

## Show Me School and Tier 2 Team Scenario

### Background information:

- School Expectations: Be Respectful, Be Responsible, Be Safe
- Show Me is a Missouri SW-PBS school that has received Silver Recognition for implementing Tiers 1 and 2 with fidelity.
- The school has a Tier 1 Team and a Tier 2 Team; the music teacher is the crossover member who serves on both teams.
- The principal is an active member on both teams and makes it a priority to attend all meetings.
- The team meets the first and third Wednesday of each month at 2:45 p.m. and uses a standard agenda format.
- Tier 2 Team Roles:
  - Tier 2 Coach
  - Intervention Coordinator
  - Recorder
  - Data Manager
  - Administrator
  - Crossover Member with Tier 1
- The school has developed and implemented two Tier 2 interventions:
  - Check-in/Check-out
  - Small Group Social Skills
- There are three standard systems in place for identifying students for Tier 2 support:
  - Data Decision Rules developed by the team using data currently collected to determine criteria for proficient and at-risk
  - Teacher Nomination uses a simple, teacher-friendly form for teachers to submit candidates for consideration
  - Universal Screening for all students several times a year
- The team's latest BAT scores are Foundations: 100%, Tier 2: 89%

### Prior to Tier 2 Team Meetings:

- The data coordinator reviews the CICO and SGSS data several days prior to each Tier 2 team meeting and using the established data decision rules, divides the students accordingly:
  - Positive Response but not ready to fade (individual students in this category are not discussed at the meeting)
  - Positive Response and ready to start fading (fading is planned)
  - Positive Response and ready to graduate (graduation is planned)
  - Questionable and Poor Responses (fidelity checks are planned; if fidelity has been determined, individual student problem-solving takes place)
- New students for consideration
  - Prior to the Tier 2 team meeting, the data coordinator reviews the most recent Big 5 report for majors and minors to see if any students have "tripped" the data decision rule for Tier 2 identification.
  - The data coordinator gathers any teacher nominations that have been submitted via the Tier 2 team mailbox in the staff workroom.
  - If a Universal Screening has taken place since the last team meeting, those results are gathered.
- The data coordinator provides the student names to the Tier 2 coach for inclusion on the agenda.

- The coach creates the agenda and sends it to the recorder, who e-mails it to the Tier 2 team along with a reminder of the date, time, and location of the meeting.

### **CICO Intervention:**

- A total of 3 facilitators are trained; each facilitator is assigned no more than 5 students. Check-in and Check-out for each student occurs in a consistent location. Two trained substitute facilitators are available.
- All staff members have been trained on their CICO responsibilities. Additional training is provided to individuals on an as-needed basis to increase fidelity in filling out the Daily Progress Report and providing positive feedback.
- Before a student begins CICO, 3 days of baseline data is taken so the team can establish an initial attainable goal for the student. Students are trained by their facilitator after baseline data has been gathered.
- Parents are initially contacted by the classroom teacher, who explains the purpose of CICO and requests their support and involvement. A follow-up letter from the facilitator explains the parent's role and gives examples of what to say for positive and corrective feedback.
- Data is kept using the Advanced Tier Spreadsheet; the spreadsheet is kept on a secure shared drive and each facilitator enters his/her students' data daily.
- Students receive a Hawk Pride ticket for:
  - Checking-in
  - Checking-out
  - Meeting the daily goal on the DPR
- Participating students complete a reinforcer menu to determine what each would like to earn with their tickets.

### **SGSS Intervention:**

- The school staff identified, based upon data and teacher input, the following common social skills deficits exhibited by their students: Active Listening, Compromising, Following Directions, Asking for Help, Staying Calm, Respectful Disagreement
- Three lessons were developed for each skill; each lesson was developed to include all components of the Social Skills Lesson Template.
- Procedures and routines for the group were developed and are taught during the first social skills session.
- Each social skills group includes 4-8 students.
- Two certified staff members and two classified staff members are currently trained to teach a social skills group. Currently, one group is active.
- The group meets twice a week for 7 weeks; once during intervention time and the other during lunch.
- Lessons are taught in the school's conference room when not at specific location.
  - The SGSS Daily Progress Report includes: School Expectations, Targeted Social Skills being taught, Daily Points/Weekly Points
- Staff members have been trained on how to monitor and record data on student use of the social skills identified on the progress report.
- Staff members have also been taught how to prompt student use of the social skills and how to reinforce students for displaying appropriate use of the identified skills.
- The progress reports for each student are turned in to the SGSS coordinator each Friday afternoon. She enters the data into the Advanced Tiers Spreadsheet.
- Before a student begins SGSS, 3 days of baseline data is taken so the team can establish an initial attainable goal for the student. Students are trained by their SGSS facilitator after baseline data has been gathered.

- Parents are initially contacted by the classroom teacher, who explains the purpose of SGSS and requesting their support and involvement. A follow-up letter from the facilitator explains the parent's role and gives examples of what to say for positive and corrective feedback.
- SGSS Schedule:

Week	Tuesday Skill/Location	Thursday Skill/Location
1	Introduction to Intervention and preview of skills	Asking for Help Classroom
2	Disagreeing Respectfully Commons Area	Compromising Classroom (Principal)
3	Asking for Help Specials	Disagreeing Respectfully Classroom
4	Compromising Bus (bus driver)	Asking for Help Classroom
5	Disagreeing Respectfully Classroom	Compromising Art room (Art teacher)
6	Asking for Help Library	Disagreeing Respectfully Classroom
7	Compromising Hallway	Wrap-up Event Classroom

- Lessons that are taught in specific settings and/or involve "guest teachers" are noted on the schedule.
- Students receive a Hawk Pride ticket for:
  - arriving on time to social skills group
  - group participation
  - meeting daily and weekly goals on the DPR
- Participating students completed a reinforcer menu to determine what each would like to earn with their tickets.