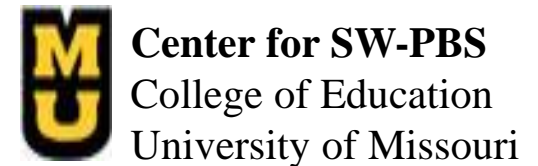


# Overview and Readiness for Tier 2

*Sustaining Effective Practices for Student  
Outcomes*

Summer Training Institute 2015



# Overview and Readiness for Tier 2

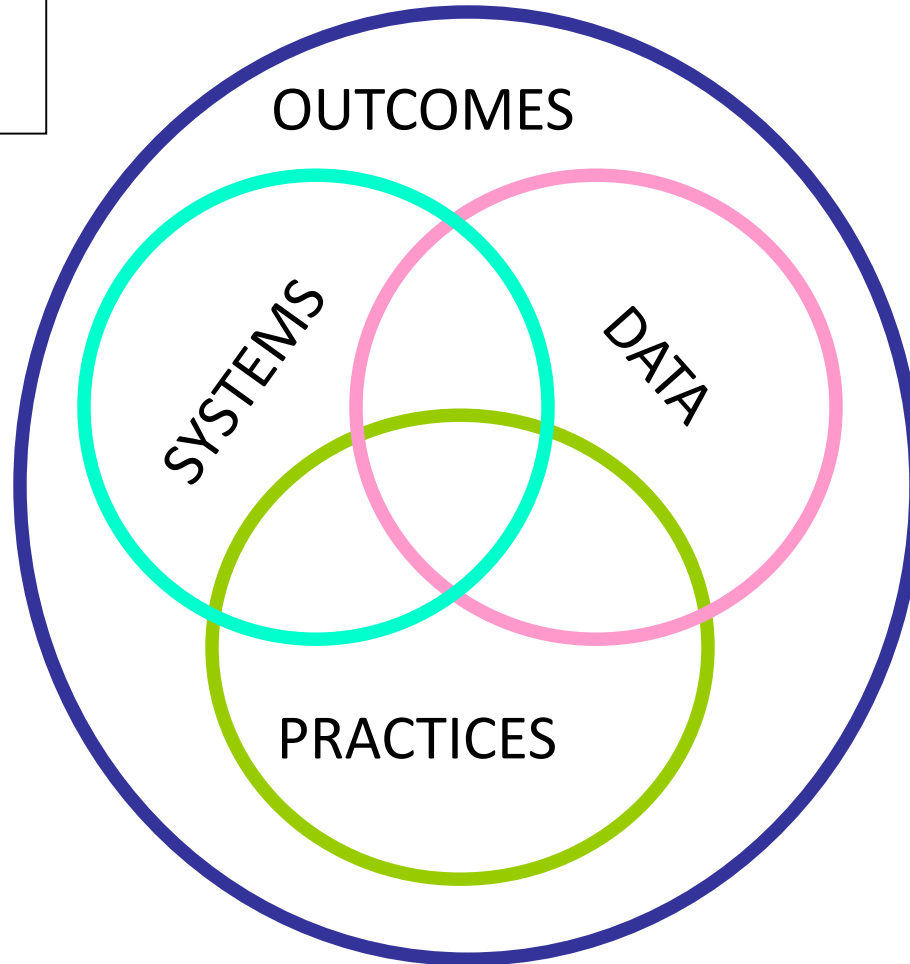
- Identify key features of a SW-PBS Tier 2 system and characteristics of maximally effective interventions.
- Determine readiness for development of Tier 2.

# Tier 2 Overview

SW Positive  
Behavior  
Support

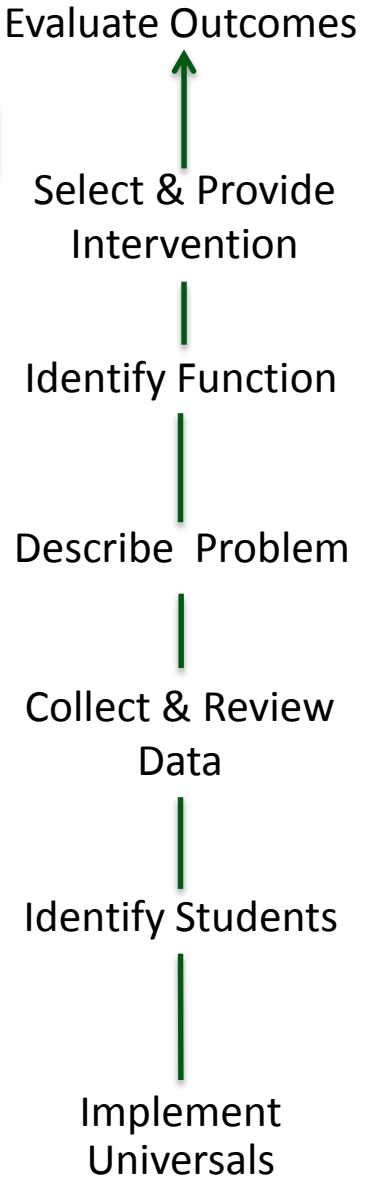
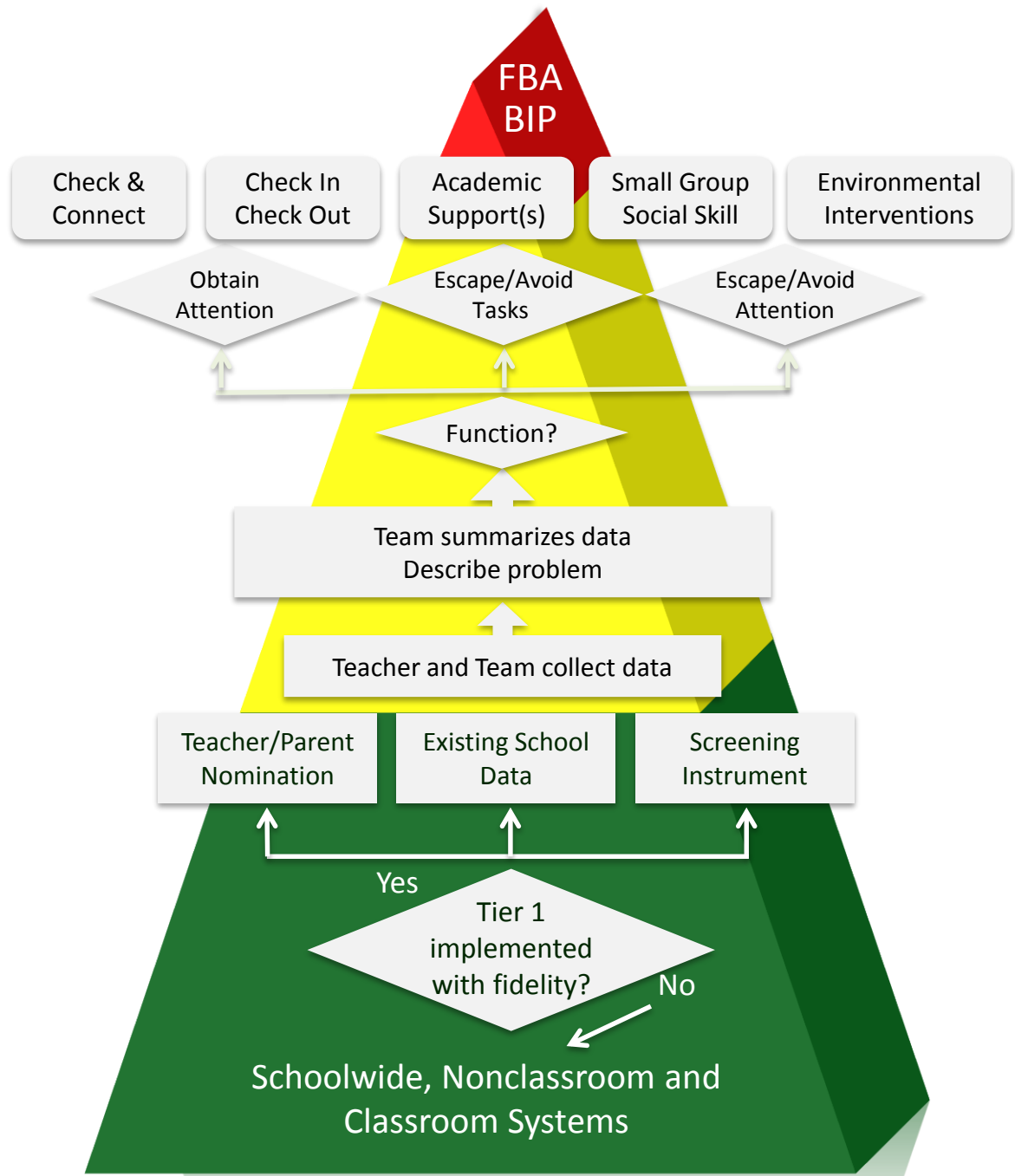
Social Competence &  
Academic Achievement

Supporting  
Staff Behavior



Supporting  
Decision  
Making

Supporting  
Student Behavior



# 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)

# 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

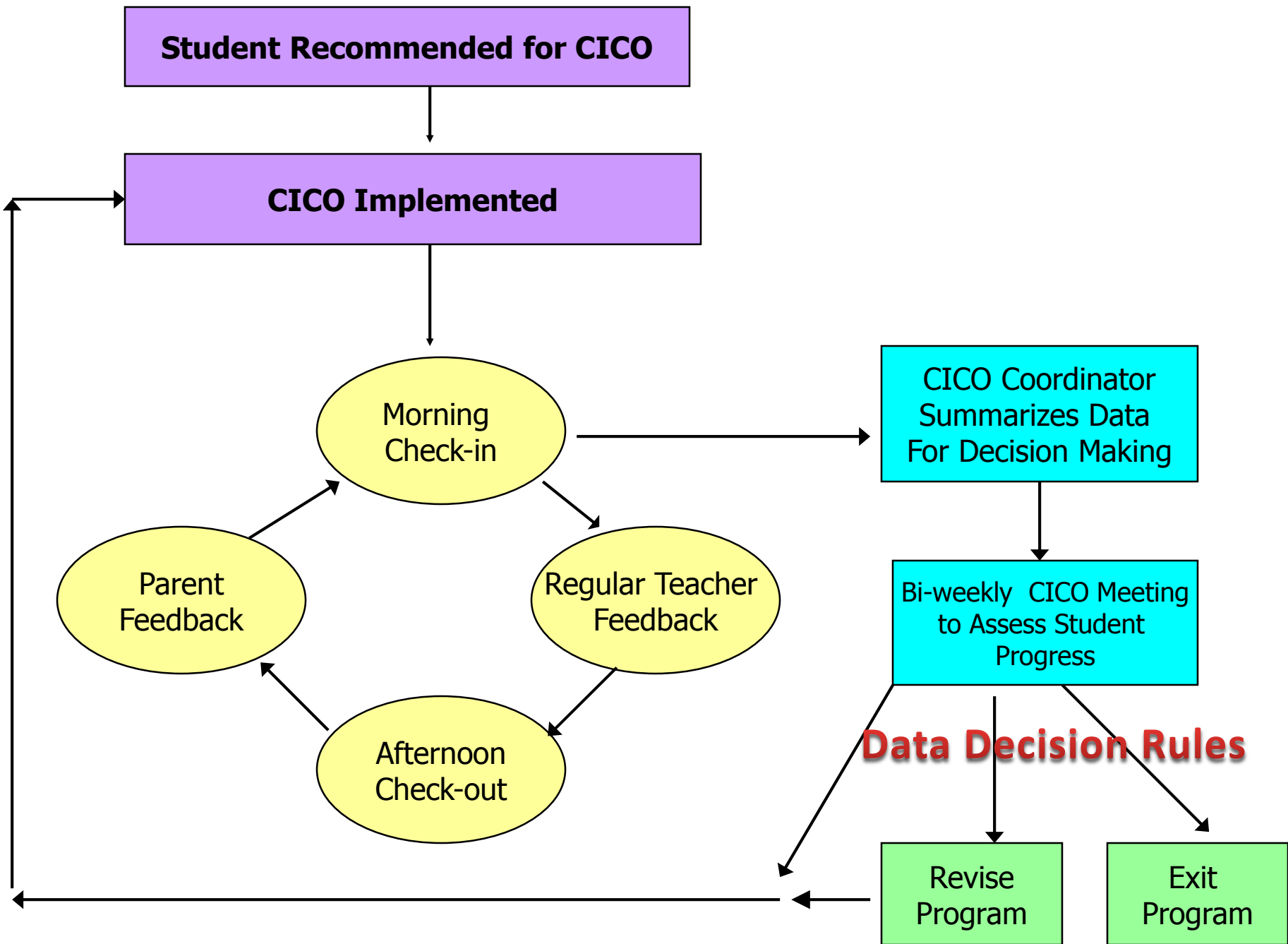
(Crone, Hawken & Horner, 2010)

# 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

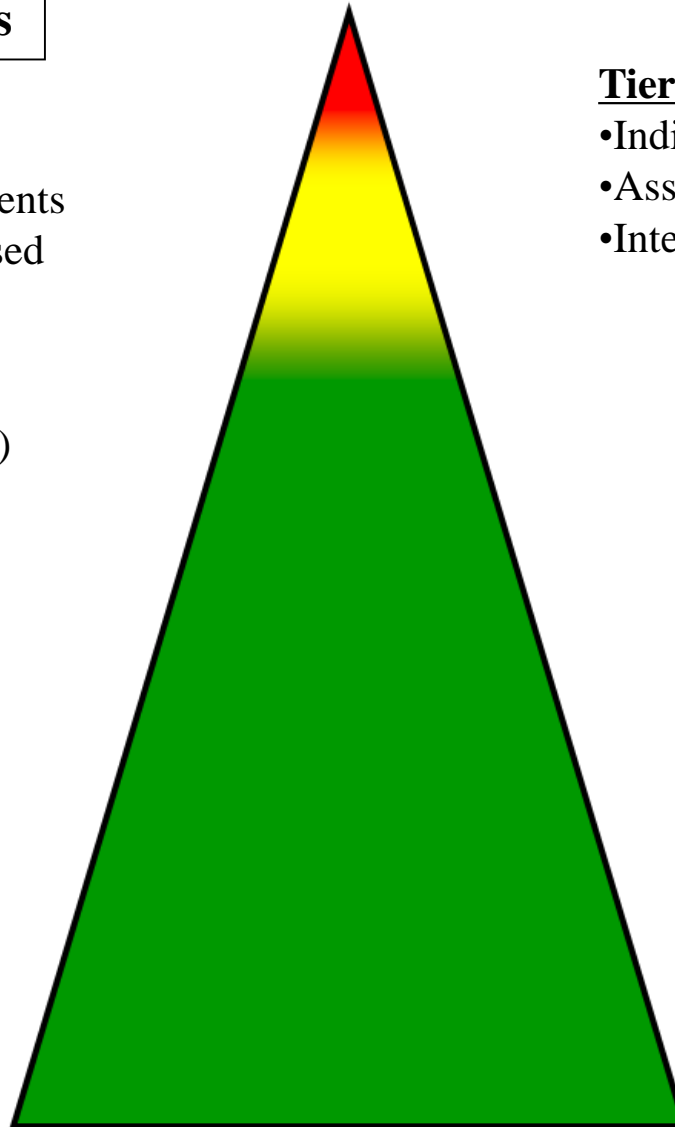
- Individual Students
- Assessment-based
- Intense, durable procedures

### Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

### Tier One

- All settings, all students
- Preventive, proactive



## 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: <ul style="list-style-type: none"> <li>• Schoolwide Systems</li> <li>• Nonclassroom Setting Systems</li> <li>• Classroom Systems.</li> </ul>	Score and date _____ 80% Criteria met?    Yes    No  Notes for increasing fidelity based upon results:
Office Referral data (ODR) indicate 80% of students in the 0-1 referral range.	Percentage in 0-1 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](http://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 (2<sup>nd</sup> 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](http://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).