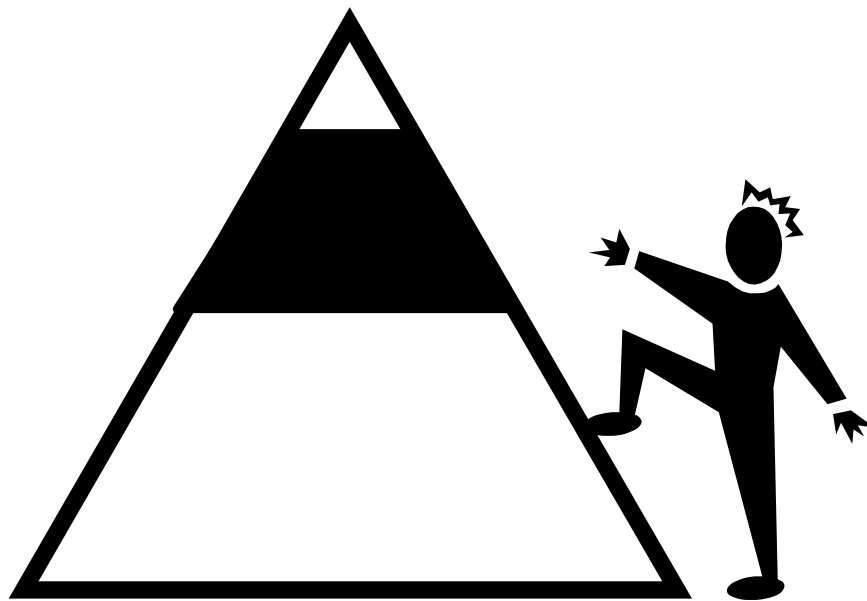


Positive Behavior Support

Tier 2: Targeted Team

Examples & Resources



Delaware Positive Behavior Support Project

www.delawarepbs.org

November 2017

Tier 2: Targeted Team Examples and Resources

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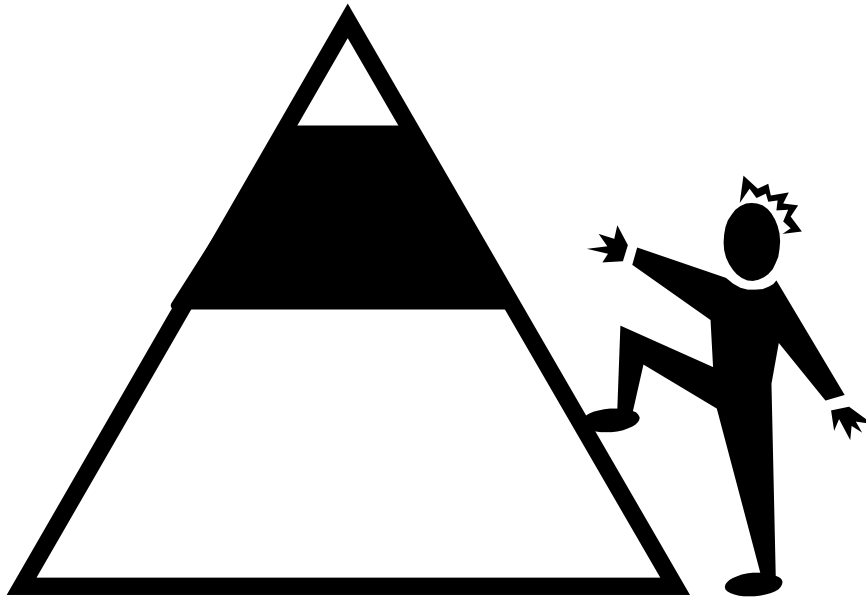
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Section 1: Team



SAMPLE TIER 2: SYSTEMS Conversation Agenda Items

I. Review summary data most recent **Tier 2 Tracking Tool** for each intervention

A. Intervention #1: Social Skills/Friendship Circle

- a) % of students responding = _____
- b) % of students graduating = _____
- c) % of students not responding = _____
- d) Based on data determine if changes are needed (ie. Fewer than 70% of students in intervention are responding)
- e) Review new students potentially entering this intervention
- f) Determine who and how to share this data at the April staff meeting

- Review intervention steps and fidelity
- Determine if more training is needed.
- Determine if facilitators needs more materials or other type of support

B. Intervention #2: Organization Group

- a) % of students responding = _____
- b) % of students graduating = _____
- c) % of students not responding = _____
- d) Based on data determine if changes are needed (ie. Fewer than 70% of students in intervention are responding)
- e) Review new students potentially entering this intervention
- f) Determine who and how to share this data at the April staff meeting

- Share # of Requests for Assistance or # of students who met the data-based decision-rule
- Determine if appropriate and refer to problem-solving conversation

- Teacher shout-outs for intervention help
- PPT slides? (due April 2, 2014)

II. Discuss roll-out of new Tier 2 intervention: Check-In/Check-Out (CICO) intervention

- A. Complete **Tier 2: Initial Training Checklists (staff, student, family)**
- B. Determine who will coordinate staff, student and family information dissemination
- C. Determine coordinator and facilitators

III. Discuss possible interventions for anger management students cursing in class to avoid work

- A. Review the data – Does it warrant a new Tier 2 strategy?
 - DDRT data = _____
 - Review teacher, student and/or parent requests for assistance = _____
- B. Review the potential strategies and reach consensus on additional strategies to adopts
 - **The 10 Critical Features**
- C. Determine how to share intervention ideas with staff (April staff mtg.?)
- D. FUTURE TO DO: If staff and administration is a go, we'll need coordinator and facilitators (start thinking now)

SAMPLE TIER 2: SYSTEMS Conversation Agenda Items

I. **Make sure all coordinators have updated the **Tier 2 Tracking Tool** for each intervention**

A. **Intervention #1:** Social Skills/Friendship Circle

- a. # of students responding
- b. # of students graduating
- c. #of students not responding
 - Determine if we want to send **Interventions Change** to teachers
 - Consider reviewing the **Classroom Student Interview** with the student
 - Other ideas?

B. **Intervention #2:** Organization Group

- a. # of students responding
- b. # of students graduating
- c. #of students not responding
 - Determine if we want to send **Interventions Change** form to teachers
 - Consider reviewing the **Classroom Student Interview** with the student
 - Other ideas?

C. **Process new Tier 2 requests and newly identified students for Tier 2 support**

- a. Review data and match to intervention
- b. Identify who will meet with student

D. **Discuss next steps for the new Tier 2 Intervention: CICO**

Sample Teacher's Request for Assistance

Student Name/Grade: _____ Date: _____

Your name: _____

Area(s) of Concern (check as many as apply):

- | | |
|----------------|------------------|
| _____ Academic | _____ Attendance |
| _____ Behavior | _____ Health |
| _____ Other | |

Please briefly describe your primary concern.

What is the parent's view of the concern?

Convenient times for you to meet:

Date Received: _____

Consultant: _____

Additional Information:

Sample Parent/Guardian's Request for Assistance

Student Name/Grade: _____ Date: _____

Your name: _____

Area(s) of Concern (check as many as apply):

_____ Academic	_____ Attendance
_____ Behavior	_____ Health
_____ Other	

Please briefly describe your primary concern.

Who is your child's primary teacher? _____

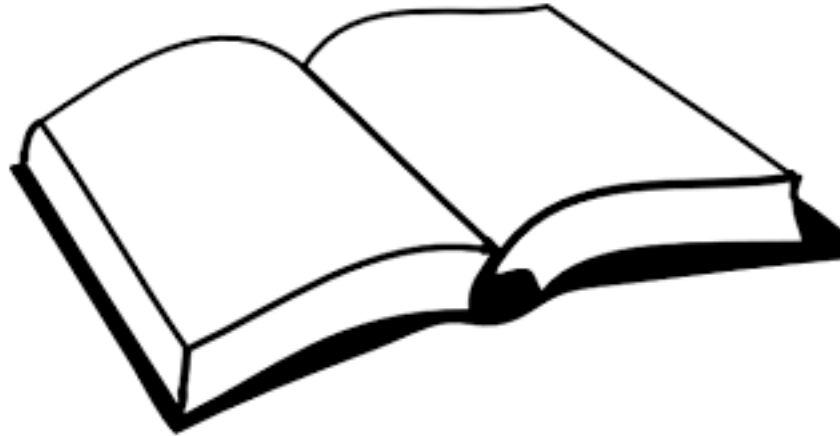
What have you shared about your concern with the teacher?

Convenient times for you to meet:

Date Received: _____

Consultant: _____

Additional Information:



Creating A Tier 2 Info Booklet

The following are pages from a Tier 2 booklet template found at delawarepbs.org. You can add information about your Tier 1 and Tier 3 programming to create a MTSS booklet for your school community.

Sample Tier 2 Booklet – Sample Table of Contents

Sections	Page(s)
Overview of Tier 2 Programming at the school	
<ul style="list-style-type: none"> • Purpose of Tier 2 interventions within multi-tiered system of support • Team member names • How to become involved • <i>[Any other important “big picture” info]</i> 	
List <i>[& Brief Descriptions?]</i> of All Current Tier 2 Interventions	
Detailed Description of Tier 2 Academic Intervention(s)	
<ul style="list-style-type: none"> • The purpose of the intervention • How students get into and out of the intervention • Steps to the intervention • How data is collected • Important forms specific to this intervention • <i>[Any other important intervention info]</i> 	
Detailed Description of Tier 2 Behavior Intervention(s)	
<ul style="list-style-type: none"> • The purpose of the intervention • How students get into and out of the intervention • Steps to the intervention • How data is collected • Important forms specific to this intervention • <i>[Any other important intervention info]</i> 	
Forms	
<ul style="list-style-type: none"> • <i>[Tier 2 referral form(s)]</i> • <i>[Letters to parents about interventions]</i> • <i>[Student, staff, family questionnaires]</i> • <i>[Student Monitoring Sheets]</i> • <i>[Sample student data]</i> • <i>[Other form(s)]</i> 	

Overview of Tier 2 Programming at [Insert Your School Name]

Purpose of Tier 2 interventions within our multi-tiered system of support

- [insert text here]

Team member names

[insert text here]

Meeting times and Information

[insert text here]

How to become involved

- [insert text here]

[Other important “big picture” information]

- [insert text here]

Our Current Tier 2 Interventions at [Insert Your School Name]

List of Our Tier 2 Academic Interventions [& Brief Descriptions?]

- [Suggestion: list most common to least common]

List of Our Tier 2 Behavior Interventions [& Brief Descriptions?]

- [Suggestion: list most common to least common]

Detailed Descriptions of Each Tier 2 Academic Intervention:
[Start with your most common interventions]

[Insert Intervention Name here]

The purpose of the intervention

- [insert text here]

How students get into and out of the intervention

- [insert text here]

Steps to the intervention

- [insert text here]

How data is collected

- [insert text here]

Important forms specific to this intervention

- [List here]

[Other important intervention information:]

- [insert text here]

Detailed Descriptions of Each Tier 2 Behavior Intervention:
[Start with your most common interventions]

[Insert Intervention Name here]

The purpose of the intervention

- [insert text here]

The purpose of the intervention

- [insert text here]

How students get into and out of the intervention

- [insert text here]

Steps to the intervention

- [insert text here]

How data is collected

- [insert text here]

Important forms specific to this intervention

- [List here]

[Other important intervention information:]

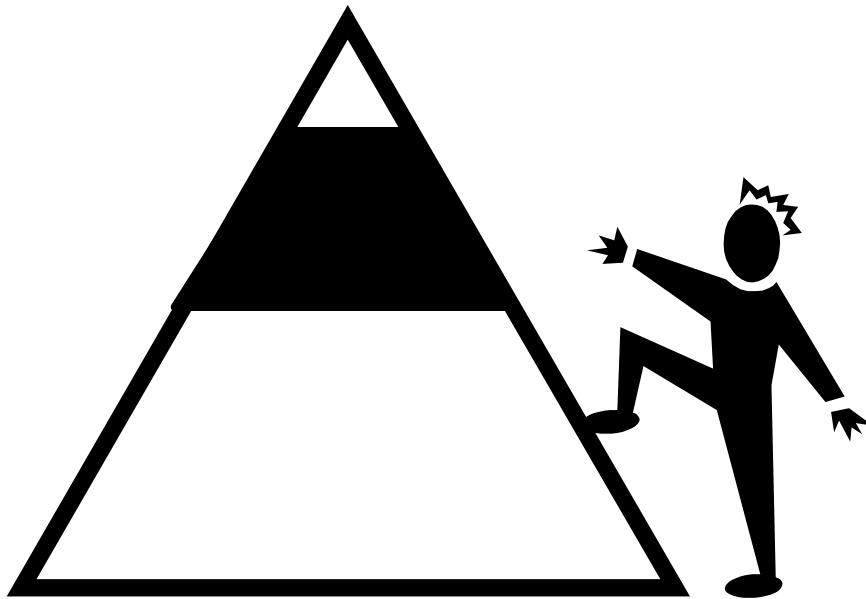
- [insert text here]

Tier 2 Related Forms

[List Them Here and Attach in Listed Order]

- [Tier 2 referral form(s)]
- [Letters to parents about interventions]
- [Student, staff, family questionnaires]
- [Student Monitoring Sheets]
- [Sample student data]
- [Other form(s)]

Section 2: Interventions



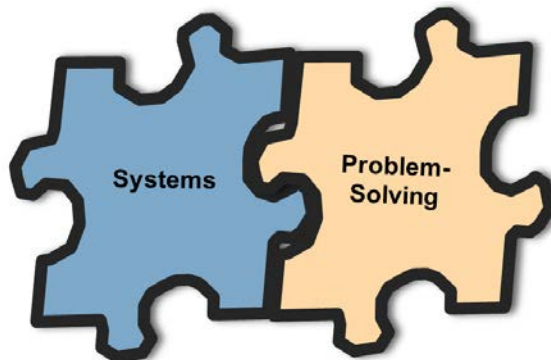
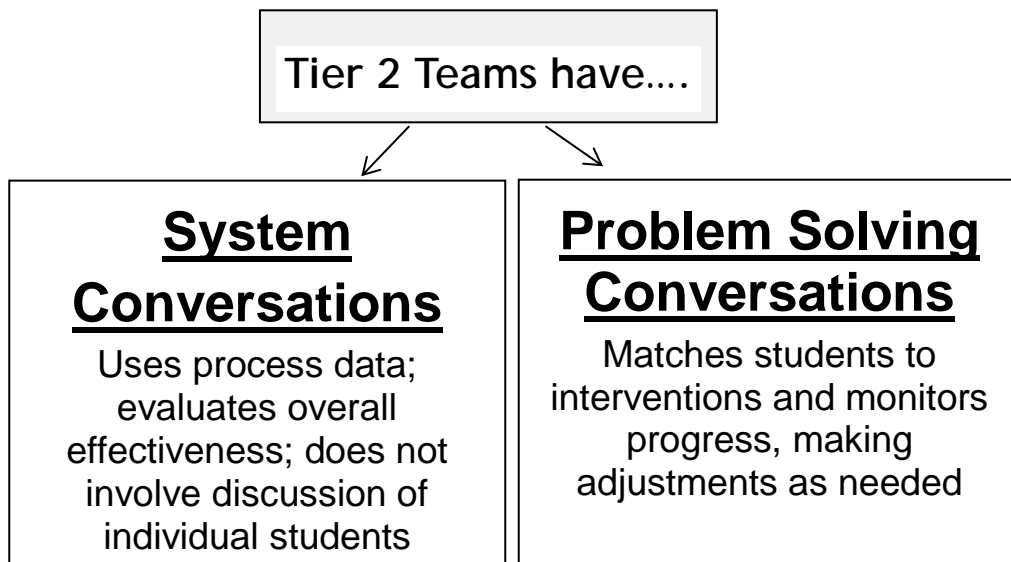
10 Critical Features of Tier 2 Interventions

Name of Your Tier 2 Intervention : _____

- 1. Intervention linked directly to school wide expectations and/or academic goals.
- 2. Intervention continuously available for student participation.
- 3. Intervention is implemented within 3 school days of determining the student is in need of the intervention
- 4. Intervention can be modified based on assessment and/or outcome data
- 5. Intervention includes structured prompts for what to do in relevant situations.
- 6. Intervention results in students receiving positive and corrective feedback from staff (with emphasis on positive).
- 7. Intervention includes a school-home communication exchange system at least weekly.
- 8. Orientation process and introduction to materials is provided for students as they begin the intervention
- 9. Orientation to and materials provided for staff/sub's/volunteers who have students using the intervention. Ongoing information shared with staff.
- 10. Systematic attention to generalization and fading of supports.

Tier 2 Interventions: Points to Remember

- Tier 2 Systems information and should be shared with and understood well by all staff
- All staff should be informed on a regular basis of Tier 2 systems Intervention Outcome Data
- Tier 2 Team makes sure there is ongoing communication with SW Team and vice versa
- Secondary Systems Conversation evaluates intervention not individual students and must occur at least monthly
- Teams need to establish data-based decision rules



Tier 2: Initial Training Checklists

Directions: For each Tier 2 intervention you implement, we recommend that you make sure the following school members receive training in relation to the intervention:

- Teachers/Staff
- Families/Parents
- Students

In this packet, you'll find:

- Preformatted "Initial Training Checklists" for the Check-In/Check-Out Tier 2 Intervention

These checklists will help support your systems and problem-solving communication efforts. You can create your own checklists to meet your school context.

Tier 2: Initial Training Checklist - Teachers/Staff

Intervention Name: _____

Date of Instruction: _____ **Number in attendance:** _____ (attach sign in sheet)

Instruction for Teachers/Staff	Teachers/Staff Received Instruction: <small>(place check after each item is taught)</small>
1.Characteristics of students who are good candidates for this intervention	
2. Parent role in this intervention	
3. How to make a nomination for intervention	
4. Data collection tools & How to use them	
5. Collecting Baseline Data	
6. Providing feedback	
7. Basic information about fading the intervention	
8. Recognition/celebrations for participating students	
9. Frequently asked questions regarding implementation	

Adapted From: Missouri Schoolwide Positive Behavior Support's *CICO Initial Training Checklist- Teacher* and Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.

Tier 2: Initial Training Checklist - Student

Intervention Name: _____

Student Name: _____ **Date of Instruction:** _____

Instruction for Participating Students	Student Received Instruction: (place check after each item is taught)
1. Purpose of the intervention	
2. Where and what time to meet with facilitator for intervention	
3. Behavioral expectations	
4. Data to be collected (and when)	
5. Progress Check with facilitators	
6. Getting feedback from teachers (as applicable)	
7. Reinforcement system <ul style="list-style-type: none"> • What happens when goals are met? • How to handle disappointment if goal is not met. 	
8. Plan for fading <ul style="list-style-type: none"> • Discuss graduation and alumni parties 	

Adapted From: Missouri Schoolwide Positive Behavior Support's *CICO Initial Training Checklist- Teacher* and Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.

Tier 2: Initial Training Checklist - Parent

Intervention Name: _____

Parent Name: _____ **Date of Contact:** _____

Instruction for Participating Parents	Parent Received Instruction: (place check after each item is taught)
1. Purpose of the intervention	
2. Expectations for their child's daily participation	
3. Documents for parent involvement	
4. Any additional reinforcement at home (if applicable)	
5. Plan for fading	
6. Troubleshooting and frequently asked questions	

Adapted From: Missouri Schoolwide Positive Behavior Support's *CICO Initial Training Checklist- Parent* and Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.

TIER 2 Intervention Rating Form

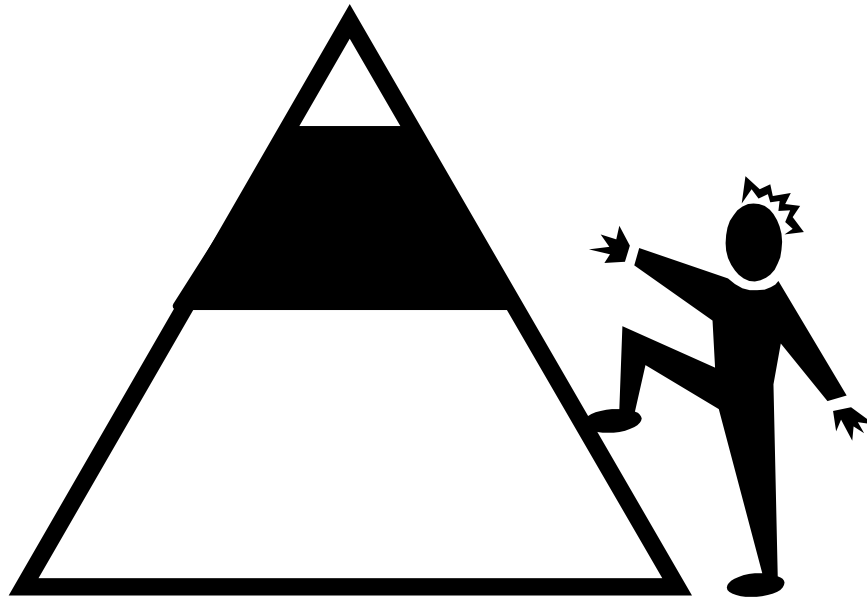
Name of Intervention _____

Need/function addressed by intervention: *Relationship-building* (obtain adult attention) *Relationship-building* (obtain peer attention) *Skill-building* (avoid difficult tasks) *Skill-building* (behavior is not in repertoire) *Skill-building* (obtain feeling of control) *Skill-building* (increases pre-correction and structure for “what to do” throughout day)
 Other: _____

	No	Partially	Yes	Can areas of concern be addressed? If so, how?
EVIDENCE-BASED Is the intervention evidence-based?				
FEASIBILITY How feasible (e.g., time, money, staffing, space) is it for staff to implement this intervention at your school?				
BENEFIT To what extent do you think some students with behavior problems would benefit from this intervention?				
WILLINGNESS How willing do you think staff would be to implement this intervention as a TIER 2 intervention for students who continue to have behavior problems?				

Also: What do you like and dislike about this intervention? Will you pursue?

Section 3: Evaluation



Evaluation and Monitoring Progress: Tips

When looking at your system of data collection around your Tier 2 programming, consider these questions:

1. How are you collecting data for each intervention used at your school? Data should be focused on the skills being taught and the student being able to generalize them. There are many existing data collection strategies and tools to consider. For example:
 - a. Look for and use data collection tools included in any structured, packaged Tier 2 intervention.
 - b. Other common tools to collect data before, during-, and after a Tier 2 intervention:
 - i. Daily point cards/progress reports
 - ii. Student and/or teachers surveys
 - iii. Office Discipline Referrals
 - iv. Goal Attainment Scale/ Individualized Behavior Rating Scale Tool (IBRST)
 - v. Participation points in group activity
 - vi. Student completion of assigned tasks within/after Tier 2 lesson
 - vii. Observation of student(s) within/after Tier 2 lesson
2. How can technology be used to support your data collection system? Determine computer application to use to track student progress. For example, consider how you can use...
 - a. Excel files
 - b. I-tracker features
 - c. Other programs like Google documents (see district policies)
3. What are your IN, ON, OUT decision rules for your interventions? They should be tied to the outcomes you want for your students and be data-based. For example, consider:
 - a. Number or percentage of points earned on Daily Point Cards
 - b. Number of total or certain ODRs student receives
 - c. Number of points for engagement in intervention (e.g., PEERS®)
 - d. Scores on pre and post surveys with student, staff, and/or families
4. How can you track the overall effectiveness of your Tier 2 programming? For example, consider:
 - a. Having intervention coordinators provide intervention overviews monthly that include data summaries (or some statement like this. I worry that “overview” could be interpreted as “things are going well.”
 - b. Utilizing the Intervention Tracking Tool (Delawarepbs.org)

Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

School Name:

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with indiv. features (e.g. CnC)		Simple Function-based Interventions		Complex/Multiple-life -domain FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Definition of response (Please list below how your school defines ‘response’ at each of the six levels of intervention):

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

Responding to Simple Tier 2 Interventions with individual features (Check-N-Connect, etc.):

Responding to Simple Function-based Interventions:

Responding to a Complex/Multiple-life -domain FBA/BIP:

Responding to Wraparound Support:

TIER 2 INTERVENTION TRACKING TOOL

School:
SAMPLE SCHOOL

SY:
2014-15

Directions: On a monthly basis, please track the # of students participating and positively responding to each intervention. Calculate the corresponding % Responding and %Not Responding and determine which interventions should be celebrated and/or examined more carefully. *Please leave columns without data blank.*

Interventions:	#1: Check In - Check Out (CICO)				#2: MENTORING PROGRAM A				#3: MENTORING PROGRAM B				#4: Academic Remediation – READING and PHONICS				#5: CREDIT RECOVERY PROGRAM			
	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding
Months																				
September	14	8	57%	43%	33	22	67%	33%					114	24	21%	79%	66	64	97%	3%
October	7	4	57%	43%	38	29	76%	24%					173	43	25%	75%	68	61	90%	10%
November	27	21	78%	22%	49	33	67%	33%	11	8	73%	27%	179	90	50%	50%	75	71	95%	5%
December	31	26	84%	16%	51	39	76%	24%	14	9	64%	36%	183	93	51%	49%	79	73	92%	8%
January	33	29	88%	12%	55	41	75%	25%	14	11	79%	21%	184	98	53%	47%	80	76	95%	5%
February	33	31	94%	6%	55	46	84%	16%	16	11	69%	31%	176	103	59%	41%	83	80	96%	4%
March	25	22	88%	12%	55	51	93%	7%	17	14	82%	18%	189	107	57%	43%	83	80	96%	4%
April	35	30	86%	14%	49	44	90%	10%	17	16	94%	6%	193	111	58%	42%	83	82	99%	1%
May	27	21	78%	22%	45	39	87%	13%	15	11	73%	27%	181	119	66%	34%	75	70	93%	7%
June	27	24	89%	11%	40	37	93%	8%	12	11	92%	8%	170	103	61%	39%	74	72	97%	3%

Team conversations per month:

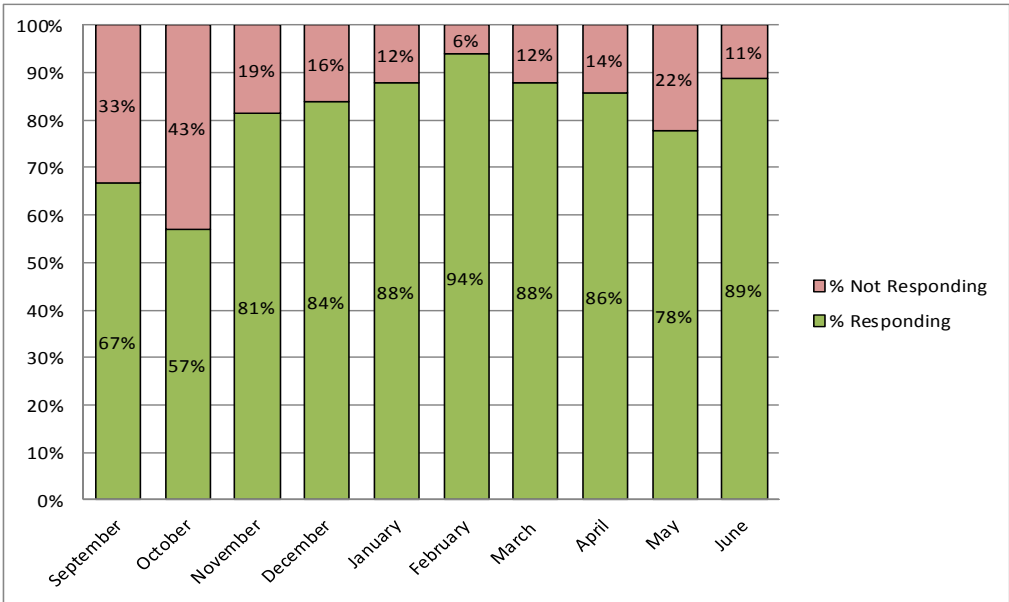
- Which intervention(s) meet the criteria for an effective intervention (70% or more students are responding to the intervention)?
 - Next Steps: The team with administration may want to publicly acknowledge this positive trend and/or those involved.
- Which intervention(s) do/es not meet the criteria for effective intervention (less than 70% students are responding to the intervention)?
 - Next Steps: The team with administration should problem-solve around these interventions. See list of possible problem-solving questions.

Interventions :	#6: SOCIAL GROUP A (Skill = Anger Management)				#7: SOCIAL GROUP B (Skill = Anger Management)				#8: Academic Remediation – MATH (ALGEBRA)				9: SUMMER ACADEMY (AT –RISK STUDENTS)				10: [Add Intervention Name Here]			
	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding	# Students Participating	# Students Responding	% Responding	% Not Responding
Months																				
September	6	2	33%	67%					89	74	83%	17%	7	4	57%	43%	3	1	33%	67%
October	6	4	67%	33%	7	2	29%	71%	96	83	86%	14%	12	7	58%	42%	6	4	67%	33%
November	6	5	83%	17%	7	5	71%	29%	99	86	87%	13%	12	9	75%	25%	9	7	78%	22%
December	8	3	38%	63%	7	6	86%	14%	105	93	89%	11%	14	12	86%	14%	15	8	53%	47%
January	8	4	50%	50%	9	3	33%	67%	118	104	88%	12%	18	14	78%	22%	19	11	58%	42%
February	8	6	75%	25%	9	4	44%	56%	125	105	84%	16%	22	17	77%	23%	22	13	59%	41%
March	10	4	40%	60%	9	7	78%	22%	134	111	83%	17%	18	14	78%	22%	27	17	63%	37%
April	10	7	70%	30%	5	2	40%	60%	155	119	77%	23%	13	9	69%	31%	34	18	53%	47%
May	10	9	90%	10%	5	2	40%	60%	141	132	94%	6%	7	4	57%	43%	48	22	46%	54%
June					5	4	80%	20%	123	115	93%	7%	6	5	83%	17%	52	29	56%	44%

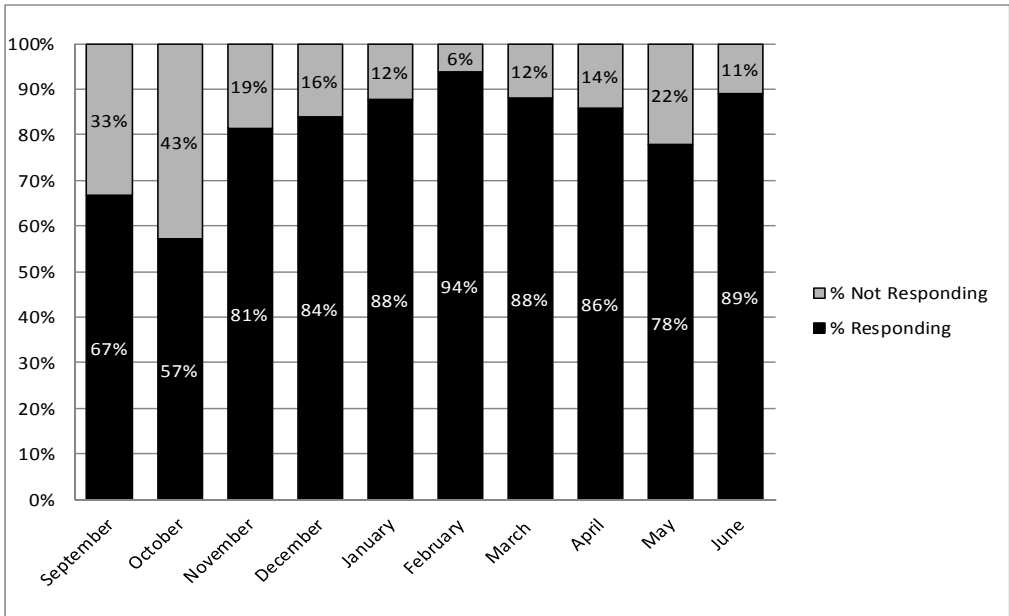
Team conversations per month:

- Which intervention(s) meet the criteria for an effective intervention (70% or more students are responding to the intervention)?
 - Next Steps: The team with administration may want to publicly acknowledge this positive trend and/or those involved.
- Which intervention(s) do/es not meet the criteria for effective intervention (less than 70% students are responding to the intervention)?
 - Next Steps: The team with administration should problem-solve around these interventions. See list of possible problem-solving questions.

Intervention Name: #1: Check In - Check Out (CICO)



Month	Total # of Participants	Total # Responding
September	12	8
October	7	4
November	27	22
December	31	26
January	33	29
February	33	31
March	25	22
April	35	30
May	27	21
June	27	24
Average	26	22



Intervention Fidelity

Why should we assess intervention fidelity?

- ◊ Research-based programs are only research-based if they are implemented as planned.
- ◊ It supports teacher implementation and effective instructional techniques.
- ◊ Teams need to understand how the program is being implemented before evaluating outcome data.
- ◊ Teams need evidence of implementation across the tiers before increasing the intensity of intervention for an individual student

How do you measure fidelity?

- ◊ **Direct observation:** Steps of the intervention plan are operationally defined. A person observes the intervention while it is being implemented, recording whether each step of the intervention plan occurred or did not occur. Calculation of the percentage of steps completed occurs.
- ◊ **Permanent Products:** Intervention implementer collects a permanent product for each component of the intervention as evidence that the intervention occurred. This may include a by-product that insinuates the presence of a component of the plan.
- ◊ **Self-Report:** The person implementing the intervention is asked to complete a self-report form after each intervention session. Each step of the intervention is listed, and the implementer indicates if each step was completed with a high or low level of integrity. This method is less objective and there is a risk of inflation. It is recommended that this method is paired with another method.
- ◊ **Interview:** Similar to self-report, another person interviews the intervention implementer to determine whether each step of the intervention plan was implemented as intended, and the implementer's answers are recorded.
- ◊ **Rating Scale:** A person observes the intervention while it is being implemented, and then he or she rates each step of the intervention from absent to 100% present.

How can you make the fidelity measurement experience more positive for those involved?

- ◊ **Communicate** that the purpose is to support the implementer
- ◊ Communicate **clear expectations** and procedures for fidelity
- ◊ Have a discussion with the teacher before the assessment to **review** the fidelity procedures
- ◊ Have teachers **self rate** before a second person comes in to observe

Intervention Fidelity involves implementing an intervention as it was designed to be implemented.

“If we are going to implement interventions, and use data from these interventions to determine the level of supports that a student receives, we must be confident that the **student's outcome** (either positive or negative) is a response to the intervention and not a response to someone's failure to implement the intervention.”

FACTORS THAT DIMINISH FIDELITY

- ◊ High complexity or lack of skill
- ◊ Time consuming
- ◊ Materials not available
- ◊ Lack of perceived efficacy
- ◊ Interventionist's motivation

WHAT ARE SOME WAYS TO IMPROVE INTEGRITY

- ◊ Assess fidelity regularly
- ◊ Streamline design (time, materials, personnel)
- ◊ Develop a thorough intervention plan
- ◊ Build in support

Implementation Integrity Direct Observation Checklist

Teacher:		Date:
Grade Level:	Location:	Group Size:
Intervention Level: <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Tertiary		
Intervention Assessed:		

Note: If the step is not applicable, write N/A in the "+" column and do not include in the calculation of fidelity.

+	-	STEP	CHECKLIST
		1	
		2	
		3	
		4	
		5	
		6	
		7	
		8	
		9	
		10	

$$\underline{\hspace{2cm}} \text{ (# of +)} / \underline{\hspace{2cm}} \text{ (# of + and -)} \times 100 = \underline{\hspace{2cm}} \%$$

Adapted from Various Sources