

# Advanced Tier 2 Practices: Precision, Fidelity, and Impact



**Bourbon Elementary**



# Presentation Outcomes

- **Apply efficient Tier 2 teaming structures and problem-solving protocols** to improve meeting effectiveness.
- **Use data to determine intervention fit** and match students to appropriate Tier 2 supports.
- **Analyze student data to monitor progress** and evaluate the effectiveness of interventions.
- **Make data-based decisions to adjust supports**, including when to intensify, modify, or fade interventions.
- **Strengthen fidelity of Tier 2 implementation** through consistent systems and staff practices.
- **Increase confidence in leading or participating in Tier 2 teams** using structured, data-driven processes.



# BES Information



## Bourbon Elementary Currently Houses

Kindergarten - 46 Students  
1st Grade - 68 Students  
2nd Grade - 54 Students  
3rd Grade - 45 Students  
4th Grade - 80 Students

Total: 293





# General Information

- BES is located in the northernmost part of Crawford County
- We are around 45% Free and Reduced Lunch
- Class Sizes average 17-21 Students per class
- Operates on a 4-Day work week





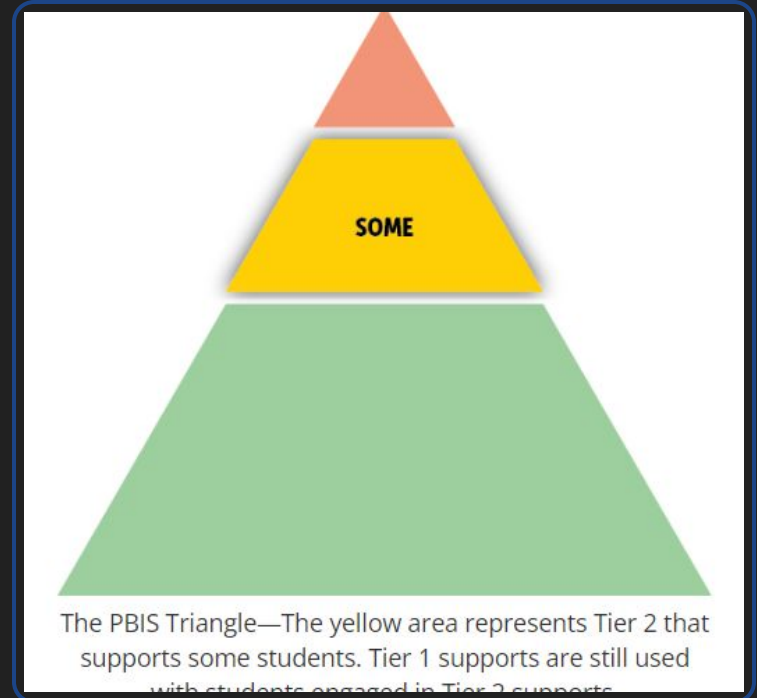
# Tier 2 Our Mission

## Our Mission

Our Tier 2 Team is dedicated to provide very targeted support for our students who are not successful with Tier 1 support alone.

## Current Reach

Currently we have approximately 2% of our elementary students on some type of Tier 2 intervention.





# The Tier 2 Team

## Committee Structure

Our team is comprised of 11 committee members with PBS experience and training, including both new and veteran educators.

- 4 Teachers (General, Special Ed, Special Area)
- 2 Administrators (Special Ed, Building)
- Math & Reading Interventionists
- Process Coordinator
- Instructional Coach





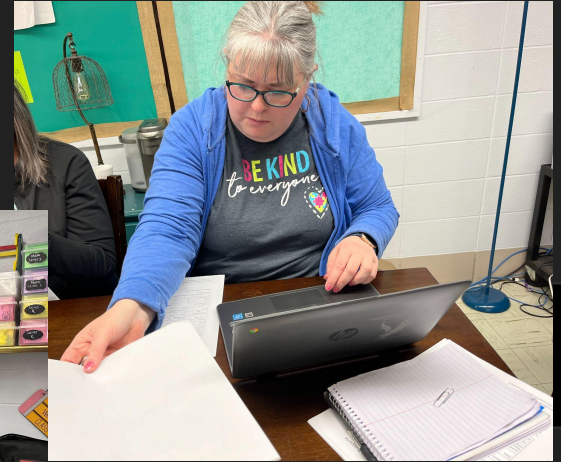
# Tier 2 Roles & Responsibilities

Each member has very specific roles and responsibilities.

- Facilitator (2)
- Data Collectors (4)
- Note-Taker (1)
- Communicator (1)
- Intervention Coordinator (2)
- Time Keeper (1)



*Facilitating the Meeting*



*Collecting and reporting data*

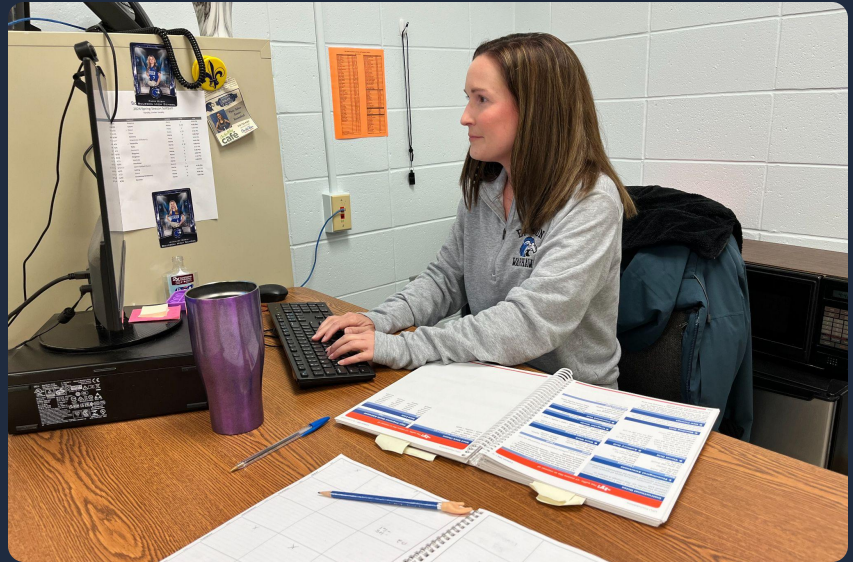


# Tier 2 Our Meetings

## Meeting Frequency & Structure

- Meetings occur 1-2 times per month
- Each session is driven by a timed and detailed agenda

[View Agenda Example](#)



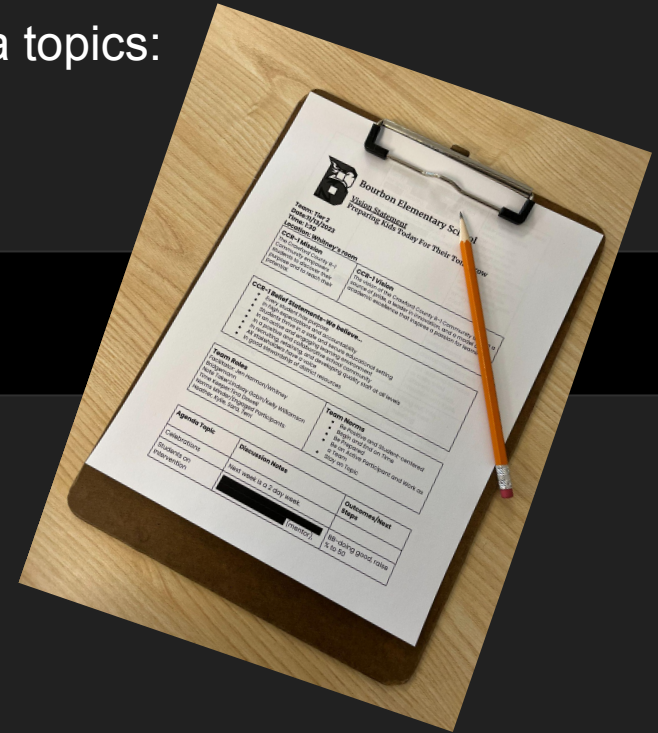
*Our Note-Taker working on the agenda*



# Tier 2 Agenda Topics

Every meeting involves at least one of the agenda topics:

- Celebrations
- Students Currently on Interventions
- New Nominations
- Criteria Measures
- Universal Screener: SAEBRS





# Tier 2 New Nominations

*This meeting will determine the function of behavior and what intervention will benefit the student.*

- The Tier 2 Team makes every effort to meet within 48 hours of receiving the nomination.
- Teachers are asked to come to this meeting for additional details.
- Team members gather information for Coded Adapted Facts sections 1-6.

## Resources & Forms

[Teacher Nomination Form Example](#)

[FACTS Checklist](#)



# Tier 2 Criteria Measures

The purpose of this agenda item is to identify struggling students who have not been nominated for intervention. Simply put, it is a screening process to identify who may benefit from a Tier 2 intervention.

## Criteria Measures

- Our Data Collectors present information on students in the at-risk/high risk categories of our existing school data.
- We also make very effort to meet at least twice per quarter to analyze data to determine if there may be students who would benefit from a tier 2 intervention.
- If data indicates the student is at risk in 2-3 areas we discuss possible interventions with the classroom teacher.

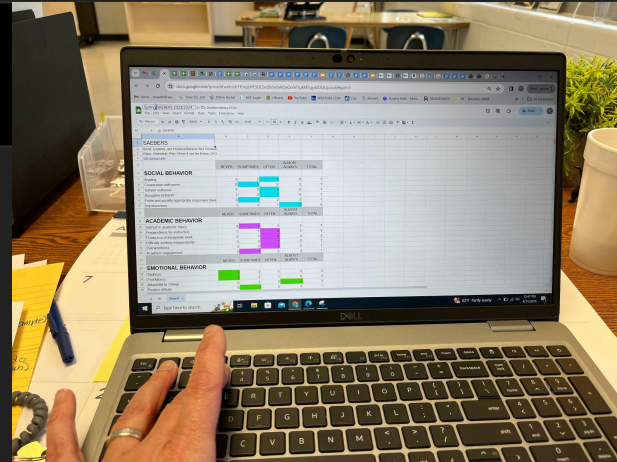


# Tier 2 SAEBERS

Embedded within the SEAS document you will see SAEBERS. This is an additional research support tool we use to screen for behavioral and emotional risk.

Teachers fill this screening out 2 times per year.

[SAEBERS Document](#)





# Tier 2 Current Interventions

Tier 2 does not always mean CICO. We make available many different intervention strategies available for kiddos who need that extra support.



Our meeting agenda always includes carefully looking at all of our students on these interventions to insure it is what is most effective for them.





# Tier 2 Current Interventions

Students on Check In Check Out set daily goals with their mentor. Data acquired from their CICO sheet are carefully monitored at meetings at least once a month. Intervention adjustments are driven from this information with a student's progressive success our focal point.



## [CICO Example](#)





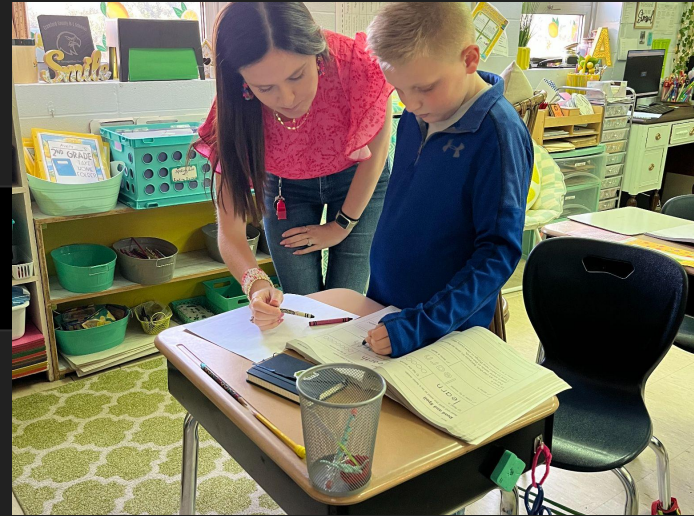
# Tier 2 Interventions

The most important intervention begins in the classroom with the 8 Effective Teaching and Learning Practices. Some of those interventions may include after school tutoring or planned breaks.

Depending on the student and circumstances we look at the following Tier 2 interventions for both academics and behavior:

Social Skills Groups

1:1 Mentor





# Tier 3

- Three of our Tier 2 members make up our Tier 3 Team. All team members have Tier 3 training and professional development specific to this tier.
- Each student identified for Tier 3 will have an action team. This action team will consist of Tier 3 members, teachers, counselors and administration in close contact with the student.
- Currently BES has one student on Tier 3 and one being closely monitored with a plan geared towards Tier 3.
- We feel our low Tier 3 numbers are due to our ability to quickly identify students for Tier 2, who benefit from additional interventions and supports.



# Tier 3-The Process

- Students who have been identified for Tier 3 are typically not responding well to the Tier 2 intervention, or as a team we decided that Tier 3 would benefit this student more than a Tier 2 intervention like CICO.



# Tier 3-The Process

- As a tier 2/3 advanced team you will continue to fill out the Adapted Facts sections 7A-9
- Section 7A: Conduct interviews with teachers, parents and student. This will also be redone for a student who has been on a Tier 2 support and is not responsive to that support.
  - [Adapted Facts](#)



# Tier 3-The Process

After interviews are completed:

- You will complete the rest of the sections in Part B.
  - These sections dive deeper into the antecedents and consequences that were listed in part A.
  - You are drilling down to determine what the function of the behavior is.
  - You must complete observations in multiple areas for this student to determine if your function is correct so that you are putting in place the correct interventions.
    - [Observation Form](#)



# Tier 3-The Process

Develop your BIP

- [Master Copy BIP](#)
- You will monitor progress just like you would on Tier 2.
  - [Example Data Entry](#)

[Example BIP](#)



# Tier 2 and 3 Buy in

## Educate and Involve!



- Provide teachers with educational opportunities. Attend training events made available through workshops.



- Make them part of the team and involve them in the solutions.



# Thank you!

Bourbon Elementary School

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