

Initial Menu of Tier 2 Supports for Woodside Elementary School

Name of Support	Description	Schoolwide Data Entry Criteria/Indicators	Data to Monitor Progress. Schoolwide Data? Other?	Exit Criteria
Check in/Check Out (CICO)	<p>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.</p> <p>Can be modified to focus on recess only (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 on Universal Screening</p>	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.	<p>2-3 major ODR in 4-6 weeks.</p> <p>X – X on Universal Screening</p>	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

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	Useful for students motivated by avoiding tasks/activities or sensory experiences.			
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>	Pre/Post Skills Survey Student skill self - assessment	Completion of skill unit/lesson series
Behavior Contract	<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 contract.</p> <p>Can be used for a variety of functions of behavior as long as reinforcement</p>	<p>2-3 major ODR in 4-6 weeks.</p> <p>X-X in Universal Screening</p>	Behavior chart for tracking goals met	Meet goal for 3- 4 weeks. Move to self-monitoring for 2-3 weeks as a transition

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	matches the function. Useful for attendance, work completion, reinforcing use of a new skill/strategy etc.			
Transition Support: 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	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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Resources

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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