POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) TIER 2- DAY 1

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Sound Supports
PBIS Coaches
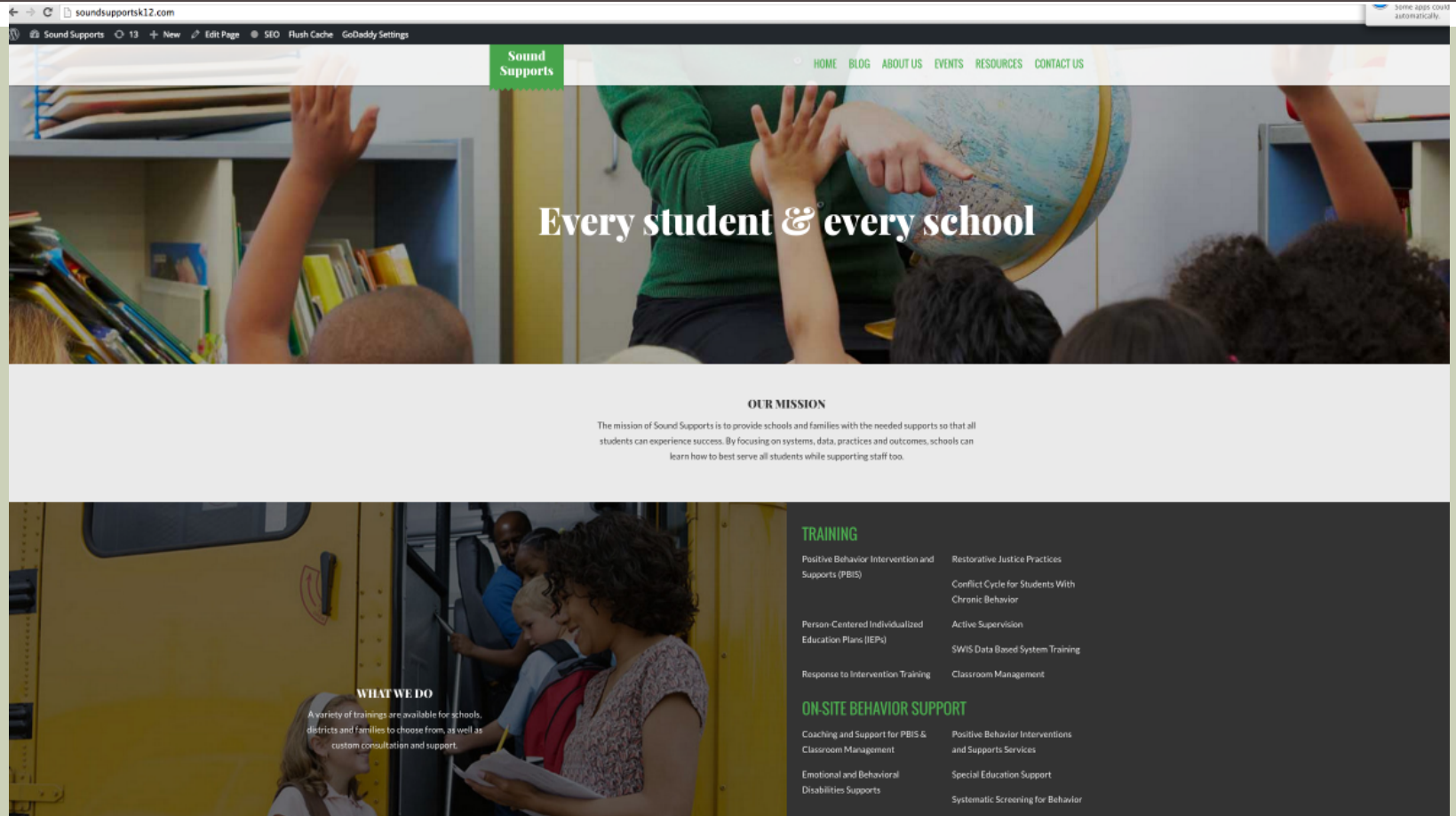
(Sound Supports & Associates, 2019)

AGENDA:
TIER 2-DAY 1

GOAL: Build a strong Tier 2 foundation

○ Review Tier 2 Readiness
○ Introduction to Tier 2 Systems
○ The Tier 2 Leadership Team
○ Student Identification for Tier 2
○ Function and Behavior- Foundations
○ Developing a Continuum of Tier 2 Supports (Part 1)

(Sound Supports & Associates, 2019)

WWW.SOUNDSUPPORTSK12.COM

GROUP NORMS AND EXPECTATIONS

Be Responsible
- Avoid sidebars
- Be an active participant
- Return promptly from breaks/activities – Hand/Bell Signal
- Use cell phone/laptop to support learning

Be Respectful
- Use time well & meaningfully
- Ask relevant/clarifying questions
- Leave no trace- clean up your space

Be Professional
- Enter discussion with an open mind
- Share the Air with others- all voices heard
- Allow quiet think time for self and others FIRST

Be The Student You Wish To Have

(Sound Supports & Associates, 2019)

EVERETT PUBLIC SCHOOLS
PBIS TIER 2 KWL WARM-UP ACTIVITY

As you arrive please consider the following questions and be prepared to discuss:

Positive Behavior Interventions and Supports (PBIS) Tier 2 Practices

- 1. What Do You Know About Tier 2 systems?
- 2. What Do You Want To Know or Wonder About Tier 2?
- 3. What aspects of Tier 2 do you already have in place?

Name:_____

KWL Chart

Want To Know

Learned

Know

(Sound Supports & Associates, 2019)

The district is using the Multi-Tiered System of Support (MTSS) to help schools develop a continuum of supports for every EPS student.

Everett Public Schools Systems of Support 2020

Academic Systems

Tier 3/Tertiary Interventions   1-5%
•Individual students
•Assessment-based
•High intensity

Tier 2/Secondary Interventions   5-15%
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions   80-90%
•All students
•Preventive, proactive

Behavioral Systems

1-5%   **Tier 3/Tertiary Interventions**
•Individual students
•Assessment-based
•Intense, durable procedures

5-15%   **Tier 2/Secondary Interventions**
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
•Some individualizing

80-90%   **Tier 1/Universal Interventions**
•All settings, all students
•Preventive, proactive
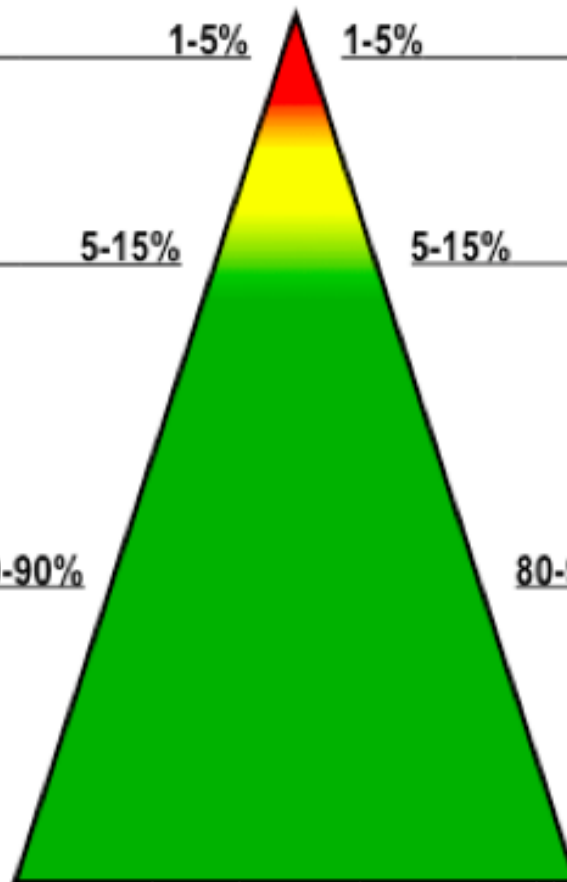
Illinois PBIS Network. Revised May 15, 2008.
Adapted from "What is schoolwide PBIS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/schoolwide.htm
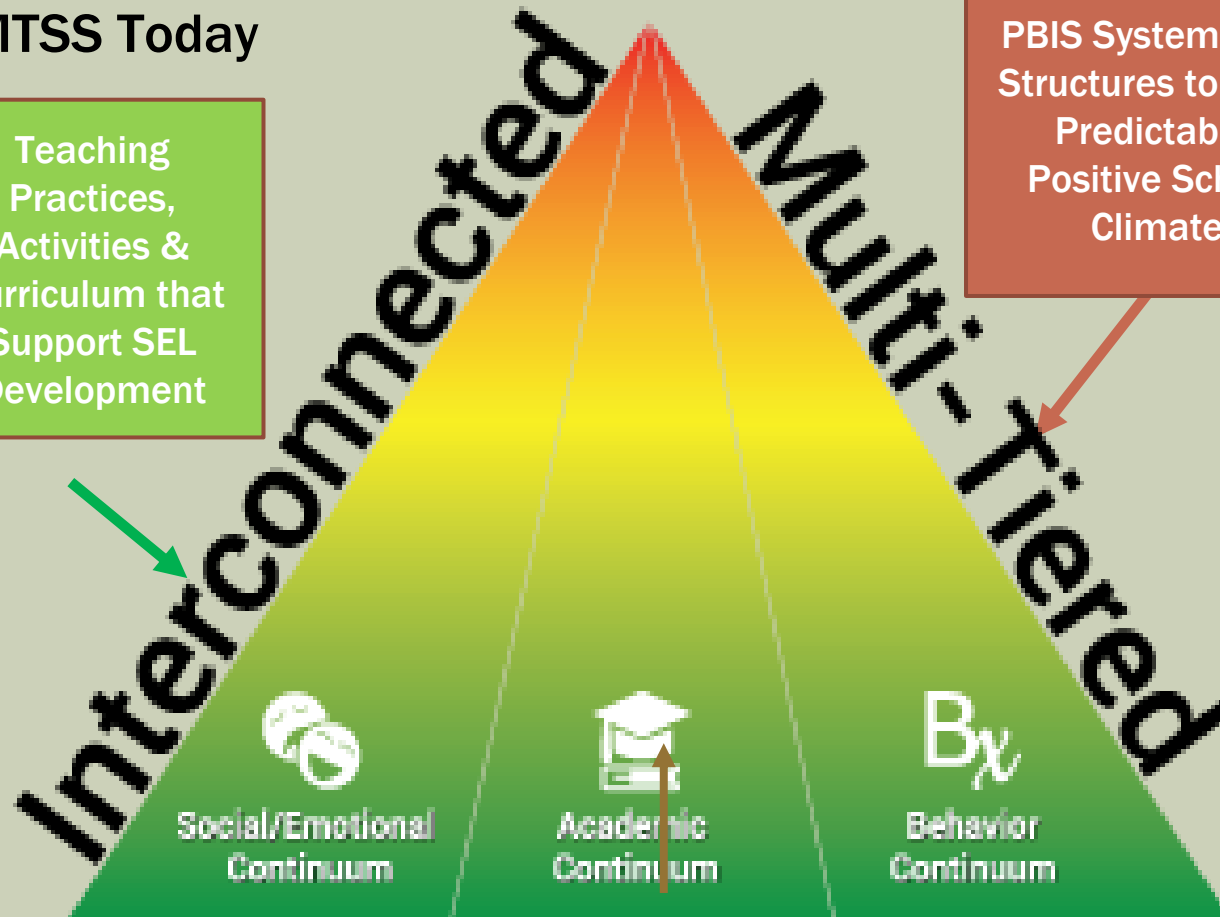
(Sound Supports & Associates, 2019)

(B. Walker, 2018)

Why School-wide PBIS?

The fundamental purpose of PBIS is to make schools more effectve learning environments.

Predictable

Positive

Consistent

Safe
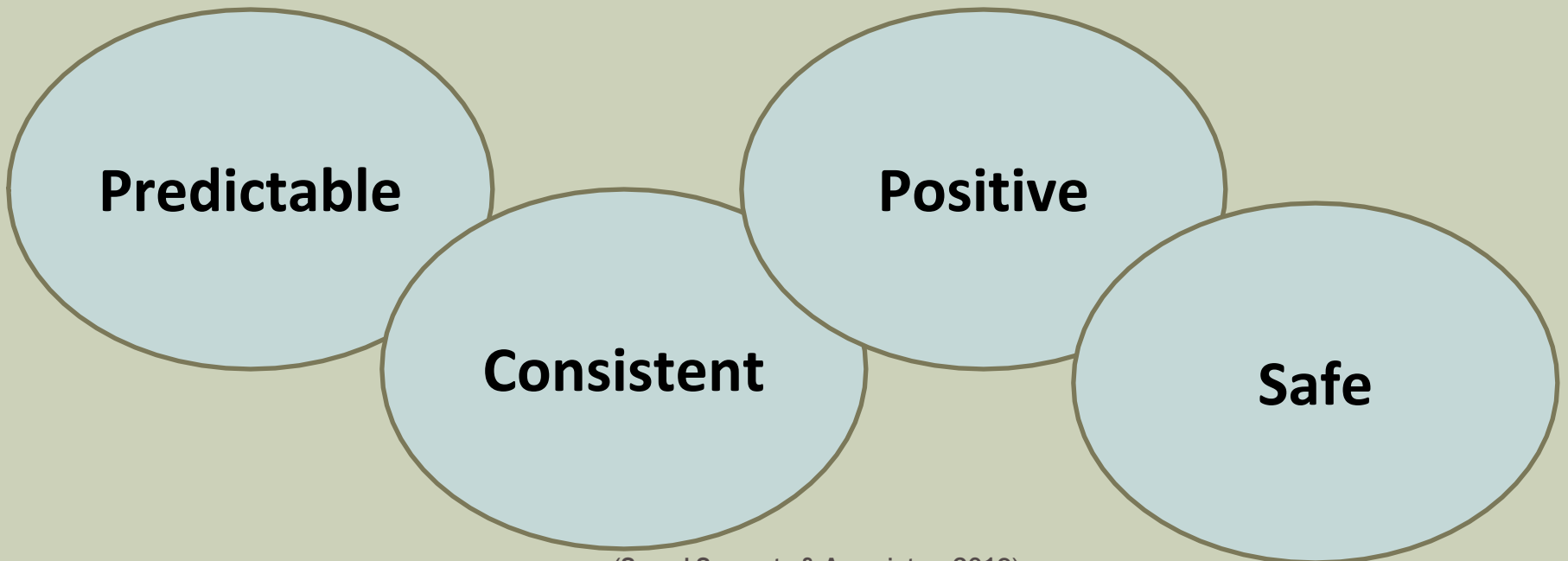
(Sound Supports & Associates, 2019)

School-wide PBIS: Tier 1 Prevention

1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation

(Sound Supports & Associates, 2019)

ARE WE READY FOR TIER TWO?

○ **For Tier Two supports to be most successful, basic components of Tier One should be in place.**

* **Check Classrooms**

○ **Time must be dedicated for Tier 2 to be implemented.**

○ **Support from staff and admin must be available.**

○ **Professional development & staff collaboration must occur.**

(Sound Supports & Associates, 2019)

IS TIER 1 IN PLACE IN YOUR CLASSROOMS? CLASSROOM SELF-ASSESSMENT/DANIELSON

- Classroom-wide **positive expectations** taught, encouraged & reinforced and **match school-wide expectations**
- Teaching classroom **routines & cues taught & encouraged**
- Ratio of **4-5 positive to 1 negative** adult-student interaction
- Staff **Agree with and Understand** Classroom and Office Managed Behaviors and implement consistently
- **Active supervision**
- **Clear redirections for minor**, infrequent behavior errors
- **Frequent pre-corrections** for chronic errors
- **Effective** academic instruction & curriculum for all learners

(Sound Supports & Associates, 2019)

TABLE FOR TWO….

○ How well established is Tier 1 in your classrooms- how do you know?

○ Are you using any other tools or processes in your school to help all teachers implement Tier 1 effectively- how is it working?

(Sound Supports & Associates, 2019)

FIDELITY ASSESSMENT IN PBIS

○ **Measures of "Systems" Outcomes (fidelity)**
- ▪ TFI – Tiered Fidelity Inventory > 80% on subscales
- ▪ SAS - Self-Assessment Survey

○ **Measures of "Practice" Outcomes**
- ▪ Office Referral Data (SWIS or similar system)
- ▪ Absentee & Truancy Data
- ▪ Academic Data
- ▪ School Climate Measures
- ▪ Staff, Parent and Student Perceptions (survey or Anecdotal Data)

TIER 2 – SECONDARY EARLY INTERVENTION

Specialized, short term, group administered system for students who display indicators of high-risk problem behavior & are not responsive to universal interventions

- Basic functional based thinking intervention decisions
- Daily behavioral monitoring/feedback
- Regular & frequent opportunities for positive reinforcement
- Family & community connections
- Academic supports/strategies for academic success
- Planned, focused SEL, social skills instruction and support
- Evidence based interventions
- Match student to least intensive intervention that meets his/her need(s)

(Sound Supports & Associates, 2019)

TIER 3 – TERTIARY
INTENSIVE & INDIVIDUALIZED

Specialized, individually administered system for students who display the most challenging problem behavior(s) & are not responsive to targeted group interventions

- Simple request for assistance
- Rapid response
- Functional based planning
- Behavior support planning
- Team-based problem-solving process
- Data-based decision making
- Comprehensive service delivery derived from a wraparound process
- Not "just special education"

(Sound Supports & Associates, 2019)

WHO IS APPROPRIATE FOR SECONDARY INTERVENTION?

APPROPRIATE

- Low-level problem behavior (not severe)
- 2-5 referrals or internalizing issues
- Behavior occurs across multiple locations
- Examples
  - ✓ talking out
  - ✓ minor disruption
  - ✓ work completion

INAPPROPRIATE

- Serious or violent behaviors/ infractions
- Extreme chronic behavior (6+ referrals)
- Require more individualized support
  - ✓ FBA-BIP
  - ✓ Wrap Around Services

(Sound Supports & Associates, 2019)

Evidence Based
Practice
Tier 3: FBA/BSP (5%)
6+ Discipline Referrals

5 + Referrals

TIME & CHANGE in Staff
behavior required to generate
desired outcome

Tier 2: CICO (15%)
3-5 Discipline Referrals

2-4
Referrals

Tier 1: SW-PBIS (80%)
0-2 Discipline Referrals

0-1
Referrals

(Sound Supports & Associates, 2019)
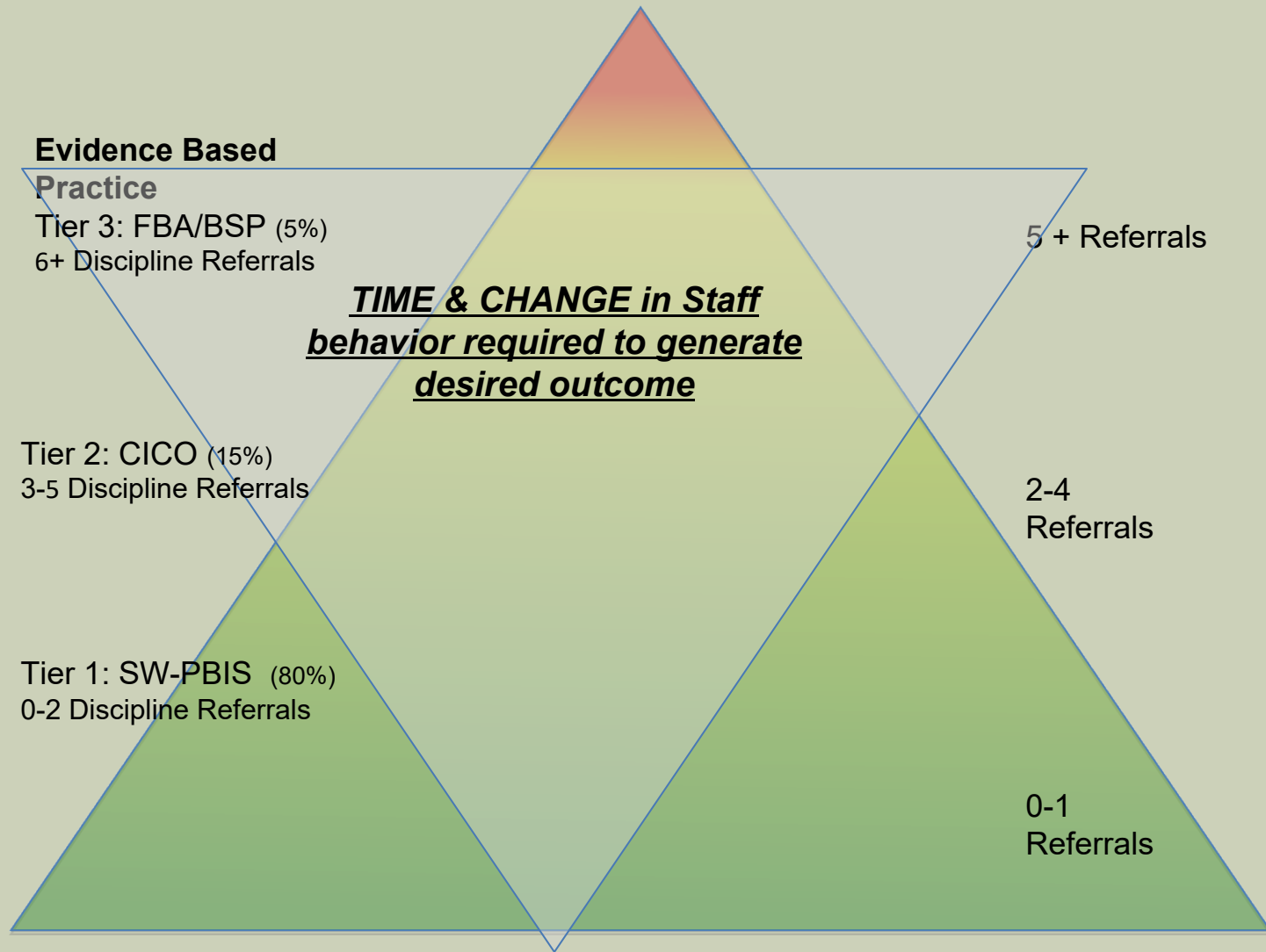
TIER 2 GUIDING PRINCIPLES

○ Students who are at-risk benefit from MORE:
- Clearly defined expectations
- Frequent feedback from supportive adults
- Consistency and predictability
- Abundant positive reinforcement

○ Problem behavior and academic success are often linked

○ Behavior support strategies focus on building positive adult-student relationships

(Sound Supports & Associates, 2019)

GENERAL PROCESS FOR TIER 2 SYSTEMS

1. Establish Tier 2 Support Team to guide/lead process (not the same as your PBIS Leadership team).

2. Orient staff, families and students to the focus of the Tier 2 support system

3. Continue to establish behavioral competence, strategies within your school

4. Continue to develop/strengthen three tier system of school-wide behavior support

(Sound Supports & Associates, 2019)

GENERAL PROCESS CONT'D

4. Develop a continuum of evidence based Tier 2 supports with clear entry/exit criteria

5. Establish a data decision system for matching level of intervention to student
    - Simple & direct request for assistance process for staff
    - Data decision rule for requesting assistance based on number of major behavioral incidents and/or other established indicators

6. Establish a continuous data-based system to monitor, evaluate, & improve effectiveness & efficiency
    - Are students displaying improved behaviors?
    - Are staff implementing procedures with high fidelity?
    - What can be modified to improve outcomes?
    - What can be eliminated to improve efficiency?

(Sound Supports & Associates, 2019)

FEATURES OF TIER 2 INTERVENTIONS
(HAWKEN, VINCENT, & SCHUMANN, 2008)

Assumes Tier 1 School wide PBIS is in place – TFI, SAS

Involves a problem-solving focused behavior support team

Screening to identify % of students in need of more than Tier 1 supports

Readily available and easily accessible

Low time commitment from teaching staff

Adequate resources allocated (admin, team, time etc.)

Uses efficient, available evidence-based practices

Includes data-based progress monitoring & decisions

Have entry, progress monitoring & exit criteria, with non-responders moving to Tier 3

(Sound Supports & Associates, 2019)

MAPPING BASIC TIER 2 INTERVENTIONS

Begin with *Least Intensive Intervention* possible that matches student need. Increase/adjust supports based on data.

Identify Students (SWIS, Screening, Referral etc.)

Function Based Matching to Existing Supports

Mentoring or Make a Mentor

Basic Check In & Check Out Intervention

Small Group Academic, Social-Emotional, Groups

Integrated Interventions Tier 2 Interventions

Least Intensive   More Intensive
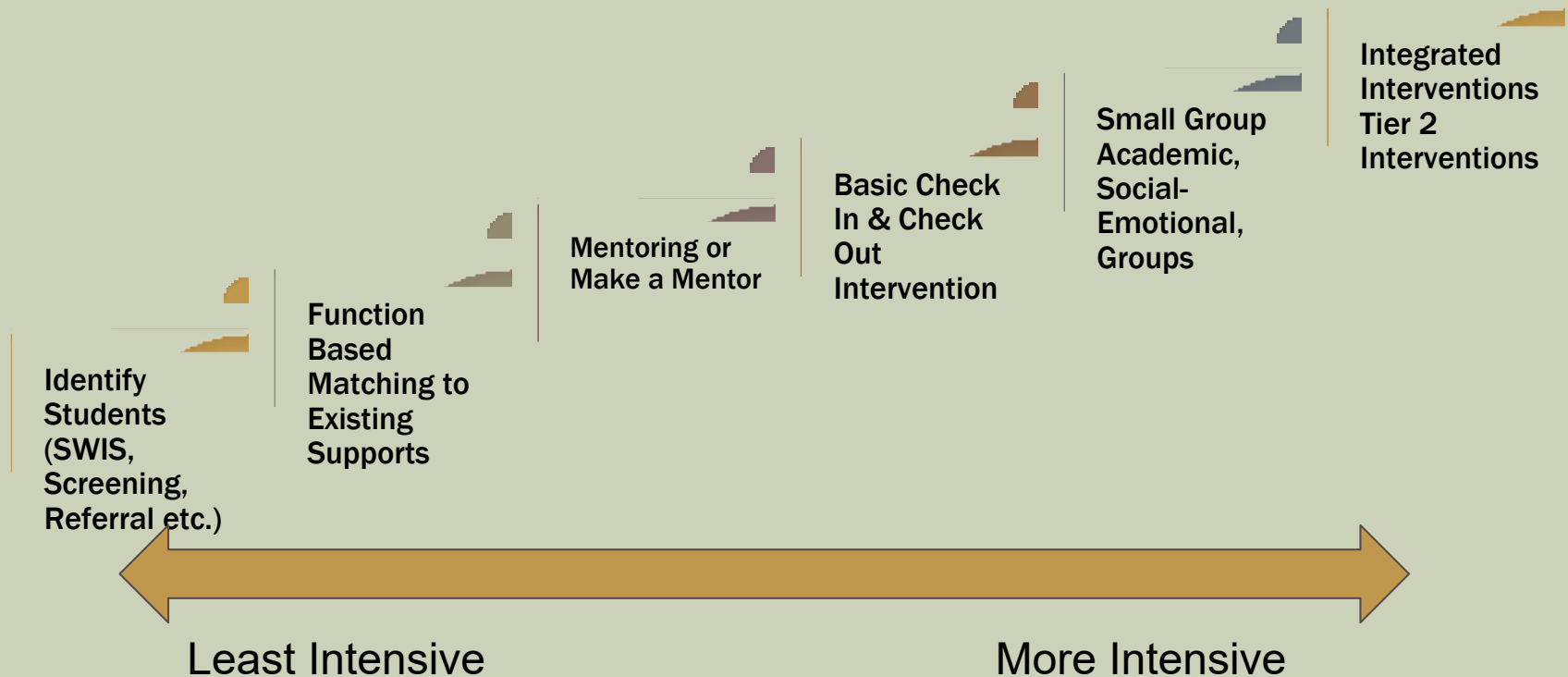
(Walker, B., 2016)

TIER 2: SAMPLE INTERVENTIONS

- Targeted SEL Groups
- Check In/Check Out, Check, Connect & Expect etc.
- Executive Functioning Skill Groups
- Learning Strategies and Study Skills
- Academic Support Groups
- Homework Club
- Self-Monitoring Plans
- Mentoring/Make a Mentor
- Behavior Contracts
- Class Pass System

(Sound Supports & Associates, 2019)

MTSS Paradigm Shifts

FROM...

TO...

Intervention for a FEW students → Prevention for ALL students

Identifying which student needs help → Identifying what help each student needs

Using the programs and people available → Intentional design and redesign of services and supports matched to needs of students

(Sound Supports & Associates, 2019)

TIER 2 READINESS ASSESSMENT & POSTER ACTIVITY

○ On Your Poster List:

- Ways Your School is Ready For Tier 2
- Readiness Steps That Need to Occur
- Challenges to Tier 2 Implementation
- Promoters to Tier 2 Implementation

Look at indicators of Tier 2 readiness on page 5 of your Tier 2 packet to guide your thinking.

(Sound Supports & Associates, 2019)

TIER 2 – BUILDING THE SUPPORT TEAM

The Tier II Team uses a range of data to regularly identify students in need of more social/behavioral supports and to establish and monitor the systems and practices that serve these students

(Sound Supports & Associates, 2019)

Tier 1 and 2 Team Roles Compared

TIER 1 TEAM	TIER 2 TEAM
Addresses and prevents problem behavior for 80% to 90% of the students.	Designs early intervention programs for the remaining 10% to 15% of students who are at risk for academic or behavioral problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the Tier 1 Team.
Uses schoolwide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.
Identifies needed strategies, current and on-going staff training, and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing positive behavior support programs.	Consults with and provides ongoing support for school staff who have a student(s) with academic and/or behavior problems.
Shares schoolwide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community schoolwide services.	Coordinates school and community services for groups of students at risk .

MOSWPBIS

ESTABLISHING THE TIER 2 TEAM

○ May be part of the existing behavior leadership team

○ May be an extension of the existing behavior leadership team

○ May be a stand alone team, often these teams look at Tier II & III

* Such a team may already exist in your school

(Sound Supports & Associates, 2019)

TWO TEAM FORMAT

**Universal PBIS Team
Tier 1**

**PBIS Team
Tier 2 and Tier 3**

(Sound Supports & Associates, 2019)

3-Tiered System of Support

Universal Team Meeting	**Secondary Systems Team Meeting**	**Problem Solving Team Meeting**	**Tertiary Systems Team Meeting**
Plans schoolwide & classroom supports	Uses process data; determines overall intervention effectiveness	Standing team; uses FBA/BIP process for one student at a time	Uses process data; determines overall intervention effectiveness

Universal Support

Check-In Check-Out

Skills Groups

Group w. individual feature

Brief FBA/BIP

Brief FBA/BIP

Complex FBA/BIP

Wraparound

(Sound Supports & Associates, 2019)

TIER 2 TEAM MEMBERS

o Tier 2 (Intervention) Coach

o Counselor

o Psychologist

o Special education

o Teachers

o Administrator

o Paraprofessionals

*FBA/BIP Knowledge

TIER 2 TEAMS: MEETING SMARTER AND MORE EFFICIENTLY

- Assign Roles/Responsibilities and keep to them!
- Structure an Agenda that allows the group to cover a number of items/students in each meeting.
- Review FERPA and other confidentiality guidelines with the team.
- Limit "Admiring the Problem" to no more than 10% of allotted time for discussion of that student (and keep to it).
- Take minutes and share promptly with team
- Identify indicators to begin a support and indicators student is ready/needs a change.
- Build a Tier 2 Supports/Intervention Grid to guide decision-making

(Sound Supports & Associates, 2019)

ESTABLISH TEAM ROLES

Identify who will serve in each role.

Rotate every 3 months or so to develop capacity across team members and to provide some variety.

Each role needs to be filled for each meeting.
Identify who will step in for each role in the event someone is absent.

- Facilitator- runs the meeting (<u>not </u>the administrator)
- Time keeper- keeps group on time and on task
- Note taker/action plan recorder- records notes/decisions & shares with relevant others (per communication protocol)
- Data analyst- reviews and preps data ahead of meeting, shares with team
- Active team members- everyone participates and supports

MORE ON TEAM ROLES

Step 2: Defining PBIS Leadership Team Roles

1. **Team Leader:** Ensures that meetings are occurring, allocates resources, provides time for PD, provides final approval of Tier 2 plans, ensures progress is being made on the action plan, and recognizes efforts of participating staff. Assembles meeting agenda and ensures team is on-track during the meeting.

2. **Tier 2 Internal Coach:** Responsible for PBIS Tier 2 data collection throughout the year; a mentor for teachers and a liaison between teachers and the team leader, and ensures that progress is being made on the action plan.

3. **Intervention Coordinator:** an individual designated to coordinate a specific Tier2 intervention.

4. **Note-taker:** Communicates to team where and when meetings will take place. Takes notes at the meeting and disseminates them to all team members and to external coach within 24 hours of the meeting.

5. **Behavior Specialist:** Understands the functions of behavior and can use student data to select appropriate interventions. Provides behavioral coaching and input.

6. **Staff Communicator:** Shares updates from the team meetings at school staff meetings; communicates to staff pertinent information. Also facilitates communication between the School-Wide Tier 1 PBIS team and the Tier 2 team.

(Sound Supports & Associates, 2019)

MTSS PROMPTS A SHIFT IN THINKING

What about the student is causing a problem?

Instead

What about the interaction of the *curriculum*, *instruction*, *learners,* and *learning environment* should be altered so that the student(s) will learn?

This shift alters everything else!

(Sound Supports & Associates, 2019)

IDENTIFYING STUDENTS FOR TIER 2/3 SUPPORTS:

- Office Referral Data
- Academic Data
- Classroom Minors Data
- Attendance Data
- Frequency of Nurse's Office Visits
- Mental Health Concerns
- Drug/Alcohol Concerns
- Student Self Refers
- Social Emotional Screening Data
- Teacher/Counselor/Parent Request

(Sound Supports & Associates, 2019)

Data Driven

4 majors in a two week period

6 minors=1 major

Team assists staff in completing Tier II Referral Form
Observation completed

Tier II Team meets within one week and makes decision

Teacher Nomination
Problem Solving Team Referral
Screening

Document behaviors and interventions

Teacher completes Tier II Referral Form
Observation completed

Tier II Team meets within one week and makes decision

Kirksville Public Schools Early Childhood Learning Center

(Sound Supports & Associates, 2019)

Lewis, T., PBIS.org

COMPREHENSIVE SCREENING

Attendance, Social, Emotional, Discipline & Behavioral Screening Data

Academic Records & Screening Data

Group of Students With Targeted Needs

(Sound Supports & Associates, 2019)

EXTERNALIZING BEHAVIORS

Behaviors focused outward towards others or environment

Typically occur too often or too much

Examples:

- aggression towards people, animals or objects
- arguing, defiant or non-compliant
- calling out or disruptive to learning
- high levels of movement
- Inattentiveness, distractibility

(Sound Supports & Associates, 2019)

INTERNALIZING BEHAVIORS

○ Behaviors focused inwardly towards self

○ Typically self-imposed, may not occur frequently, and appear to allow the student to avoid social events

○ Examples:
  ▪ Not interacting with other people
  ▪ Withdrawing or frequently avoiding social situations
  ▪ Overly shy or timid
  ▪ Often fearful or submissive
  ▪ Appears frequently depressed
  ▪ Self harm at most intensive

(Sound Supports & Associates, 2019)

Sample List of Students Identified Through Schoolwide Screening

How could this information help you determine where your limited support resources should focus?

Kdg A	Kdg B	Grade 1 A	Grade 1 B	Grade 2 A
Sam Spade	Frederico Latica	Lina Ruis	Jack Jonson	Kim Signorelli
	Charles Brown	Char Beyer		Mike Majewski
		Rana Wilcox		
		Renny Linquist		

Grade 2 B	Grade 3 A	Grade 3 B	Grade 4 B	Grade 5 A
Lin Wu	Howard Muscott	Peggy Hunt	Tim Leary	Scott Stage
Monico Leon	Doug Cheney	Pat Harrington	Peppermint Patty	

Grade 5 B	Grade 6 A	Grade 6 B
Kelli Jane	Alex Tapps	Robert Weir
Paula Seabright	Shin Ji	Chris Norman
	Lauren Anderson	Kate Davis
	Dave Drobek	Dennis Chipp
	Jerome Garcia	Rashan Lincoln

- Names listed in **blue** are students who have been identified by SE screener.
- Names listed in **red** are students who have been identified only with academic issues
- Names in **green** are students who have been identified by both academic and SE screening
- The Support team is meeting to determine ways to allocate appropriate supports for each class.

(Sound Supports & Associates, 2019)

STUDENT SUCCESS PLATFORM

(Sound Supports & Associates, 2019)

TEAM WORK: TIER 2 SUPPORT PROCESS

- How are students currently identified for more intensive supports in your school?
  - Request for assistance?
  - Number of disciplinary referrals?
  - Other types of data?
- Are all staff and parents aware of the process?
- Does your existing process focus more on identifying students with emerging issues or on students with more individualized needs?
- How can the process be streamlined/improved based on what you just saw from the Student Success Platform?
- Look over the samples on pages 22-24 in your Tier 2 packet

(Sound Supports & Associates, 2019)

MEETING FOUNDATIONS

Sound Supports

- **Clear Purpose/ Authority**
    - How will we know if the meeting is effective?
    - What is the impact we are to have on students/ families/ school?
- **Roles and responsibilities**
    - Facilitator
    - Minute Taker
    - Data Analyst
    - Time Keeper
    - Member/Participant
- **Agreement about process**
    - Start time/stop time
    - Schedule
    - Respect and commitment
- **Electronic Meeting Minutes/Agenda**

Tier II Coordination and Problem Solving Team Meeting Foundations

Tier II Team Purpose	Team Agreements
• Identify & select students in need of Tier II supports • Monitor progress for students receiving Tier II supports • Monitor fidelity of Implementation of Tier II supports	• Inform facilitator of absence/tardy before meeting • Avoid side talk • Stay focused & active • Start and end on time

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
Primary					
Back Up					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

Question	Data Collection & Data Entry Schedule *What, Who & When*	Report Generation *What, Who & When*
Fidelity of Implementation		
Student Outcomes		

Sound Supports

Team Roles

Facilitator (Counselor)	Data Analyst (Teacher)	Minute Taker (Social Worker)	Time-Keeper (Teacher)	Admin	Team Member (Teacher)
Lori	Jill	Nikki	Ryan	Dan	Jerome

Team Agreements

- **Stay Present**
- **Strength Based Perspectives**
- **Stay Focused on Topic**
- **Start and End on Time**
- **Share the Air**
- **Speak Your Truth**

Agenda

Time	Task
2:00-2:10	Previous Tasks
2:10-2:25	Targeted Intervention Summary
2:25-2:40	Current Student Check
2:40-3:00	New Students

Previous Tasks

Who	What	When	Status
Lori	Create a simpler CICO daily report for K-1 student	By Today	Not started In Progress ==Done==
Nikki	Check in with Ms. Hagerty on student S.M.	By 1/17/20	Not started ==In Progress== Done
			Not started In Progress Done
			Not started In Progress Done

TARGETED INTERVENTION SUMMARY

Intervention	# of Students Participating	# of Students Responding	# of Students with Variable Responsiveness	# of Students Not Yet Responding (meeting goal less than 50% of the time)
Check In Check Out	12	10 = 83%	1	1
Home Note	8	5 = 62%	0	3
Class Pass	10	7 = 70%	3	

CLASS PASS

*STUDENTS NOT YET MEETING GOAL, PROBLEM SOLVE AND DETERMINE NEXT STEPS
1. POSSIBLE BARRIER: FIDELITY, INTERVENTION/FUNCTION MISMATCH, INTERVENTION NEEDS TO BE MODIFIED
2. POSSIBLE DECISIONS: MEET WITH TEACHER, CHANGE INTERVENTIONS, P-BIP, CHANGE REINFORCER

Sound Supports

Students with Positive Response, Not Yet Ready for Fading (These students do not need to be discussed at this time)	Students with Positive Response Eligible for Fading or Graduating (Demonstrated positive response and meeting data-decision rule criteria for fading or graduating	Students with variable response (meeting goal between 55%-75% of the time)	Students Not Yet Responding Favorably (meeting goal 55% of the time or less)
K.S.	T.H.	G.K.	
F.H.	L.L.	P.S.	
J.S.	B.W.	C.M.	
S.I.			

Current Students

Student	Update	Decision	Who is in charge and what is the target date?
C.M.	Class pass works about 50% of the time. She often just runs out of class.		
B.N.	Home Note not being signed by dad.		
A.P.	Home Note – rips up note when goal not met.		

New Students

Possible sources: MI Data, Teacher Referral, Absent Data, Academics

Student	Referral source	Decision	Who is in charge and what is the target date?
F.H.	Missed Instruction	Tier 1 Begin Intervention P-BIP Academic Assess Tier 3	
W.P.	Absences	Tier 1 Begin Intervention P-BIP Academic Assess Tier 3	
S.L.	Teacher Referral	Tier 1 Begin Intervention P-BIP Academic Assess Tier 3	

Sound Supports

Meeting Date:	Facilitator:	Minute Taker:	Data Analyst:	Other Team Members Present:	☐ Initial ☐ Follow-up

Student #1 Name: Team:	Precise Problem Statement (Based on review of data): Who: What: Where: When: How:

Notes:

Plan Submission Date:	Potential Solution Actions			
SIT Follow Up Date:	☐ Prevent ☐ Teach	☐ Prompt ☐ Extinction	☐ Reward ☐ Adaptions	☐ Correction ☐ Safety

Date:	Facilitator:	Minute Taker:	Data Analyst:	Other Team Members Present:	☐ Initial ☐ Follow-up

Student #2 Name: Team:	Precise Problem Statement (Based on review of data): Who: What: Where: When: How:

Notes:

Plan Submission Date:	Potential Solution Actions			
SIT Follow Up Date:	☐ Prevent ☐ Teach	☐ Prompt ☐ Extinction	☐ Reward ☐ Adaptations	☐ Correction ☐ Safety

Sound Supports

Tier II Progress Monitoring & Problem Solving

Student Initials/ID & Start Date	Grade level IEP Y/N	Precise Problem Statement & Current Level *Include Who, what, where, when, how often, & why*	Goal *what will change, by how much, by when*	Current level compared to goal	Fidelity of Implementation	Student Outcomes & Updates	Response Actions	Tasks	Who?	By When?
				☐ In first six weeks of intervention Current Level: _____	☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Improved but Not to Goal ☐ Met Goal	☐ Maintain plan ☐ BrB adaptation ☐ Phase change ☐ Refer to Tier III Team ☐ Discontinue ☐ Other			
				☐ In first six weeks of intervention Current Level: _____	☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Improved but Not to Goal ☐ Met Goal	☐ Maintain plan ☐ BrB adaptation ☐ Phase Change ☐ Refer to Tier III Team ☐ Discontinue ☐ Other			

TIER 2 TEAM MEETINGS

- What are the next steps to making your Tier 2 team meetings more efficient and effective? Do you have:

  Clearly Defined Roles and Purpose?

  Clear Agenda Process/Format?

  Someone to Monitor Each Intervention?

  Look at meeting supports in the Google Drive:
  https://drive.google.com/drive/folders/14Cmom9xKFQX8C5xpXZ-6JD5vwkPvLpPM?usp=sharing

- Other question to consider:

  What is your building's current process for requesting additional academic and/or social-emotional/behavioral support?

  Is there equitable access to supports and services? How do parents, students and educators access support/assistance?

FINAL ACTION PLANNING TASKS

Return to the Tier 2 Planning Checklist on pages 18-21.

○ Review items 1-3 and outline next steps in developing these aspects of Tier 2 foundational systems

○ Identify how your PBIS coach can help you with further development of these areas.

Goals by Next Training:

○ Identify Team & Assign Team Roles

○ Get Familiar with Student Success Platform

○ Review Tier 2 Flowchart Process & Referral Form

(Sound Supports & Associates, 2019)

TIER 2: AGENDA FOR DAY 2

Overview of Tier 2 Supports:

Students Matched to Function Based Supports
- Check in Check Out (CICO) Programs
- Self-Monitoring

- Class Pass/Break Pass Intervention
- Targeted Social Skills
- Behavior Pacts
- School-Home Note

Sharing Implementation Ideas Across Schools

Review Tier 2 Action Plan Checklist

Team Action Planning

(Sound Supports & Associates, 2019)

THANK YOU!

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GREAT TEACHERS ARE HEROES IN A WORLD THAT HAS A LOT TO LEARN.

COOLCATTEACHER

(Sound Supports & Associates, 2019)

Academic and Behavior Supports for At-Risk Students

TIER 2 INTERVENTIONS

Melissa Stormont
Wendy M. Reinke
Keith C. Herman
Erica S. Lembke

The PBIS Team Handbook

Setting Expectations and Building Positive Behavior

Effective Interventions for Social–Emotional Learning

FRANK M. GRESHAM

Integrated Multi-Tiered Systems of Support Blending RTI and PBIS

Kent McIntosh
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(Sound Supports & Associates, 2019)