



Georgia PBIS Tier 2 Workshop

Tier 2 Agreement and Readiness Checklist Form

The purpose of this document is to provide guidance to district and school leadership teams that are considering implementation of Tier 2 systems. Implementation of Tier 2 is likely to be more effective and efficient if foundational Tier 1 systems are implemented with high fidelity to improve the accuracy with which teams identify and deliver appropriate levels of support to the most appropriate students. To increase the likelihood that Tier 2 systems will be implemented with fidelity, teams also are encouraged to purposely phase in implementation of Tier 2 systems. Regardless of when and how Tier 2 systems are implemented, schools must make every effort to ensure that the needs of all students are being supported.

Questions for Tier 2 Systems Readiness			
1. Is Tier 1 implemented with fidelity across all settings and effective in your school?			
Key Elements	Data Sources	Criteria	Score and Date
Critical features of Tier 1 data, practices, and systems in place, according to a validated SWPBIS fidelity measure. Note: Fidelity criteria are the minimum for beginning Tier 2 systems work. Schools should continually focus on refining and improving Tier 1 systems throughout Tier 2 implementation.	Tiered Fidelity Inventory (TFI)	Tier 1 subscale 70%	
	Self-Assessment Survey (SAS)	80% of staff report that School-wide, Classroom, and Non-Classroom systems are in place	
Critical Tier 1 features of in place in classrooms.	SAS: Classroom Systems Subscale	70-80%	
Tier 1 systems effectively support the majority of students.	School discipline data system (e.g., SWIS)	75-80% or more students in the 0-1 ODR range or under 1 ODR per day/100 students	
If the above criteria has not been met, stop here, assess the data with PBIS Team			
2. Has the school principal committed to Tier 2 implementation?			
Key Elements	Possible Data Source	Criteria	Check if Completed or Agree
Administrator commitment to actively participate on Tier 2 Systems/Leadership team	Tier 2 planning team meeting minutes	Regular meeting attendance	
Adequate school resources, priority and time for Tier 2 implementation	Tier 2 planning team meeting minutes	Sufficient time and resources committed for action planning meetings and items	
Administrator (Principal or AP) must attend Tier 2 workshop			

3. Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices?			
Key Elements	Possible Data Source	Criteria	Check if Completed or Agree
Student social, emotional, and behavioral outcomes high priority	School improvement plan/school goals	One of top 3 goals	
Presentation of Tier 2 overview to entire school faculty	Faculty meeting minutes	Presentation/overview given to all staff	
Time allocated for Tier 2 information and implementation updates at every staff meeting	Faculty meeting minutes	Standing agenda item	
4. Has a Tier 2 Behavior Support Team been identified to attend training, guide and coordinate implementation?			
Key Elements	Possible Data Source	Criteria	Check if Completed or Agree
Tier 2 team with appropriate authority, expertise, and representation identified to attend training and guide and coordinate implementation	Staff name, school role, and team roles indicated on the bottom of page 2.	Watch Tier 2 Readiness Webinar. Team members have (a) behavioral expertise, (b) administrative authority, (c) student knowledge and contact, and (d) familiarity with school operations and policy	
Regularly scheduled team meeting including (a) meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) current action plan	Tier 2 team meeting calendar	Plans to meet at least monthly, using regular meeting format agenda and minutes	
Inventory of competing teams working on additional supports for students.	<i>Working Smarter: Not Harder Intervention Resource Inventory</i>	Teams have been streamlined Behavior, social-emotional interventions have been identified	

My school has completed all readiness activities. I have read the PBIS School Agreement and understand the Support the Georgia Department of Education will provide. I understand and agree to meet the obligations listed above.

Principal Signature School Name Date

District Coordinator Signature District Name Date

Tier 2 Workshop Outline

The Tier 2 Workshop is two days; however, a district and/or school could decide to eliminate the items in red which would make the workshop one day. The two days are highly recommended and do not have to be consecutive.

Day 1:

- Welcome
- Workshop objectives and expectations
- Review of workshop materials
- Teams will take Tier 2 section from TFI
- Developing Tier 2 Systems of Support vs. Standard Treatment Protocols
- Teaming
 - Review roles and responsibilities (readiness activity)
 - Feedback loops with staff and families
- Identifying Students for Tier 2 Supports
 - Screening Instruments/Nomination Process
 - Teacher/Grade Level Team Meetings
 - Existing School Data/Risk Indicators
 - Decision Points
- Applied Behavior Analysis for Beginners
 - Grouping student based on function
 - Brief Functional Behavior Assessment Plan/Behavior Intervention Plan

Day 2:

- Evidence-based Interventions
 - Selecting interventions based on function
 - What are your current interventions (Intervention Mapping, readiness activity)
 - Behavior Education Program/Check-In, Check-Out
 - Social Skills Interventions
 - Check & Connect Student Engagement Model
 - Self-Monitoring
- Monitoring Student Progress
- Response to Intervention and Decision Points
- Professional Development for Staff
- Planning Time

Prior to selecting the members of the PBIS Tier 2 team, please read the Tier 1 vs. Tier 2 comparison chart below.

Tier 1 Team & Tier 2 Team Responsibilities 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 PBIS Team
Uses school-wide data to set priorities within the school.	Analyzes data to proactively determine which students need additional 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 school-wide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community school-wide services.	Coordinates school and community services for groups of at risk students.

*Tier 1 Team & Tier 2 Team Responsibilities Compared.
Adapted From Los Angeles county Office of Education (2001). Teaching Alternative Behaviors School-wide: A Resource Guide to Prevent Discipline Problems.*

Guiding Questions:

Who?	<ul style="list-style-type: none"> Who might be effective members for our Tier 2 Team? Do we have the skill sets that we need within our existing School-Wide PBIS Leadership Team or do new members need to be recruited for completing Tier 2 work?
What ?	<ul style="list-style-type: none"> What is the charge of our Tier 2 Team? How does this team relate with other committees or structures that already exist in our school? (complete <i>Working Smarter, Not Harder</i>)
How?	<ul style="list-style-type: none"> How long will team members serve? How can we ensure full representation of staff?

PBIS Tier 2 Team

Tier 2 Member Name	School Role	Team Role

Readiness Activity 1
Working Smarter, Not Harder

School: _____

Date: ____/____/____

- **PART 1:** List all the committees, teams and initiatives currently at your school that discuss students not responding to Tier 1 supports in academics, attendance, and/or behavior and complete the requested information in the corresponding columns.
- **PART 2:** Based on your results, what committees can we: (a) eliminate? (b) combine? (c) provide increased follow-up support? How can we infuse Problem Solving across our committees? Write your results on the back page of this activity.
- **PART 3:** Determine your next steps

Meetings	Purpose What is the goal in this meeting?	Facilitator	Target Group-Who is involved?	Frequency of Meetings	Relation to School Improvement Goals (1=low, 3=high)	Effectiveness of work conducted in committees (1=low, 3=high)
					1 2 3	1 2 3
					1 2 3	1 2 3
					1 2 3	1 2 3
					1 2 3	1 2 3
					1 2 3	1 2 3

--	--	--	--	--	--	--

Recommendations:

1. What committees/work groups can we **eliminate**?
2. What committees/work groups can we **combine**?
3. What committees/work groups need to be **supported** for improved outcomes and sustained functioning?
4. What needs to be done next to act on the above recommendations?

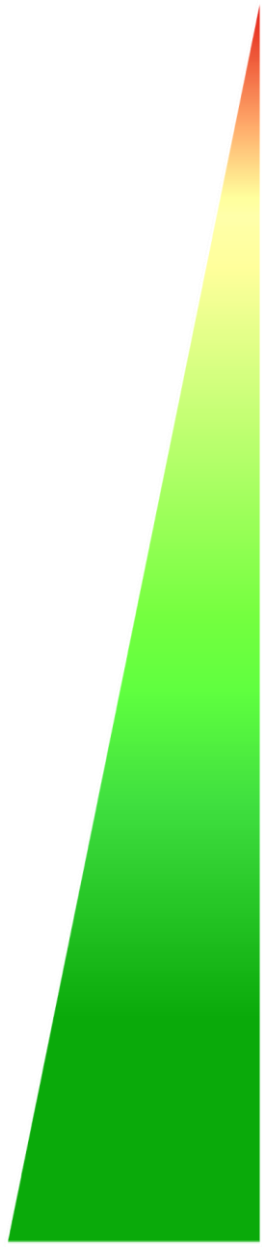
Develop an action plan:

<u>ACTION STEPS</u>	<u>WHO WILL BE RESPONSIBLE</u>	<u>TIMELINE</u>	<u>FOLLOW-UP</u>

Intervention Inventory Option #1


Directions: For Tiers 1, 2, and 3 support systems, identify the current interventions being used to address student behavior and/or social-emotional learning. Below is an example.

Example Below



Tier 3	• <i>Function-based support</i>
	• <i>Wrap-around/person-centered planning</i>
	• <i>Specialized & individualized instruction/intervention</i>
	• <i>Crisis prevention & intervention</i>
	•
Tier 2	• <i>Check In/Check Out</i>
	• <i>Targeted social skills training</i>
	• <i>Peer-based tutoring</i>
	• <i>Social skills club</i>
	• <i>Behavioral contracting</i>
	• <i>Cognitive-behavioral counseling</i>
	•
Tier 1	• <i>Teaching & rewarding positive school-wide behavioral expectations</i>
	• <i>Proactive school-wide discipline plan</i>
	• <i>Effective academic instruction/curriculum</i>
	• <i>Parent engagement</i>
	• <i>Active supervision</i>
	•

School Name: _____



Tier 3	•
	•
	•
	•
	•
	•
	•
	•
Tier 2	•
	•
	•
	•
	•
	•
	•
	•
Tier 1	•
	•
	•
	•
	•
	•
	•
	•

Option #2

Tiered Fidelity Inventory Appendix B: Targeted Intervention Reference Guide Map, page 30.

Please send all completed activities to the District Coordinator and bring copies to training for each team member.