Tier 2 Webinar
Are we ready? How do we get ready?

Mission: To improve the learning climate in Georgia schools and community settings through the PBIS framework.
Outcome

• Participants will understand:
  • The need for a continuum of supports for Tier 2 in districts and schools
  • The features of a Tier 2 system of support
  • Tier 2 readiness requirements and activities
We cannot “make” students learn or behave.

We can create environments to increase the likelihood students learn and behave.

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity.
Multi-Tiered System of Supports (MTSS)

UNIFIED ACADEMIC and BEHAVIOR SYSTEMS

**Tier 3: Intensive, Individualized Interventions & Supports**

The most intense instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

**Tier 2: Supplemental Interventions & Supports**

More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

**Tier 1: Core, Universal Instruction & Supports**

General academic and behavior instruction and support provided to all students in all settings.

*(FLRtI State Transformation Team, Dec. 2009)*
Continuum of Supports

GOALS

- Prevent problems from getting worse
- Provide a continuum of supports
- Identify and support students “at-risk” for not reaching behavioral expectations
- Provide sufficient and appropriate interventions
Tier 2 Features & Process

- Builds on the Tier 1 expectations (core curriculum)

- Collaborative teaming and data-based problem-solving

- Matches the needs of each school and students

- Pre-determined decision rules

  - Selecting and prioritizing students
  - Making intervention changes
  - Increasing/decreasing levels of support

- Monitors implementation fidelity

- System for communicating progress

  - Students and staff
  - Families
Readiness
District Readiness

• District Leadership Team Meeting
  • Determine goals to build capacity of tiered supports
  • Determine RESA or district resources to support Tier 2 and Tier 3
  • Discussion about Emerging, Operational, or Distinguished schools that are ready for Tier 2 training
  • Determine district policies related to behavioral screenings, mental health referrals, etc.
• District Intervention Mapping
• District Data System
• Decision Points
Importance of the Data System

- Schools must determine if the behavior concern is an issue with the *school environment* or *student*.

- Students are identified for Tier 2 supports *systematically* using data:
  - If your data system cannot drill into data, you may miss the students who need help the most.

- The interventions schools provide at Tier 2 must be *based on student need*; the data system provides the information to identify the students and their needs.
Data Sources

- Student Discipline Data
  - Answers the who, what, when, where, and why
- Climate Dashboard [http://www.gadoe.org/Georgia-Insights/Pages/School-Climate-Star-Rating.aspx](http://www.gadoe.org/Georgia-Insights/Pages/School-Climate-Star-Rating.aspx)
- Georgia Student Health Survey
- Teacher or Team Nomination
- Systematic Screeners
- Achievement data
- Attendance Data
- Georgia Appleseed Data, by subgroup
- Early Warning Systems or ABC System
# Workshop Outline

## Day 1
- TFI: Section 2
- Teaming
  - Review roles and responsibilities
  - 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
  - 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
## School Readiness: Part 1

Is Tier 1 implemented with fidelity across all settings and effective in your school?

<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Data Sources</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical features of Tier 1 data, practices, and systems in place, according to a validated SWPBIS fidelity measure.</td>
<td>Tiered Fidelity Inventory (TFI)</td>
<td>Tier 1 subscale 70%</td>
</tr>
<tr>
<td></td>
<td>Self-Assessment Survey (SAS)</td>
<td>80% of staff report that School-wide, Classroom, and Non-Classroom systems are in place</td>
</tr>
<tr>
<td>Critical Tier 1 features of in place in classrooms.</td>
<td>SAS: Classroom Systems Subscale</td>
<td>70-80%</td>
</tr>
<tr>
<td>Tier 1 systems effectively support the majority of students.</td>
<td>School discipline data system (e.g., SWIS)</td>
<td>75-80% or more students in the 0-1 ODR range or under 1 ODR per day/100 students</td>
</tr>
</tbody>
</table>
Core Features of Classroom Systems

Classroom Interventions and Supports

Foundations (Table 1)
- **1.1 Settings**
  The physical layout of the classroom is designed to be effective
- **1.2 Routines**
  Predictable classroom routines are developed and taught
- **1.3 Expectations**
  Three to five classroom rules are clearly posted, defined, and explicitly taught

Practices (Table 2)
- **Prevention**
  - **2.1 Supervision**
    Provide reminders (prompts), and actively scan, move, and interact with students
  - **2.2 Opportunity**
    Provide high rates and varied opportunities for all students to respond
  - **2.3 Acknowledgment**
    Using specific praise and other strategies, let students know when they meet classroom expectations
  - **2.4 Prompts and Precorrections**
    Provide reminders, before a behavior is expected, that clearly describe the expectation

Response
- **2.5 Error Corrections**
  Use brief, contingent, and specific statements when misbehavior occurs
- **2.6 Other Strategies**
  Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time
- **2.7 Additional Tools**
  More tips for teachers

Data Systems (Table 3)
- **3.1 Counting**
  Record how often or how many times a behavior occurs (also called frequency)
- **3.2 Timing**
  Record how long a behavior lasts (also called duration)
- **3.3 Sampling**
  Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval
- **3.4 ABC Cards, Incident Reports, or Office Discipline Referrals**
  Record information about the events that occurred before, during, and after a behavior incident
## School Readiness: Part 2

### Has the school principal committed to Tier 2 implementation?

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<thead>
<tr>
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<tbody>
<tr>
<td>Administrator commitment to actively participate on Tier 2 Systems/Leadership team</td>
<td>Tier 2 planning team meeting minutes</td>
<td>Regular meeting attendance</td>
</tr>
<tr>
<td>Adequate school resources, priority and time for Tier 2 implementation</td>
<td>Tier 2 planning team meeting minutes</td>
<td>Sufficient time and resources committed for action planning meetings and items</td>
</tr>
<tr>
<td>School Administrator agrees to attend Tier 2 workshop and support the team throughout</td>
<td>Signs agreement form</td>
<td>Actively participates and supports team</td>
</tr>
</tbody>
</table>
### School Readiness: Part 3

Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices?

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<tbody>
<tr>
<td>Student social, emotional, and behavioral outcomes high priority</td>
<td>School improvement plan/school goals</td>
<td>One of top 3 goals</td>
</tr>
<tr>
<td>Presentation of Tier 2 overview to entire school faculty</td>
<td>Faculty meeting minutes</td>
<td>Presentation/overview given to all staff</td>
</tr>
<tr>
<td>Time allocated for Tier 2 information and implementation updates at every staff meeting</td>
<td>Faculty meeting minutes</td>
<td>Standing agenda item</td>
</tr>
</tbody>
</table>
## School Readiness: Part 4

### Has a Tier 2 Behavior Support Team been identified to attend training, guide and coordinate implementation?

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<tr>
<td>Tier 2 team with appropriate authority, expertise, and representation identified to attend training and guide and coordinate implementation</td>
<td>Staff name, school role, and team roles indicated on the bottom of page 2.</td>
<td>Team members have (a) behavioral expertise, (b) administrative authority, (c) student knowledge and contact, and (d) familiarity with school operations and policy</td>
</tr>
<tr>
<td>Regularly scheduled team meeting including (a) meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) current action plan</td>
<td>Tier 2 team meeting calendar</td>
<td>Plans to meet at least monthly, using regular meeting format agenda and minutes</td>
</tr>
<tr>
<td>Inventory of competing teams working on additional supports for students.</td>
<td><em>Working Smarter: Not Harder Intervention Resource Inventory</em></td>
<td>Teams have been streamlined Behavior, social-emotional interventions have been identified</td>
</tr>
</tbody>
</table>
Team Roles

1. School Administrator
2. Communicator and Recorder
3. Intervention Coordinator
4. Data Analyst
5. Behavior Specialist/Content Knowledge

Teams roles and responsibilities could be different at each school depending on needs of students
Team Responsibilities

- Identify students
- Match student needs to interventions
- Monitor the effectiveness of Tier 2 system
- Monitor interventions
- Communicate with all stakeholders
- Professional Development
- Problem solve

Positive Behavioral Interventions and Supports of Georgia
Whether you have an existing team OR new team....

- Problem-solving across all tiers
- Establish regular schedule
- Identify dates that are 'set in stone'
- Set agenda with time limits per item
- Provide data ahead of time
- Assign roles to all team members
Team Structure 1

School Leadership Team

Academic, Behavior, Other
Discuss Student Progress in Tier 1, Tier 2, and Tier 3

Tier 1 Academics
Tier 1 PBIS
Tier 2 Academics
Tier 2 PBIS
Tier 3/SST
## Working Smarter, Not Harder

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Purpose What is the goal in this meeting?</th>
<th>Facilitator</th>
<th>Target Group-Who is involved?</th>
<th>Frequency of Meetings</th>
<th>Relation to School Improvement Goals (1=low, 3=high)</th>
<th>Effectiveness of work conducted in committees (1=low, 3=high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Meetings</td>
<td>PLC</td>
<td>Lead Teacher</td>
<td>All, some</td>
<td>Weekly</td>
<td>3</td>
<td>1 to 3 depending on team</td>
</tr>
<tr>
<td>SST Meetings</td>
<td>Discuss individual student needs</td>
<td>SST Chair</td>
<td></td>
<td>Weekly</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Intervention Groups</td>
<td>Provide students with extra academic support</td>
<td>Reading and Math Coaches</td>
<td>Students in need of more math and reading help</td>
<td>2-4x/s weekly</td>
<td>3</td>
<td>2.5</td>
</tr>
</tbody>
</table>
### Intervention Mapping: Option #1

#### Tier 3
- Function-based support
- Wrap-around/person-centered planning
- Specialized & individualized instruction/intervention
- Crisis prevention & intervention

#### Tier 2
- Check In/Check Out
- Targeted social skills training
- Peer-based tutoring
- Social skills club
- Behavioral contracting
- Cognitive-behavioral counseling

#### Tier 1
- Teaching & rewarding positive school-wide behavioral expectations
- Proactive school-wide discipline plan
- Effective academic instruction/curriculum
- Parent engagement
- Active supervision
## Intervention Mapping: Option #2

<table>
<thead>
<tr>
<th>Targeted Intervention</th>
<th>Check in, Check out</th>
<th>Social Skills Club</th>
<th>Reading Buddies</th>
<th>Homework Club</th>
<th>Lunch Buddies</th>
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<tr>
<td>Access to Adult Attention</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Access to Peer Attention</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Access to Choice of Alternatives/Activities</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Option for Avoiding Aversive Activities</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Option for Avoiding Aversive Social Peer/Adult Attention</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
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<tr>
<td>Structural Prompts for ‘What To Do’ Throughout the Day</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
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<tr>
<td>At Least 5 Times During the Day When Positive Feedback is Set Up</td>
<td>yes</td>
<td></td>
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<td>A School-Home Communication System</td>
<td>yes</td>
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<td>Opportunity for Adaptation into a Self-Management System</td>
<td>yes</td>
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What Next?

1. DC consult with RESA-School Climate Specialist and GaDOE PBIS TA.
2. DC should have a DLT to discuss Tier 2 supports and resources needed to support schools.
3. Share DLT results with SCS-PBIS TAs
4. School Selection:
   1. Examine readiness for Tier 2 workshop (TFI, SAS, outcome data)
   2. Form teams
   3. Inform staff
   4. Complete readiness activities
   5. Submit agreement and activities to DC
“If a school tried to build an intervention program in isolation of its core program, it would be like trying to build a house, but starting with the roof—without a proper foundation, no structure can stand.”