

Initial Menu of Tier 2 Supports for Secondary Schools

Name of Support	Description	Schoolwide Data Entry Criteria/Indicators	Data to Monitor Progress. Schoolwide Data? Other?	Exit Criteria
Check & Connect	<p>Check & Connect is an intervention used with students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient.</p> <p>In Check & Connect, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence.</p>	<p>Students are referred to <i>Check & Connect</i> when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.</p> <p>6+ Unexcused Absences</p> <p>2+ D's of F's</p> <p>2-3 major ODR in 4-6 weeks.</p>	<p>Check and Connect Monitoring Forms Completed Weekly</p> <p>Absentee Records, Grades and Office Referral Data</p>	
Check in/Check Out (CICO)	CICO is a support that provides students with frequent/immediate feedback on behavior via teaching on	Chronic minor behaviors unresponsive to classroom interventions.	<p>Daily Progress Report</p> <p>Office Referral Data</p>	Meet a goal of 75-85% points for 3- 4 weeks. Move to

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	<p>a Daily Progress Report (DPR) and increased access positive adult attention. Feedback is linked to schoolwide expectations.</p> <p>Can be modified to focus on non-classroomonly (DPR completed by supervisors) or DPR on the go for specialists.</p> <p>Good for students motivated by adult attention and access to desired items/activities, which are earned for meeting daily & weekly goals</p>	<p>2-3 major ODR in 4-6 weeks.</p> <p>X–X on Universal Screening</p>		<p>self-monitoring for 2-3 weeks as a transition</p>
Class Pass/Break Pass	<p>Class Pass intervention, the student uses a limited number of “passes” to take brief (8-10 minute) breaks to stop by the counselor, calming space or in class break space..</p> <p>To promote increased work/sensory tolerance or provide a break when student feels anxious or overwhelmed, The student is also given an incentive to retain passes unused to redeem later for rewards.</p> <p>Useful for students motivated by avoiding tasks/activities or sensory experiences and those with anxiety.</p>	<p>Chronic minor behaviors unresponsive to classroom interventions.</p> <p>2-3 major ODR in 4-6 weeks.</p> <p>X–X on Universal Screening</p> <p>Escape Motivated Students</p>	<p>Class pass tracking tool to monitor when passes are used and tracking unused passes, which are used to access reinforcement</p>	<p>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</p>

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Social Skills Development Group	<p>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.</p> <p>Students are reinforced when they are observed using the strategies in the school context.</p> <p>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.</p>	<p>2-3 major ODR in 4-6 weeks.</p> <p>Teacher nomination</p> <p>X-X in Universal Screening</p>	<p>Pre/Post Skills Survey</p> <p>Student skill self - assessment</p>	<p>Completion of skill unit/lesson series</p>
Behavior Pacts	<p>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</p>	<p>Chronic minor behaviors unresponsive to classroom interventions.</p> <p>2-3 major ODR in 4-6 weeks.</p> <p>X-X on Universal Screening</p>	<p>Behavior chart for tracking goals met</p> <p>Absentee Records, Grades and Office Referral Data</p>	<p>Meet goal for 3- 4 weeks. Move to self-monitoring for 2-3 weeks as a transition</p>

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	<p>contract.</p> <p>Can be used for a variety of functions of behavior as long as reinforcement matches the function. Useful for attendance, work completion, reinforcing use of a new skill/strategy etc.</p>			
Self-Monitoring	<p>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.</p> <p>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.</p>	Completion of a Tier 2 intervention	<p>Self-Monitoring DPR</p> <p>Absentee Records, Grades and Office Referral Data</p>	<p>Matches staff rating 80% of the time for 2 weeks. Then tracks independently for 1- 2 weeks or when student requests</p>

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Resource Links

Check and Connect: <http://checkandconnect.umn.edu/>

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

or https://pbissmissouri.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://pbissmissouri.org/wp-content/uploads/2018/08/Tier-2-2018_Ch.-6.pdf

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

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

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

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