

F1 — Essential Features of Tier 2: Data, Practices, and Systems

Lead Presenters:

Dr. Heather Hatton & Danielle Starkey, MU Center for SW-PBS

Exemplar Presenters:

Dr. Chris Hubbuch & Dr. Holly Broadway, Fulton Public Schools

- **Topic:** School-Wide
- **Keywords:** Tier 2, Targeted, Implementation



Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL

Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> Use a shared action plan for your team Complete session evaluations 	<ul style="list-style-type: none"> Post positive on-topic comments Questions for the presenters go in the POLLS tab ⇌ 	<ul style="list-style-type: none"> Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> Limit distractions Follow up on your assigned action items 	<ul style="list-style-type: none"> Use inclusive language 	<ul style="list-style-type: none"> Use sincere phrasing Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> Take movement breaks Be aware of your stress level 	<ul style="list-style-type: none"> Engage in productive dialogue 	<ul style="list-style-type: none"> Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> Ensure Files Tab has current materials and related weblinks 	<ul style="list-style-type: none"> Monitor and remove inappropriate comments 	<ul style="list-style-type: none"> Identify common Qs to address in final 15 minutes

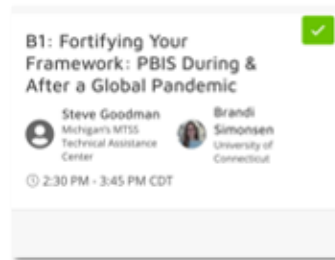
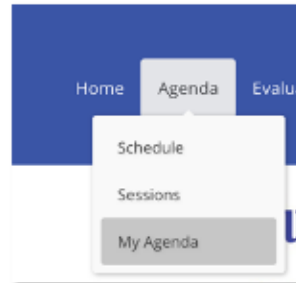


Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



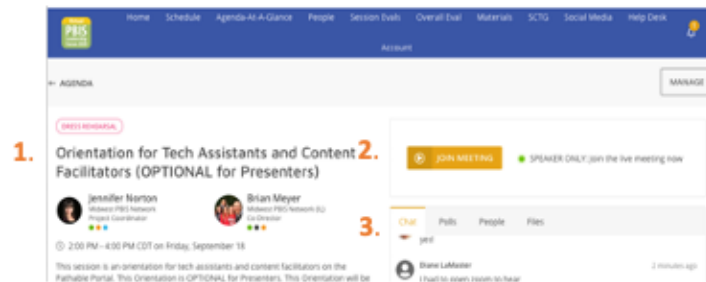
Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL

Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**



Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL

Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for *responsible, respectful, and safe* chatting

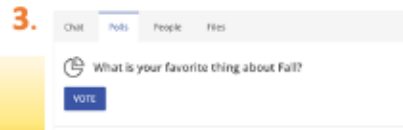
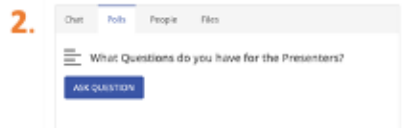


2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted



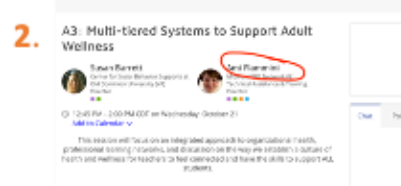
Virtual PBIS Leadership Forum

Tips for Participants

Be careful of accidentally navigating away

While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does **navigating away** look like? Here are some examples:
 1. Clicking on any area of the navigation menu
 2. Clicking on a Person's name



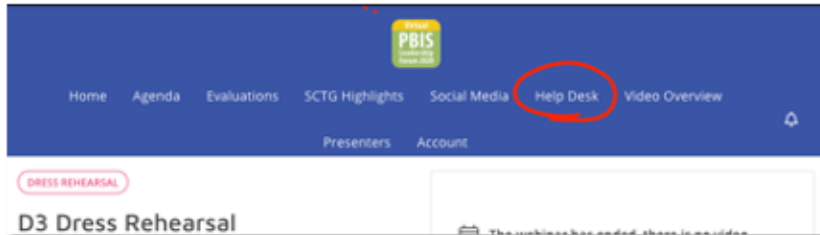
Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL

Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk**:



Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL

When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Strand Overview

F: Tier 2 Systems

F1: Essential Features of Tier 2: Data, Practices and Systems

Danielle Starkey, Missouri University Center for School-wide Positive Behavior Support; Heather Hatton, University of Missouri; Chris Hubbuch, Fulton Public Schools (MO); Holly Broadway, Bush Elementary School (MO)

F2: Tier 2 Evidence-based Practices

Kelsey Morris & Trisha Guffey, University of Missouri; Mimi McGrath Kato & Nadia Sampson, University of Oregon

F3: Tier 2 Practice Adaptations

Lisa Powers, University of Missouri; Steve Kilgus & Katie Eklund, University of Wisconsin-Madison; Howard Wills, University of Kansas; Amanda Boyce, North Kansas City School District (MO)

F1 — Essential Features of Tier 2: Data, Practices, and Systems

Lead Presenters:

Dr. Heather Hatton & Danielle Starkey, MU Center for SW-PBS

Exemplar Presenters:

Dr. Chris Hubbuch & Dr. Holly Broadway, Fulton Public Schools

- **Topic:** School-Wide
- **Keywords:** Tier 2, Targeted, Implementation



Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL

Introductions



Dr. Heather Hatton
Assistant Research Professor
MU Center for SW-PBS



Danielle Starkey
Senior Research Associate
MU Center for SW-PBS



Dr. Chris Hubbuch
Assistant Superintendent
Fulton Public Schools



Dr. Holly Broadway
Principal
Fulton Public Schools

Include names and photos of those that worked on the webinar

Session Outcomes

- Understand the rationale for Tier 2 implementation.
- Determine appropriate Tier 2 implementation.
- Select Tier 2 practices.
- Understand the data-based decision making necessary for Tier 2.
- Create the supports necessary to ensure effective Tier 2 implementation.

Why Tier 2?

This section is about understanding the rationale for Tier 2 implementation by identifying the:

- prevalence of mental health and behavioral needs
- key features of Tier 2 systems
- characteristics of maximally effective interventions
- appropriate application of Tier 2 in a multi-tiered framework

Guiding Questions:

1. Why aren't universal supports sufficient for all students?
2. What are the key features of Tier 2 systems?
3. What are the critical features of Tier 2 interventions?
4. Why is Tier 1 critical to the success of Tier 2?
5. Why aren't Tier 2 interventions individualized?

Challenge Question:

Why do we need to implement Tier 2?

Tasks:

Leadership Team

1. Review National Center Tier 2 Readiness document
2. Review MO-SWPBS Tier 2 Workbook – Chapter 1

Why Tier 2?



- It is generally understood 10 – 15% of students will need more support than Tier 1 interventions provide.
- NAMI provides an interesting summary of the prevalence of mental illness in the school age population.
- The ACLU presents an investigation of the long term consequences of punitive responses to serious challenging behaviors.
- Additionally, the ACLU offers an important examination of the lack of staff support for mental health and behavioral support in schools.

Why Tier 2?

10-15% of students will need more support.

Half of all lifetime cases of mental health conditions begin by age 14.

1 in 10 youth will be impacted by their mental health needs enough to require additional supports from schools.



 Center for Schoolwide
Positive Behavior Support
University of Missouri

- It is generally understood 10 – 15% of students will need more support than Tier 1 interventions provide.
- NAMI provides an interesting summary of the prevalence of mental illness in the school age population.
- The ACLU presents an investigation of the long term consequences of punitive responses to serious challenging behaviors.
- Additionally, the ACLU offers an important examination of the lack of staff support for mental health and behavioral support in schools.

Critical Features of Tier 2



- Extension of Tier 1 Implementation
- Student Identification System
- Standardized Interventions
- Prevent or Decrease Problem Behaviors

- Implementation of Tier 2 is shaped by 4 critical features.
- Tier 2 implementation is both grounded in and an extension of Tier 1 implementation.
- Data is used to identify students at-risk for developing social emotional challenges or currently exhibiting low-level challenging behaviors.
- Standardized interventions allow for efficient and effective intervention.
- The goal of Tier 2 implementation is to prevent or decrease problem behaviors.

Tier 2 Practices

EXAMPLE

Tier 2 Self-Monitoring Daily Progress Report

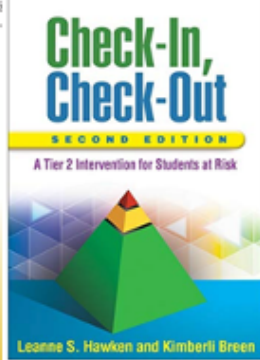
Student Name _____ Date _____

	3 = 0-1 reminders Be Safe Keep hands and feet to self	2 = 2 reminders Teacher Check	1 = 3+ reminders Be Respectful Follow directions	Teacher Check	Be Responsible Use materials appropriately	Teacher Check
0:30 to Morning Break	3 2 1		3 2 1		3 2 1	
Morning Break to Lunch	3 2 1		3 2 1		3 2 1	
Lunch to Afternoon Break	3 2 1		3 2 1		3 2 1	
Afternoon Break to Dismissal	3 2 1		3 2 1		3 2 1	

Total for the day: _____/36

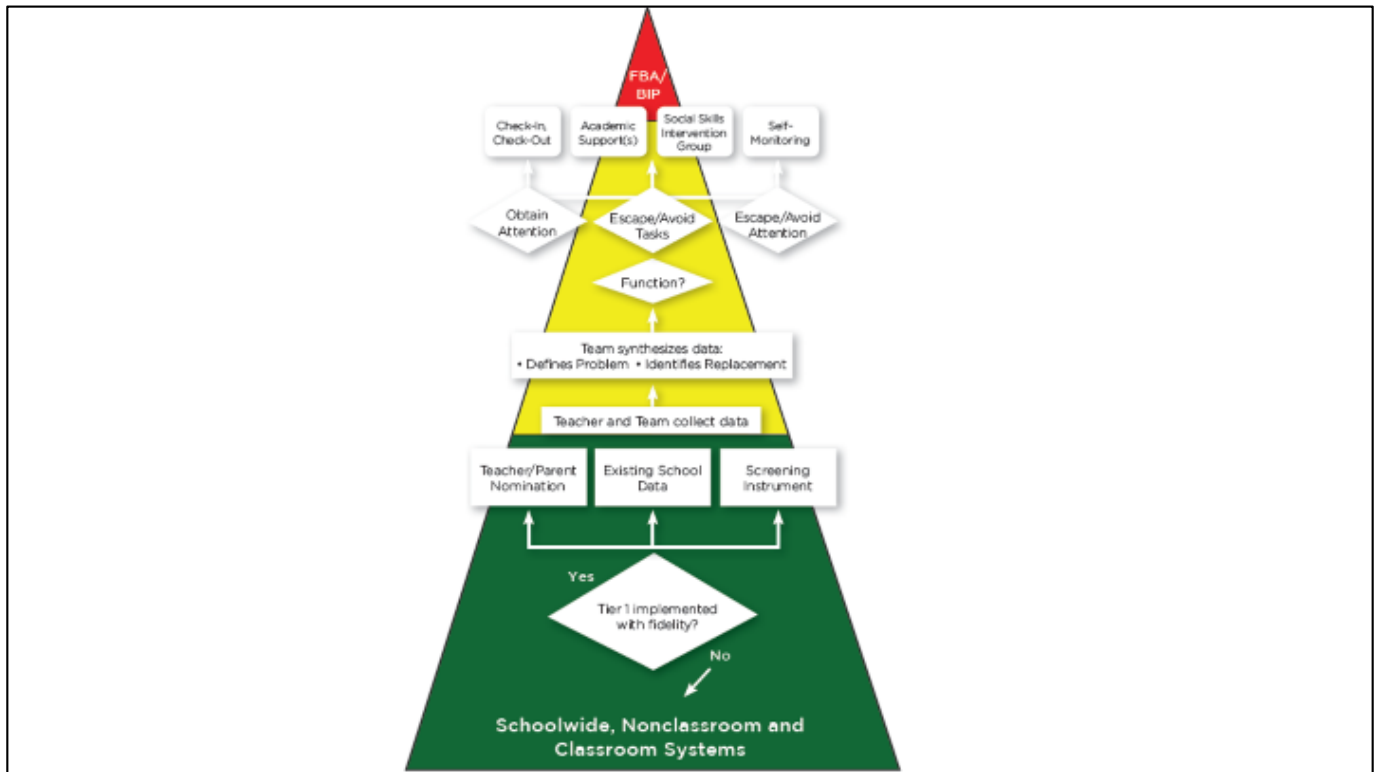
Parent/Guardian Signature _____

I'm proud of you today because:



- continuously available
- readily available
- require minimal resources
- align with school-wide expectations
- matched to function of behavior
- limited in number

- Tier 2 interventions are described as evidence-based practices provided in a systematic way to increase the chances of efficacy while maximizing efficiency of implementation.
- Tier 2 practices are:
 - continuously available
 - readily available
 - require minimal resources
 - align with school-wide expectations
 - matched to function of behavior
 - limited in number



- Achieving and maintaining desired student outcomes by implementing Tier 1 with fidelity provides the foundation for Tier 2 intervention.
- Tier 2 interventions build on Tier 1 basics (planning, teaching, monitoring, feedback) by altering (usually increasing) the frequency, intensity, or duration of the interactions with students.
- Tier 2 interventions require a significantly lower investment of resources needed for individualized interventions.

Tier 2 Readiness

This section is about determining if Tier 2 implementation is appropriate by:

- Reviewing Tier 1 implementation fidelity and student outcomes
 - Classroom implementation
 - DBDM systems and practices
- Assessing need and ability to implement
 - District support
 - Administrator support
 - Staff support
 - Base rate
 - Serviceable base rate
- Forming a Tier 2 team
- Reviewing existing Tier 2 data, practices, and systems (TFI)
- Defining implementation steps
- Attending Tier 2 training

Guiding Questions:

1. What data sources can you use to assess fidelity of Tier 1 implementation?
2. Does your building meet the Tier 2 readiness criteria?
3. Can you establish the resources needed for Tier 2 implementation (e.g., team, personnel, expertise, materials, administrative support, data systems)?
4. Why is it important for Tier 2 that Tier 1 data be consistently collected, reviewed, and used for decision-making?
5. Who should join the Tier 2 team?
6. What Tier 2 support systems and procedures do we need?
7. What are the next steps for implementation?

Challenge Question:

- Can we phase in Tier 2 systems within existing school-wide systems?

Tasks:

Leadership Team

1. Complete a Tier 1 data review (e.g., SAS, TFI, ODR)
2. Calculate expected base rate
3. Determine actual base rate
4. Determine serviceable base rate
5. Secure administrator support
6. Secure building staff support
7. Assess Tier 2 readiness
8. Identify Tier 2 team members
- 9.

Tier 2 Team

1. Complete TFI
2. Create an action plan for Tier 2 implementation
 - Attend Tier 2 training

When is Tier 2 Implementation Appropriate?

Positive Behavioral Interventions & Supports (PBIS) Annual Summary

2016-2017

How are we implementing PBIS at our school in Tier 1?

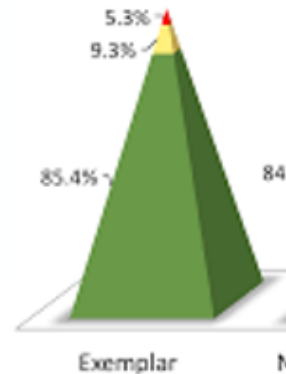
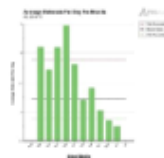
The Tiered Fidelity Inventory (our PBIS assessment) indicates that we are implementing all tiers of PBIS at or above the benchmark. We have identified items from each tier that we want to improve, and we have included them in our Action Plan at the end of this report. We want to include family members on our PBIS Tier 1 team.

What is our Office Discipline Referral rate?

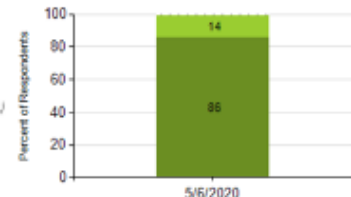
Our referral rate was above the nation average the first part of the year. After we retaught expectations and were consistent with our acknowledgement and consequence systems, there was a decline in the average referrals per day. We ended the year at well below the national average for our size and level of school. We will celebrate this accomplishment with our students at our year end assembly on June 1 at 2:00 pm in the gym.

How is our attendance?

Final Year: 83.0% TL: Year: 83.0%



Classroom Current Status Demonstration School Exemplar 5/6/2020



	In Place	Partial	Not
5/6/2020	86%	14%	1%



Chat: What data sources do you use to monitor Tier 1 implementation?

- Tier 2 readiness is anchored in effective implementation of Tier 1.
- Effective Tier 1 implementation is characterized by high levels of implementation fidelity and student response to implementation.
- When Tier 1 is implemented effectively, 80% of student will have 0-1 office discipline referrals
- Classroom practices and data-based decision making systems and practices are particularly critical pieces of implementation fidelity.

Capacity for Implementation

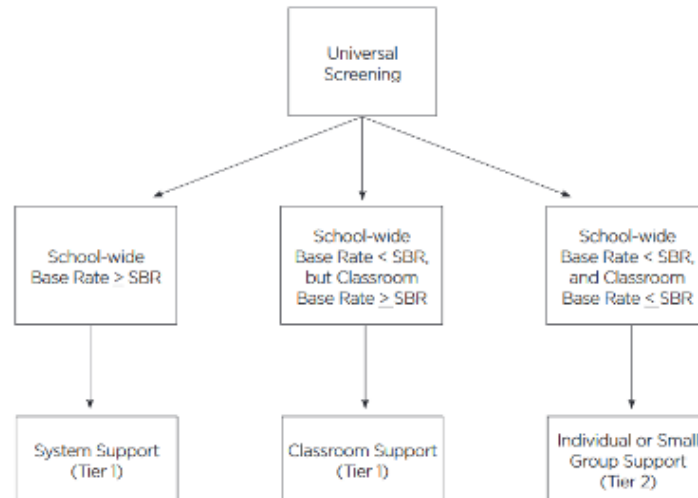


Figure 1.6
(Kilgus & Eklund, 2016, p. 127)

- In order to determine need and capacity you will need to determine the expected base rate, actual base rate, and serviceable base rate for your building.
- The expected base rate is determined by applying the triangle percentages to your enrollment numbers – in other words calculating 10-15% of your student population.
- The actual base rate is determined via data decision rules (e.g., attendance, ODR, achievement) to identify the number of students demonstrating a need for additional support.
- The serviceable base rate is the number of students you estimate you can serve with Tier 2 interventions given your current resources.
- Using these rates, it is possible to make decisions about whether Tier 2 systems implementation is warranted and appropriate.
- In addition to determining the need and capacity to implement Tier 2, you must secure implementation support.
- Securing implementation support for Tier 2 is like securing buy in for Tier 1 implementation.

Tier 2 Team



Chat: Who oversees small group academic interventions in your building/district?

- The bulk of the work, up until this point is carried out by a leadership (exploratory) team at the building and/or district level.
- The Tier 2 team should be comprised of members who collectively have administrative authority, behavioral expertise, and academic expertise.
- Additionally, at there should be at least one member of the Tier 2 team who is also a member of the Tier 1 team.

Existing Resources

Tier 2				
2.1 Team Composition				
2.2 Team Operating Procedures				
2.3 Screening				
2.4 Request for Assistance				
2.5 Options for Tier 2 Interventions				
2.6 Tier 2 Critical Features				
2.7 Practices Matched to Student Need				
2.8 Access to Tier 1 Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Student Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				

- The Tier 2 team will examine building-level data, systems, and practices to determine what is already in place.
- This is like taking the SAS and the TFI as a baseline to determine the work necessary to implement Tier 1.
- Tools available to do this work include the TFI Tier 2 subscale, the PBIS Tier 2 systems readiness guide, and the hexagon tool.
- The goal of these activities is to create an inventory of existing resources to incorporate into Tier 2 implementation efforts and determine additional resources needed to launch implementation.

Action Planning

School: _____ Year: _____		Year: _____		Year: _____	
Component	GOALS	STEPS AND DOCUMENTS	WFO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved and Maintains I = In progress N = Not Achieved
I. Foundational Knowledge	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.	Completion: Communication:		
	2. Gain staff commitment to develop Tier 2	A. Conduct staff professional learning sessions to establish awareness and gain consensus 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 make decisions about moving forward with development of a Tier 2 system interventions. • e.g., 80% or more of staff indicate "Yes" for 80% or more survey items.	Completion: Communication:		
	3. Develop a Tier 2 Team action plan	A. Complete the Fidelity Inventory (FI) at https://www.pbis.org • Teams new to Tier 2 complete the FI by October and April during their first year. • In subsequent years teams will only complete the FI once, annually before April 15. • Use results to identify and record necessary action plan steps.	Completion: Communication:		

Component	GOALS	STEPS AND DOCUMENTS	TIMELINE	WFO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved and Maintains I = In progress N = Not Achieved
II. Leadership	1. Establish a Tier 2 Team to oversee development and implementation of Tier 2 system and practices	A. Identify and document team meeting dates and times. • Use the Blank Schedule of Meeting Dates and Times B. Identify personnel who will oversee development and implementation of Tier 2 data, system, and practices. C. Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and indicate measures to develop an effective Tier 2 system. • Use Working Inventory Mat • Develop Timeline D. Identify and document team member role and responsibilities. • Use the Blank Team Membership and Role E. Adopt a standard meeting agenda and format. • Use Blank Team Meeting Agenda F. Develop, review, revise and/or amend to clearly defined working agreements. • Use Blank Team Meeting Agenda G. Identify and document a communication plan for dissemination of information. • Use the Blank Communication Plan		Completion: Communication:		

- Once an inventory of resources is complete the Tier 2 team can engage in action planning for initial implementation.
- Action plan templates are available to guide your work, or you can use building- or district- specific action plans.
- In developing the action plan the Tier 2 team will need to collaborate with the leadership team.
- The leadership team will need to guide development of systems and identifying practices.
- The Tier 2 team will need to guide the on site efforts to ensure implementation fidelity and ongoing data-based decision making.

Tier 2 Training

COURSE 1 Foundational Knowledge <p>This course identifies the key features of a SW-PBS Tier 2 system and characteristics of effective interventions. Learn the basic concepts and processes associated with intensifying supports.</p> <p>Learn More About This Course</p>	COURSE 2 Leadership for Tier 2 Specialized Behavior Support <p>This course specifies Tier 2 Team member roles and responsibilities, and presents tools that promote efficient and effective meetings.</p> <p>Learn More About This Course</p>	COURSE 3 Student Identification Process <p>This course prepares teams for developing a system for identifying students who may need additional support. Three methods will be presented - Teacher Nomination, the use of Existing School Data, and Universal Screening.</p> <p>Learn More About This Course</p>
COURSE 4 Tier 2 Data-Based Decision Making <p>This course describes the systems needed for efficient and effective data collection, progress monitoring, and decision making related to selecting and implementing Tier 2 interventions.</p> <p>Learn More About This Course</p>	COURSE 5 Check-In, Check-Out <p>This course provides information about the Check-In, Check-Out (CICO) Tier 2 intervention. Steps for developing a CICO program and strategies for effective implementation will be presented.</p> <p>Learn More About This Course</p>	COURSE 6 Social Skills Intervention Group <p>This course provides information about the Social Skills Intervention Group (SSIG) Tier 2 intervention. Implementation components of SSIG and strategies for effective implementation will be presented.</p> <p>Learn More About This Course</p>
COURSE 7 Self-Monitoring <p>This course provides information about the Self-Monitoring Tier 2 intervention. Implementation components of Self-Monitoring and strategies for effective implementation will be presented.</p> <p>Learn More About This Course</p>	COURSE 8 Effective Professional Learning <p>This course describes the components of effective professional learning (PL) and the development of a systematic process to identify individual and group needs related to SW-PBS implementation.</p> <p>Learn More About This Course</p>	COURSE 9 Tiered Fidelity Inventory <p>This course describes the Tiered Fidelity Inventory (TFI), and the MD SW-PBS protocol for completion. The TFI is an efficient tool for teams to self-assess the fidelity of SW-PBS implementation.</p> <p>Learn More About This Course</p>



Chat: What are your go to professional development resources for PBIS?

- In order to develop the necessary expertise to implement Tier 2 interventions, engage in ongoing data-based decision making to support Tier 2 implementation, and build/maintain Tier 2 systems the Leadership Team and Tier 2 Team(s) will need ongoing training.

Tier 2 Practices



This section is about selecting Tier 2 practices by:

- differentiating critical features of Tier 2 practices from critical features Tier 1 and Tier
- identifying common Tier 2 practices

Guiding Questions:

1. What are the critical features of Tier 2 practices?
2. How do Tier 2 practices differ from Tier 1 and Tier 3 practices?
3. How do you determine if a Tier 2 practice is evidence-based?
4. Which Tier 2 practices are most used?

Challenge Question:

What Tier 2 practices has the building/district committed to supporting?

Tasks:

Leadership Team

1. Identify practices for your building/district
2. Identify training and systems needed to support implementation

Tier 2 Team

1. Identify practices for your building/district
2. Identify training and systems need to support implementation

Critical Features

Tier 3:

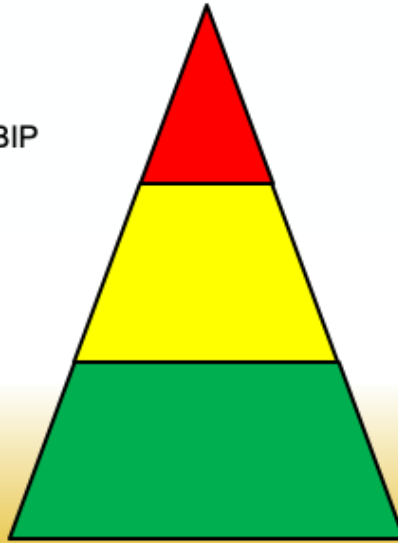
- Individualized
- Unique to students
- Developed from FBA/BIP

Tier 2:

- Targeted
- Standardized
- Readily available for rapid implementation

Tier 1:

- Universal
- Unique to building
- Ongoing & continuous



- Across the Tiers, practices need to be evidence-based, matched with function of behavior, and implemented using data-based decision making.
- Tier 1 is distinguished by practices selected based on common human behavior patterns in order to be appropriate for all students, at all times, in all settings.
- Tier 3 is distinguished by practices selected and adapted to meet the needs of a specific student.
- Tier 2 is distinguished by a small set of standardized practices selected and implemented to address the function of behaviors.

Critical Features

Tier 3:

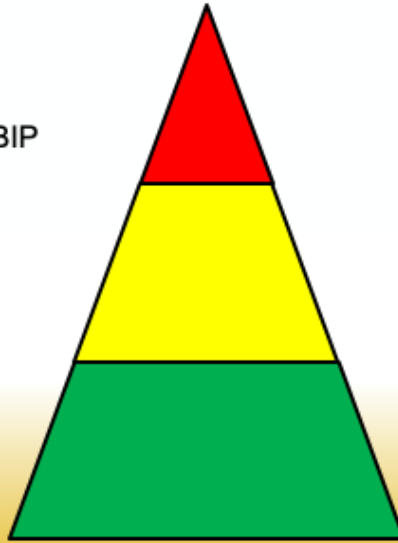
- Individualized
- Unique to students
- Developed from FBA/BIP

Tier 2:

- Targeted
- Standardized
- Readily available for rapid implementation

Tier 1:

- Universal
- Unique to building
- Ongoing & continuous



- Across the Tiers, practices need to be evidence-based, matched with function of behavior, and implemented using data-based decision making.
- Tier 1 is distinguished by practices selected based on common human behavior patterns in order to be appropriate for all students, at all times, in all settings.
- Tier 3 is distinguished by practices selected and adapted to meet the needs of a specific student.
- Tier 2 is distinguished by a small set of standardized practices selected and implemented to address the function of behaviors.

Common Practices

	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		

Adapted from Umbreit, Ferro, Liaupsin, and Lane, 2007

- Frequently implemented Tier 2 practices include CICO, differentiated small group social skills instruction, self-monitoring, and differentiated small group academic instruction.

Tier 2 Data-Based Decision Making



This section is about understanding the data-based decision making in Tier 2 by:

- describing options for student identification
- matching Tier 2 interventions to student need using function of behavior
- monitoring student progress
- using student outcome data
- using implementation fidelity data
- using social validity data

Guiding Questions:

1. How will you identify students in need of Tier 2 supports?
2. How will you select appropriate Tier 2 interventions for students?
3. How will you know if the selected Tier 2 intervention is working for the student?
4. How will you know if the selected Tier 2 intervention is being implemented as intended?

Challenge Question:

How will you evaluate overall Tier 2 system outcomes?

Tasks:

Leadership Team

1. Compare and contrast student identification options (nomination, data-decision rules for existing data, universal screening)

Tier 2 Team

1. Classify selected Tier 2 interventions by function of behavior
2. Define positive, neutral, and negative response
3. Review examples of implementation fidelity measures
4. Review examples of social validity data

EXAMPLE

Student Identification Plan

Method and Timeline	Purpose and Process	Persons Responsible	Use of Results
Universal Screening of all incoming kindergarten age students • Annually - during kindergarten enrollment process	Parents will complete the Strengths and Difficulties Questionnaire	• School counselor with administrator will score and summarize results. • Data will be presented to classroom teachers.	• Students with high-risk levels will participate in a small group intervention beginning the first week of school. • Students with at-risk indicators will be matched with a Check & Connect mentor.
Universal Screening of all students in the school. • Bi-annually - Early October and Late January	• During a designated staff meeting teachers are provided with a list of internalizing and externalizing risk characteristics. • Homeroom teachers review a list of all students assigned to their class. • Students are, in rank order, students they are concerned about. • Additional information may be gathered for each student identified.	• Classroom teachers complete the screening process. • The Tier 2 Team reviews results and determines which students should be considered for interventions.	• Students with high-risk indicators may be considered for PBIS-BIP. • Students in the at-risk range may be nominated to participate in a small group intervention.
Review of Existing School Data • Monthly	• CDR data • 3rd discipline referral (ODR) • Absences and Tardy • 3rd absence or tardy • Waits to Counselor • 3rd visit to school counselor • Waits to Health Center • 3rd visit to school nurse (without known medical condition) • Course Failures • 1 or more course failures • Names of students who meet criteria for risk on any indicator will be submitted to the Tier 2 Team on the last day of each month.	• EA-PBS Tier 1 Team • School Secretary • School Counselor • School Nurse • Administrator	• The Tier 2 Team will review the list of names submitted to determine if any students that met one or more risk criteria need to be considered for additional support.
Teacher Nomination • On-Going Availability	• At any time during the school year school staff, parents, and/or students may request assistance or nominate a student for additional social, academic, and/or behavioral support.	• Individual making the nomination submits a completed form to the school administrator. • Administrator works with the Tier 2 Team to prioritize review of nominations.	• One or more of the following may be recommended by the Tier 2 Team: • Gather additional information • Provide small group intervention • Appropriate for PBIS-BIP process

Student Identification Plan

- Clearly defined
- All students considered
- Promotes early identification
- Identifies internalizing and externalizing concerns



Chat: What are your go to professional development resources for PBIS?

- Goal is development of a clearly defined, methodical process that allows all students to be considered, promotes early identification of students who are at-risk for poor outcomes, and identifies youth who may be experiencing internalizing and/or externalizing concerns as discussed earlier.

Methods for Identification

Nomination

EXAMPLE TEACHER NOMINATION FOR ASSISTANCE

Student Name: _____ Age: _____ Grade: _____ IEP ID: _____

Teacher: _____

ACADEMIC/BEHAVIORAL

How well does the student perform in the classroom? (Check all that apply)

Reading/Spelling: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Math/Science: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Writing: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Other: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

WHAT IS THE PROBLEM BEHAVIOR?

Describe the behavior: _____

How often does the behavior occur? (Check all that apply)

Frequency: ☐ Daily ☐ Weekly ☐ Monthly ☐ Rarely

Severity: ☐ Mild ☐ Moderate ☐ Severe

Other: ☐ _____

Data Decision Rules

EXAMPLE EXISTING SCHOOL DATA INVENTORY					
Measure	Proficient Score	At Risk	High Risk	Person Responsible	Timeline to Review
1. ODB	8.0	2 or more	3 or more	Tier 1/Tier 2 Classroom Teacher	Monthly (Sept. 10, Oct. 20, Nov. 30, Dec. 10, Jan. 10, Feb. 20, March 10, April 20, May 20) consult with monthly IEP meeting
2. Classroom Monitor	8.0	3 or more	10 or more	Tier 1/Tier 2 Classroom Teacher	Monthly (Sept. 10, Oct. 20, Nov. 30, Dec. 10, Jan. 10, Feb. 20, March 10, April 20, May 20) consult with monthly IEP meeting
3. Absences	< 5/semester	5-10/semester	10+/semester	School Secretary	Monthly (Sept. 10, Oct. 20, Nov. 30, Dec. 10, Jan. 10, Feb. 20, March 10, April 20, May 20) consult with monthly IEP meeting
4. Tardy	< 5/semester	5-10/semester	10+/semester	School Secretary	Monthly (Sept. 10, Oct. 20, Nov. 30, Dec. 10, Jan. 10, Feb. 20, March 10, April 20, May 20) consult with monthly IEP meeting
5. SB	8.0	2.0	4 or more	School Secretary	Monthly (Sept. 10, Oct. 20, Nov. 30, Dec. 10, Jan. 10, Feb. 20, March 10, April 20, May 20) consult with monthly IEP meeting
6. ODB	8	1	2	School Secretary	Monthly (Sept. 10, Oct. 20, Nov. 30, Dec. 10, Jan. 10, Feb. 20, March 10, April 20, May 20) consult with monthly IEP meeting
7. Course Grades	2.0 or higher	2 or F in any course	D or F in multiple courses	Classroom Teacher	Nov. 10, Feb. 20, May 20 (or go with trimester and then Oct. 10, Jan. 10, April 10 or bi-monthly)
8. Reading Inventory	80%	70% or lower	50% or lower	Classroom Teacher	Nov. 10, Feb. 20, May 20
9. Writing Assessment	3 or 4	2	100.0	Classroom Teacher	Nov. 10, Feb. 20, May 20

Screening

SAMPLE ITEMS

Behavioral and Emotional Screening System (BESS-2 RFS), Kamekous and Reynolds, 2007 - Teacher Form Child/Adolescent, Grades K-12

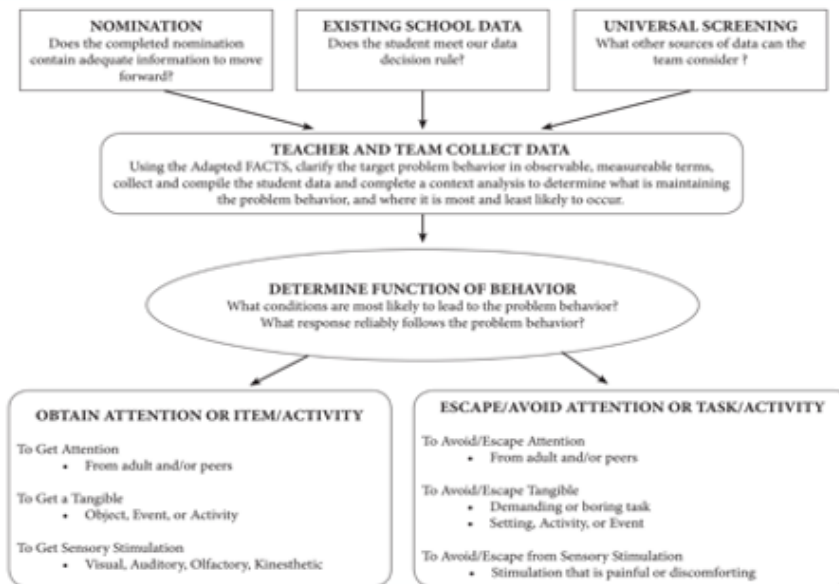
INSTRUCTIONS: Look below at phrases that describe how students may act. Read each phrase, and mark the response that describes how the student has behaved recently (i.e., in the last several months).

If you don't know or are unsure of your response to an item, give your best estimate. A "Never" response does not mean that the student never engages in a behavior, only that you have not observed the student to behave that way.

	Never	Sometimes	Often	Always
Plays situations.				
Is sad.				
Is well organized.				
Is usually quiet.				
Resigned or giving people to work together.				
Gets into trouble.				
Always follows on purpose.				
Has headaches.				
Is fearful.				
Is negative about things.				

- The process for identifying students for Tier 2 supports typically
 - relies on existing data sources
 - provides information regarding function of behavior
- Methods for identifying students include
 - nomination
 - teacher/staff
 - parent
 - self
 - data decision rules
 - extant data
 - screening data

Matching Intervention to Need



- The set of Tier 2 interventions selected by the leadership team should include interventions to address each function of behavior.
- Use data from Tier 1 to determine the most common function of behavior and prioritize implementation of interventions accordingly.
- In order to increase the odds of success, Tier 2 interventions should be matched to the function of students' behavior.
- In order to match students to intervention, data regarding the hypothesized function of student behavior needs to be collected for all ODRs and classroom minors.
- At Tier 2, an FBA should not be conducted.

Matching Intervention to Need

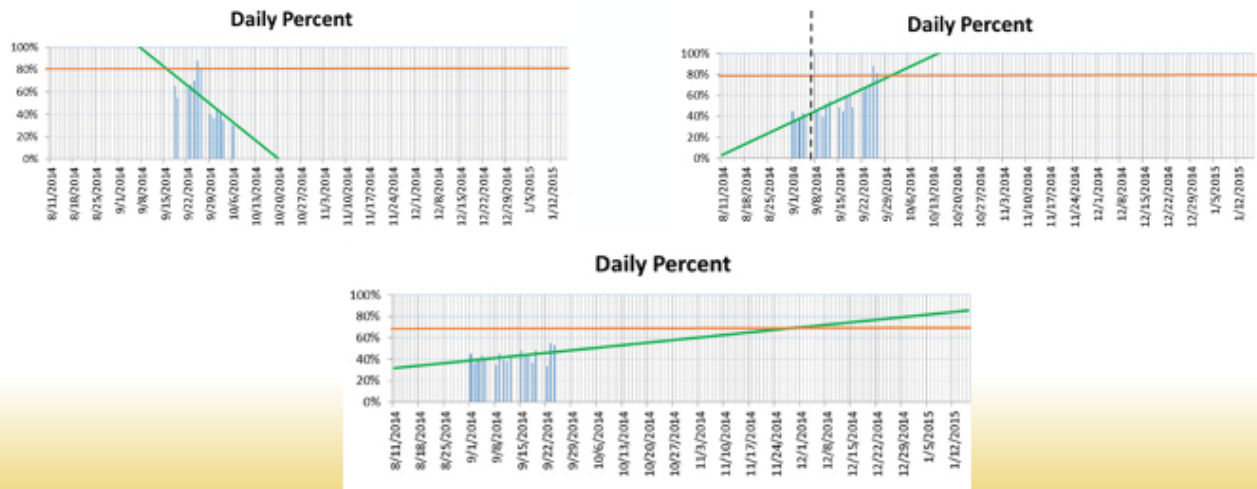
	Check-In, Check-Out	Social Skill Groups Intervention Groups	Self- Monitoring	Check & Connect	FIRST STEP <i>Next</i>
Get Adult Attention	X	X	X		X
Get Peer Attention		X	X		X
Avoid Adult Attention		X	X	X	
Avoid Peer Attention		X	X	X	
Avoid Tasks		X	X	X	
Access to Activities or Tangibles		X	X		

Adapted from Umbreit, Ferro, Liaupsin, and Lane, 2007



Center for Schoolwide
Positive Behavior Support
University of Missouri

Monitoring Student Progress



- A considerable portion of the Tier 2 team's time is spent monitoring student progress.
- Data that is collected when monitoring a student's response to an intervention answers the question "Is this intervention effective?"
- Without objective measures, behavior change may be too gradual to determine if the student is responding to the intervention. Why spend time and energy doing something that does not have the desired effect?
- Whatever method is used to monitor progress, the data should be collected at least weekly.
- For each student receiving Tier 2 supports, the team must determine if the intervention is resulting in positive, neutral, or negative progress.
- Students making positive progress continue with the intervention until the team determines it is time to fade the intervention.
- For students making neutral progress, the intervention may need adaptations in intensity, frequency, or method of instruction, monitoring, and feedback.
- Students making negative progress may need the intervention intensified, a different Tier 2 intervention or may require Tier 3 supports.

Tier 2 Program Evaluation

EXAMPLE

MO SW-PBS Outcomes Evaluation Tool

Name of Intervention	Number of Students who Participated	Number of Students that Graduated	Number of students who participated in Tier 2 intervention(s) but required more intensive support.
Check-In, Check-Out			
Social Skills Intervention Group			
Self-Monitoring			
Check & Connect			
FIRST STEP <i>Next</i>			

- Based on the number of students receiving supports and the outcomes, the Tier 2 team and leadership team can adjust the number and type of interventions implemented.
- This sort of data analysis helps to determine appropriate allocation of resources (e.g., materials, professional development, staffing).

Fidelity of Implementation



Tier 2: Targeted SWPBIS Features

NOTE: Practices may be implemented individually or with others as part of the SWPBIS Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
1.1 Team Organization The team is composed of 3-5 staff members who have a variety of roles (e.g., general education, special education, behavior, etc.) and are responsible for the implementation, monitoring, and evaluation of the intervention.	<ul style="list-style-type: none"> Administrative staff Team of team members 	1- The team does not include representation of all components of the SWPBIS system. 2- The team does not include representation of all components of the SWPBIS system.
1.2 Team Operating Procedures The team meets at least monthly to review and discuss the implementation of the intervention, to monitor progress, and to make adjustments as needed.	<ul style="list-style-type: none"> The team meets regularly and includes all team members. The team meets at least monthly. The team has a meeting agenda. 	1- The team does not meet regularly to review and discuss the implementation of the intervention. 2- The team does not meet at least monthly. 3- The team does not have a meeting agenda.

Scoring Criteria: 1=Not implemented, 2=Partially implemented, 3=Fully implemented

EXAMPLE

Monitoring Fidelity of Implementation Completed Daily Progress Report (DPR) Review

Student: Bob

Facilitator: Betty Intervention: QOO

Directions:

Examine three to five of the most recent student DPRs.

Mark "Y" (yes) if the intervention component is evident on the DPR.

Mark "N" (no) if the component is not evident on the DPR.
Calculate the column and row totals to measure daily and component implementation.

Intervention Components	DPR 1 Date:	DPR 2 Date:	DPR 3 Date:	DPR 4 Date:	DPR 5 Date:	Component Integrity
Daily Check-In	Y N	Y N	Y N	Y N	Y N	80%
Regular Teacher Feedback	Y N	Y N	Y N	Y N	Y N	40%
Data Collection and Entry	Y N	Y N	Y N	Y N	Y N	60%
Daily Check-Out	Y N	Y N	Y N	Y N	Y N	60%
Parent Signature	Y N	Y N	Y N	Y N	Y N	60%
Daily Integrity	100%	100%	80%	20%	0%	

- In order to accurately assess the effectiveness of Tier 2 interventions, it is critical to know if the interventions are implemented with fidelity.
- Many Tier 2 practices, or interventions, have a process for monitoring fidelity of implementation. It is important to utilize these tools on an ongoing basis.
- In addition, the Tier 2 Team will want to verify that a student had access to a fully implemented Tier 1 system prior to being placed in a Tier 2 intervention.

Social Validity

EXAMPLE

Social Validity Survey for Teachers

Student Name _____ Teacher _____ Date _____

For each statement, circle one number that best describes how you feel about behavior intervention plan for this student.

1. I understood all of the elements of the behavior intervention plan.

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

2. I had the skills needed to implement the behavior intervention plan.

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

3. Problem behaviors have decreased since the implementation of the behavior intervention plan.

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

4. Appropriate classroom behaviors have increased as a result of the implementation of the behavior intervention plan.

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

5. My participation in the implementation of the behavior intervention plan was relatively easy (e.g. amount of time/effort) to implement.

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

6. Participation in implementing the behavior intervention plan for this student was worth the time and effort.

Strongly Disagree 1 2 3 4 5 Strongly Agree 6

Adapted from Duane A. Crone, Leanne S. Hasken, and Robert H. Horner (2003)

- Extent to which stakeholders value an identified practice or program.
- Commonly gathered through survey or brief questionnaire.

- Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program.
- Tier 2 interventions should be socially valid for students, teacher, and families.
- Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire.

Tier 2 Systems



This section is about creating the supports necessary to ensure effective Tier 2 implementation by:

- creating effective team expectations, routines, & procedures
- designing user-friendly data collection and entry systems
- setting expectations for data retrieval, analysis, and sharing
- providing “just right, just in time” professional development

Guiding Questions:

1. How will you establish effective teaming practices?
2. What data collection and entry systems already exist to support Tier 2 implementation?
3. What adaptations or additions will you need to make to existing data collection and entry systems?
4. What protocols are already in place for retrieving, analyzing, and sharing Tier 2 data?
5. What adaptations or additions will you need to make to existing protocols for data retrieval, analysis, and sharing?
6. How will you use data to inform professional development regarding implementation of Tier 2?

Challenge Question:

How will you sustain Tier 2 implementation?

Tasks:

Tier 2 Team

1. Review team expectations, routines, and procedures
2. Evaluate existing systems for data collection and entry
3. Evaluate existing systems for data retrieval, analysis, and sharing
4. Adapt/Create data protocols
5. Action plan for professional development (Tier 2 Team, Staff, Intervention Coordinators, Data Entry & Analysts, Families/Students)

Teaming

EXAMPLE

Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Notes:
Today's Meeting	March 1	3:30 - 4:00	Conference Room	<ul style="list-style-type: none"> Begin and end of time Be an active listener
Next Meeting	March 5	3:30 - 4:00	Conference Room	<ul style="list-style-type: none"> Stay on topic Follow through on all assigned tasks Reach consensus with the whole group

Team Members Present: Barb Mitchell (Chairperson), Diane Feeley (Administrator), Terry Biggs (Intervention Coordinator), Deb Childs (Secretary), Betty Brink (Communication Coordinator)

Today's Agenda Items	Additional Agenda Items	Potential Problems Raised
1. Review of Student DFR data for QCD 2. New Students 3. Staff QCD training 4. Scheduling ITI		1. 2. 3. 4.

Agenda Item	Discussion/Decision/Task (if applicable)	What?	By When?
Review of Student (SP) data for CLO	Two students currently participating in SPD for the past two months. A review of their progress data that has not yet been completed for 80% so they will not have data review scheduled in two weeks to see if they meet this criterion rule for failing at CLO/ELA	Dana Foster	March 9, 2018
	One student's data was reviewed due to poor responses after reviewing the fidelity of intervention plan. Therefore, it was determined that SPD is not being implemented with fidelity due to the SPD not being consistently completed and the student not consistently challenged. (Burt Mitchell) will review the classroom teacher on completing the SPD and providing positive feedback and will also arrange for an aide student on the intervention to pick-up the student for check-out.	Burt Mitchell	March 9, 2018
	Student's rights will be brought to the next team meeting.	Dana Foster	March 9, 2018

Tier 2 Pre-Meeting Organizer

School Name: _____ Date: _____

Directions: To be completed before the Tier 2 Team meeting by each Intervention Coordinator. Review student progress monitoring data and count the total number of students participating and what response they are having (positive, questionable or poor) and record below.

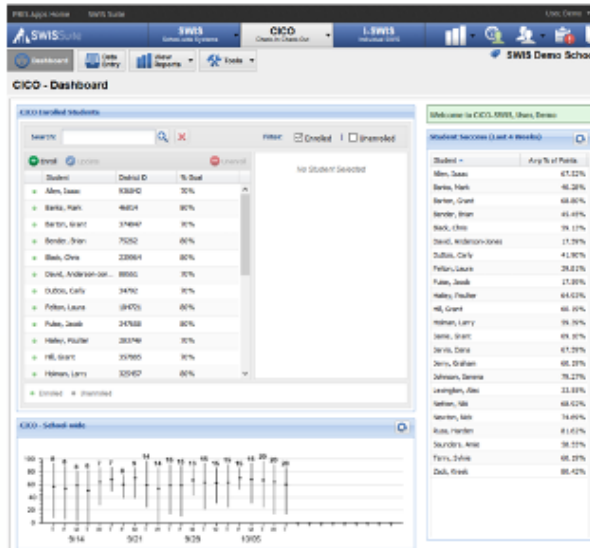
Intervention	# of Students Participating	# of Students with Positive Response	# of Students with Questionable Response	# of Students with Poor Response
Check-In, Check-Out				
Social Skills Intervention Group				
Self-Monitoring				
Check & Connect				
FOUR STEP Next				

Directions: Write names of students in the appropriate columns below.

[illegible]

- The needs addressed by the Tier 2 team differ from the Tier 1 team, however, the protocols for effective teaming still apply.
- Clear expectations, routines and procedures increase the efficiency of the Tier 2 team and improve the likelihood of sustained, high-quality implementation.

Data Collection & Entry



Advanced Tiers Spreadsheet: Main Menu

Main Menu

Set Up

Student Information

Student Data Entry

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

37	38	39	40
----	----	----	----

Figure 4.2

- Data entry systems must be relevant to the users and simple to use.
- Time invested in designing user-friendly data collection and entry systems is critical for long term implementation.
- If data is shared regularly and used in decision making the likelihood of accurate, timely data entry increases.

Tier 2 Pre-Meeting Organizer

Directions: To be completed before the Tier 2 Team meeting by each Intervention Coordinator. Review student progress monitoring data and count the total number of students participating and what response they are having (positive, questionable or poor) and record below.

Intervention	# of Students Participating	# of Students with Positive Response	# of Students with Questionable Response	# of Students with Poor Response
Check In, Check Out				
Social Skills Intervention Group				
Self Monitoring				
Check & Connect				
FIRST STEP Next				

[illegible]

- In addition to designing user-friendly data systems, the Tier 2 team will need to establish expectations for data entry, retrieval, analysis, and sharing. Examples include:
 - determining who enters data from daily behavior report cards
 - who pulls data for the premeeting organizer
 - who prepares the premeeting organizer
 - how often data is reviewed by the Tier 2 team
 - how often summaries of progress monitoring data is shared with individual teachers
 - how often summaries of implementation data (fidelity, outcomes, and social validity) are shared with building faculty.

Professional Development

<p>COURSE 1 <i>Foundational Knowledge</i></p> <p>This course identifies the key features of a SW-PBS Tier 2 system and characteristics of effective interventions, learn the basic concepts and processes associated with identifying supports.</p> <p>View this course</p>	<p>COURSE 2 <i>Leadership for Tier 2 Specialized Behavior Support</i></p> <p>This course specifies Tier 2 team member roles and responsibilities, and presents tools that promote efficient and effective meetings.</p> <p>View this course</p>	<p>COURSE 3 <i>Student Identification Process</i></p> <p>This course presents teams for developing a system for identifying students who may need additional support. These methods will be presented: Teacher nomination, the use of Screening Behavior Data, and Universal Screening.</p> <p>View this course</p>
<p>COURSE 4 <i>Tier 2 Data-Based Decision Making</i></p> <p>This course describes the systems needed for efficient and effective data collection, progress monitoring, and decision making related to selecting and implementing Tier 2 interventions.</p> <p>View this course</p>	<p>COURSE 5 <i>Check-In, Check-Out</i></p> <p>This course provides information about the Check-In, Check-Out (CICO) Tier 2 intervention. Steps for developing a CICO program and strategies for effective implementation will be presented.</p> <p>View this course</p>	<p>COURSE 6 <i>Social Skills Intervention Group</i></p> <p>This course provides information about the Social Skills Intervention Group (SSIG) Tier 2 intervention. Implementation components of SSIG and strategies for effective implementation will be presented.</p> <p>View this course</p>
<p>COURSE 7 <i>Self-Monitoring</i></p> <p>This course provides information about the Self-Monitoring Tier 2 intervention. Implementation components of Self-Monitoring and strategies for effective implementation will be presented.</p> <p>View this course</p>	<p>COURSE 8 <i>Effective Professional Learning</i></p> <p>This course describes the components of effective professional learning (PL) and the development of a systematic process to identify individual and group needs related to SW-PBS implementation.</p> <p>View this course</p>	<p>COURSE 9 <i>Tiered Fidelity Inventory</i></p> <p>This course describes the Tiered Fidelity Inventory (TFI), and the SW-PBS protocol for completion. The TFI is an efficient tool for teams to self-assess the fidelity of SW-PBS implementation.</p> <p>View this course</p>
<p>COURSE 10 <i>SW-PBS Action Plan</i></p> <p>This course assists teams in developing a SW-PBS action plan with essential goals and steps to create a system of support, and to implement that system with fidelity.</p> <p>View this course</p>		

- Key to the success of your Tier 2 implementation will be the effectiveness of the staff training and ongoing supports that you provide.
- All teachers will need a “surface level” understanding of Tier 2 interventions implemented in the district/building.
- Teachers of students receiving Tier 2 interventions will need additional training to implement the interventions with fidelity.
- Individuals coordinating or facilitating interventions will need additional training to ensure implementation fidelity.
- Students and families will benefit from receiving an overview of the intervention and the expectations for participation.

Summary: Tier 2



- Targeted, Small Group
- Extension of Tier 1 Implementation
- Student Identification System
- Standardized Interventions
- Prevent or Decrease Problem Behaviors

- Implementation of Tier 2 is shaped by 4 critical features.
- Tier 2 implementation is both grounded in and an extension of Tier 1 implementation.
- Data is used to identify students at-risk for developing social emotional challenges or currently exhibiting low-level challenging behaviors.
- Standardized interventions allow for efficient and effective intervention.
- The goal of Tier 2 implementation is to prevent or decrease problem behaviors.

Please Complete the Session Evaluation to Tell Us What You Thought of This **Session F1**

Three Ways to Complete:

1) **Pathable/Mobile App:**

- a. Find the Evaluation Link in the “**Files**” Tab, or
- b. Click on “Evaluations” in the navigation menu

2) **Online:** click on the link in the Pathable “**Chat**”

<http://bit.ly/NF20-F1>

3) QR Code

