

# Navigating Tier 2 – Best Practices for Check in, Check out and for a Check In, Check Out Resiliency Education Program

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Florissant School District

# Outcomes

By the end of this session,  
attendees will be able to:

Understand	Understand Tier 2 data, systems, and practices and the connection/alignment to Tier 1, including key components and steps necessary for successful implementation.
Learn	Learn from leaders in the field how to utilize relevant tools and resources to install Tier 2 CICO and CICO REP.
Identify	Identify next steps to integrate Tier 2 CICO and CICO REP practices within the district/school.



## Road Map

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Tier 2 Features

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CICO Implementation Exemplar

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CICO REP Exemplar

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Closing

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# Tier 2 Features

Teaming, student identification, intervention characteristics

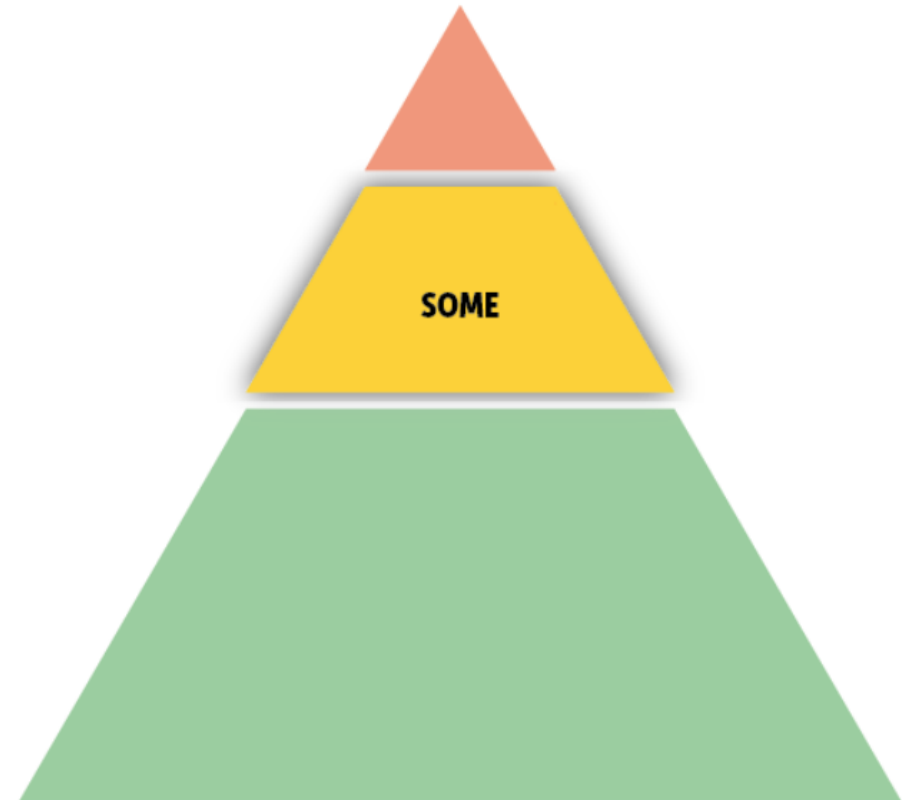
## Tier 2

Targeted supports that build on Tier 1 systems (implemented with fidelity)

Intensified supports for students who fail to respond to Tier 1

Interventions designed to reduce the risk for developing serious social, emotional, or behavioral needs

Facilitated by a Tier 2 Team



The PBIS Triangle—The yellow area represents Tier 2 that supports some students. Tier 1 supports are still used with students engaged in Tier 2 supports.

## Tier 2 Teaming

- Systems Functions – mirrors Tier 1 Teaming
  - Identify and install an array of evidence-based interventions matched to student need
  - Monitor overall fidelity and effectiveness of Tier 2 interventions
  - Address system barriers (e.g., staff training, time for student intervention to occur) to implementation.
- Individual Student Support Functions
  - Matching individual students to interventions based on referral data
  - Monitoring each student's progress
  - Fading or intensifying supports based on student responsiveness data

# How do we identify students for Tier 2 supports?

## Use a variety of data sources!

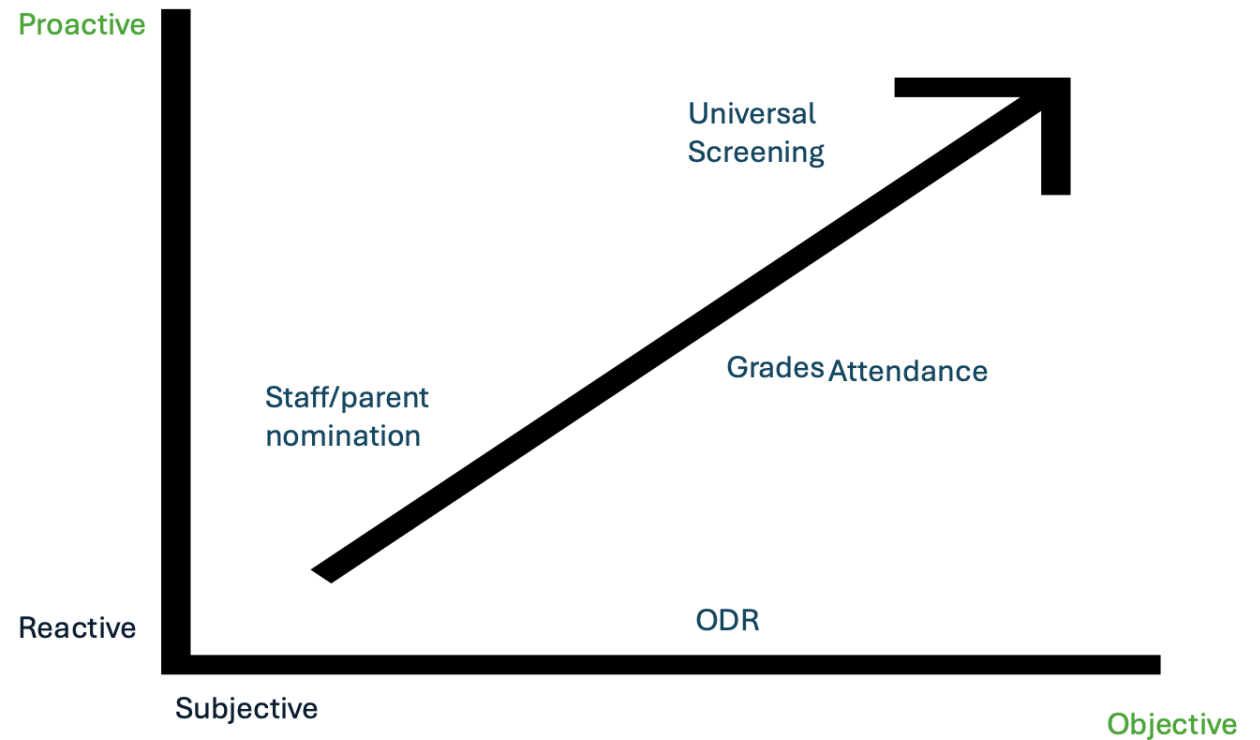
Request for assistance

Discipline

Time spent in/out of class

Academics

Universal Screening



# Request for Assistance

Formal process for school personnel, families, and students to request Tier 2 supports

- Gives voice to all relevant parties
- Continuously available
- May help identify students with internalizing concerns

Pbissmissouri.org Tier 2 resource!

TEACHER NOMINATION FOR ASSISTANCE	
Student Name _____ Age _____ Grade _____ IEP <input type="checkbox"/> Yes <input type="checkbox"/> No	
Teacher Completing _____ Date _____	
<b>ACADEMIC INFORMATION</b>	
Overall G.P.A. _____	Do you believe that academic skills, including task completion, are impacting the problem behavior?
Reading Grade _____	
Written Language Grade _____	
Math Grade _____	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
<b>WHAT IS THE PROBLEM BEHAVIOR?</b>	
<b>Internalizing Behaviors:</b>	
<input type="checkbox"/> Exhibits sadness or depression	<b>Externalizing Behaviors:</b>
<input type="checkbox"/> Sleeps a lot	
<input type="checkbox"/> Is teased or bullied by peers	
<input type="checkbox"/> Does not participate in games	
<input type="checkbox"/> Very shy or timid	
<input type="checkbox"/> Acts fearful	
<input type="checkbox"/> Does not stand up for self	
<input type="checkbox"/> Self-injury (cutting, head banging)	
<input type="checkbox"/> Withdrawn	
<input type="checkbox"/> Other _____	
<input type="checkbox"/> Out of seat/assigned area	
<input type="checkbox"/> Inappropriate Language	
<input type="checkbox"/> Fighting/physical aggression	
<input type="checkbox"/> Talking out of turn	
<input type="checkbox"/> Verbal defiance	
<input type="checkbox"/> Not following instructions	
<input type="checkbox"/> Technology violation	
<input type="checkbox"/> Tardy	
<input type="checkbox"/> Other _____	

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# Discipline Data

Classroom minors, office discipline referrals, in school/out of school suspensions

- Reflects schoolwide policy
- Used in many PBIS decisions
- Effective for identifying students with externalizing concerns

Pbissmissouri.org data tools!

1. Is there a problem?				
Identify the Problem	<b>Big-5 Report</b>			
	What were the average number of ODR's per day per month? _____			
	What is the most frequently reported problem behavior? _____			
	Where are most problem behaviors occurring? _____			
	When are most problem behaviors occurring? _____			
Who are most frequently engaged in problem behaviors? _____ (i.e. individuals, grade level, team, etc.)				
2. Why is there a problem?				
Identify the problem area on which you will focus, below.				
Focus Problem	Behavior: _____	Location: _____	Time: _____	Students: _____
Define the problem	Where: _____	What: _____	What: _____	What: _____
	When: _____	When: _____	Where: _____	Where: _____
	Who: _____	Who: _____	Who: _____	When: _____
Replacement Behavior	_____			

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## Time spent in/out of class

Attendance, tardies, time spent out of instruction, visits to nurse, requests to see counselors, hall passes

- Objective
- Systematic
- Valued outcome across all relevant parties
- May help identify students with internalizing concerns

Pbis.org

**IMPROVING  
ATTENDANCE AND  
REDUCING CHRONIC  
ABSENTEEISM**

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# Academics

Grades, work completion, work samples

- Valued outcome across all relevant parties
- Consistent across all students in a class
- Can help identify internalizing concerns

Super Teacher Gradebook									
Spelling Tests									
	Student	Spell 1	Spell 2	Spell 3	Test 4	Test 5	Total Points	Student Average	Letter Grade
	Points/Value:	100	100	100	100	100			
1.	Sammy	98%	95%	103%			296.0	98.7%	A+
2.	Victor	80%	72%	84%			236.0	78.7%	C+
3.	Miranda	90%	91%	93%			274.0	91.3%	A-
4.	Joey	100%	100%	90%			290.0	96.7%	A+
5.	Heather	102%	98%	96%			296.0	98.7%	A+
6.	Tim	34%	87%	50%			171.0	57.0%	F
7.	Joel	67%	55%	77%			199.0	66.3%	D+
8.	Bobby	93%	93%	80%			266.0	88.7%	B+
9.	Lynn	88%	89%	95%			272.0	90.7%	A-
10.	Jess	81%	82%	89%			252.0	84.0%	B
11.	Kenneth	100%	99%	89%			288.0	96.0%	A+
12.	David	99%	100%	94%			293.0	97.7%	A+
13.	Martin	65%	55%	70%			190.0	63.3%	D
14.	Andrew	75%	90%	88%			253.0	84.3%	B
15.	Amanda	85%	85%	89%			259.0	86.3%	B+
16.	Lyle	82%	80%	100%			262.0	87.3%	B+
17.	Lillian	100%	93%	90%			283.0	94.3%	A
18.	Kevin	64%	77%	74%			215.0	71.7%	C-
	Class Average:	83.5%	85.6%	86.2%			Class:	85.1%	B

# Universal Screening

Reliable and valid measure of social, emotional, behavioral wellbeing for all students in a school

- Proactive
- Provides information on a variety of domains
- Can involve multiple informants



CENTER ON

**PBIS**

Positive Behavioral  
Interventions & Supports

July 2022

## Psychometric Properties of Behavior Screening Tools

Psychometric properties reflect the overall quality of behavioral screening tools. Understanding such concepts helps you select a behavioral screener that best fits your district or school context and provides accurate and valuable information for data-based decision-making. Some psychometric characteristics of screeners, and the questions they address, are listed below. Click the titles below to check detailed information at the National Center on Intensive Intervention (NCII) website.

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## Components of Tier 2 Interventions

- Standardized Implementation
- Builds on Tier 1
- Linked to Function
- Quickly Accessible
- Direct Instruction and Repeated Feedback
- Time Limited
- Adaptable

## Tier 2 Evidence-Based Interventions

Category	Key Features		Interventions	Resources
Mental health supports	<ul style="list-style-type: none"><li>Delivered by trained mental health personnel (e.g., counselor, school psychologist)</li><li>Cognitive behavioral therapy components</li></ul>	<ul style="list-style-type: none"><li>Brief Coping Cat (Kendall et al., 2012)</li><li>Penn Resiliency Program (Gillham et al., 2006)</li><li>Resilience Education Program (Kilgus et al., 2022)</li></ul>	<ul style="list-style-type: none"><li><a href="#">Early Intervention &amp; Treatment Services &amp; Supports (Tiers 2 &amp; 3)</a> by National Center for School Mental Health</li><li><a href="#">Tier 2 Social-Emotional Learning/ Mental and Behavioral Health Interventions: Post COVID-19</a> by the National Association of School Psychologists</li><li><a href="#">School Mental Health Collaborative</a></li></ul>	
Check-in/ Check-out and variations	<ul style="list-style-type: none"><li>Multiple opportunities for students to receive behavior-specific feedback throughout the day</li><li>Builds relationships with multiple adults</li></ul>	<ul style="list-style-type: none"><li>Check-in/check-out (CICO)</li><li>Check, Connect, Expect</li><li>Breaks are Better</li></ul>	<ul style="list-style-type: none"><li><a href="#">MO-SWPBS Tier 2 CICO Workbook</a></li><li><a href="#">Implementation guide published by CalTAC PBIS</a></li></ul>	
Self-management	<ul style="list-style-type: none"><li>Instruction and practice of key self-management skills: goal setting, self-monitoring, self-recording, self-modeling, self-evaluation</li><li>Promotes self-knowledge, self-awareness, and independence</li></ul>	<ul style="list-style-type: none"><li>Goal setting strategies</li><li>Self-monitoring</li><li>Self-Determination</li></ul>	<ul style="list-style-type: none"><li><a href="#">MO-SWPBS Tier 2 Self-Monitoring Workbook</a></li><li><a href="#">I-Connect self-monitoring application</a></li><li><a href="#">Self-Determined Learning Model of Instruction</a></li></ul>	
Social skills	<ul style="list-style-type: none"><li>Instruction of prosocial skills aligned to the educational context and student age</li><li>Might include conflict resolution and social problem-solving</li><li>Manualized curriculum options available</li></ul>	<ul style="list-style-type: none"><li>Social problem solving</li><li>Peer mediation</li><li>Social skills groups</li></ul>	<ul style="list-style-type: none"><li><a href="#">MO-SWPBS Tier 2 Social Skills Intervention Workbook</a></li><li><a href="#">Teaching Social-Emotional Competencies within a PBIS Framework</a></li></ul>	
Pro-Academic Skills & Dropout Prevention	<ul style="list-style-type: none"><li>Implemented alongside teaching and learning activities</li><li>Increases student access to academic content</li></ul>	<ul style="list-style-type: none"><li>Study skills</li><li>Academic accommodations</li><li>Organizational skills</li><li>Help-seeking behaviors</li><li>Academic Seminar</li><li>Freshman Success</li><li>Check and Connect</li></ul>	<ul style="list-style-type: none"><li><a href="#">Two Strategies to Increase High School Success: Academic Seminar and Freshman Success Curriculum</a></li><li><a href="#">University of Minnesota Check &amp; Connect Website</a></li></ul>	

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Check-in/ Check-out and variations	<ul style="list-style-type: none"> <li>Multiple opportunities for students to receive behavior-specific feedback throughout the day</li> <li>Builds relationships with multiple adults</li> <li>Attention or escape behavior function</li> </ul>	<ul style="list-style-type: none"> <li><b>Check-in/check-out (CICO)</b></li> <li>Check, Connect, Expect</li> <li>Breaks are Better</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">MO-SWPBS Tier 2 CICO Workbook</a></li> <li><a href="#">Implementation guide published by CalTAC PBIS</a></li> </ul>

# Implementation Fidelity

## Systems Fidelity

- Think TFI
- Are team meetings happening?
- How many students are referred to Tier 2?
- Are there multiple interventions available?

## Intervention Fidelity

- Is the intervention being implemented as designed?
- Specific to the intervention



# Check-In, Check-Out

Tier 2 System of Support  
Elementary Implementation

# We are Ferguson Florissant School District!

Ferguson Florissant school district (FFSD) is a public school district in St. Louis County, Missouri, serving students in the Ferguson and Florissant areas. It encompasses parts of 11 municipalities and serves more than 11,000 students from preschool through 12th grade. The district is known for its innovative educational programs and its emphasis on equity and compassionate relationships.

## Dr. Kelly Stemmermann

- 21 years in Education
- 13th year in Ferguson Florissant School District
- Currently serve at Robinwood Intermediate as an Assistant Principal



Developed 6 Model Demonstration Sites

Included in District Strategic Plan to Build Capacity for Tier 2 Interventions

Outlined a Tiered Systems Training Plan including Coaching Supports

Documented and Ensured Resources and Materials available to all schools

Provided Training to all elementary schools Assistant Principals and/or Dean of Students

Integrated tracking CICO into District Data System  
Branching Minds

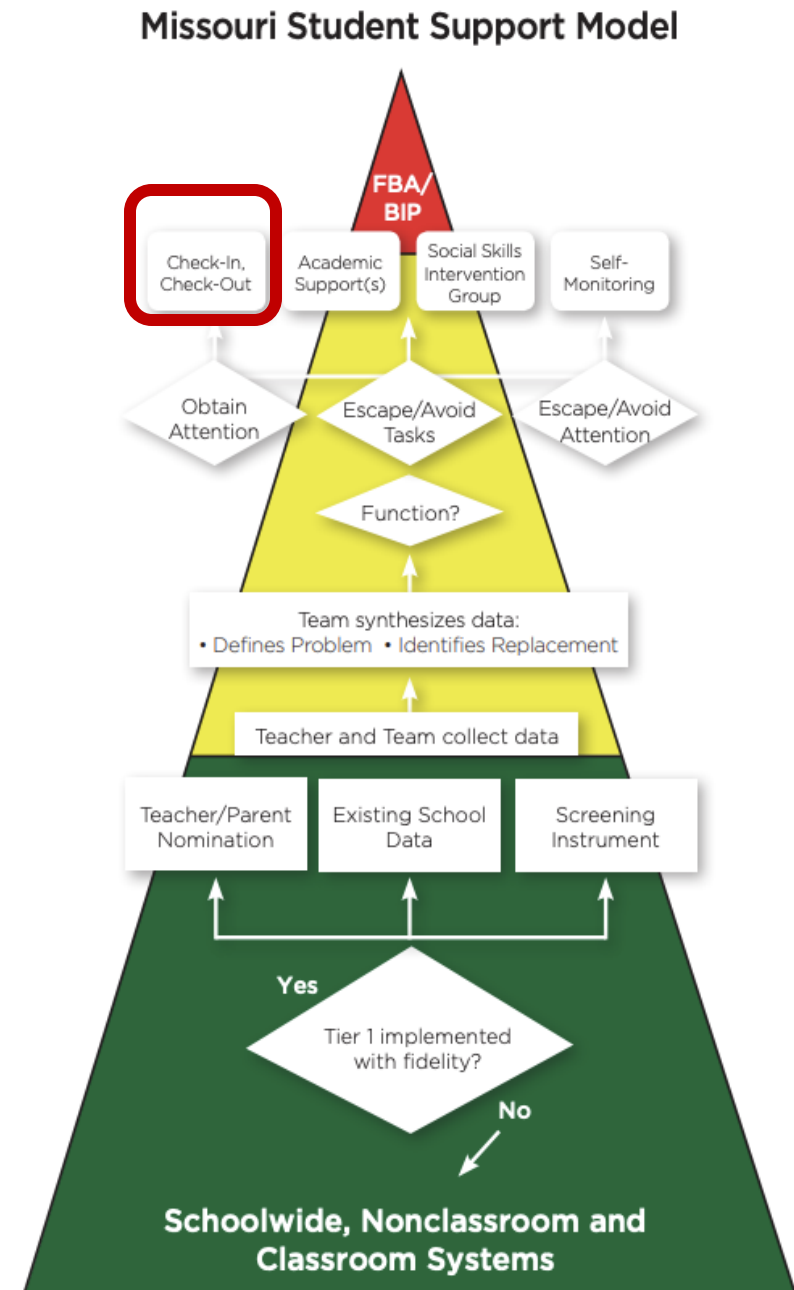


Figure 1.5

- Q1 → What is CICO**
- Q2 → How does CICO Work**
- Q3 → When is CICO Used**
- Q4 → Benefits of CICO**

### **What is Check-In/Check-Out:**

A behavior intervention program that helps students improve their behavior by providing daily support from an adult in and out of the classroom. CICO is a Tier 2 intervention in the Positive Behavior Interventions and Supports framework.

- Q1 → What is CICO
- Q2 → How does CICO Work
- Q3 → When is CICO Used
- Q4 → Benefits of CICO

### How does CICO Work?

- Students meet with an adult at the beginning of the day to check in.
- Students meet with an adult at the end of the day to check out.
- Students receive feedback and points based on how well they meet behavioral expectations in the classroom.
- Students may take their point cards home to share with their parents.

- Q1 → What is CICO
- Q2 → How does CICO Work
- Q3 → When is CICO Used
- Q4 → Benefits of CICO

### When is CICO used:

- When a student is struggling with behavior
- When a student is not participating in class
- When a student has emotional issues
- When a student has attention issues
- When a student has organization issues
- When a student has low motivation
- Function of behavior – Attention Seeking

- Q1 → What is CICO
- Q2 → How does CICO Work
- Q3 → When is CICO Used
- Q4 → Benefits of CICO

### **Benefits of CICO**

It helps students build confidence and self-esteem, develop appropriate behaviors, meet behavioral goals, and it helps students become successful with Tier 1 supports.

# How we started?



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14	Thank You

## TIER 2 SYSTEM OF SUPPORT (Each school will have their own process)

- Entry Criterion
  - DESSA Diagnostic
  - Branching Minds
  - Some Filters
    - School, Topic (SEL & Behavioral Health), Tier 2,
    - Students who are identified as needing Tier 2 supports in SEL.
- Teacher Suggested Criterion
  - They would filter the same and it will give students who qualify in their class.
  - Students who are not already receiving other supports (small groups, counseling, etc.)
  - Teacher suggested nomination.

# CICO Procedures

## TIER 2 SYSTEM OF SUPPORT

- CICO Facilitators
  - Check In/Check out Times
  - Location
- Intervention Start Date
- Collect Baseline data to determine goals
- Daily Progress Report Baseline Identified for students as 80-85% for the first 4-6 weeks and then reevaluate.
- Acknowledgement System (linked to schoolwide system)
- Communication with families
  - Home notes
  - Parent Brief sent home
- Organizational System
  - Folders
  - Bins

# Identify Leaders

## TIER 2 SYSTEM OF SUPPORT

- Identify the school point person/leader for CICO.
- Identify facilitators.
- Identify where students will Check-In and where they will Check-Out.
- Develop a system to record support (one will be shared with you).
- Identify how many students will meet with each facilitator.
- Provide training for staff
- Orientation for students

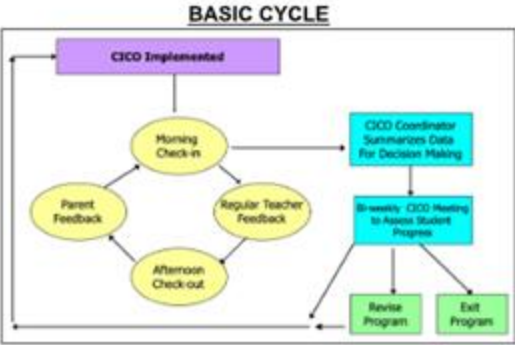
Steps for Supporting Students in CICO

- At the start of the day...

  - Students "check-in" with a designated CICO Facilitator and pick up a Daily Progress Report (DPR).
- At the end of each time block...

  - Classroom Teacher meets with student, scores the DPR, and provides specific feedback.
- At the end of the day...

  - Students "check-out" with the CICO Facilitator, total DPR points & receive a Home Report.



Check-In/Check-Out Home Report

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I was great with:

☐ Safe

☐ Cooperative

☐ Responsible

☐ Kind

☐ Persevere

I need to try again with:

☐ Safe

☐ Cooperative

☐ Responsible

☐ Kind

☐ Persevere

☐ Percent of points earned today: \_\_\_\_\_ ☐ I met my goal today!

Parent Signature: \_\_\_\_\_

Check-In / Check-Out

Student Name: \_\_\_\_\_ Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Today's Goal: \_\_\_\_\_% Teacher: \_\_\_\_\_

- Morning Check-In**
- ☐ Provide a positive greeting
  - ☐ Ask for the "Home Report" from previous day
  - ☐ Provide a new DPR & reminder about expectations
  - ☐ Identify the daily goal
  - ☐ Ensure student & materials ready for class

Expectations	Math 9:15-10:30 am	ELA 10:30-12:00 pm	Reading Intervention 12:40-1:15 pm	Science/Social Studies 1:15-2:00 pm
Safe	2 1 0	2 1 0	2 1 0	2 1 0
Persevere	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Cooperative	2 1 0	2 1 0	2 1 0	2 1 0
Kind	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned				
Teacher Initials				
WOW! Please use this space to comment on student successes.				

**Scoring Guide:**  
2 = Great! Always met expectations.  
1 = Ok. Partially met expectations.  
0 = Try again. Did not meet expectations.

**Daily Goal Check**  
Total Pts. Earned: \_\_\_\_\_  
Total Pts. Possible: \_\_\_\_\_  
Percent Earned: \_\_\_\_\_%  
Goal Met: ☐ Yes ☐ No

- Afternoon Check-Out**
- ☐ Provide a positive greeting
  - ☐ Review DPR, calculate points & identify whether goal was met
  - ☐ Give specific verbal feedback about expectations
  - ☐ Provide a "Home Report"
  - ☐ Remind student to share the Home Report with family & return signed report to school

# Communication with Families

## TIER 2 SYSTEM OF SUPPORT

- Use District Permission for Check-In, Check Out
- Send home daily reports with the students for parents to sign.
- Collect and store signed Home Note Reports
- Provide parents with the Parent Brief
- Parent Orientation Module
  - <https://youtu.be/IC21zCwYzKY>
- FAQ's:
  - What if my child doesn't have a home note?
  - What if I am not home to sign and review?
  - What if my child has a hard time remembering to show me the report and/or return it to school?

# Thank You!

Thank you all for taking the time to identify where you are or where you need to be for the Ferguson Florissant Tier 2 check-in and check-out procedures. Your attention and participation are greatly appreciated, and I hope the information shared will help streamline our processes and support our goals moving forward for all elementary schools in the district.

# CICO Resilience Education Program (REP)

CICO with an internalizing focus

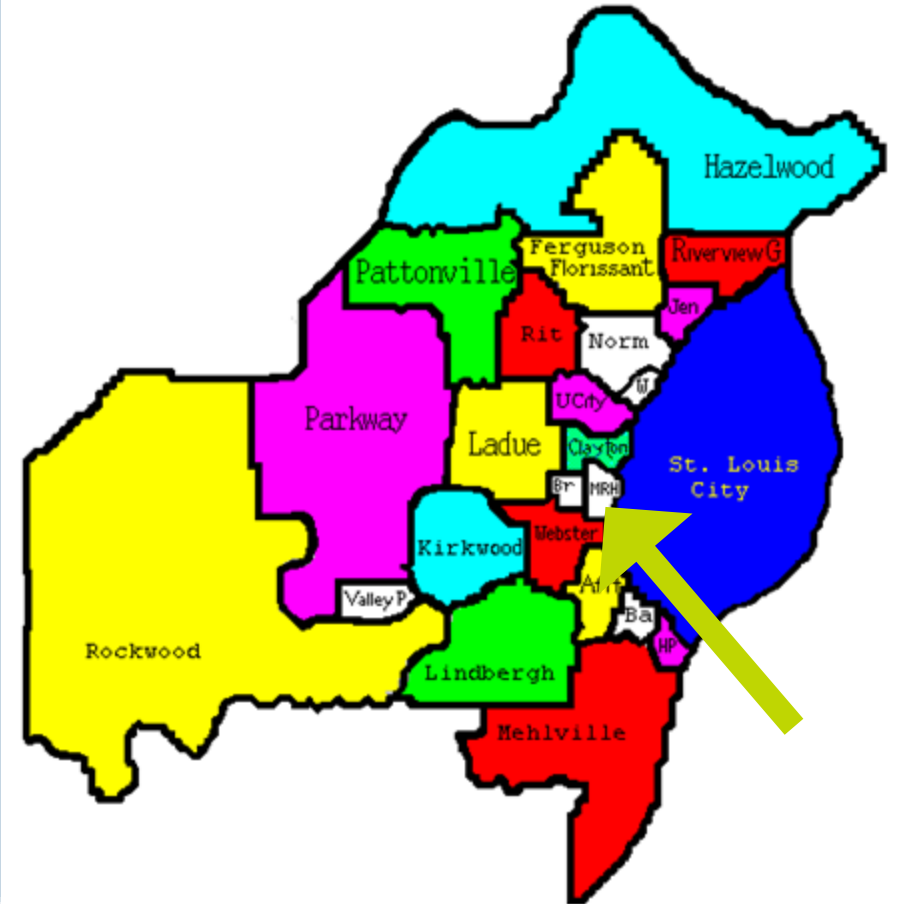
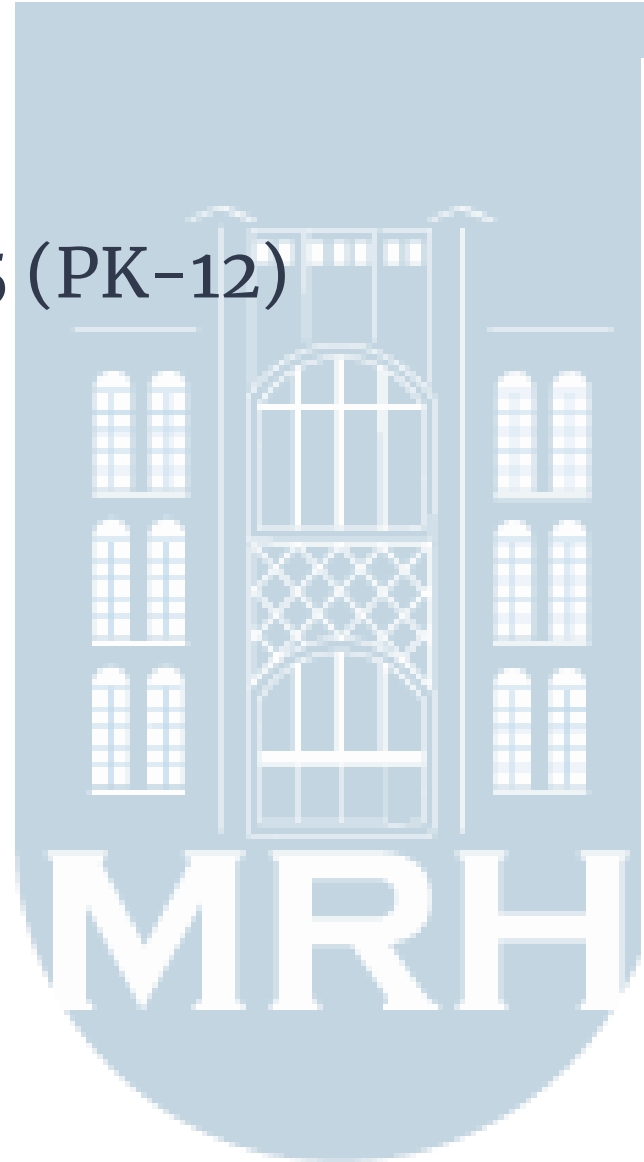


# Maplewood Richmond Heights

Current Enrollment-1585 (PK-12)

MRHE - 438

3 Square Miles



# Partnerships



Center for Schoolwide  
Positive Behavior Support  
*University of Missouri*



**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

School **Mental Health**  
COLLABORATIVE

# Tier 2 at Maplewood Richmond Heights Elementary

## SEL team

- SEL interventionist
- 2 counselors
- School psychologist
- Admin



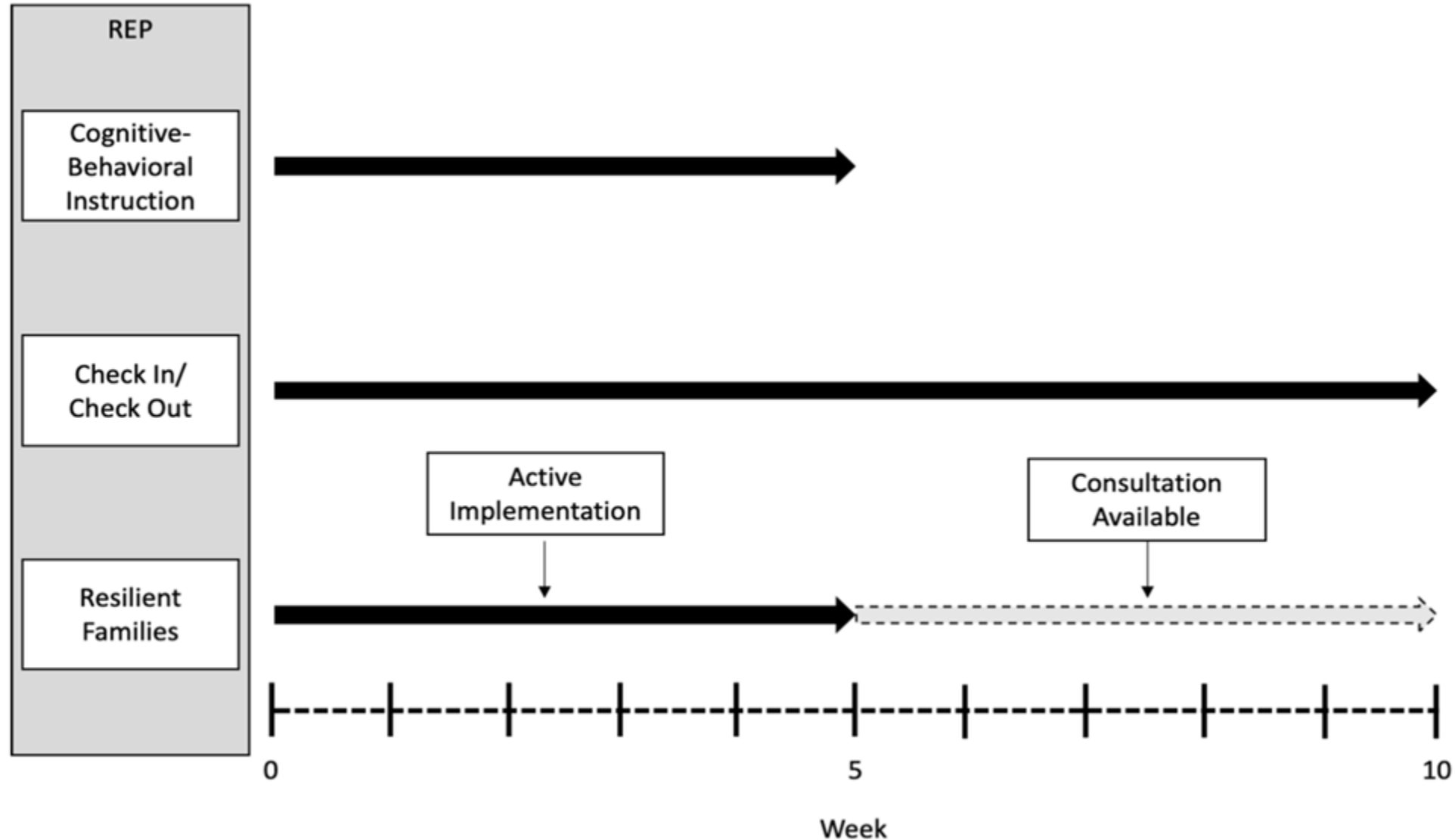
## Interventions

- CICO
- REP
- Attendance
- Social Skills

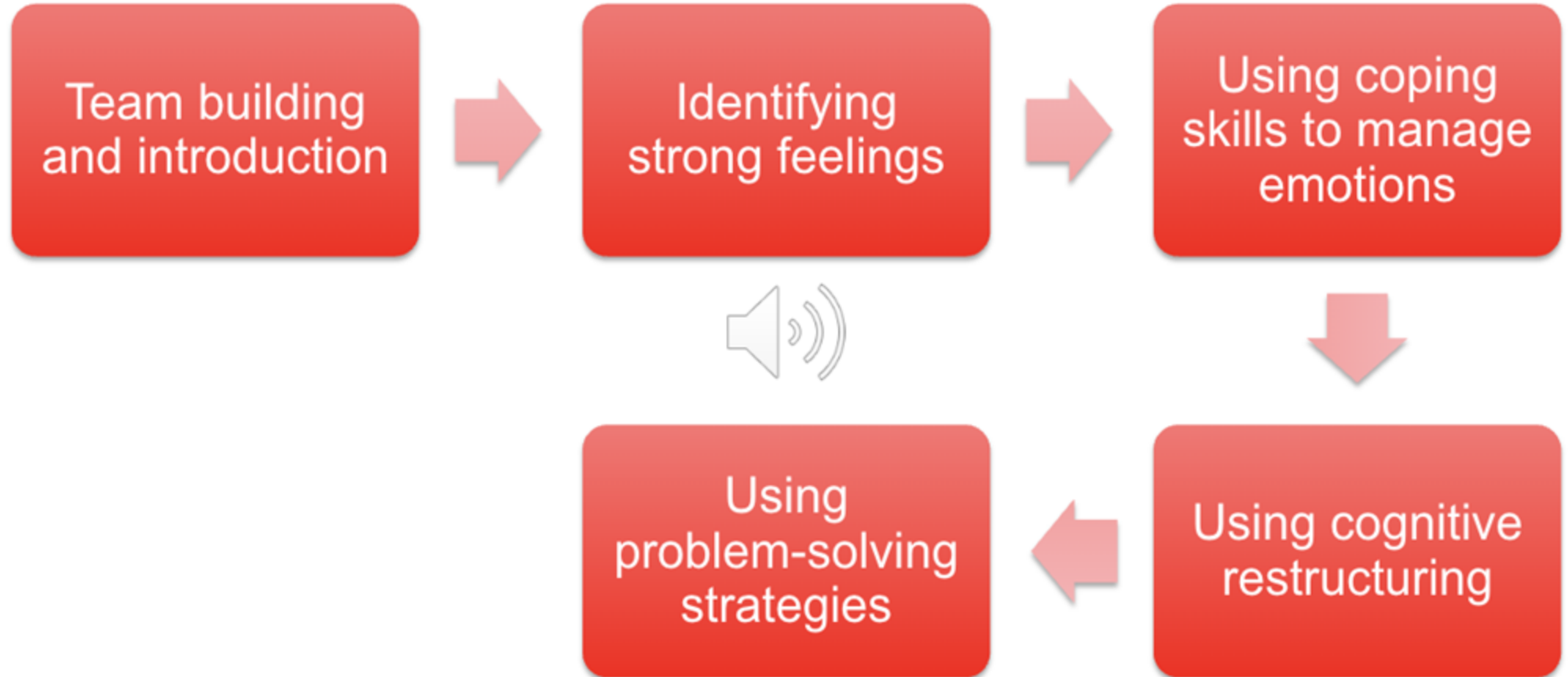
# REP Components

- **Cognitive behavioral instruction (CBI)**
  - Five lessons, taught across five weeks
  - Small-group format (3-5 students)
  - Focus on key skills
    - Coping skills
    - Cognitive restructuring
    - Problem-solving skills
- **Modified Check In/Check Out (CICO)**
  - Check in and out with a mentor each day
  - Teacher feedback throughout the day regarding skill use and other positive behaviors
  - Connection with parents
- **\*Resilient Families (RF)**
  - Parent training on key skills and how to support CBI and CICO in the home

# REP at a Glance



# REP Intervention: CBI Lessons



## STU SKILLS

### See the trigger

*This is something that makes us feel a strong emotion. Get ready to use strategies to help you get control of strong feelings.*

### Take a break

*Breathe in through your nose. 5...4...3...2...1, hold your breath, and now exhale through your mouth, 5...4...3...2...1. Repeat.*

### Use your imagination

*What does your calm place look like? What does it smell like? Who are you there with? Are you eating anything?*

## CHeT

### Choosing Helpful Thoughts

1

Notice the unhelpful thought

2

Choose a helpful thought instead

3

If you need to, use your STU skills

## THINK AND ACT

1

### THINK:

What are my choices?

What are helpful and hurtful choices?

2

### ACT:

Make a choice.

What will it take to get done?

Do it!

# REP Daily Progress Report

\_\_\_\_\_’s Daily Progress Report (DPR)

Date: \_\_\_\_\_

Please rate the extent to which the student engaged in each of the following behaviors during each academic activity: 0 = Never, 1 = Sometimes, 2 = Often

	Controlled Emotions	Made Good Choices		Total Points	How I Felt
Morning work	0 1 2	0 1 2	0 1 2		
ELA	0 1 2	0 1 2	0 1 2		
Math	0 1 2	0 1 2	0 1 2		
Science	0 1 2	0 1 2	0 1 2		
TOTAL					
			Bonus?	+1	

Total percent = \_\_\_\_\_

Goal percent = \_\_\_\_\_

Reward provided? \_\_\_\_\_

REP mentor initials: \_\_\_\_\_

Goal met? Yes / No \_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_

### How I Felt Scale

😊😊😊	7	Fantastic!
😊😊😊	6	Really good
😊😊😊	5	Good
😊😊😊	4	So-so
😊😊😊	3	Bad
😞😞😞	2	Really bad
😞😞😞	1	Terrible!

## Check Ins (Mentors)

- Mentor greets student with warmth and enthusiasm
- Check preparedness for day
- Return signed DPR
- Provide new DPR
- Review expectations
- Reminder re: mood ratings
- Identify daily goal (mean of previous week)
- Encourage to use REP skills



# Reflections and Next Steps

Outcomes -Student and Teachers

Layer on to Tier 2 CICO systems

Positive, encouraging parent/family buy-in

Teach skills prior to monitoring on Daily Progress Report

Utilize data for student identification

Teachers sometimes surprised with the students who meet criteria

Build fluency in teaching CICO REP

Meets a schoolwide need to support students at risk – internalizing

- Expand CICO REP Interventionist to serve more students
- Consider teaching lessons schoolwide
- Engage families more frequently
- Utilize student weekly surveys to guide lessons

# Closing

Lessons Learned, Resources, Evaluation

# Lessons Learned

- Utilize data for student identification
- Start with small group
- Monitor fidelity of implementation within the first 2 weeks
- Plan for graduation at the start of CICO
- Include special education teachers on the Advanced Tiers team
- Select CICO Facilitators with time and commitment to build relationships with students
- Share progress with all staff
- Celebrate student success!

[Click me for full list of 23 Lessons Learned](#)

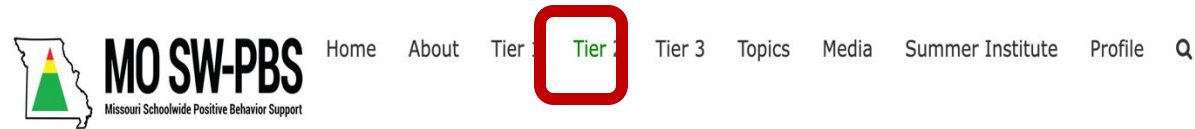


# Possible Next Steps

Revisit MO SW-PBS Tier 2 Resources

Connect with your Regional Consultant or District Leaders

Identify next steps to install or revise CICO and/or CICO REP

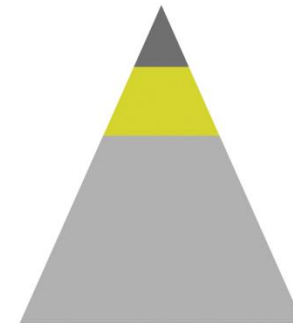


## Tier 2 Overview

[Home](#)

When schools have a solid foundation of Tier 1 SW-PBS systems, data, and practices for all students, planning may begin for Tier 2 systems, data, and practices. Tier 2 provides targeted small group interventions for up to 15% of students who are at-risk for negative social, emotional, and/or behavioral health outcomes.

The purpose and key features of Tier 2 include the use of data to identify students who are at risk for difficulties. Interventions should prevent the development of problems and also decrease the frequency or intensity of problem behaviors, thereby minimizing their impact. Standardized interventions that support student needs are continuously available, and data is used to monitor progress and make decisions.



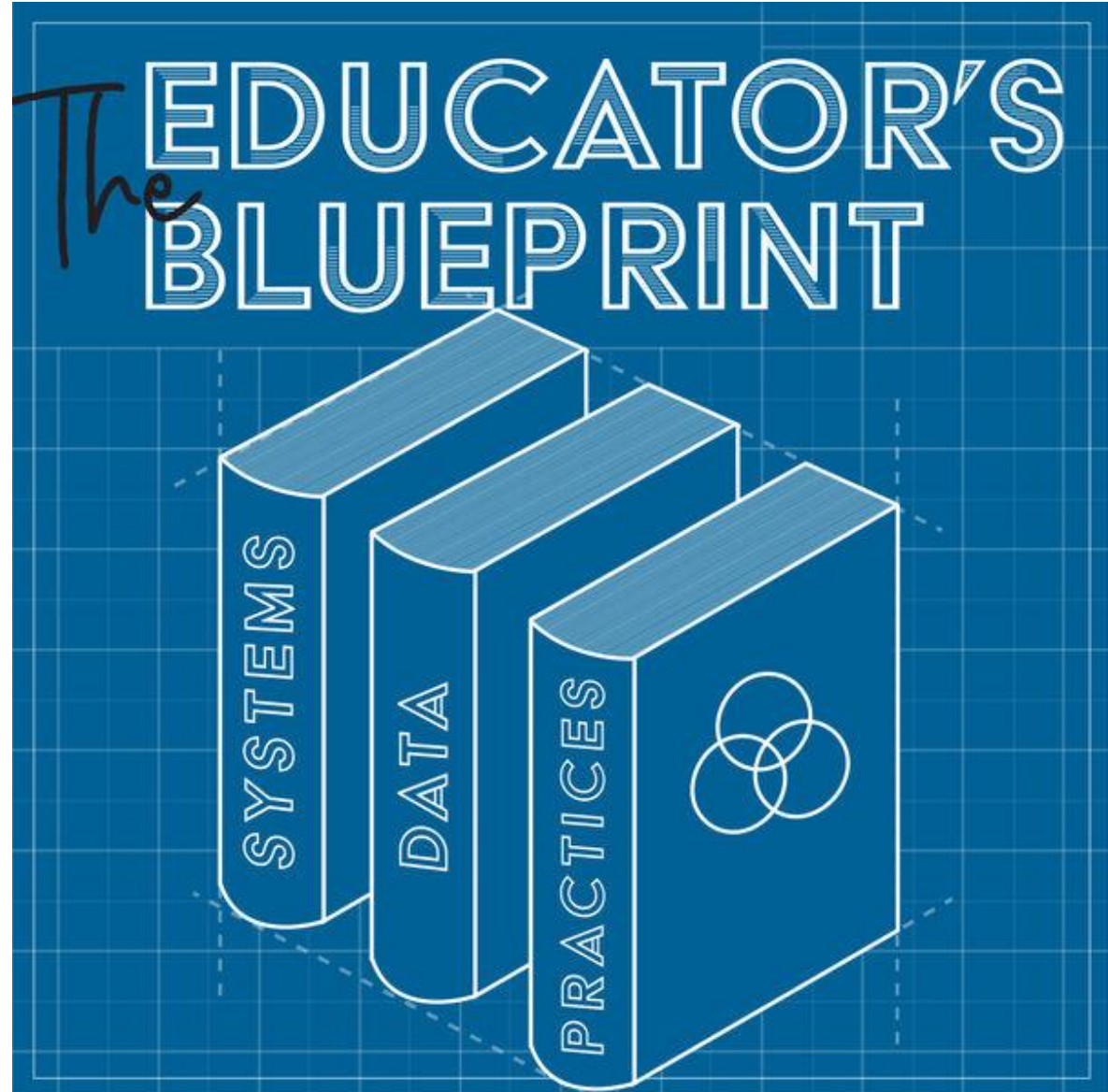
MO SW PBS resources!

# Join The Educator's Blueprint

Learn from friends in the field...

- Episode 10: Can we Just Start Tier 2 with Dr. Kelsey Morris
- Episode 11: Student Identification with Dr. Stephen Kilgus
- Episode 53: Tier 2 and Tier 3 Systems, Science of Implementation and Behavior at the High School Level.
- Episode 81: Tier 2 Systems Getting you Down? with Ms. Hannaha Wright

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# 2025 National PBIS Leadership Forum

[www.pbisforum.org](http://www.pbisforum.org)

**save the date**

*Pre-Forum Leadership Institute*

Tuesday **October 21st**

*National PBIS Leadership Forum*

Wednesday  
Thursday **October 22nd-23rd**

**Hilton Chicago, Chicago, IL**

## Mark your calendar now!

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.



*The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS*

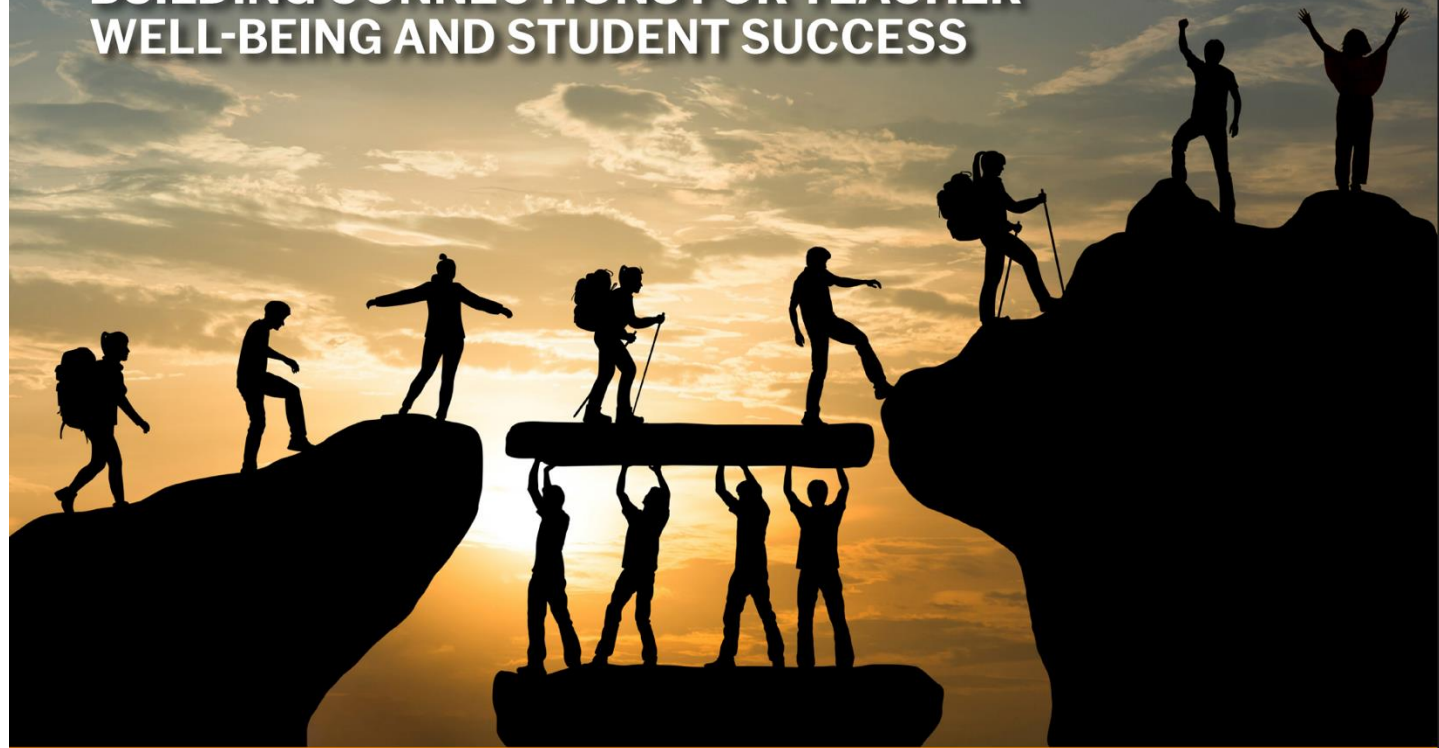


Reminder ...  
Please  
complete the  
session  
evaluation in  
the  
Guidebook  
App

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WELL-BEING AND STUDENT SUCCESS





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