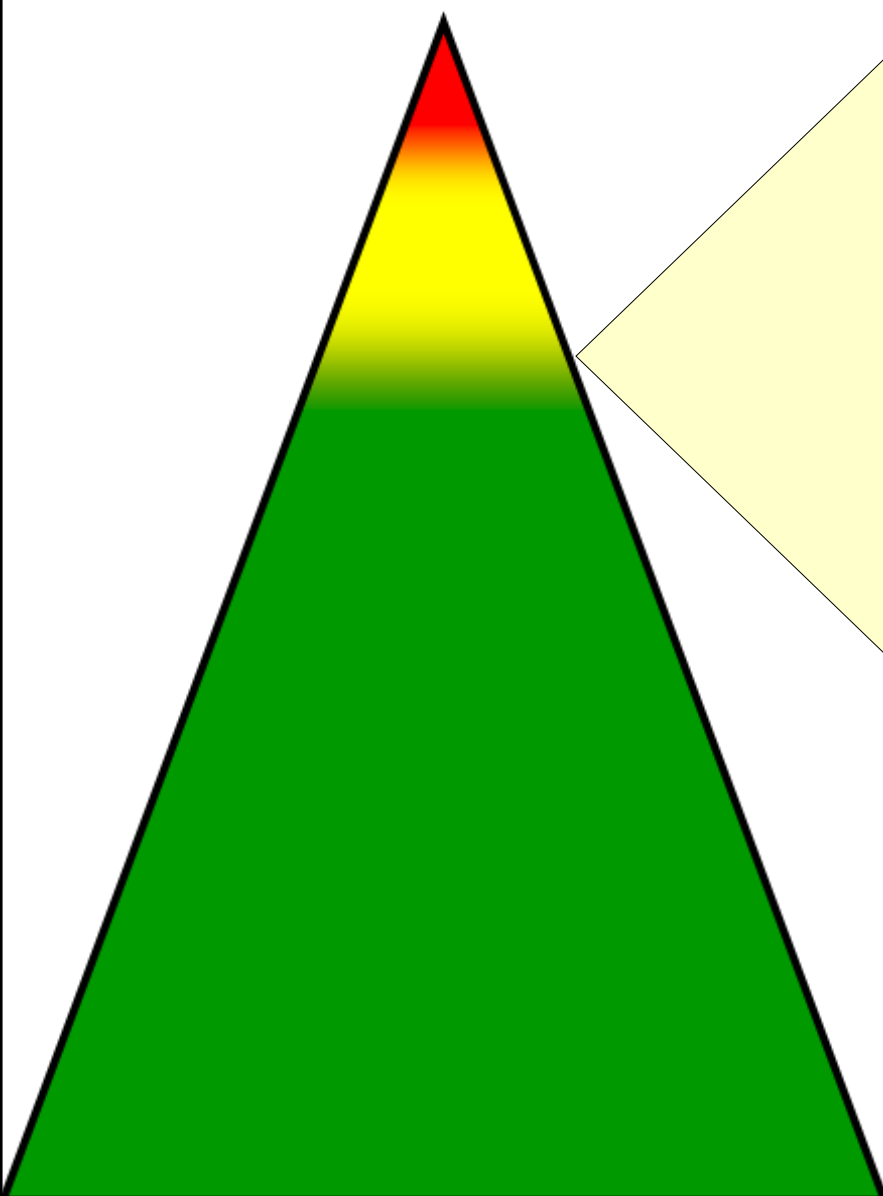
Academic RtI

Student progress monitoring data meets data decision rule for intensive support. The research-based intervention is intensive and possibly a customized standard protocol intervention. Instruction is delivered in smaller groups or individually, 60 minutes per day, 5 days per week. Progress monitoring occurs weekly.

Behavior RtI (SW-PBS)
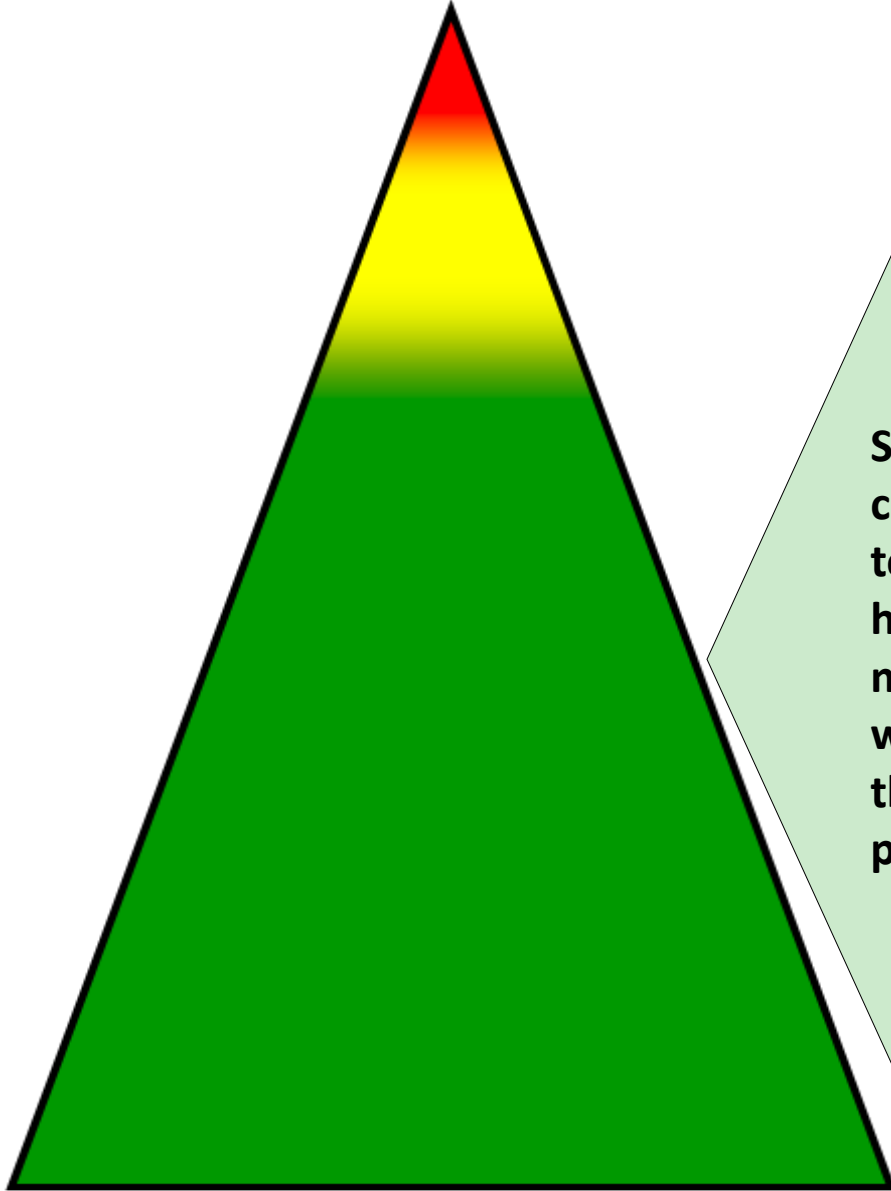
Schoolwide Expectations and rules and classroom rules have been identified and taught to all 500 students in the school. 52 students have 2 or more office discipline referrals; the most frequent social behavioral error is difficulty with following directions. Each teacher reviews the lesson for following directions for a specified period of time.
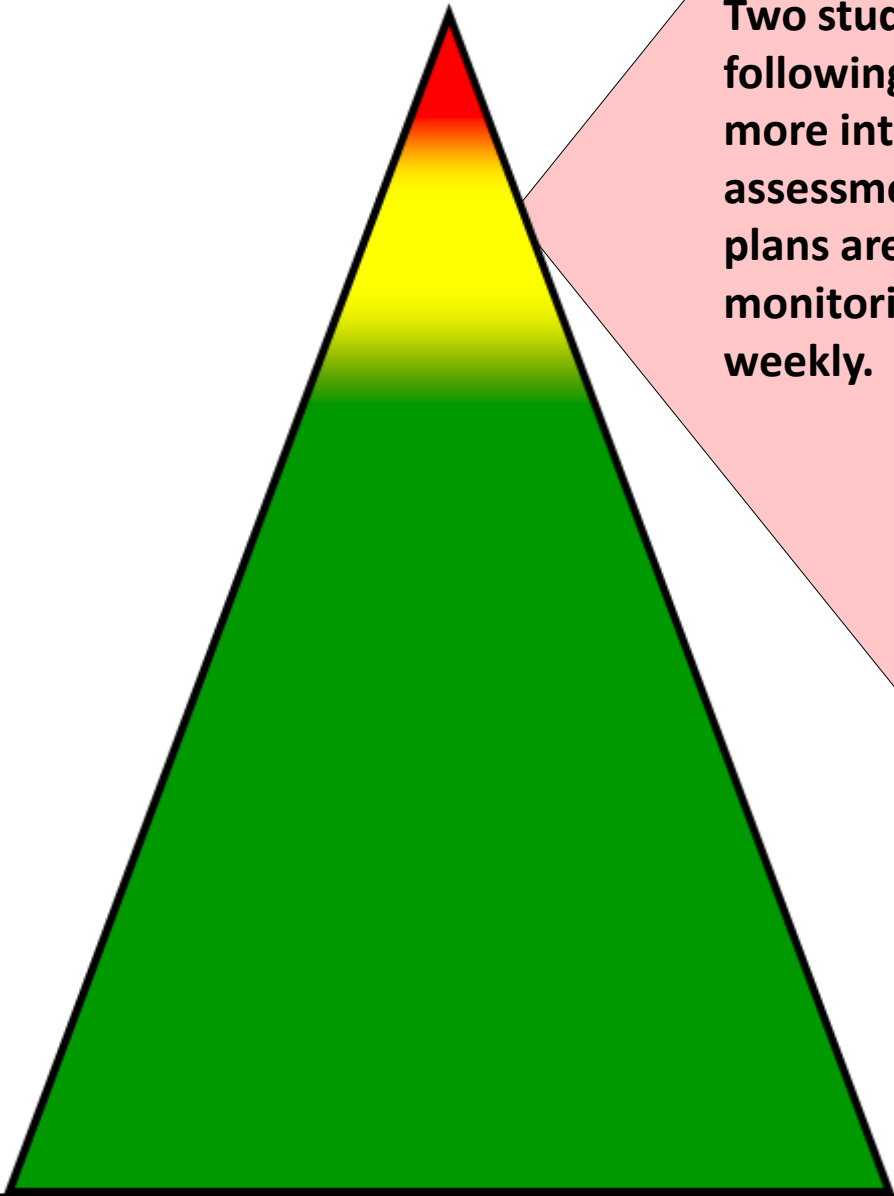
Behavior RtI (SW-PBS)

Six students continue to experience difficulty following directions and meet the data decision rule for a small group intervention. The six students are placed in a research-based, small group intervention for 4 to 6 weeks. Fidelity checks are made. Students continue to receive social behavior instruction provided to all students. Progress monitoring data is collected and analyzed at least every two weeks.

Behavior RtI (SW-PBS)

Two students continue to experience difficulty following directions and meet data decision rules for more intensive, individualized support. A functional assessment is conducted and behavior intervention plans are developed for these 2 students. Progress monitoring data is collected and analyzed at least weekly.
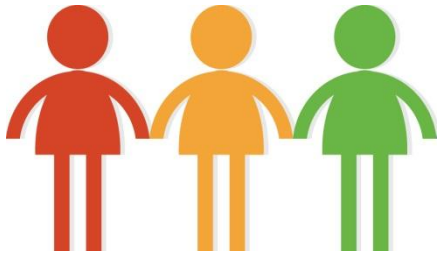
Reflect and Share

- If your school is implementing Academic RtI, what parallels can you draw between Tier 2 for behavior and Tier 2 for academics?

- If your school is not implementing Academic RtI, how would you describe Tier 2 goals and key features to your staff ?

Lessons Learned and Barriers to Success

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)

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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)

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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Barriers to Success

- Lack of administrative support & leadership
- Inability to attend training sessions as a team
- Multiple competing initiatives that are not well established
- Difficulty making adjustments to existing systems

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Barriers to Success

- Effective system for communication not in place

- Classroom System implementation not in place

- Documentation of classroom infractions (minors) not in place

- Data decision rules are not in place or not followed

- Fidelity of Implementation is not checked

Take Some Notes

- On your Team Action Planning Worksheet, make notes of any barriers that might impact your Tier 2 implementation. How can your team proactively address those barriers?

- How will your team(s) monitor the maintenance of Tier 1 fidelity?

Getting Ready for Tier 2!

System for collecting classroom minors	**Tier 2 supports are for students who . . . .**	**Active administrator support**	**Are Effective Classroom Practices in place?**
4:1 Ratio of Positives to Negatives	**Can you have consistent team participation in trainings?**	**Communication system for staff, students, parents**	**All your work is leading to Tier 2!**
How do you know Tier 1 is implemented with fidelity?	**How are academic and behavior RtI similar?**	**What do you anticipate being your challenges with Tier 2?**	**What are you most looking forward to with Tier 2?**

Questions

- What didn't get answered?

- E-mail your regional or Tier 2/3 consultant or me with any additional questions:

Diane Feeley

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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).