



Georgia PBIS Tier 2 Workshop

Day 1

- Teaming: Roles, Goals and Planning for Tier II
- Identifying Students Through School Wide Screening Process:
 - Identifying Data Sources and criteria to accurately identify students with internalizing and/or externalizing social, emotional or behavioral risk factors.
 - Data used in starting to identify function and common groupings across school

Day 2

- Matching students to evidenced based interventions based on function and common group needs
- Progress monitoring and evaluation of Tier II to inform next steps
- Professional development to staff about Tier 2 System, functions of behavior, interventions, etc.

Who to bring to training:

Team members should include:

- **An Administrator (principal preferred)** - role of allocating resources and team support
- Communicator/**Liaison between Tiers** (e.g., PBIS team lead contact/Coach)- Need familiarity with tier I system to build on it for tier II supports and need familiarity with individual Tier 3 Practices for when data suggests more intense support is needed.
- **Expertise in Behavioral** and social emotional practices
- **Expertise with accessing and using data** in the school/district- Pulling data school wide that helps in universally identifying risk (e.g. Early warning system data, SWIS)

What to bring:

Bring your completed Tier II TFI data, and any data currently used as a team to identify students as “at-risk.” Ideally this data would be school wide for decision making and common grouping, some examples are below to help:

- List of students that have received multiple referrals and out of school suspensions
- Attendance data that identified students missing a significant amount of instructional time (consider including clinic or counselor visits)
- Universal Social Emotional Screening Data (if available)

Bring copies of the completed Working Smarter and Intervention Inventory activities at the end of this packet to the training for each team member.

Please:

- 1) Ensure your team completes all sections of the TFI
- 2) Ensure your staff completes all sections of the SAS
- 3) Watch the 42 minute [Tier II Webinar](#)
- 4) Send this completed packet to the District Coordinator at least 2 weeks prior to training.

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)	70% Tier 1 subscale	
	Self-Assessment Survey (SAS)	80% of staff report that School-wide and Non-Classroom systems are in place	
Critical Tier 1 features are in place in classrooms.	Self-Assessment Survey (SAS)	70% of staff report that Classroom systems are in place	
Tier 1 systems effectively support the majority of students.	School discipline data system (e.g., SWIS)	75% or more students with 0-1 ODRs 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	

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

Tier 2 Team Selection	
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?

Readiness Activity 1 Working Smarter, Not Harder

School: _____

Date: ____/____/____

- **PART 1:** List all the committees and initiatives that are currently on your campus 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 – Strategic Planning Later

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

Readiness Activity 2 Intervention Inventory

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



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>
	•
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