

# CHAPTER 1: FOUNDATIONAL KNOWLEDGE

## LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Identify key features of a SW-PBS Tier 2 system and characteristics of maximally effective interventions.
- ▶ Understand the basic concepts and processes associated with intensifying supports for students who require additional intervention.
- ▶ Identify group-based interventions that may be appropriate for your context and will meet the needs of students and staff in your building.
- ▶ Determine readiness for development of Tier 2 against recommended criteria and ensure Tier 1 is fully in place as demonstrated by:
  - Scores on the Schoolwide Evaluation Tool (SET) (Sugai, Horner and Todd, 2003) or Tiered Fidelity Inventory (TFI) (Anderson, et al., 2010).
  - Team member and staff agreement that schoolwide PBS is in place and is implemented consistently by teachers and staff according to most recent EBS/SAS Survey results.
  - A data system for documenting major office discipline referrals and classroom minor behavior infractions that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.
- ▶ Complete a baseline self-assessment of Tiers 2 and 3 implementation using the Tiered Fidelity Inventory (TFI) (Anderson, et al., 2010).
- ▶ Engage full staff in a process to evaluate commitment for developing a Tier 2 system and practices.

## The Challenge

Data from the World Health Organization (WHO) indicate mental health challenges affect approximately 450 million people worldwide (Funk, Drew, Freeman, and Faydi, 2010; Hosman, Jane-Liapis, and Saxena, 2005). Roughly one person out of every four will develop a mental or behavioral health challenge within their lifetime (Hosman, Jane-Liapis, and Saxena, 2005). Individuals who experience these conditions are at greater risk for a number of social and economic challenges that include reduced access to health care, social service, emergency relief, educational opportunities, restricted employment and income, stigma and potential discrimination, violence or abuse and increased risk for further disability and premature death (Funk, Drew, Freeman and Faydi, 2010).

The long-term financial obligation associated with mental health challenges is profound. Inability of affected individuals to find and maintain long-term employment along with payment for services and treatment requires substantial support from public funding sources. The National Institute of Mental Health (NIMH) estimated total annual expense associated with serious mental illness to be more than \$300 billion (Kessler et al., 2008). By the year 2020, internalizing conditions such as depression and anxiety are predicted to be second only to heart disease in related health care costs (Hosman et al., 2005). Considering the psychological, social, and economic challenges for society, and especially for individuals who experience these conditions, promotion of good mental health should be a significant public health concern (Herman, 2009; Hosman, Jane-Liapis and Saxena, 2005).

Given the prevalence rates of mental health disorder among adult populations it is not surprising that large numbers of children and youth also are affected by social, emotional, and/or behavioral health challenges. In fact, regional surveys conducted in the United States have indicated approximately one in every three or four children experience disorder and one in ten is identified with a serious emotional disturbance to the extent that functioning is impaired (e.g., Brauner and Stephens, 2006; Roberts, Roberts, and Xing, 2007). Left untreated, these challenges may increase in intensity and severity resulting with persistent negative outcomes as children and youth emerge into adulthood. Recent results from the National Comorbidity Survey Replication – Adolescent Supplement (NCS-A) provided the first prevalence, comorbidity, and age of onset estimates for adolescent mental health disorders (Merikangas et al., 2010). Data was collected from a nationally representative sample of more than 10,000 youth ages 13 to 18 years and their parents. Results showed anxiety (31.9%), behavioral (19.1%) and mood disorders (14.3%) as the most frequently occurring conditions and indicated roughly 40% of respondents met criteria for more than one disorder (Merikangas et al., 2010). In addition, median age of onset occurred differentially, according to disorder, with anxiety disorders emerging earliest (6 years of age), followed by behavioral disorders (11 years), mood disorders (13 years), and substance use disorders (15 years) (Merikangas et al., 2010). Figure 1.1 provides a summary of these outcomes.

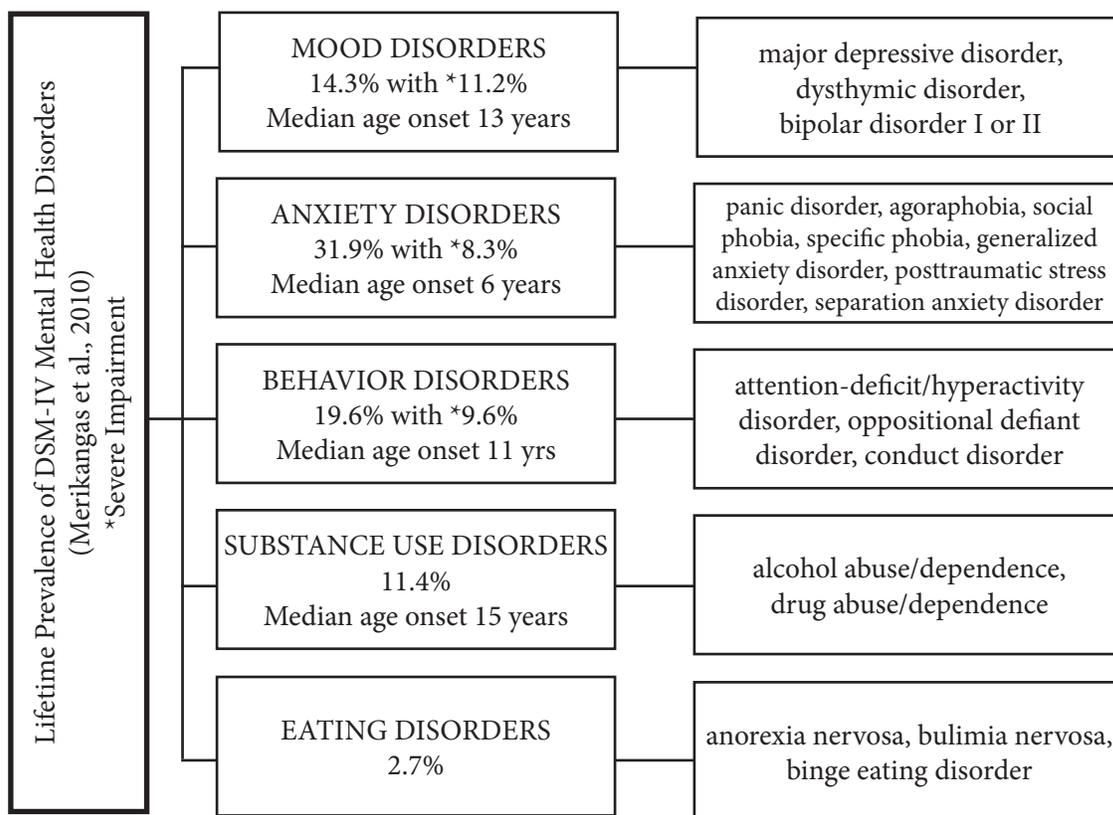


Figure 1.1

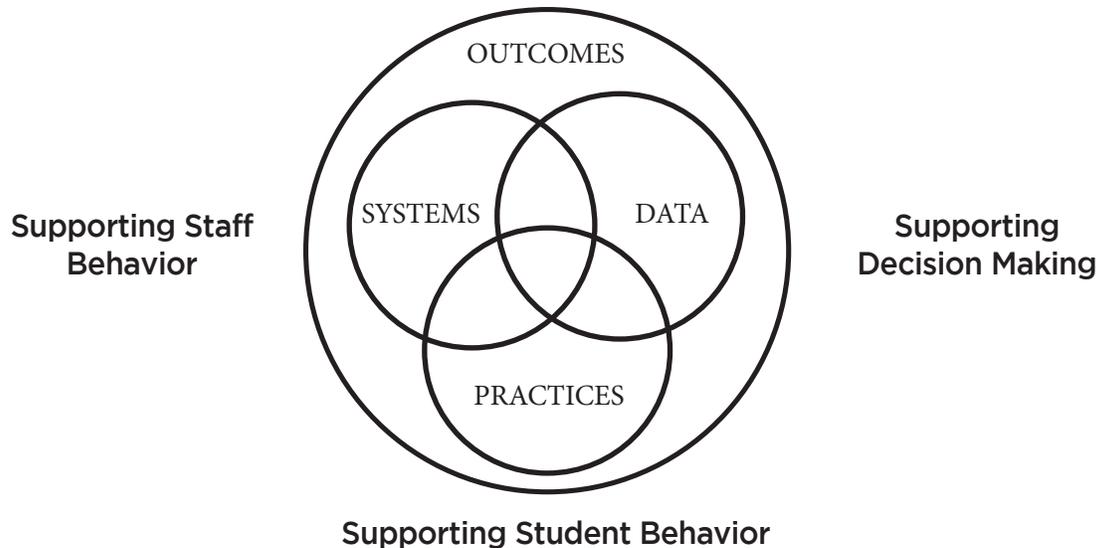
Among preschool and young school age children, symptoms that emerge prior to diagnosis of disorder are often described using the broader terms of internalizing (emotional) and externalizing (behavioral) problems (American Psychiatric Association, 2000; Bayer et al., 2011). Externalizing refers to problems that are directed outwardly toward the social environment, while internalizing is associated with problems that are directed inwardly away from the social environment (Walker, Ramsey, and Gresham, 2004). Externalizing problems frequently include aggression, disruptive behaviors, hyperactivity, conduct problems and/or impulsivity (Walker, Ramsey, and Gresham, 2004). Alternately, internalizing problems refers to emotional distress and encompasses a range of symptoms such as being shy or withdrawn, anxious, worried, overly fearful, sad, or having frequent somatic complaints (Walker et al., 2004). Evidence has indicated internalizing and externalizing problems are commonly experienced during early childhood. In fact, as many as 15% of children ages 18 months to five years and approximately one in seven school age children are affected (Bayer et al., 2011).

Effective intervention can reduce risk and intensity of impact but many children and youth who experience mild to severe problems, either internalizing or externalizing, are often inadequately supported, delayed in accessing services, or receive no treatment at all (The National Research Council and Institute of Medicine, 2009). For the few children who do receive social, emotional, and/or behavioral supports, schools are typically the primary provider (Rones and Hoagwood, 2000). In fact, schools play an essential role in the lives of children and offer a natural context for access to and delivery of preventive and early intervention services (Herman, Merrell, Reinke, and Tucker, 2004).

# Schoolwide Positive Behavior Support

Schoolwide Positive Behavior Supports (SW-PBS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students. SW-PBS is defined by four inter-related elements:

## Social Competence and Academic Achievement



*Figure 1.2  
Adapted from "Social Competence and Academic Achievement Outcomes,"  
by the Center on Positive Behavioral Interventions and Supports.  
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**OUTCOMES.** First, the school sets measurable and achievable outcomes related to social competence and academic achievement that are embraced by all staff and families.

**PRACTICES.** Once the desired outcomes are established, the school identifies practices (what we do for students) that are supported with educationally relevant evidence. These practices should be based on the school's needs, be relevant, effective, and efficient. They are based upon the principles of applied behavior analysis, are research based, and embrace a positive, proactive, and instructional philosophy.

**DATA.** Next, information or data (how we make decisions) is used to identify the status of current practice, support the need for change, and evaluate the impact of interventions or practices (e.g., records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions, etc.).

**SYSTEMS.** Finally, the school formally puts systems (what we do to support adults, e.g. personnel, funding, policies, training) into place to ensure that the accurate implementation of the practices can and does occur.

## A Continuum of Support for All

### Academic Systems

#### Tier 3 / Intensive

- Individual Students (High-Risk)
- Assessment-based
- High Intensity

#### Tier 2 / Targeted

- Some students (At-Risk)
- High efficiency
- Rapid response

#### Tier 1 / Universal

- All students
- Preventive, proactive

### Behavioral Systems

#### Tier 3 / Intensive

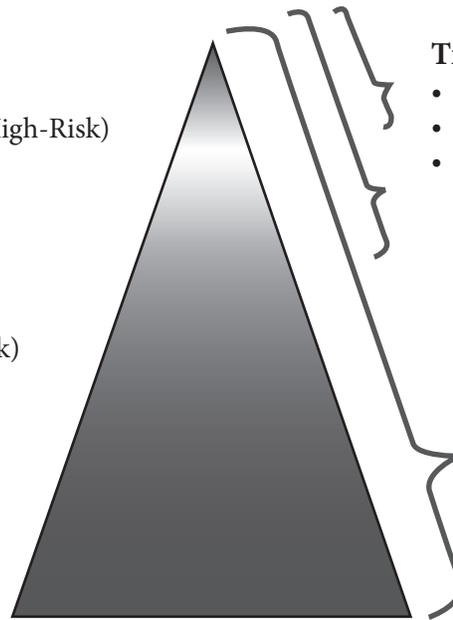
- Individual students (High-Risk)
- Assessment-based
- Intense, durable procedures

#### Tier 2 / Targeted

- Some students (At-Risk)
- High efficiency
- Rapid response

#### Tier 1 / Universal

- All settings, all students
- Preventive, proactive



Walker, et al., 1996, Sugai & Horner, 1999, Sugai & Horner, 2006

Figure 1.3

**TIER 1 UNIVERSAL** – Schoolwide practices and systems for preventing the development and occurrences of problem behavior for all students across all settings.

**TIER 2 TARGETED** – More specialized, intensive practices and systems for supporting students who have demonstrated behaviors that indicate a risk for future failure and/or whose behaviors have been documented as unresponsive to Tier 1 practices and systems.

**TIER 3 INTENSIVE** – Highly specialized, individualized practices and systems for supporting students who have demonstrated behaviors that indicate a high risk for future failure and/or whose behaviors have been documented as unresponsive to Tiers 1 and 2 practices and systems.

# MO SW-PBS Essential Components

Missouri has identified components based on the PBIS National Center Implementer's Blueprint that form a highly effective approach to schoolwide discipline (Technical Assistance Center on PBIS, 2010). Each component is vital. They operate together to ensure a positive, proactive approach to discipline that is likely to lead to behavioral and academic success. These components, described below, include: 1) Common Philosophy and Purpose, 2) Leadership, 3) Clarifying Expected Behavior, 4) Teaching Expected Behavior, 5) Encouraging Expected Behavior, 6) Discouraging Inappropriate Behavior, 7) Ongoing Monitoring, and 8) Effective Classroom Practices.

**1. COMMON PHILOSOPHY AND PURPOSE.** Many educators still believe that students would behave if we could just find a “bigger club,” yet studies identify punishment as one of the least effective approaches (Lipsey, 1991; Costenbader and Markson, 1998; Gottfredson, 1996). Effective schools realize that it is more effective to build adaptive behaviors through proactive instructional approaches than to try to decrease maladaptive behaviors through punishment. Before embarking on school improvement related to discipline, the beliefs about student behavior and discipline must be examined and a new, shared, positive and proactive philosophy and purpose created. Discovering shared beliefs increases commitment, provides a framework for making decisions, and is often the first step in unifying staff. Effective schools commit this positive and proactive philosophy of discipline to writing in the form of a mission, vision and values. This philosophy creates the sense of direction that gives coherence to diverse activities and keeps the learning on course. Time spent examining what staff believe about student discipline and creating a shared philosophy is a wise investment in lasting change.

**2. LEADERSHIP.** Effective schoolwide discipline will succeed or fail by the vision, commitment, and amount of personal attention received from the administrator. Schools with good outcomes have forceful leadership at the administrative level, but with staff members' views clearly represented in decisions. Therefore, in MO SW-PBS, leadership includes the building administrator along with a SW-PBS Leadership Team that is representative of building staff. The Team will lead their staff through a process of developing and gaining consensus on beliefs, expectations, and procedures, along with the completion of a written plan. This full staff involvement in the process is crucial, and effective leadership utilizes effective and efficient group processes to engage staff, understand change and the stages of implementation, and provide effective professional learning. Once procedures are developed, effective leadership ensures that their SW-PBS plan is continually evolving and arranges for routine review and renewal through data gathering, policy revision, and training of new staff. Practices are upheld through supervision of staff, and practices are incorporated into hiring and evaluation processes. Strong leadership is the factor that contributes most directly and assuredly to effective change in schools, particularly when change involves new practices that must be incorporated into every day routines (Colvin, Kame'enui and Sugai, 1993; Sprick, Wise, Markum, Haykin and Howard, 2005).

**3. CLARIFYING EXPECTED BEHAVIOR.** Just as schools rely on the direction provided by their academic curriculums, success with student discipline begins with clear behavioral expectations - a behavioral curriculum. These expectations are not lists of prohibitive rules, but a vision of responsible student behavior and social competence. Agreed upon student expectations promote consistency across staff through a common language and help develop similar tolerance levels. A curriculum of expected behaviors allows educators to be proactive and focus on catching students behaving responsibly. Clarification begins by identifying a set of three to five succinct schoolwide expectations that cross all settings. These are further clarified by identifying specific behaviors for each expectation. Expected behaviors are then identified for specific non-classroom settings (e.g., hallways, cafeteria, etc.), and classroom procedures developed to guide daily operations. Additionally, some schools adopt a social skills curriculum to further identify social competency.

**4. TEACHING EXPECTED BEHAVIOR.** Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills calls upon the same methods used to teach academics - direct instruction, modeling, practice and feedback. At the beginning of the school year and in an ongoing fashion throughout the year, students should be taught how to behave responsibly in each school setting. Effective teachers spend up to one-third of their time during the first days or weeks of the new school year teaching their expectations, and frequently review or remind students of their expectations all year long (Cotton, 1995). Lesson plans, teaching schedules, and special activities and events are planned to guide the ongoing teaching of expected behaviors. Teaching of expectations should also include a plan to ensure that new students and staff are provided the opportunity to learn the behaviors that will lead to success in their new school.

**5. ENCOURAGING EXPECTED BEHAVIOR.** Staff must not only teach and model appropriate behavior, but also must watch for and provide feedback to students about their behavioral progress. This feedback or incidental teaching capitalizes on naturally occurring opportunities to reinforce students who demonstrate responsible behavior. These minute-by-minute interactions that occur between staff and students are the most important means of encouraging students to behave responsibly. Creating a school culture where expected behaviors are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behavior than when the student is misbehaving (Reavis, Jenson, Kukic and Morgan, 1993). Strategies for providing specific positive feedback to students along with a menu or continuum of positive reinforcement options are essential.

**6. DISCOURAGING INAPPROPRIATE BEHAVIOR.** Just as students need specific positive feedback when behaving in accordance with expectations, inappropriate behavior also requires feedback. Inappropriate behavior in schools should be viewed as a teaching opportunity—a chance to clarify and reteach expectations. The same calm instructional approach used when students make academic errors should be used to correct social errors. Correction interrupts the behavior needing improvement so that a more appropriate response can be taught, practiced and reinforced. Associated with correction is the use of consequences, which are not to be punitive, but to extend teaching, decrease future occurrences of the behavior, and provide students with the motivation necessary for them to begin behaving in acceptable ways. Correctional strategies and a menu or continuum of consequences to discourage inappropriate behavior provide staff with the tools to effectively change student behavior.

**7. ONGOING MONITORING.** Use of data can focus staff efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. There are several methods useful for monitoring progress and making decisions regarding student behavior and discipline: 1) Surveys—questionnaires or interviews which ask individuals to share their perceptions or experiences related to school discipline; 2) Observations—visits to classrooms or non-classroom areas for observing and recording the kinds of behaviors that occur and the level and effectiveness of supervision; observations can confirm or clarify the perceptual data gathered through surveys; 3) Behavioral Records—using available data from existing school records (e.g., office referrals, attendance, tardies, detentions, suspensions, referrals for assistance or to special education, etc.); objective data are particularly meaningful to monitor overall trends and impact of practices. Data collection is an ongoing process that assists staff to find areas where implementation is weak or inconsistent, or where policies need upgrading or extending. This data can identify the need for increased supervision, staff development, revision of practices or new procedure development.

**8. EFFECTIVE CLASSROOM PRACTICES.** Effective classroom practices are based on the same overarching schoolwide and non-classroom expectations. They are then further articulated through the

behaviors/rules and procedures that each instructor decides best fit that classroom. Additionally, some specific research-based techniques have been found to be equally applicable to academic and social behavioral instruction. These effective classroom practices are taught in your Tier 1 training.

## Purpose and Key Features of Tier 2

The three-tiered prevention logic organizes behavior supports along a continuum, matching intervention intensity to students' needs. In this workbook, the focus is on Tier 2 data, practices, and systems, which have been designed to:

1. Use data to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties.
2. Prevent the development or decrease the frequency and/or intensity of students' problem behaviors.
3. Provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans.

### Prevention Logic for All

Prevention logic focuses on the redesign of the teaching environment, not the redesign of the students. The purpose of Tier 2 is to provide interventions to support up to 15% of the student population who are at risk, but not currently engaging in severe problem behavior.

Decrease development of new problem behavior	Prevent worsening and reduce intensity of existing problem behavior	Eliminate triggers and maintainers of problem behavior	Add triggers and maintainers of prosocial behavior	Teach, monitor, and acknowledge prosocial behavior
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*Figure 1.4*  
Biglan, 1995; Mayer, 1995; Walker et al., 1996

## **SW-PBS AND RTI**

The implementation of three-tiered prevention logic in SW-PBS is a direct application of the Response-to-Intervention (RtI) framework that is applied to academic content teaching and learning (e.g., literacy). The defining features of RtI are embedded with the SW-PBS approach.

### **Schoolwide PBS and Response to Intervention:**

- ▶ Implementation with Fidelity
- ▶ Continuum of Evidence-Based Interventions
- ▶ Content Expertise and Fluency
- ▶ Team-Based Implementation
- ▶ Data-Based Decision Making and Problem Solving
- ▶ Universal Screening
- ▶ Continuous Progress Monitoring

RtI is defined as “the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions” (National Association of State Directors of Special Education, 2006, p. 3). Based on a problem-solving model, RtI considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. RtI has emerged as the way to think about both early intervention assistance and resource allocation, including accessing resources through the Individuals With Disabilities Education Act (IDEA).

In addition to addressing learning challenges, RtI strategies can be applied to improve students’ social behavior. The core principles of RtI remain the same regardless of whether it is an academic or social target (Florida’s Positive Behavior Support Project, 2011).

As defined by the Department of Elementary and Secondary Education, academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of existing skills to a new situation.

Tier 2 interventions often are provided in a group-based format, include standardized practices and systems designed to supplement primary prevention efforts, and are appropriate for students who exhibit problem behaviors across multiple settings. The Office of Special Education Programs (OSEP), Technical Assistance Center on Positive Behavior Interventions and Supports (OSEP, 2014) indicate Tier 2 interventions have the following critical characteristics:

- ▶ **CONTINUOUSLY AVAILABLE.** Tier 2 supports should be available in the school such that students can be added to the intervention at any time. Some interventions are organized so that students can begin receiving supports quickly.
- ▶ **QUICKLY AND EASILY ACCESSIBLE.** Optimally, supports are accessible within 2–3 days when data reveal a need. Some intervention approaches require more formal interviewing, selection of additional participants, etc., and may not be possible this quickly. However, the initial steps to provide a student with a Tier 2 intervention should begin within 72 hours of identifying a need.
- ▶ **MINIMAL TIME COMMITMENT REQUIRED FROM CLASSROOM TEACHERS.** Some Tier 2 interventions may require classroom teachers to modify traditional methods or implement new teaching practices (e.g., increase positive feedback, monitor student progress, and evaluate behavioral and academic progress). Ideally, Tier 2 interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few more minutes of teacher time each day.
- ▶ **REQUIRED SKILL SETS CAN BE EASILY LEARNED.** The skill sets classroom teachers need are consistent with quality instruction or can be easily learned. Strategies that require intensive training and skill development not typically present in the repertoire of classroom teachers may be beyond the scope of Tier 2 interventions and may be considered as intensive and individualized Tier 3 interventions.
- ▶ **ALIGNED WITH SCHOOLWIDE EXPECTATIONS.** Tier 2 interventions should be consistent with the Tier 1 approaches the school developed. Schoolwide expectations should be taught and applied consistently across all three tiers for greater consistency in implementation.
- ▶ **ALL PERSONNEL ARE AWARE OF THE INTERVENTION(S) AND THEIR ROLES IN THE PROCESS.** All staff should understand the rationale and be able to describe the Tier 2 interventions used in their school. Staff with responsibility for implementation should have the training, skills, and administrative support to implement with fidelity.
- ▶ **CONSISTENTLY IMPLEMENTED WITH MOST STUDENTS, BUT WITH SOME FLEXIBILITY.** Tier 2 interventions may be implemented similarly for 90 percent or more of the students receiving the intervention. Minor modifications may be made to increase the effectiveness of the intervention. However, significant modifications of Tier 2 interventions for a student may be more characteristic of Tier 3 support systems.
- ▶ **PROGRAM SELECTED IS MATCHED TO THE FUNCTION OF THE STUDENT’S BEHAVIOR.** Although it is not recommended that a comprehensive functional behavioral assessment (FBA) be completed for each student identified for Tier 2 supports (it may be too time consuming and unnecessary), it is necessary to consider the function of the problem behaviors using already existing data (i.e., discipline referral data, brief teacher rating or interview). As the data reveal that a student is responding poorly or questionably to the intervention, the function of the behavior may need to be assessed with more comprehensive methods and implementation fidelity should be verified.

A variety of research-based interventions meet these criteria, and most incorporate effective practices such as: targeted and explicit skill instruction; acknowledgements of appropriate behavior; increased consistency, structure, and routine; frequent performance feedback for targeted behaviors; and carefully orchestrated plans for generalization and maintenance of skills.

Some commonly implemented group-oriented interventions include:

- ▶ Check-In, Check-Out (also known as The Behavior Education Program)
- ▶ Social Skills Intervention Groups
- ▶ Self-Monitoring
- ▶ The Check & Connect Student Engagement Model
- ▶ FIRST STEP *Next*
- ▶ Targeted environmental interventions such as Positive Peer Reporting, Tootling, Classwide Function-Related Intervention Teams, and Simple Functional Behavior Assessment
- ▶ Academic Instructional Groups
- ▶ Academic Accommodations

## **Alignment to School Mental Health Efforts**

School mental health, a dimension of overall health, describes the social-emotional development of school-age children. It is often described as a fluid state of being that can be impacted by wellness, mental illness, substance abuse, trauma, toxic stress, and the effects of adverse childhood experiences. Students who do not receive effective mental health supports are more likely to experience lower educational achievements such as attendance (Gall, Pagano, Desmond, Perrin, & Murphy, 2000), ability to concentrate (Humensky et al, 2010), as well as academic achievement and grade completion (Nelson, Benner, Lane, & Smith, 2004). Implementing comprehensive school mental health services can help develop proactive, preventative systems that foster positive school climates focused on teaching and learning. The Schoolwide Positive Behavior Support (SW-PBS) framework cannot assume the responsibility of being the only component within a comprehensive school mental health support model; however, implementation with fidelity, of the SW-PBS framework can help strengthen and support a comprehensive school mental health support model.

# Missouri Student Support Model

The Missouri Student Support Model provides a graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered.

The process begins at the base of the model with implementation of universal level supports and continues through the top of the triangle to Tier 3 intervention and planning. Elements embedded throughout the model provide structure and guidance for processes that need to occur as supports are intensified. Identified components are aligned with items included in the Tiered Fidelity Inventory (TFI) which can be used as a self-assessment tool for monitoring progress toward development of a full continuum.

## Missouri Student Support Model

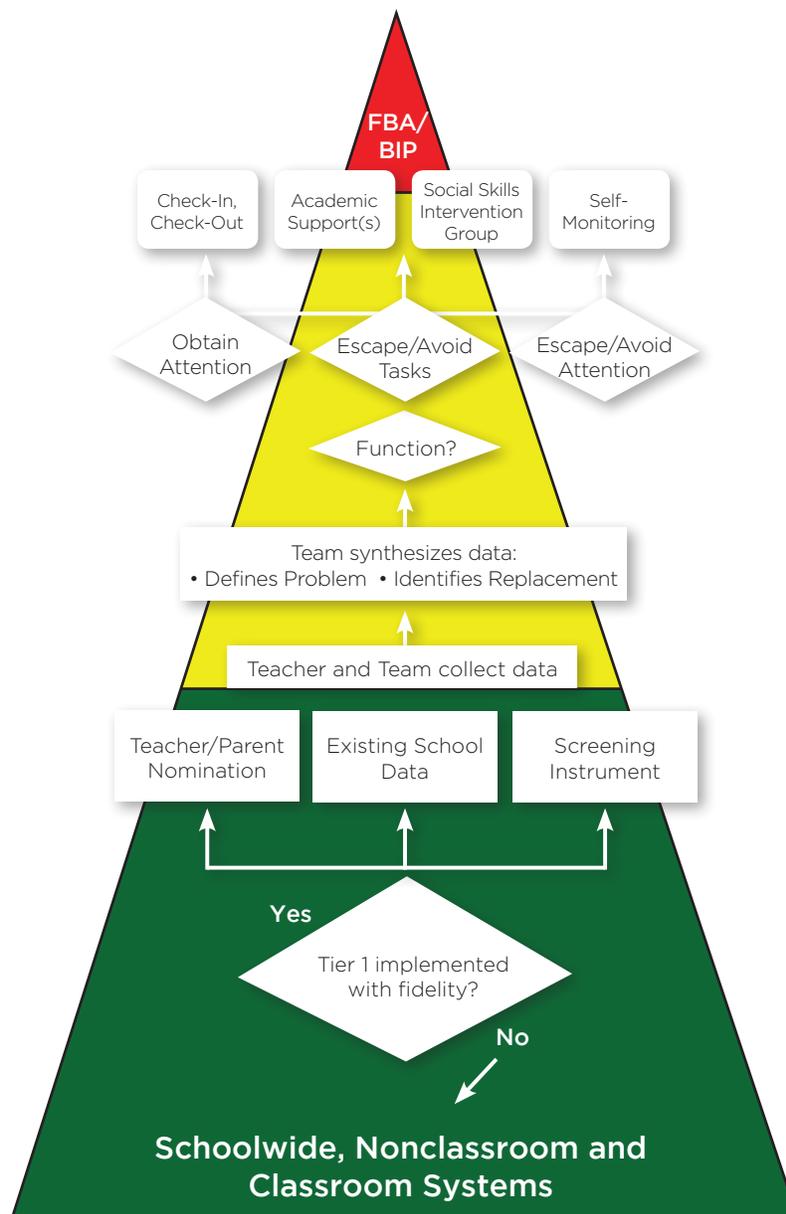


Figure 1.5  
MO SW-PBS Student Support Model

## **Planning for Intervention – What’s Your Projected Capacity?**

Early intervention is the goal for all students. Tier 1 Universal practices will be enough support for approximately 80% of the students in your school. This is the most efficient system of support, requiring minimal adult resources per student.

Tier 2 interventions are designed to proactively identify students at risk for developing problem behavior, or just beginning to exhibit problem behavior. When student identification is done effectively, you can estimate serving 10 – 15% of your student population over the course of the year in Tier 2 Interventions. Tier 2 Interventions require more adult involvement for fewer students, yet efficiently produce effective results when interventions are delivered with fidelity.

Students who are already exhibiting chronic problem behavior may require Tier 3 Intervention. If Tier 1 and Tier 2 are being implemented in the school setting with fidelity, your school may need to provide Tier 3 Interventions for approximately 1 -5% of students. Tier 3 requires the highest staff to student ratio, and can be a very labor-intensive process.

At Sample Middle School, the student population is 375 students. Based on the expected percentages in tiered intervention, 300 Sample students will use expected behaviors when the school implements Tier 1 Universal practices with fidelity. Approximately 37 – 56 Sample students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors. Finally, it is possible that 3 – 15 students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.



**ACTIVITY**

With your team, complete the chart with your school's enrollment data to assist your planning for capacity to serve students needing Tier 2 or Tier 3 support.

Then fill in the projected needs statement that follows.

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

Academic Year: \_\_\_\_\_

Total Student Enrollment  _____		Our Numbers		Our Numbers
	1%		5%	
	10%		15%	
	80%			

At \_\_\_\_\_, the student population is \_\_\_\_\_ students. Based on the expected percentages in tiered intervention, \_\_\_\_\_ students will use expected behaviors when the school implements Tier 1 Universal practices with fidelity. Approximately \_\_\_\_\_ – \_\_\_\_\_ students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors.

Finally, it is possible that \_\_\_\_\_ – \_\_\_\_\_ students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

## Base Rate and Serviceable Base Rate

Once the school leadership team has identified the projected needs, based on school enrollment, then you can begin thinking about your capacity to provide support across the tiers. Using existing school-wide data, such as attendance rate, percentages of students with 0-1 ODRs, assessment data, grades, and other collected information, the leadership team can determine the current overall response to your Tier 1 universal system. The leadership team will then have the information to compare your school's **base rate**, or the proportion of students in the school who exhibit emotional or behavioral risk, to the expected base rates in the tiered intervention model, 80%, 15%, 5%. Next the team can calculate your **serviceable base rate**, or the amount of students identified as at risk who could reasonably be served in a small group or individual intervention *with the current resources* available in the school (Kilgus & Eklund, 2016). The school's current resources could include personnel, curriculum, materials, scheduling flexibility, team stability, and other factors supporting implementation of practices.

When teams are prepared for implementation with the necessary information, they are more likely to be accurate in their decision to use universal screening when effective supports are in place at Tier 1, adequately plan for the efficient and effective use of resources, and accurately provide the needed level of support for students with screening results indicating risk (Kilgus & Eklund, 2016).

Using the information about the current base rate and the calculated serviceable base rate allows the school team to determine whether the time is right to consider adding a systematic screening process, or if a focus on intensifying universal supports to better support the students is a better use of resources. It is inefficient and unlikely to be sustainable for schools to serve 30-40% or more of their students in intervention (Dowdy, Furlong, Raines, Boverly, Kauffman, Kamphaus, Dever, Price, & Murdock, 2015; Kilgus & Eklund, 2016). Schools can still use information from a screening instrument in the planning and provision of robust universal supports but should keep the information about their serviceable base rate in mind.

### USING SCREENING DATA FOR DECISION MAKING

When the data from the universal screening instrument has been collected and analyzed, schools can plan for the appropriate response. Using the information about the school's projected capacity and serviceable base rate, the leadership team can identify how school-wide, class-wide, and individual supports can be provided. The following graphic from Kilgus & Eklund (2016) can be used as a decision-making guide for teams.

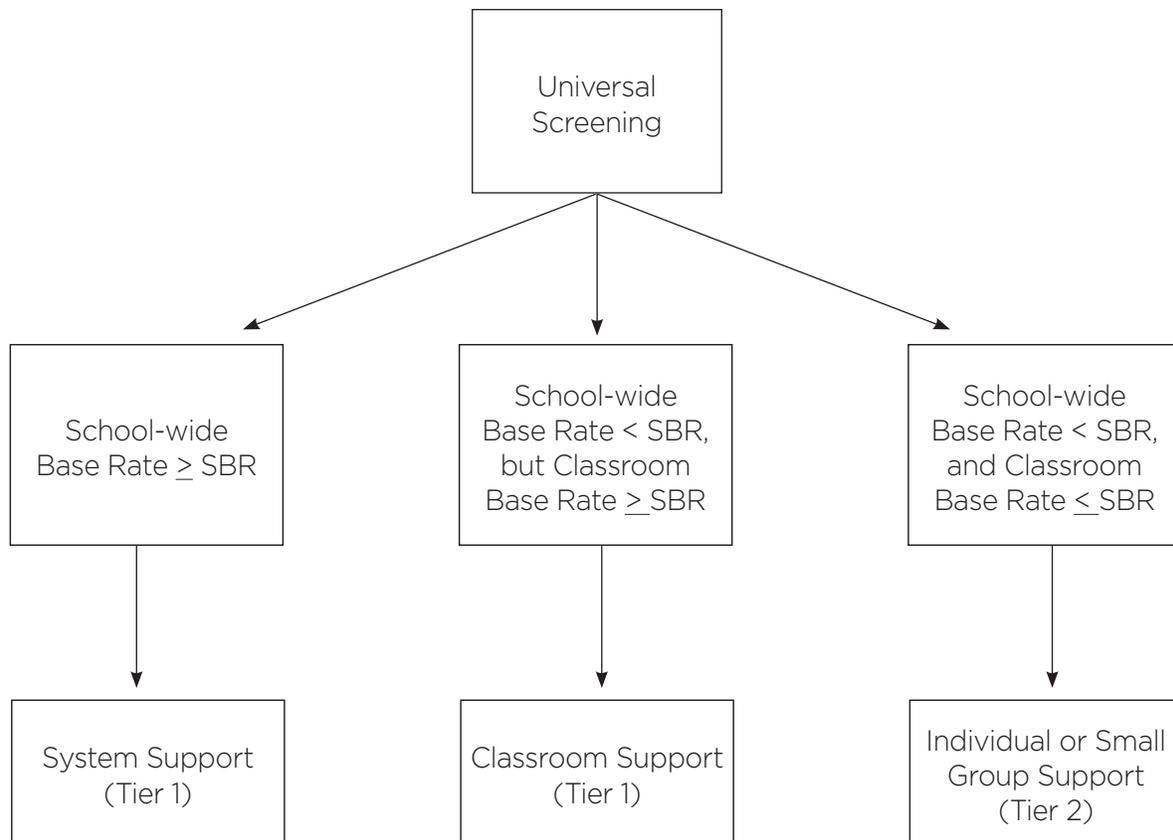


Figure 1.6  
(Kilgus & Eklund, 2016, p. 127)

### **SCHOOL-WIDE BASE RATE $\geq$ SERVICEABLE BASE RATE (SBR)**

If the screening results indicate the proportion of students exhibiting emotional or behavioral risk is higher than the previously calculated school serviceable base rate, the team should focus on strengthening supports at the Tier 1 universal level (Kilgus & Eklund, 2016). The leadership team needs to consider whether expectations and rules are taught and practiced sufficiently for students to perform them fluently and with performance feedback (recognition of success, re-teaching when errors develop), whether all staff have had adequate training and feedback on implementation of Tier 1 supports to be implementing with fidelity, and whether the team is using data to monitor outcomes and respond accordingly. In addition, the school may use the information to incorporate social-emotional learning more prominently in their school-wide efforts, engage in ongoing professional learning about positive mental health and development, and focus their efforts more specifically to the areas of need indicated by the data (Dowdy et al, 2015; Kilgus & Eklund, 2016).

### **SCHOOL-WIDE BASE RATE < SBR, BUT CLASSROOM BASE RATE $\geq$ SBR**

The screening results may indicate elevated risk rates are concentrated in particular classrooms or grade levels rather than distributed school wide, yet they still represent more students than can practically be served in small group or individual intervention (Kilgus & Eklund, 2016). In this case, the leadership team would want to look more closely at the classrooms with elevated risk to determine whether intensified

class-wide supports, such as increased teaching, practicing, and feedback in following expectations or specific social skills teaching, such as Social Skills Intervention System (SSIS) Classwide Intervention Program (SSIS-CIP) or other research-based support is needed, or additional support for the teacher or environment is required (Elliott & Gresham, 2007). Practices such as Tootling, Positive Peer Reporting, or Class-Wide Function-related Intervention Teams (CW- FIT) would be helpful in these classrooms as well (MO SW-PBS Tier 2 Workbook, 2017; Wills et al, 2009) The leadership team could provide resources to intensify class-wide supports in these rooms, while considering referring students for Tier 2 interventions in classrooms with base rates below the predetermined serviceable base rate (Kilgus & Eklund, 2016).

### **SCHOOL-WIDE BASE RATE < SBR, AND CLASSROOM BASE RATE < SBR**

When the school-wide base rate and the classroom base rate are both less than the predetermined serviceable base rate, indicating Tier 1 supports are effective for meeting the needs of the majority of the students, the team will consider small group and individual interventions (Kilgus & Eklund, 2016). Choices for small group interventions could include Check-In, Check-Out (CICO), Social Skills Intervention Groups (SSIG), Self-Monitoring, or other age, context, and function appropriate research-based intervention (MO SW-PBS, 2017). For students needing intensive individualized support, schools could plan to conduct a Functional Behavior Assessment (FBA) in order to design an appropriate Behavior Intervention Plan (BIP).

# Implement Tier 1 Universals

The instructional process begins with each student having access to, as well as the opportunity to demonstrate mastery of, a viable academic and behavioral curriculum, which demonstrates rigor and relevance. Assessment data are gathered on a regular basis and each student's response to instruction and curriculum is evaluated in order to make informed decisions.

Specific to behavioral and social skills instruction, all staff must implement universal elements with fidelity for all students. This means schoolwide, non-classroom, and classroom expectations and rules as well as procedures are identified and taught. Students are consistently acknowledged for demonstrating expectations and following procedures. Staff members provide high rates of positive feedback (e.g., four positives to one corrective) and consistently use respectful redirection and error corrections when students use inappropriate behavior.

Universal supports are implemented continuously to ensure each student receives access to high quality instruction before determining that he or she requires additional intervention.

In addition, one of the most powerful behavioral management strategies is providing excellent instruction in an organized classroom environment. The following is a list of research-based practices for designing an effective instructional environment. This list of Eight Effective Classroom Practices is derived from two reviews of published research literature.

1. Classroom expectations are aligned with schoolwide expectations, posted, and referred to regularly.
2. Classroom procedures and routines are created, posted, taught, and referred to regularly.
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.
5. A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used.
6. The classroom is arranged to minimize crowding and the teacher actively supervises during instruction.
7. Activity sequencing and choice are offered in a variety of ways (e.g., order, materials, partners, location and type of desk).
8. A variety of strategies are used to modify difficult academic tasks and to ensure academic success.

Typically students are not considered for additional intervention (i.e., Tier 2) until they have had adequate time to respond to the Tier 1 strategies (e.g., approximately six to eight weeks). It is usually critical to confirm that Tier 1 and Tier 2 interventions are implemented with fidelity. The Positive Behavior Support Planning Checklist And Teacher Self-Assessment on the next page is a tool that has many uses. It defines staff expectations for each Effective Classroom Practice. It may be used by teachers to self-assess their implementation of each classroom practice. It may also be used as part of an overall check of implementation fidelity when walk-through observations are done.

## Positive Behavior Support Planning Checklist And Teacher Self-Assessment

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have used the Create Your Classroom Routines Checklist to develop my classroom routines. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4: 1? _____ <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended <b>Discouraging Inappropriate Behavior</b> in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students).

## Positive Behavior Support Planning Checklist And Teacher Self-Assessment – Page 2

Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for <b>Active Supervision</b> . <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location and activity level. <input type="checkbox"/> I provide positive contact, positive and corrective feedback while moving around the room.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to <b>Respond</b> (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? _____ <input type="checkbox"/> I regularly use wait time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	<input type="checkbox"/> I <b>Sequence</b> tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty. <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities.

However, there may be instances when a student is experiencing very severe or significant academic, behavioral, or social-emotional problems and may need Tier 3 interventions without having experienced a Tier 2 level intervention yet or the Tier 2 intervention was not implemented for very long.

Guidelines for deciding what level of support students need varies from school to school, but students who require Tier 3 supports should be able to access these services in one of two ways. First, students receiving Tier 1 and Tier 2 supports that are not making adequate progress and/or are unresponsive to the continuum of strategies available may need Tier 3 supports. Second, there should be a mechanism through which students who are experiencing very severe or significant academic, behavioral, or social-emotional problems can access Tier 3 supports sooner.

For example, students who demonstrate behaviors that are harmful to self or others, or students whose behaviors are disruptive to an extent that consistently interferes with the learning of other children would likely be considered for individualized interventions immediately. For some students, this option is necessary to provide needed supports in a timely fashion.

Thus, in contrast to a fixed multistage system wherein students would only be able to receive more intensive services (i.e., Tier 3) following some time period of less intensive (i.e., Tier 1 or 2) supports, a responsive approach should allow some flexibility to serve students based on their level of need in a timely and efficient manner.

## **IDENTIFY STUDENTS**

To develop a full continuum of support, school teams create a system to deliberately and purposefully identify students who may require more intensive intervention. Ideally, the system is created to promote early identification before problems develop to a level that requires intensive intervention. In addition, the system also is created to identify students with internalizing or externalizing characteristics of difficulty. To accomplish these goals, school teams typically develop a comprehensive system of identification that includes:

- a. Use of existing school data
- b. Teacher nominations, and
- c. Screening scores

## **COLLECT AND REVIEW DATA, CLARIFY PROBLEM, AND IDENTIFY FUNCTION**

Considering the function of the problem behaviors prior to selection of an intervention is very important. Although a comprehensive functional behavioral assessment (FBA) most often is reserved for students who require intensive individualized supports, commonly collected school data can be used for a simple or brief FBA process. Data that is easily accessible and generally useful for determining function of behavior may include:

- ▶ Office Referrals (ODR)
- ▶ Classroom Minors
- ▶ Absences

- ▶ Tardies
- ▶ Grade point average
- ▶ Course grades
- ▶ Achievement scores in the areas of Reading, Written Language, Math
- ▶ Frequency of nurse or counselor visits

In addition, examining a student's daily schedule with consideration for when, where, and during what types of activities problem behaviors are most likely to occur also is useful information. An important task of the Tier 2 Team will be development of a process for gathering applicable information in a timely manner so that function of behavior can be considered, but still allows for rapid access to interventions that are readily available.

## **ACADEMIC INTERVENTIONS**

It is also important to consider any deficits in prerequisite academic skills. When data indicates students are having academic difficulty (low grades, poor assessment performance, missing assignments, etc.) or using problem behavior to avoid task (head down, refusal to work, engaging in problem behavior resulting in removal from instruction, etc.) teams should consider an academic intervention in addition to a behavioral intervention. For example, if a student is engaging in low-level acting out behaviors in the classroom to escape an academic task that is difficult for them, simply placing them in a behavioral intervention will not solve the underlying academic deficit problem. In addition to the behavioral intervention, additional academic supports must be provided.

Approximately 14% of young children have both academic and behavior issues, and these children have the poorest outcomes when compared to peers with either behavior or academic problems (Reinke, Herman, Petras, and Ialongo, 2008).

When reviewing existing data for all students identified for Tier 2 supports, it is critical to review academic data and determine if additional academic supports are needed. It is likely your school has a system for supporting students who need additional academic support through interventionists, reading specialists, tutoring programs, and other supports in and out of the classroom.

The Tier 2 Team could invite a member of the academic intervention team to attend the meeting when the target child is being discussed to ensure clear communication and complimentary intervention planning. As the student participates in academic interventions alongside behavioral interventions, data should be collected and progress should be monitored for both. When considering fading and graduating from the interventions, plans should be made for ongoing monitoring of academic performance and behavior.

## SELECT AND PROVIDE INTERVENTION MATCHED TO FUNCTION

Several different intervention options may be available. Teams should select an intervention that best addresses the function of the problem behavior and the needs of the student. Some children may require and benefit from more than one intervention. For example, children who are experiencing both academic and social skills deficits will require instructional and behavioral treatments.

Teams determine capacity to provide selected treatments and then select which interventions to develop and implement. A minimum of at least one academic and one behavioral intervention is recommended for addressing the needs of children who are identified.

**Intervention Matched with Function**

	Check-In, Check-Out	Social Skill Groups Intervention Groups	Self- Monitoring	Check & Connect	FIRST STEP <i>Next</i>
Get Adult Attention	X	X	X		X
Get Peer Attention		X	X		X
Avoid Adult Attention		X	X	X	
Avoid Peer Attention		X	X	X	
Avoid Tasks		X	X	X	
Access to Activities or Tangibles		X	X		

*Figure 1.7  
Adapted from Umbreit, Ferro, Liaupsin, and Lane, 2007*

## MONITOR PROGRESS AND MAKE DECISIONS

Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student's needs. The Tier 2 Team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. If the student exhibits a positive response, the interventions should be continued and then systematically faded. The interventions should be modified as appropriate when a student's progress is less than expected.

The Tier 2 Team will develop a system for collecting data to determine the student's response to the intervention. Collecting, graphing, and analyzing data will allow teams to make educationally valid decisions and determine whether interventions should be faded, maintained, modified, or intensified.



**ACTIVITY**

Review the features of the Student Support Model on the left below, and summarize the key points of information for each. Be prepared to share your information or teach others as directed.

### Student Support Model

Feature	Key Points
Implement Universals <ul style="list-style-type: none"> <li>• Schoolwide</li> <li>• Non-Classroom</li> <li>• Classroom</li> </ul>	
Identify Students <ul style="list-style-type: none"> <li>• Early intervention</li> <li>• Internalizing</li> <li>• Externalizing</li> </ul>	
Collect and Review Student Data	
Clarify Problem	
Identify Function	
Select and Provide Intervention	
Monitor Progress and Make Decisions	

## Indicators of Readiness for Tier 2

Tier 1 systems and practices are critical foundations for effective implementation of Tier 2 systems and practices.

Established SW-PBS Systems include:

- ▶ School board/district/regional support.
- ▶ SW-PBS Leadership Team (i.e., Tier 1 Team).
- ▶ Administrator endorsement and active participation.
- ▶ Continuous, data-based professional learning (training and coaching).
- ▶ Recognition of staff behavior, contributions, and/or accomplishments.
- ▶ Schoolwide data system.

Established SW-PBS Practices include:

- ▶ Three to five positively stated and defined schoolwide expectations positively defined.
- ▶ Expectations regularly taught in both classroom and non-classroom settings.
- ▶ Schoolwide reinforcement plan to acknowledge expected behavior.
- ▶ Plan and continuum of consequences for rule violations.
- ▶ Effective Classroom Management.

Much of the success when developing and implementing Tier 2 practices hinges on the foundation that has already been laid. A majority of system level change required to facilitate identification of students who require additional support and effective delivery of research-based interventions have already been developed if schools are effectively implementing a schoolwide approach for Tier 1. Before moving forward with development and implementation of Tier 2 practices, schools should consider the extent to which the schoolwide system and Tier 1 practices are in place. Meeting the following criteria is generally a broad indicator of readiness:

- ▶ 80/80 on the Schoolwide Evaluation Tool (SET).
- ▶ 70% on the Tiered Fidelity Inventory (TFI).
- ▶ 80% on the Self-Assessment Survey (SAS)–Schoolwide, Non-classroom, and Classroom Setting Systems.
- ▶ Office Discipline Referral Data indicate 80% of population at 0-1.
- ▶ System in place for documenting classroom minors.
- ▶ Consistent use of Big 5 data reports.

The following self-assessment has been designed to enable teams to determine whether they should proceed with Tier 2 implementation (Everett, Sugai, Fallon, Simonsen, and O’Keeffe, 2011). An important consideration is the level of Tier 1 implementation.

### **STOP!**

If Tier 1 practices and systems are not firmly in place, reconsider beginning implementation of Tier 2 practices and systems at this time.

## Tier 2 Readiness Checklist

*\*Place a check in the box that best reflects your school's status*

DATA INDICATORS	IN PLACE	NOT IN PLACE	NOTES
1. SET score of 80/80 OR			
2. TFI score of 70% or higher			
3. SAS Schoolwide 80% or higher			
4. SAS Non-Classroom 80% or higher			
5. SAS Classroom 80% or higher			
6. 80% or more students in the 0-1 ODR range or within national range for school's grade levels.			
7. Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports.			
8. System in place to collect classroom minor referrals.			
9. Tier 2 Team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise.			
10. Effective Classroom Practices taught to all staff and evident in all classrooms.			
11. Access to district level support			

Decision(s) based upon Readiness Analysis:

- Proceed w/ Tier 2 implementation
- Develop action plan to improve Tier 1 implementation
- Reconsider Tier 2 implementation at this time

## Gaining Staff Commitment

Fundamental change is impossible without the participation of everybody with a stake in the problem or issue. Without full participation of all, perspectives will be missing, there is a good chance that some of the issues involved will go unaddressed, and implementation will be restricted. In the same manner that staff commitment for implementation of SW-PBS was initially established, a renewal or recommitment process prior to moving forward in developing the second tier is a wise investment of time. Building staff awareness of Tier 2 systems and practices, along with the possible positive outcomes, should lead to a sense of eagerness and full participation. Gaining staff commitment to new practices associated with Tier 2 will increase the likelihood that programs will be implemented and monitored with fidelity, which in turn will lead to positive gains for the students in your building. Securing staff commitment can be done by providing opportunities for new learning and then confirmed by an official commitment process.

New learning for Tier 2 implementation will include general understanding of methods for identifying students who are at risk for social, emotional and/or behavioral challenges. Awareness of interventions that can be selected and responsibilities for implementation should be examined up front, prior to development of programs. If staff members aren't willing to implement selected interventions with fidelity, outcomes will be less than desired. Faculty also will need information about how student progress during intervention will be monitored, what their role in data collection will be, and how decisions will be made regarding student response to the intervention. A broad understanding of these topics will facilitate informed decision-making as staff determines their willingness to commit to continued development of the SW-PBS framework. New learning will likely be different across buildings and may take varying amounts of time depending on the collaborative structures already in place. Specific strategies for providing new learning can include: 1) formal presentations/staff development, 2) study groups or book studies, 3) articles or readings, 4) sharing and discussion opportunities, 5) surveys or data, and 6) personal conversations.

Once your staff members have a solid understanding of the desired change, it is helpful to confirm commitment. This can be accomplished in a variety of ways. In some schools, the principal simply makes a point of having a personal conversation with each staff member, visiting about the exciting opportunity and asking if they are on board, or if they can be counted on to join in the work ahead.

An agreement, contract, or covenant is another way for staff to show support. On the following page you will find a sample survey that includes key questions to consider prior to development of Tier 2 (Everett, Sugai, Fallon, Simonsen, and O'Keeffe, 2011). As one example, staff members could be asked to complete the self-assessment with understanding that 80% or more of criteria must be indicated as in place by 80% or more respondents before moving forward with preparation. After results of the assessment are shared with staff members, a final step might include asking personnel to sign some sort of agreement indicating their commitment.

## Tier 2 Commitment Survey

ESTABLISH COMMITMENT	RATING
1. The school principal and staff have verified that Tier 2 readiness criteria are in place?	YES    NO
2. The school principal has agreed to establish a Tier 2 Team and designate time for it to meet?	YES    NO
3. The school principal has agreed to attend training meetings with team members?	YES    NO
4. The school principal has agreed to (re)direct financial and personnel resources toward implementation?	YES    NO
5. The school faculty members (>80%) have agreed to implement Tier 2 practices and systems?	YES    NO

*(Everett et al., 2011, p.16)*

### STOP!

If commitments haven't been confirmed (all items rated as "YES") reconsider development of Tier 2 at this time.



**ACTIVITY**

Working with your team, plan for securing staff commitment. What learning or professional learning needs to occur? How will you have staff indicate their support?

## Tools for Planning SW-PBS – Tiers 2 and 3

As your school begins to gain staff commitment for development of a Tier 2 system and supports, two tools will help you work efficiently and effectively. These tools are the Tiered Fidelity Inventory (TFI) and the SW-PBS Tier 2 Action Plan worksheets. These tools are used in concert to keep your team on track for implementing SW-PBS with fidelity.

### TIERED FIDELITY INVENTORY

The purpose of the TFI is to provide an efficient tool for teams to self-assess implementation fidelity at Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) intervention levels. Progress can be assessed over time as scores can be tracked from year to year. Teams analyze the results and determine action steps to address areas of concern. It is recommended that teams take the TFI once per quarter until they achieve 80% fidelity across three consecutive administrations. School teams can use the TFI to build an action plan that delineates next steps in the implementation process. If schools choose to use the TFI to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

The TFI is to be completed by the team(s) involved with Tiers 2 and 3 behavior support, and reflects the consensus (or majority) of team members. Prior to completing items within the instrument, training for team members should be provided by someone familiar with the instrument.

The TFI can be completed by the team as a group or by each member independently. If completed independently, the team reconvenes to review scores on each item. Items in which there is disagreement are discussed and the team comes to consensus on the score. If there is not a team in a school focused on Tiers 2 and 3 supports, then the TFI should be completed by gathering the individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.

Each item is rated “2” fully in place, a “1” partially in place, or a “0” not in place. After completion of the TFI, use the Action Plan template to develop a timeline for moving forward on targeted, small group, and intensive interventions.

TFI results should be entered at **[pbisapps.org](https://pbisapps.org)**

School teams in their first year of Tier 2 development will complete the TFI twice (e.g., Summer/Fall and Spring). After the first year of Tier 2 development school teams will self-assess and enter TFI data annually.

## Action Planning

In the same way that your SW-PBS Tier 1 Team used action planning to record a list of all the tasks the team needed to finish to meet a goal or an objective, the action planning process continues as Tier 2 is developed. Action Plans are useful because they give your team a framework for thinking about how to complete a task or project efficiently. The following features are typically included in the action planning process.

- ▶ **GOALS.** During each day of training, goals or needs for development will emerge. These needs are drawn from items within the Tiered Fidelity Inventory and will answer the question, “What things do we need to do in order to move our work forward?”
- ▶ **MEASURES OF SUCCESS.** Next you will want to identify how you will know you have met your goal and been successful. What completed products, data, or processes will be in place when you have finished your work?
- ▶ **ACTIVITIES/STEPS.** After identifying the goal and having a clear picture of what success will look like, teams begin brainstorming a list of all the things that need to be done to achieve the goal. You will typically want to start at the beginning: What is the very first action you’ll need to take? What comes next? Are there activities that should be prioritized to meet specific deadlines? Try to make a logical progression of each thing you need to do.
- ▶ **TIMELINES.** Next match your steps or activities with timelines. What is realistic to get accomplished in a certain time? While timelines help with accountability, they may change as you move forward.
- ▶ **RESOURCES.** It is helpful to think in advance, while planning, what resources will be required to complete the tasks. What materials or assistance will be needed?
- ▶ **PERSON(S) RESPONSIBLE.** This step is the delegation process. Which tasks should be delegated to specific team members or others? This, too, is a good accountability mechanism to help be sure the work gets done.

Finally, the action plan includes a column to indicate when activities have been completed. A simple check or date can be used to document finished tasks.

A sample action plan with suggested goals and activities as well as a blank action plan are included in this workbook.

## Next Steps

Each chapter concludes with a list of recommended “Next Steps”, which are activities that will lead your team and school toward success. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated.

Some activities will focus on planning while others may involve a written product, data collection/analysis, or professional learning. An icon will denote the type of activity and suggested wording for your action plan will be provided.

You may begin or even complete some of the tasks during MO SW-PBS training sessions, but others will require further work or refinement. Schools may progress at slightly different rates, however at the end of each training session MO SW-PBS Consultants will provide a clear list of activities that should be completed prior to the next training session. In addition, MO SW-PBS Consultants will outline a process for submitting artifacts for review so that teams can benefit from explicit feedback.

### See Tier 2 Team Action Plan – *Foundations*

1. Assess readiness for developing a Tier 2 system
  - A. Complete *Tier 2 Readiness Checklist* and use results to identify and record necessary action plan steps.
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 *Tier 2 Commitment Survey* with full staff.
  - C. Review results from the *Commitment Survey* and makes decisions about moving forward with development of a Tier 2 system and interventions
    - e.g., 80% or more of staff indicate “Yes” for 80% or more survey items.
3. Develop Tier 2 Team Action Plan
  - A. Complete *Tiered Fidelity Inventory* (TFI): <https://www.pbisapps.org>
    - 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.

