Initial Menu of Tier 2 Supports for Elementary Schools

Name of Support	Description	Schoolwide Data Entry Criteria/Indicators	Data to Monitor Progress. Schoolwide Data? Other?	Exit Criteria
Check in/Check Out (CICO)	CICO is a support that provides students with frequent/immediate feedback on behavior via teaching on a Daily Progress Report (DPR) and increased access positive adult attention. Feedback is linked to schoolwide expectations. Can be modified to focus on recess only (DPR completed by supervisors) or DPR on the go for specialists. Good for students motivated by adult attention and access to desired items/activities, which are earned for meeting daily & weekly goals.	Chronic minor behaviors unresponsive to classroom interventions. 2-3 major ODR in 4-6 weeks. X–X on Universal Screening	Daily Progress Report	Meet a goal of 75-85% points for 3- 4 weeks. Move to self-monitoring for 2-3 weeks as a transition
Class Pass	Class Pass intervention, the student uses a limited number of "passes" to take brief (8-12 minute) work breaks to engage in preferred activities without disrupting instruction seeking to escape or avoid an academic task or sensory experience. To promote increased work/sensory tolerance, however, the student is also given an incentive to retain passes unused to redeem later for rewards.	Chronic minor behaviors unresponsive to classroom interventions. 2-3 major ODR in 4-6 weeks. X–X on Universal Screening Escape Motivated Students	Class pass tracking tool to monitor when passes are used and tracking unused passes, which are used to access reinforcement	Student using average of one or no passes for 4 of 5 days a week for 3-4 weeks. Move to self-monitoring for 2-3 weeks as a transition

	Useful for students motivated by avoiding tasks/activities or sensory experiences.			
Social Skills Development Group	Small groups that focus on the development of specific inter or intrapersonal skills to expand a student's SEL capacity. Groups focus on key skills and strategies such as self-management, self-calming, conflict resolution etc. Students are reinforced when they are observed using the strategies in the school context. Best for students who need to develop positive replacement skill to better meet the function of a behavior. Can be used for students with a variety of functions for their behavior.	2-3 major ODR in 4-6 weeks. Teacher nomination X-X in Universal Screening	Pre/Post Skills Survey Student skill self - assessment	Completion of skill unit/lesson series
Behavior Pacts	A written agreement between student and staff using an established template. Outlines specific expectations for student behavior and how student will be reinforced on a daily and weekly basis for reaching those expectations. The student must know how to demonstrate the expectations outlined in the contract. Can be used for a variety of functions of behavior as long as reinforcement	Chronic minor behaviors unresponsive to classroom interventions. 2-3 major ODR in 4-6 weeks. X–X on Universal Screening	Behavior chart for tracking goals met	Meet goal for 3- 4 weeks. Move to self-monitoring for 2-3 weeks as a transition

	matches the function. Useful for attendance, work completion, reinforcing use of a new skill/strategy etc.			
School-Home Note Program	This intervention that helps track and shape behavior, works well for primary students who are motivated by adult attention and access to a reinforcer than can be provided by the parent/guardian. The student and teacher track daily points earned focused on the display of a desired skill being demonstrated.

When a student meets the goal, a reinforcer is provided at home. This intervention also helps strengthen the daily communication with the parent/guardian. | Chronic minor behaviors unresponsive to classroom interventions.

2-3 major ODR in 4-6 weeks.

X–X on Universal Screening

Students Motivated by Reinforcer Provided at Home | Daily home note report and progress tracking tool. | Meet goal for 3- 4 weeks. Move to self-monitoring for 2-3 weeks as a transition |
| Self-Monitoring | Useful for helping students transition from a more structured delivery of a Tier 2 intervention after they have met their goals with consistency for 3-4 weeks.

Students monitor/track their own behavior for a period of time. They receive reinforcement when their self-recorded data matches that of the teacher or staff. | Completion of a Tier 2 intervention | Self-Monitoring DPR | Matches staff rating 80% of the time for 2 weeks. Then tracks independently for 1- 2 weeks or when student requests |

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Resource Links

Check In/Out: https://www.interventioncentral.org/behavior_management_check_in_check_out

or   https://pbismissouri.org/wp-content/uploads/2018/08/Tier-2-2018_Ch.-5.pdf

Behavior Contract: https://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts

Social Skills Development Group: https://pbismissouri.org/wp-content/uploads/2018/08/Tier-2-2018_Ch.-6.pdf

Class Pass: https://www.interventioncentral.org/behavior_management_escape_avoidance_Class_Pass

Home Note: https://www.interventioncentral.org/student_motivation_school_home_note

Self-Monitoring: https://www.interventioncentral.org/self_management_self_monitoring

Or   https://pbismissouri.org/wp-content/uploads/2018/08/Tier-2-2018_Ch.-7.pdf

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