

WVPBIS Tier 2 Training

September 2026



Training Tidbits

 Wi-Fi/Internet

 Restrooms

 Lunch





WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY



At the BMHTAC, the mission is to establish systems, enhance skills, and empower individuals to improve outcomes for all students. Since 2018, the center has partnered with educators across the state to address challenging behaviors, support students with extensive needs, and strengthen learning environments. Through collaboration with county, school, and classroom teams, the center helps develop, implement, and sustain effective practices and systems. The center's professional learning opportunities focus on early childhood and school-wide supports, hot topics/common issues, and practical, evidence-based strategies that build capacity and promote long-term success.

Themes:

- Early Childhood Positive Behavior Interventions and Supports (PBIS)
- School-wide PBIS
- Hot Topics or Common Issues
- How-To's for Classroom Practices and Strategies
- Tailor it to your needs...



School-wide Behavior Support Specialists

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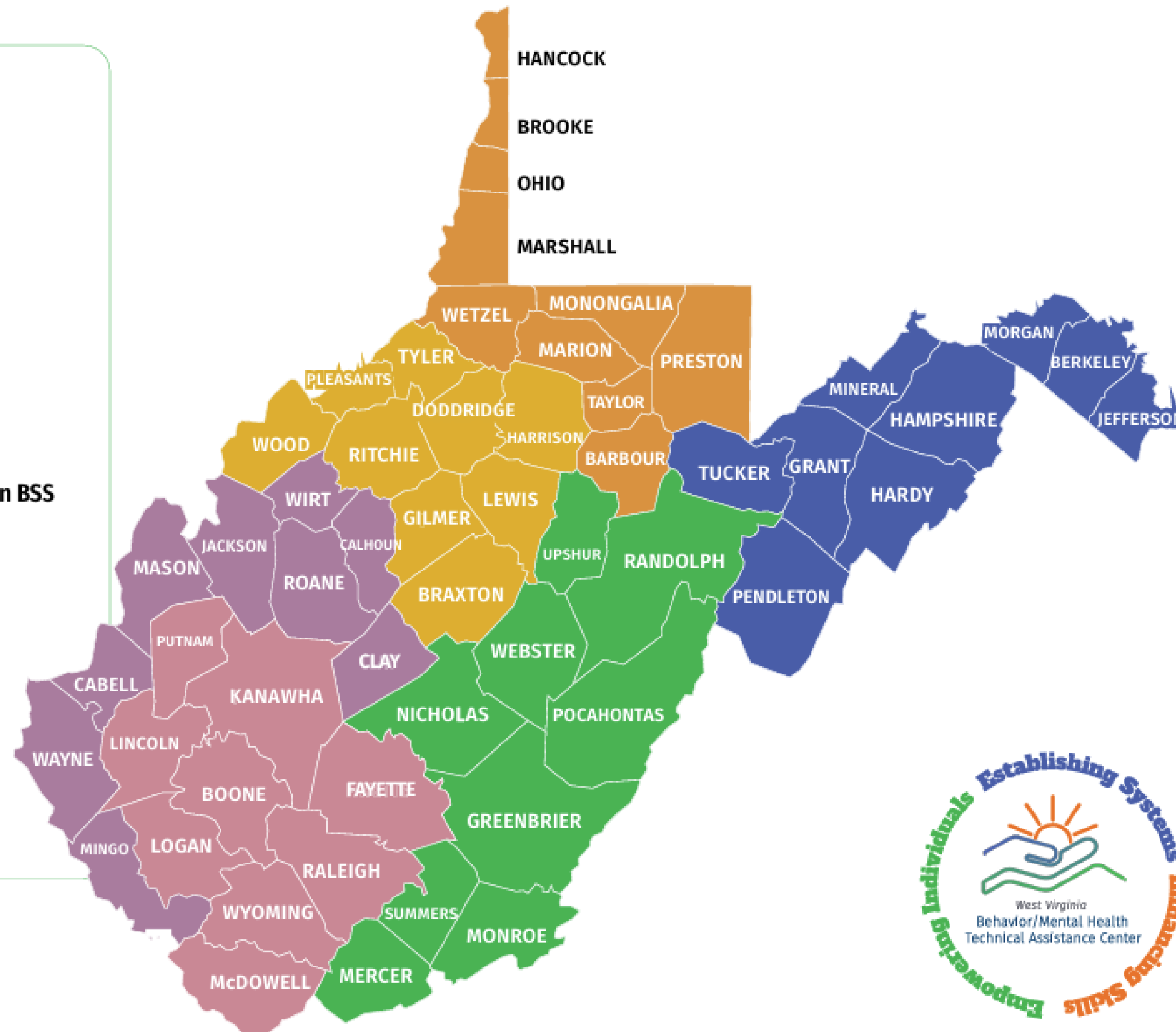
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School Introductions



**2 truths
& a lie**



A photograph of four diverse children (two girls and two boys) smiling and looking towards the camera. They are outdoors in a grassy field with trees in the background. The entire image is covered with a semi-transparent green overlay. A dark blue rectangular box is positioned in the lower half of the image, containing white text.

Setting the Stage

Things you need to know to be successful...

WVPBIS Expectations

Expectations	
Communicate	- Respond to emails/phone calls - Ask question (big or small) to your Behavior Support Specialist - Collaborate with your team members and the School-Wide PBIS team
Be Receptive	- Actively Listen to presentations and feedback - Actively listen to team members - Ask questions when your beliefs are challenged
Be Respectful	- Arrive on time - Communicate barriers - Meet deadlines - Listen to presenters and limit side conversations - Promote shared decision making
Have Fidelity to the Process	- Be consistent to the essential features - Provide TFI's and Data - Action Plan



School is not Home



Intensifying Expectations

Communicate

Be
Receptive

Be
Respectful

Have Fidelity
to the
Process



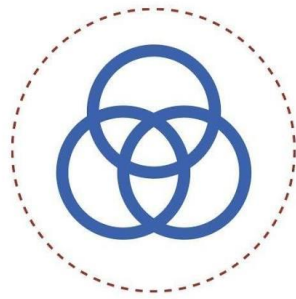


This training is brought to you by:



Missouri
PBIS

pbissmissouri.org
Tier 2 Workbook & Resources



Center
on PBIS

pbis.org
2021 Forum Recordings (F01 & F02)



Midwest
PBIS

midwestpbis2.org
Tier 2 Training Content



West
Virginia
PBIS

wvpbis.org
Targeted Group Interventions



Let's find the things you'll need.



www.wvpbis.org



[HOME](#)[SW PBIS MATERIALS](#)[TOPICS](#)[GENERAL](#)

Welcome to WVPBIS.org.

Please note that most pictures, icons and logos can be clicked for larger pictures or live links. Resources in blue font can be clicked and downloaded for school use.

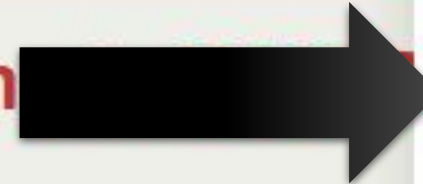
If a link, document or picture does not work, then please email christy.fubio@marshall.edu.

Paden City Elementary

Students enjoy their PBIS reward activity.



Welcom



Please note that most pictures, icons and logos can be clicked for larger pictures or live links.

If a link, document or picture does not work, then please e

School Improvement

Readiness

Tier 1

Tier 2

Tier 3

Data 101

Evaluation/TFI

Activities

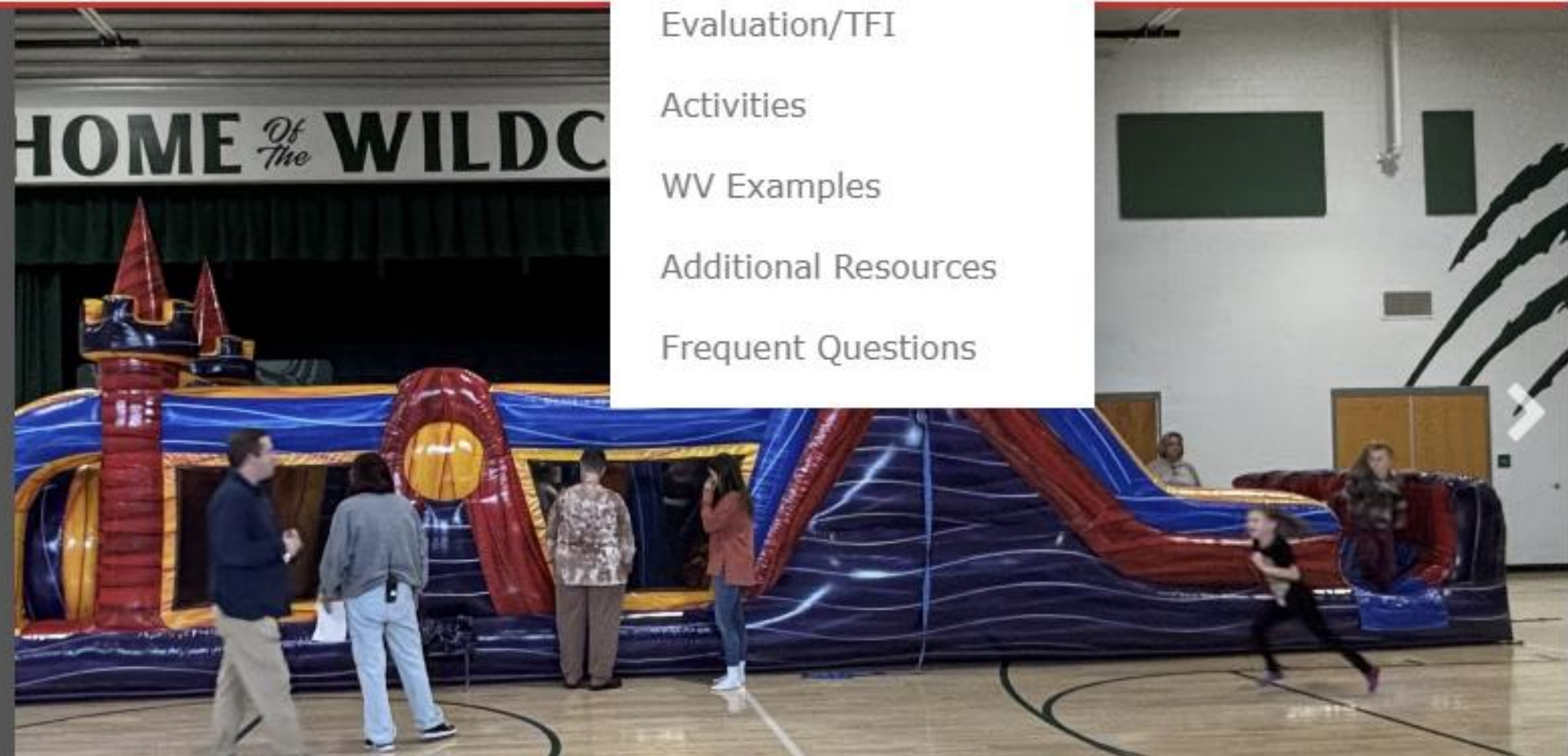
WV Examples

Additional Resources

Frequent Questions

Paden City Elementary

Students enjoy their PBIS
reward activity.

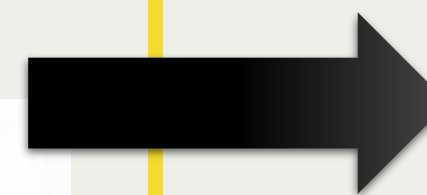
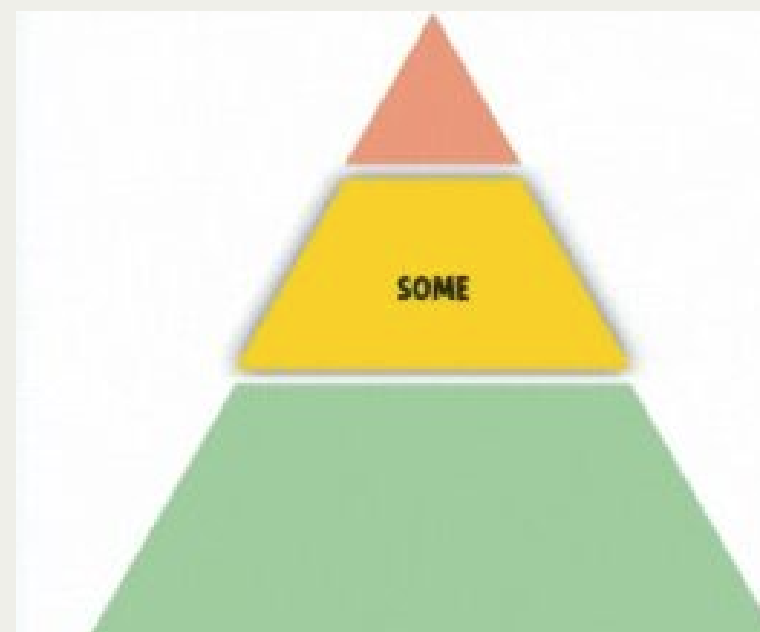


Tier 2

Targeted Group Interventions

What is Tier 2?

Tier 2 supports refer to the practices and systems that enable targeted interventions for students who are not successful with Tier 1 supports alone. The focus at Tier 2 is supporting students who are at risk for developing more serious unwanted behaviors before the start. Essentially,

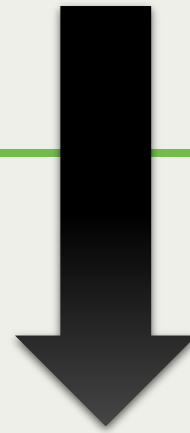


Tier 2 Activities



Activities

Tier 2



Activities

District Level

Readiness

Tier 1

Tier 2

Classroom Practices

[Classroom Practices Observation Tool - Midwest PBIS](#)

WHO? PBIS Tier 2 Team

WHO? Student Identification

[3.0 MO SW-PBS Tier 2 Workbook Ch 3 Student Identification](#)

- [Example Existing School Data Inventory - p. 8](#)
- [Example Teacher Nomination for Assistance - p. 6](#)
- [Example Student Identification Plan - p. 26](#)

[Existing School Data Inventory](#)

[Student Identification Plan](#)

Work Time Support

Keeping things organized.

GETTING READY FOR TIER 2

CHECKLIST - FIDELITY TO THE FEATURES

CLASSROOM PRACTICES

Do classroom teachers have the SW expectations in their classroom?

Do teachers have solid routines and procedures for their classroom?

Do teachers have acknowledgment systems in their classrooms?

Do teachers have a continuum of classroom consequences for challenging behaviors?

What do you need to action plan around classroom practices in your school?

WHO?

Do you have multiple sources of data around student behavior, attendance, grades, etc.?

Are you able to create data-based decision rules around these sources? (What criteria is set to determine that a student is "at-risk" and would benefit from Tier 2 support?)

Does your school have any screening tools that would provide information relevant to identifying students in need of Tier 2 supports?

Is there a way for students to be nominated for a Tier 2 intervention when appropriate?

TEAMING

Do you have team members to cover the necessary roles and responsibilities of Tier 2?

Does your team meet monthly with a data-focused agenda?

How will you action plan your Tier 2 needs for planning, implementation, and maintenance?

How will you provide professional development to your school's staff around Tier 2 practices and interventions?

How will your team plan to collect data around the fidelity of Tier 2 interventions as they are implemented?

Do you complete a TFI (Tiered Fidelity Inventory) annually?

Do you share outcome data around Tier 2 interventions with your school's staff?

WHAT?

Do you have multiple interventions matched to student need?

Do your Tier 2 behavior interventions provide:
-additional instruction/time for student skill development?
-additional structure/predictability?
-increased opportunity for feedback?

Is there a process in place to select interventions that are:
-matched to student need (function of behavior)?
-adapted to improve contextual fit (culture, developmental skill)?

Are your Tier 2 interventions linked to Tier 1 practices?

Do students still have access to Tier 1 supports?

PAGE 1 of 2

GETTING READY FOR TIER 2

CHECKLIST - FIDELITY TO THE FEATURES

NOW WHAT?

Do you track the proportion of students receiving Tier 2 supports?

Do you use outcome data and decision rules to progress monitor students receiving Tier 2 supports?

Is there a plan for fading supports when the data indicates Tier 2 supports have been successful?

Is there a plan for modifying supports when the data indicates uncertain results for student success?

Is there a plan for intensifying supports when the data indicates Tier 2 supports have not been successful?

THOUGHTS & IDEAS

WHEN WE'RE ACTION PLANNING WE NEED TO MAKE SURE WE INCLUDE...

NEXT STEPS:

Our Behavior Support Specialists & Their E-mails:

Follow-up Meeting with our Behavior Support Specialists:

PAGE 2 of 2



Work Time Support

How can we help you?



Work Time Support

How can we help you?



- Can't find something?
- Not sure what to do?
- Want to make sure you're on track?
- Need a little help?
- **ANYTHING YOU NEED!**





Training Objectives

Day 1

- ☐ Classroom Practices
- ☐ Systems Overview
- ☐ Framing Tier 2: Who?
- ☐ Framing Tier 2: What?

Day 2

- ☐ Intervention Intros
- ☐ Framing Tier 2: Now what?
- ☐ Team Work Time
- ☐ Wrap Up/Next Steps

A photograph of four diverse young children (two girls and two boys) smiling and looking towards the camera. They are outdoors in a grassy field with trees in the background. The entire image is covered with a semi-transparent green overlay. A dark blue rectangular box is positioned in the lower half of the image, containing white text.

Classroom Practices

The Bridge to Tier 2

Tier 1 Essential Feature

1.8 Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.





SWPBIS Tiered Fidelity Inventory

version 2.1

1.8 Classroom Procedures:

Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

- Staff handbook
- Informal walkthroughs
- Progress monitoring
- Individual classroom data

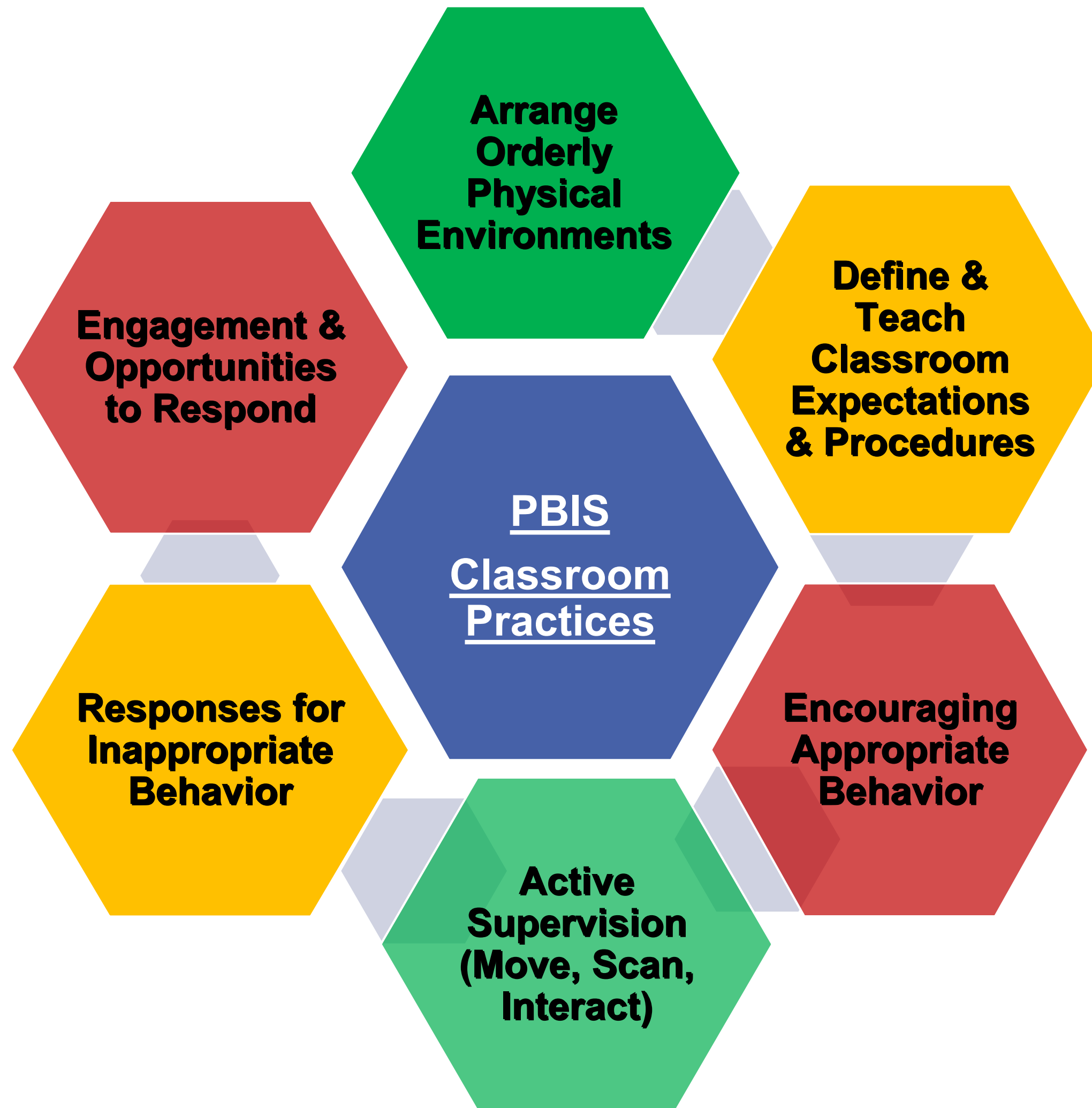
0 = Classrooms are not implementing Tier 1

1 = Classrooms are informally implementing Tier 1 but no formal system exists

2 = Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented





“The strongest predictor of both sustained implementation and sustained improved student outcomes was implementation of classroom PBIS systems.”

McIntosh et al., 2017



Classroom Practice Benefits

Effective Classroom Procedures

Positive Classroom Climate

Focus on Preventative & Proactive Approaches

Signals a Sense of Security to students

Promotes Connection & Sense of Belonging

Well Managed Classrooms

Focus on Proactive & Preventative Approaches

Teach and Reteach Appropriate Behaviors

Use Effective Instructional Practices

Achieve Positive Student Outcomes (Behavior and Academic)

Strong Classroom Behavior Management

Create Structure & Predictable Environments

Focus on Preventative & Proactive Approaches

Provides Feedback

Provide Recognition

Celebrate Student Success



Arrange Orderly Physical Environments

What is it?

Arranging and organizing the physical space so all students can see, hear, move freely, and engage to maximize learning and allow for active supervision.

What does it look like?

Working within the space available, the teacher arranges the student learning areas to allow for multiple configurations (circle, rows, groups) to match to the learning activity, while ensuring freedom of movement in a clean and organized space.

Curriculum visuals (e.g. the teaching matrix with school rules, posted routines for behavior and academic skills, etc.) are current.

Why?

Effective arrangement of the Physical Environment...

- Increases on-task behavior,
- Increases perception of safety,
- Supports a respect of others' personal space,
- Makes it easier to use the curriculum visuals,
- Allows for teacher movement (Active Supervision)

Trauma-Lens?

A well-designed classroom environment promotes of sense of safety and security for students impacted by trauma.

How?

Class-wide: Define spaces, organize storage, reduce clutter and old materials.

Complete a visual scan of curriculum materials posted throughout the space. Is the content still relevant? Does it reflect the most current behavior and academic curriculum? Ensure these tools are in locations where they are needed and easily referenced by teachers and students.

Whole group: Arrange seating so all students can engage; Develop and post routines for safely and efficiently moving desks into different arrangements.

TEAM ACTIVITY

Self-and Peer-Observational Assessment Tool for: Arrange Orderly Physical Arrangement



Observe and monitor the three components of physical arrangement during 10-20 minutes of activity and during predictable problematic time periods:

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes = 2		Somewhat = 1		No = 0	
	Traffic patterns are always clearly defined and allow movement without disrupting others		Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time.		Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
	Staff/students have easy access to enter/exit classroom		Staff and students have easy access to enter/exit classroom 50% of the time.		There is not easy access for entering/exiting classroom
	Materials are clearly labeled, easily accessible, and organized for ease of use		Some of the materials are clearly labeled, easily accessible and organized for ease for use		Materials are not clearly labeled, are not accessible or organized
	Only current or relevant materials from the behavior/academic curriculum are displayed		Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.		Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.



Define and Teach Classroom Expectations and Procedures

What is it?

The Classroom Teaching Matrix is not an actual “practice,” but is a critical foundation for establishing consistency among adults. It is an easy-to-follow matrix containing the school-wide expectations, classroom rules, and classroom routines. The teaching matrix serves as the primary tool defining the behavioral-social-emotional learning standards for instruction.

What does it look like?

Expectations: 3-5 School-wide expectations exemplifying the vision of the school (Classroom and School-wide expectations are the same).		Rules/Examples: Observable, measurable, positively stated, applicable, and understandable pro-social examples for each expectation		Routines: Posted procedures for automating common activities. Consider routines for external behaviors (e.g. turning in assignments, etc.), and social-emotional skills (e.g. self-awareness, etc.)	
The Warren Way		Classroom Rules		Classroom Routines	
				Group Work	When you feel upset
Be Responsible		- Focus on your work - Apologize for mistakes		1. Do your fair share	1. Display your 'stop signal' 2. Choose a coping strategy
Be Respectful		- Listen to speaker - Raise hand		2. Listen to your peers	3. Use “I statement” to express feelings and needs
Be Safe		Keep hands and feet to self		3. Clean up area	4. Use Calm Corner as necessary 5. Talk to someone if you need help

Why?

Consistent expectations in all settings ensure a common vision and message, creating consistency among adults which helps students stay regulated.

Positively stated examples inform teachers on what to instruct and prompt.

Students know exactly what to do.

Routines create a predictable and calm environment.

Routines prevent disruption often associated with staff inconsistency.

Maximize learning time by automating frequent tasks and activities.

Trauma-Lens?

A well-designed teaching matrix creates consistency and predictability through clearly stated rules. Routines support regulation, and can develop social-emotional competencies.

How?

Use the same expectations as posted school-wide.

Expectations usually stay the same year-after-year, but revisit behavior data annually to review possible rule revisions.

Three approaches to consider:
1) having same rules in all classes, 2) having core rules be the same, with room for individual teacher rules, OR
3) all rules individual to each room. Tier 1 Team decides.

Save time and resources by developing routines to be shared with colleagues. Tier 1 team may consider some routines to be the same school-wide (transition, getting attention, other?)

The Watkins HS Way	Classroom 214 Rules (Examples)	Classroom 214 Routines rev 7-16-19				
		Welcome	Group Work	Online	When you feel upset...	How to Transition
Be Responsible	- Stay on task - Offer to help - Apologize for mistakes	- Turn in homework - Put materials in desk - Begin work	- Do your fair share - Manage time carefully	- Double check sources before I post - Think before I forward	- Stop and take a few deep breaths - Recognize what you're feeling "I feel..."	Clean up your area
Be Respectful	- Raise hand - Track the speaker - Follow directions	- Say "good morning" to teacher and classmates - Talk in soft voices	- Listen to your peers - Take turns speaking - Say "I like that idea, AND..."	- Consider feelings of others before I post - Upstanders speak for others	- Ask for a break if you need a moment - Express your feelings appropriately	- Stand and Push in your Chair, OR - Listen for direction to next activity
Be Safe	- Walk quietly - Keep hands and feet to self	- Put personal belongings in designated areas - Take your seat	Clean up area when time is up	Turn on privacy controls	- Talk to someone if you need help - Talk to someone if it will make you feel better	- Eyes on me - Wait to be called
Teacher's Role (Conditions for Learning)	Supervise all areas of classroom	Greet Students warmly Bell to bell activity posted	Actively supervise small group activities	Teach & practice routine monthly	Use Active Supervision to predict triggers	Teach, practice, reinforce transitions

Midwest PBIS Network. (2019). Tier 1 Team Training: TFI 1.3 PPT [PowerPoint slides]. Retrieved from

Student Mastery

Above 80%:

- When 80% of your students can recite and explain how to carry out each classroom expectations.
- Exhibit them daily.
- Low classroom discipline outcomes.

Below 80%:

- Reteach
- Increase reminders/pre-corrects
- Increase your specific positive feedback when students follow the expectations and procedures.
- Complete a teacher reflection on implementation fidelity.



TEAM ACTIVITY

Self-and Peer-Observational Assessment Tool for establishing a: Classroom Teaching Matrix

Observe and monitor for aligned expectations, rules, and routines during a 10-20 minute period:

Assessment Type (circle): Self-Assess or Direct Observation. **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes = 2	Somewhat = 1	No = 0
Classroom Expectations are the same as the school-wide expectations	Classroom expectations are the same, and there are additional/other expectations posted	Classroom expectations are different than the school-wide expectations
Classroom rules are conceptually and visually aligned to school-wide expectations.	Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations	Rules are not aligned to school-wide expectations
Classroom rules are defined by being observable, measureable, and positively stated. (e.g. hands and feet to self vs. no-fighting; raise your hand and wait to be called vs. be your best)	A few of the rules are not positively stated or are not measurable or observable	Several of the rules are not positively stated or are not measurable or observable
Classroom Teaching Matrix is prominently posted. Font size is large enough to read from anywhere in the classroom.	Matrix is posted but difficult to read from all locations in the classroom.	Matrix is not posted, is hard to find, and/or hard to easily read.
Classroom routines and procedures are 1) succinct, 2) positively stated, and 3) in age-appropriate language or visuals	Two out of three items are in place	Zero to one items are in place.
Routines and procedures are aligned with school-wide expectations. School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines	School-wide expectations are conceptually linked to procedures and routines, but not visually included in a classroom matrix	School-wide expectations are neither conceptually or visually linked on the classroom matrix for procedures and routines
Routines and procedures are prominently posted and in respective locations (e.g. lab routine in lab area). Font size is large enough to read from respective locations.	Routines and procedures are posted but not in designated areas and/or not easy to read.	Routines and procedures are not posted.



Active Supervision (Move, Scan, Interact)

What is it?

Active supervision is a highly proactive practice of moving continuously, scanning all areas of the setting, and interacting positively with authenticity.

What does it look like?

A teacher providing attention to a group in the corner of a room positions herself so she can also systematically look up and scan the rest of the room at the same time.

During work time, the teacher moves throughout the space (while also scanning the full room), and gives feedback to individuals and groups on their progress.

Why?

Active supervision...

- Creates frequent opportunities to monitor students for success, or for need of prompting.
- Facilitates relationship building in creating opportunities for interaction.
- Anticipate and prevent known triggers for students

Trauma-Lens?

Active supervision provides a sense of safety for students as well as frequent opportunities for relationship development.

How?

Teachers demonstrate active supervision through these three components:

Moving throughout the space: Using proximity by continuously moving throughout the learning environment to monitor, support, and be present.

Scanning: Visually sweep areas to monitor, prevent, and/or reinforce behavior.

Interacting: Providing feedback to students to reinforce, prevent, or teach academic and behavioral skills

TEAM ACTIVITY

Self-and Peer-Observational Assessment Tool for:
Employ Active Supervision (move, scan, interact)

Observe and monitor the three components of active supervision during a 10-20 minute period or during predictable problematic times. Observer should tally to see if the teacher moves, scans and interacts at least 10 times each during a 20-minute observation.

Assessment Type (circle): Self-Assess or Direct Observation Schedule (circle): Baseline or Follow-up
School: Date: Time: Rm: Grade: Subject: Teacher:



Yes = 2		Somewhat = 1		No = 0	
	The teacher moves at least 10 times during a 20-minute observation: o Move and circulate through all parts of the classroom using close proximity to students needing additional support		This active supervision component is observed, but is less frequent than 10 times during the time period.		The teacher does not use this active supervision component during the time period.
	The teacher scans at least 10 times during a 20-minute observation: o Visually scan all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction)		This active supervision component is observed, but is less frequent than 10 times during the time period.		The teacher does not use this active supervision component during the time period.
	The teacher interacts at least 10 times during a 20-minute observation: o Interact frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior.		This active supervision component is observed, but is less frequent than 10 times during the time period.		The teacher does not use this active supervision component during the time period.



Encouraging Appropriate Behaviors

What is it?

A set of practices that encourage appropriate behavior by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and community inclusion.

Practices are chosen by the Tier 1 team, added to the school's discipline flowchart, and supported through professional development.

What does it look like?

Why?

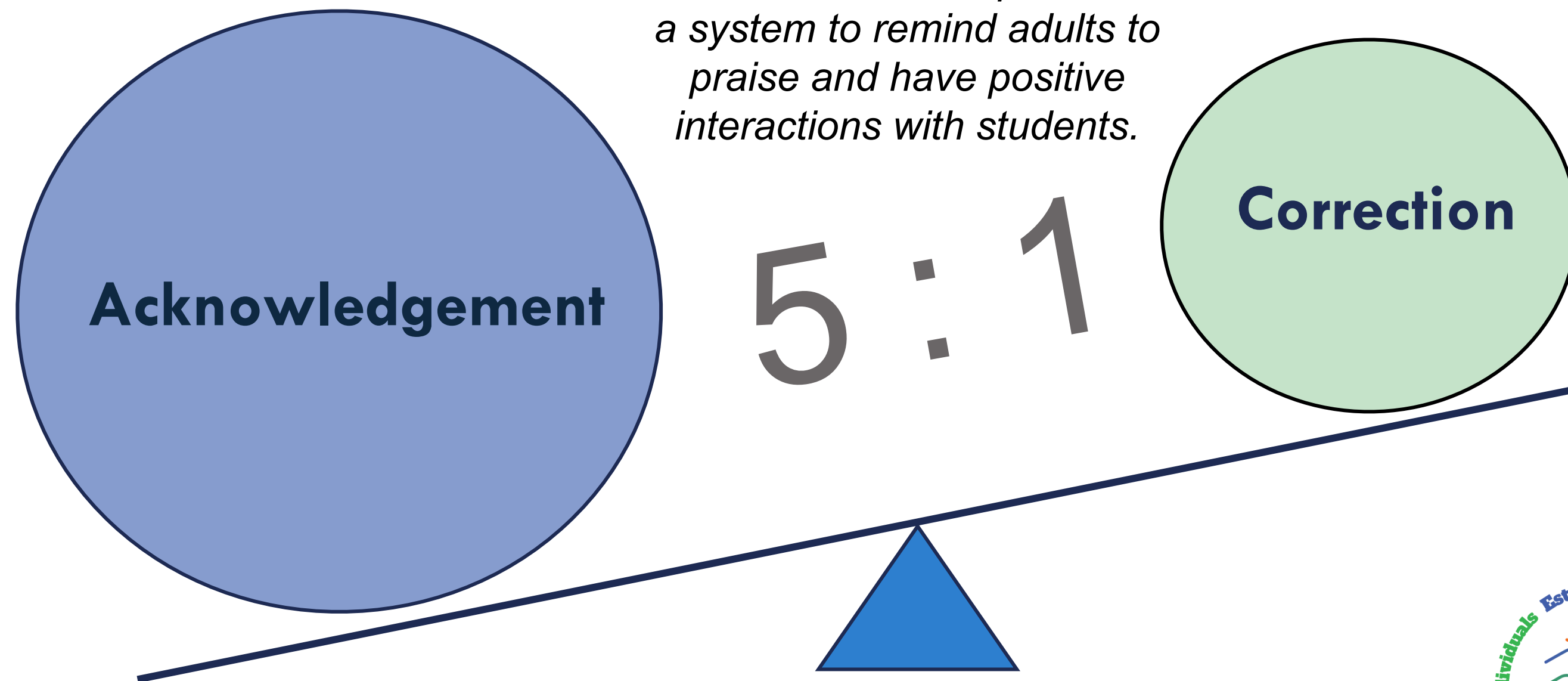
How?

PRACTICES TO ENCOURAGE APPROPRIATE BEHAVIOR

Teach Behavior/Routines	Preventative Prompts	Behavior Specific Praise	Individual Reinforcers	Group Contingencies
A written plan/schedule for teaching and practicing an expectation, rule, or procedure	Prompting expected behavior just prior to when it is needed. "Before we transition to group work, remember showing respect looks like..."	"Diane, Awesome! You are showing <u>Listening to the speaker</u> by leaning in, that's being respectful."	Tiger tokens, bulldog bucks, table points, etc.	After 20 Tiger Tokens are earned among the group, everyone gets a 5-10 min social reward.
Ensures all students clear understanding of expected behaviors and teaches new social-emotional competencies.	Prevents inappropriate behavior by setting the environment and students up for success.	Gives feedback about performance. Builds relationships. Helps establish a 5:1 praise to corrections ratio for growth mindset.	Individual acknowledgement systems remind adults to focus on skills they want to see, and to use Behavior Specific Praise	Keeps a focus on growth mindset. Use the benefits of social rewards to emphasize desired behaviors, build relationships, and build community.
Trauma-Lens? These practices (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g.: sense of self, emotional regulation) often underdeveloped in students impacted by trauma.				
Teach behavior like academics. Install new skills, and engage in ongoing intentional practice. Teach the identified rules and procedures in the teaching matrix.	Pleasantly prompt expected behaviors just prior to times it would be beneficial.	1. Identify the student/group 2. Include term of praise 3. Describe rule being recognized 4. Link to school-wide expectation	Use the same the school-wide acknowledgement token in classrooms. Tier 1 Team guides the recommended frequency; use data to target specific behaviors as needed.	Identify collective goals for frequent group rewards/celebration. Layer larger/less-frequent rewards on top for bigger celebrations.
• Work collectively		• Use routine-		• Get student input

Receive Frequent Feedback and Acknowledgement

Remember, a ticket/reinforcement practice is a system to remind adults to praise and have positive interactions with students.



TEAM ACTIVITY

Self-and Observational Assessment Tool for:
Encouraging Appropriate Behaviors



Assessment Type (circle): Self-Assess or Direct Observation Schedule (circle): Baseline or Follow-up
School: Date: Time: Rm: Grade: Subject: Teacher:

Teacher Interview or Review of Written School-wide Plan: Expectations, Rules, Routines, are actively taught: - o How frequently are expectations, rules, routines formally taught? - o How is it decided which expectations, rules, routines to teach each week? - o Evidence: Request to see last behavior and academic lesson plans taught.	Notes:
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	Teaching Behavior/Routines; Preventative Prompts				
2	Yes = 2	1	Somewhat = 1	0	No = 0
	Lessons on expectations and examples are taught at least weekly (see lesson plans). Expectations and rule prompts are embedded into daily lessons and activities. (see academic plans)		Rules and expectations are taught once per grading period. Occasional prompting and practicing embedded into lessons and activities.		Rules and expectations are not taught, or are taught less than once per grading period.
	Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency.		Routines and procedures are taught and practiced quarterly to maintain student consistency and fluency		Routines and procedures are not in place, or not taught and practiced at least 4 times throughout the year
	Students demonstrate routine implementation of posted procedures throughout the day.		Procedures are used at least weekly, and are routine for 50%-80% of students		Procedures are not in place or not routine for at least 50%.
	Students are prompted and acknowledged for				



Continuum of Responses to Inappropriate Behavior

DRAFT 7-28-19

What is it?

A teacher's toolkit of practices organized by resource intensity, for responding to inappropriate behavior. Use the least intensive educational approach to support student learning and achieve demonstration of the appropriate skill.

Practices are chosen by the Tier 1 team, added to the school's discipline flowchart, and installed and supported through professional development (PD).

Responses for Inappropriate Behavior

What does it look like?

Sample Practices Team May Install	Definition
Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior or adherence to a procedure and routine.
Praise the Appropriate Behavior in Others	Use Behavior Specific Praise with a different student or group to remind all students of the expected rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix
Praise Approximations (Differential Reinforcement)	Reinforcing one behavior and not another. For example, praise the positive behavior while ignoring the student's inappropriate behavior.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Specific Error Correction	Specific feedback that informs the student to stop the undesired behavior, and to engage in the desired behavior connected to the school-wide expectation. 1. Respectfully address the student 2. Describe inappropriate behavior 3. Describe expected behavior/rule 4. Link to school-wide expectation on matrix 5. End with encouragement
Regulate, Relate, Reason	Strategies helping a student regulate, or "quiet" their stress response, relate to an empathetic adult, and reason to think logically.
Provide Choice	Give appropriate alternative choices to lead to the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate supplies to complete the task, or offer a different type of activity.
Conference with Student	Ask the five restorative questions. Understand the problem and the alternative behavior. Provide rationale. Practice and give feedback. Develop a plan.
Restorative Circle	Inclusive circle format and processes to address specific incidents that have occurred, and connect learning to school-wide expectations (Costello et. al., 2010)

Classroom Responses/What it looks like:

Planned Ignoring

Ignore student behaviors when their motivation is attention, and continue instruction without stopping

Physical Proximity

Using teacher proximity to communicate teacher awareness, caring, and concern

Direct Eye Contact

The "teacher look" to get attention and non-verbally prompt a student

Signal/Non-Verbal Cue

Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.

Praise the Appropriate Behavior in Others

Use Behavior Specific Praise with a different student or group to remind all students of the expected rule/expectation.

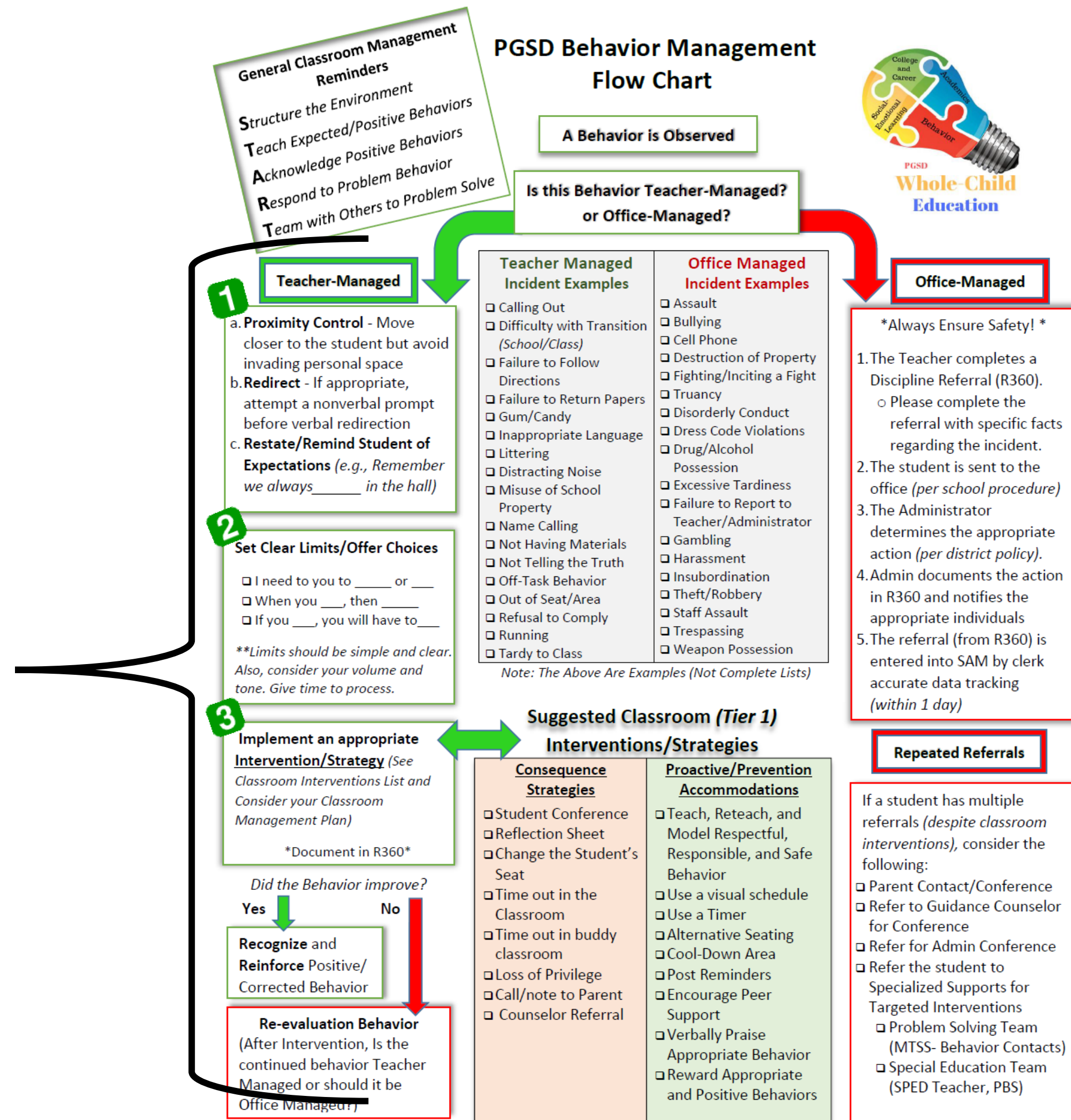
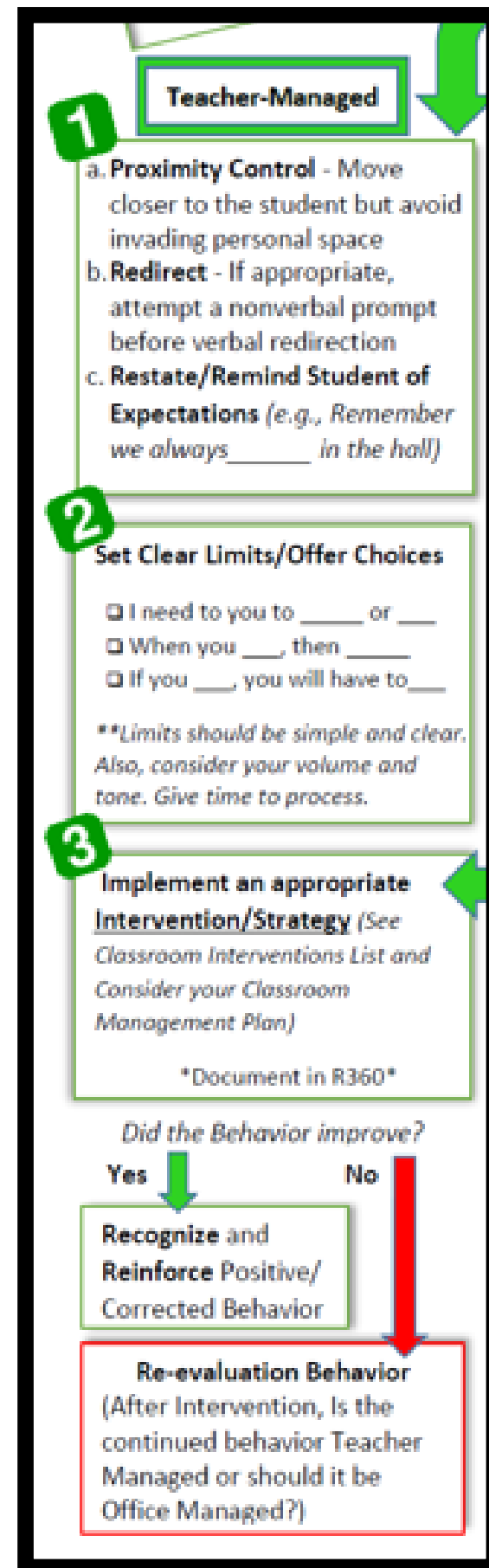
Redirect

Restate the desired behavior as described on the teaching matrix

Re-teach

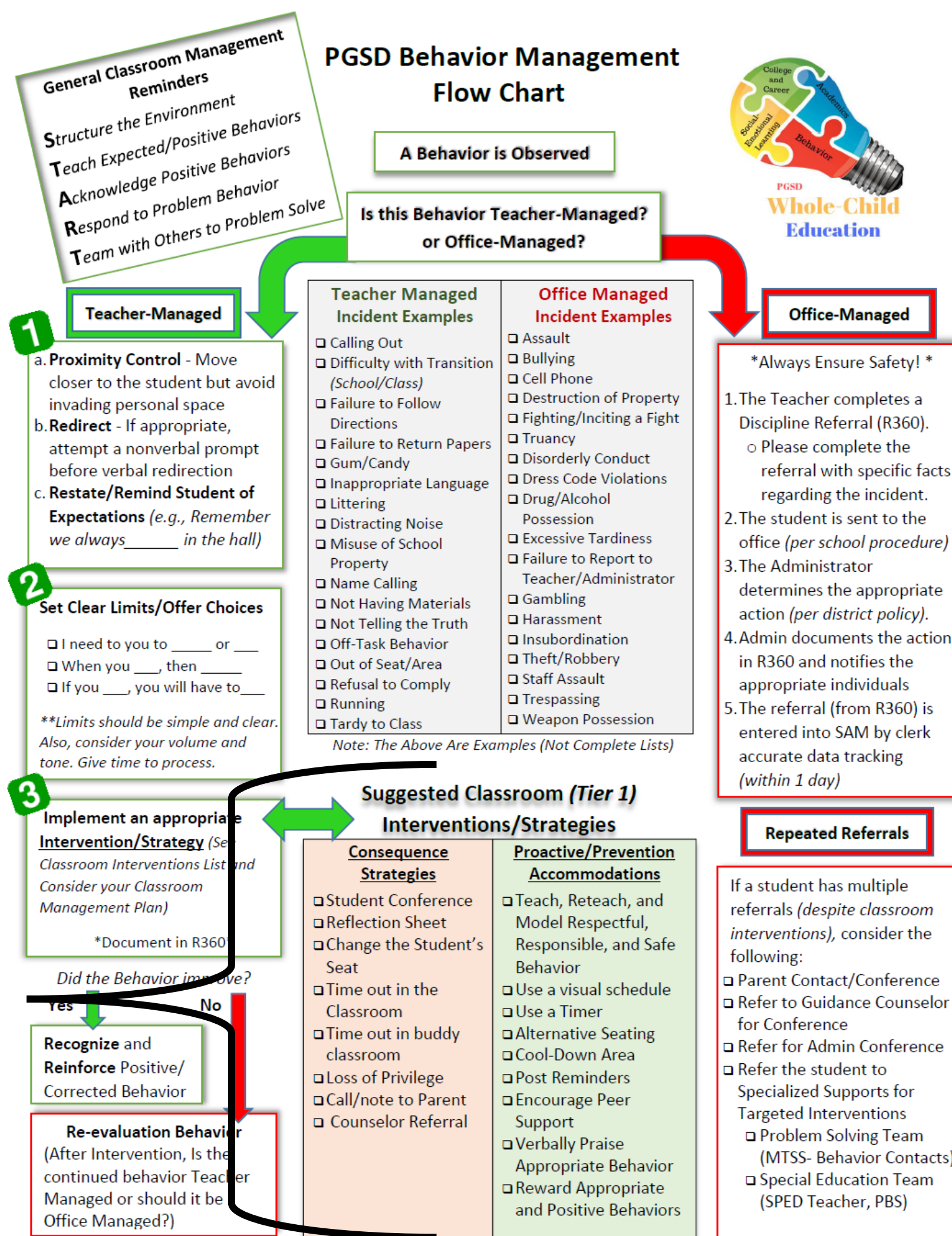
State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.





Suggested Classroom (Tier 1) Interventions/Strategies

Consequence Strategies	Proactive/Prevention Accommodations
☐ Student Conference ☐ Reflection Sheet ☐ Change the Student's Seat ☐ Time out in the Classroom ☐ Time out in buddy classroom ☐ Loss of Privilege ☐ Call/note to Parent ☐ Counselor Referral	☐ Teach, Reteach, and Model Respectful, Responsible, and Safe Behavior ☐ Use a visual schedule ☐ Use a Timer ☐ Alternative Seating ☐ Cool-Down Area ☐ Post Reminders ☐ Encourage Peer Support ☐ Verbally Praise Appropriate Behavior ☐ Reward Appropriate and Positive Behaviors



WV Policy 4373 (Appendix A. Behaviors and Definitions

Appendix A: Sample Interventions and Consequences

Interventions
Administrator/student conference or reprimand
Administrator and teacher-parent or guardian conference
Counseling referrals to support staff or agencies
Notification of appropriate Health and Human Resources
Daily/weekly academic and/or behavioral progress reports
Referral to Student Assistance Team (SAT)
Behavioral contracts
Change in the student’s class schedule, locker assignment, or seat assignment
School service assignment
Interventions provided through a MTSS framework
Restorative Practices
*W. Va. Code §18A-5-1(d) prohibits the use of suspension solely for not attending class.
The selection of appropriate interventions and consequences for substance abuse must be considered very carefully depending upon the severity of the behavior and potential safety concern for others in the school. The first action must be to conference with the parent or guardian and appropriate law enforcement representatives in an effort to direct the student to appropriate addiction services. Referral to tobacco cessation services/treatment and substance abuse treatment services shall be a priority intervention strategy for these behaviors.



Policy 4373 (Ch 4.Section 2)

Section 2. Guidelines for Specific Responses to Inappropriate Behavior

Alternatives to Exclusion. When designing or adopting discipline plans, county boards of education and schools shall also consider and adopt alternatives to exclusion. Because student academic progress can be negatively impacted by exclusionary practices, processes should be considered that provide students support that are designed to decrease the chance of repeated behavior and increase the chance of academic success such as:

- restorative practices;
- mentoring;
- mental health supports;
- civil citations;
- academic and behavior supports;
- behavior contracts;
- community service;
- school-wide Positive Behavior Supports and Interventions (PBIS); and
- community health.



Reduction of Student Removal from Instruction

- Rules, Routines, Intentional Instruction, and Positive Feedback increase the likelihood all students remain in class and engaged in instruction and leading to improved academic outcomes.
- Effective behavior supports and effective instruction
- Minor offenses that do not lead to removal from classroom
- Key features that lead to reduced disciplinary action in high schools:
 - Inclusion of academic related behaviors in social skill instruction
 - Age-appropriate recognition/acknowledgements strategies for student mastery of targeted skills
 - Re-entry plans when students have been removed from instruction for extended period/or when disrespect of the teacher is evident.
 - Consequences for problem behavior that do not result in loss of instruction (e.g., before/after school/lunch detention, etc)
 - Proactive discipline policies/instructional problem-solving focus



TEAM ACTIVITY

Self-and Observational Assessment Tool for:
Continuum of Responses to Inappropriate Behavior



Assessment Type (circle): Self-Assess or Direct Observation Schedule (circle): Baseline or Follow-up
School: Date: Time: Rm: Grade: Subject: Teacher:

Yes = 2		Somewhat = 1		No = 0	
	Disruptions did not take place during observation.		Some disruption(s) took place, but other peers were not impacted.		Disruptions took place impacting the ability of peers to learn
	Teachers uses continuum (a minimum of 3 strategies observed) to respond to inappropriate behavior		1-2 strategies used other than general correction		No strategies used, or strategies used were not recommended and/or supported (e.g. shouting, response cost, etc.)
	Inappropriate behavior is addressed in a calm, consistent, brief, immediate, and respectful manner.		Some Inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner.		• Most of the inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner, or • No behaviors were corrected
	When using error correction, the following five steps are observed: 1. Respectfully address student 2. Describe inappropriate behavior 3. Describe expected behavior 4. Link to rule/expectation on Matrix 5. Redirect back to appropriate behavior		3 or 4 out of the 5 steps observed during error correction.		Error Correction was not used
	Teacher follows error correction with BSPS as soon as student displays appropriate behavior		Teacher delivers BSPS at least 50% of the time in response to student displaying appropriate behavior after having received an error correction		• Teacher does not use BSPS to reinforce student after receiving error correction, or • There is evidence of a response cost system in the classroom (clothespin, flip cards, etc.), or • no behaviors were corrected



Engagement & Opportunities to Respond

Engagement & Opportunities to Respond

DRAFT 3-18-19

Maximize the simultaneous involvement of all students through strategies and questions to solicit group responses.

Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.

What is it?

What does it look like?

Examples:

Instead of asking the class for someone to state an answer, students share their answer with a shoulder partner first, discuss for one minute, and then report out.

All students write their answer to a math problem on small white boards and hold them up for the teacher to see.

PE Teacher uses small basketball skill stations so all students are engaged instead of standing in lines.

- Increase on-task behavior
- Increase praise to corrections ratio
- Provides continual formative assessment
- Makes learning visible
- Increase academic/learning outcomes
- Allows for differentiated responses and varied types of engagement for students who do not want group attention

Why?

Trauma-Lens?

Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

Increase Academic Engagement

- Use of Multiple Opportunities To Respond (OTR) includes strategies to increase all students being engaged in the content simultaneously through various group engagement strategies.
- Consider delivery of instruction (differentiated, small groups, planning for instruction)
- Examples of group engagement strategies:
 - think, pair, share; response boards; choral response, computer programs (e.g. Kahoot); small group work; etc.



TEAM ACTIVITY

Self-and Peer-Observational Assessment Tool for: Engagement and Opportunities to Respond



Observe and monitor the components of Opportunities to Respond during a 10-20 minute period of active instruction:

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes = 2		Somewhat = 1		No = 0		N/A	
	A variety of strategies are used to replace single student responding, and engage students in group responses		1-2 strategies are used to engage students in group responses		Students are not engaged in group responses		Active instruction was not observed
	Group responses are used more frequently to engage all students.		Group responses and individual responses are used equally		Individual responses are used predominantly, and/or the same students are regularly targeted to respond.		Active instruction was not observed
	Teacher talk is less than 40% of instruction time observed		Teacher talk is 40-60% of time observed		Teacher talk is greater than 60% of time observed		Active instruction was not observed
	Wait time equals 5 seconds		Wait time is less than five seconds		Teacher does not allow wait time		Active instruction was not observed
	On average, 80% or more of students are on task during the observation		On average, 70-79% of students are on task during the observation		On average, less than 70% of students are on task during the observation		
	80% or more of students are on task during each of the three scans		On-task dropped down to 70-79% of students during one or more scans		On-task dropped down to less than 70% of students during one or more scans		



Case Study Activity:

Marty is a 6th grade student who often displays physically aggressive behavior and will engage in throwing items when he becomes frustrated or upset. He has always been a bright student but struggles with managing his emotions. In Math class, Ms. Garcia gave the class instructions to turn to page 3 in their book and begin working on the assignment. Marty started his work and within 2 minutes, he began kicking the legs of the desk with his feet, tore the paper out of the workbook, threw it across the room and then threw a pencil and hit another student on the back of the head. Ms. Garcia looked up from her computer and stated, “Marty! That was not acceptable behavior. Go to the office.” The students in the class stopped what they were doing and looked at Marty. Some laughed, and some stared with their mouths open. Marty said, “Fine! You can go to h***,” and went out the door.

Turn and Talk: Do classroom practices support Marty? (Examples)

Share Out: Environmental Design, Teaching Expectations, Active Supervision, Encouraging Appropriate Behavior, Responses For Inappropriate Behavior (MTSS), Engagement



Case Study Activity:

Marty is a 6th grade student who often displays physically aggressive behavior and will engage in "battles" with other students. He has been a bright student and has been a member of the school's sports teams. He gave the teacher a hard time on the playground and was on the legs of the teacher in the room and in the hallway. Garcia I. said, "Fine! You are going and said,

Does Marty need Tier 2?

Turn and Talk: Discuss the case study and share your thoughts.

Share Out: Environmental Design, Teaching Expectations, Active Supervision, Encouraging Appropriate Behavior, Responses For Inappropriate Behavior (MTSS), Engagement



Classroom Practices for Tier 2

- Educators target (i.e., increase specificity, dosage, focus of) how they promote skill growth when they re-design classroom spaces, if needed; target their connections with students and families; plan targeted instruction in routines, norms, and/ or specific academic and SEB skills; target prompts and supervision; and implement other targeted antecedent strategies.
- Educators target how they explicitly teach routines, norms, and academic and SEB skills and they align Tier 2 instruction with Tier 1 instruction.
- Educators target how they respond when they increase their specific positive and supportive corrective feedback and enhance their continuum of recognition and response strategies to increase skill growth and decrease mistakes

Classroom Practices Video Series

– WVPBIS (click title link to open)

Options for Use:

- **PLCs:** Select one classroom practice video to watch per PLC meeting. After staff have watched the selected video and participated in the activity with the video, the administration will assess the knowledge and implementation of that classroom practice during their classroom walkthroughs and provide feedback to the teachers.
- **Tiered Professional Development:** We recommend using data from classroom practice walkthroughs to differentiate professional development for your staff. Based on the area of need, provide the necessary classroom video for the teacher to watch at their leisure and then allow that teacher an opportunity to demonstrate their knowledge through additional administrative classroom walkthroughs.
 - After the educator has watched that PD, pair them with a mentor/teacher and have them co-observe their mentor teaching that practice. Consult after observation.



How will teachers ask for help?

- How will you work to ensure teachers feel supported? How can you use the Classroom Practices Video Series Snapshot to support staff?
- A mechanism to request for assistance (RFA)
 - Discrete
 - Confidential
- Communication protocol
 - Confidential
- Neither are to be linked to the formal teacher evaluation system





Subscale: Tier 1 Classroom Systems

Classroom is defined as an instructional setting in which staff supervise and teach groups of students.

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place		High	Med	Low
			1. Behavioral Expectations In my classroom, expected student behaviors (e.g., rules) are stated positively, defined clearly, aligned with schoolwide expectations, posted in a way that can be seen from anywhere in the classroom, and explicitly taught to students.			
			2. Procedures and Routines In my classroom, procedures and routines are stated positively, defined clearly, aligned with schoolwide expectations, and explicitly taught to students; procedures and routines are appropriate for age/grade level and context (e.g., content area, instructional practices).			
			3. Feedback and Acknowledgement In my classroom, I use the schoolwide system to provide feedback and acknowledgement for expected student behaviors (e.g., verbal statements, reinforcers).			
			4. Response to Behavior In my classroom, I use the schoolwide system (e.g., flowchart) for responding to behaviors that interfere with academic and/or social success.			
			5. Active Supervision In my classroom, I engage in active supervision through moving, scanning, and interacting (e.g., precorrects, prompts, feedback) with students.			
			6. Actively Engage Students In my classroom, I use a variety of strategies to increase student opportunities to respond (e.g., turn and talk, guided notes, response cards).			
			7. Differentiated Instruction I use student data to adjust social-emotional-behavioral and/or			

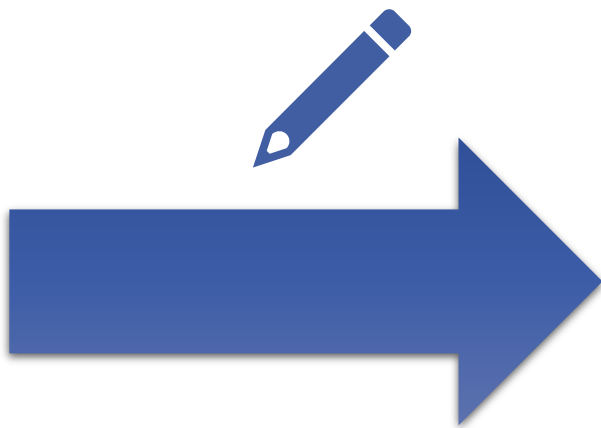


Links to Access Information (see website for live links)

- WV PBIS - Expectations, Classroom Practices & WV Examples
- Template for creating expectation matrix: Classroom Matrix
- WV PBIS - SWPBIS Classroom Walkthrough Tool
- Center on PBIS - Self-Assessment Survey (SAS) Manual (page 9)
- Lesson Plans Embedding-Tier-1-Expectations.pdf
- Classroom Practice PD Series Classroom Practices Video Series – WVPBIS



TEAM ACTIVITY



GETTING READY FOR TIER 2

PLANNING GUIDE - FIDELITY TO THE FEATURES

CLASSROOM PRACTICES Do classroom teachers have the SW expectations in their classroom? Do teachers have solid routines and procedures for their classroom? Do teachers have acknowledgment systems in their classrooms? Do teachers have a continuum of classroom consequences for challenging behaviors? What do you need to action plan around classroom practices in your school?	WHO? <i>Adults</i> Do you have team members to cover the necessary roles and responsibilities of Tier 2? Does your team meet monthly with a data-focused agenda? Do you complete a TFI and action plan each year? Do you share outcome data around Tier 2 interventions with your school's staff?
WHO? <i>Students</i> Do you have multiple sources of data around student behavior, attendance, grades, etc.? Are you able to create data-based decision rules around these sources? (What criteria is set to determine that a student is "at-risk" and would benefit from Tier 2 support?) Does your school have any screening tools that would provide information relevant to identifying students in need of Tier 2 supports? Is there a way for students to be nominated for a Tier 2 intervention when appropriate?	WHAT? <i>Adults</i> Do the staff members in your school understand Function of Behavior? Do you have tools to determine student function? Do you have a communication system to inform and receive feedback from staff? How will you provide professional development to your school's staff around Tier 2 practices and interventions?
OUR BSS: 	

PAGE 1 of 2





Building a Tier 2 System from Your Tier 1 Framework

Tier 1 Foundations for an MTSS

Tier 2 Essential Features

2.8 Access to Tier 1 Supports: Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.



Tier 2 Essential Features

Team
Composition

Team
Operating
Procedures

Screening

Request for
Assistance

Options for
Tier 2
Interventions

Tier 2 Critical
Features

Practices
Matched to
Student Need

Access to
Tier 1
Supports

Professional
Development

Level of Use

Student
Performance
Data

Fidelity Data

Annual
Evaluation

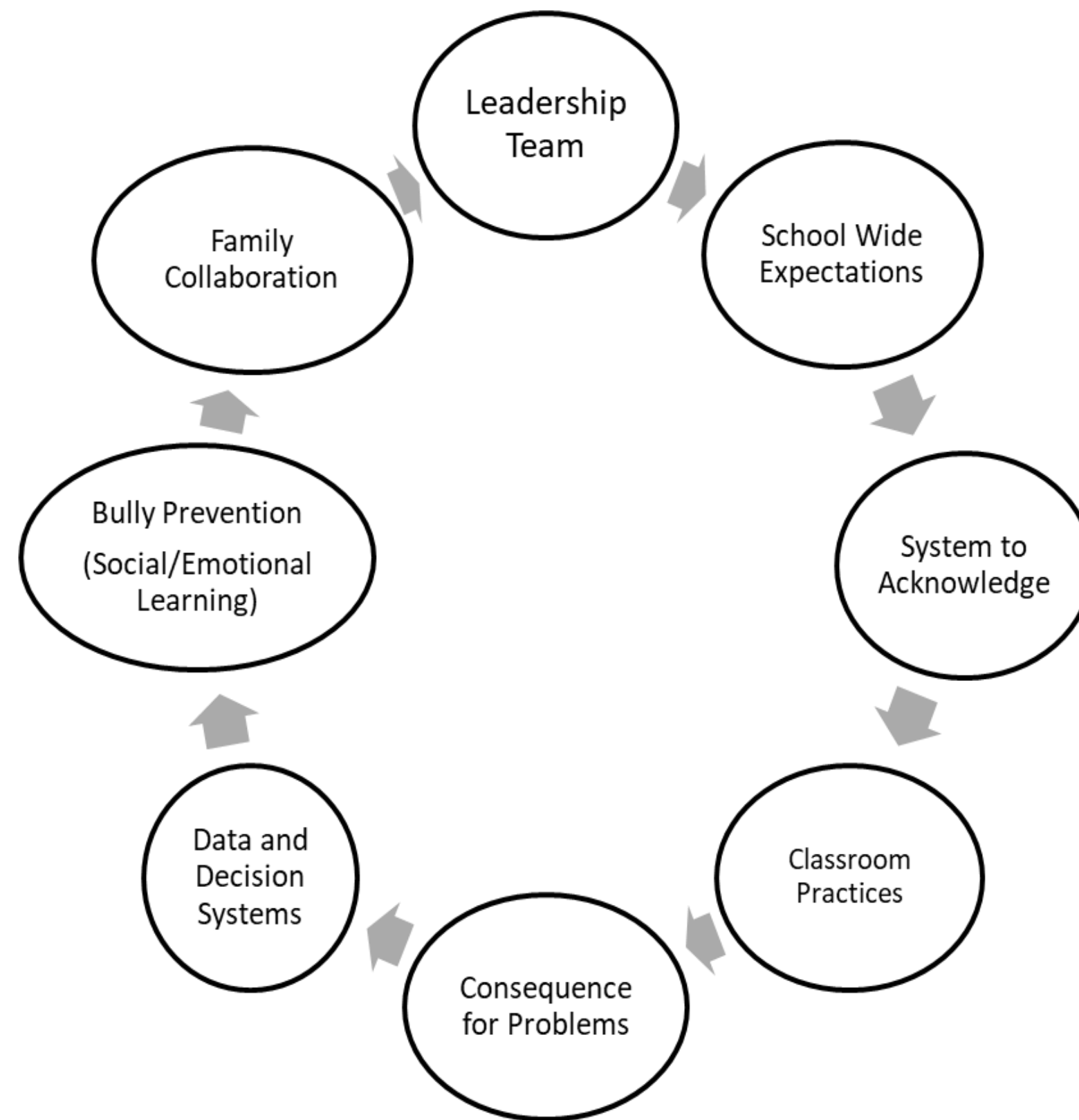


Learning Objectives

Tier 1 Health Check



Tier 1 IS a System!



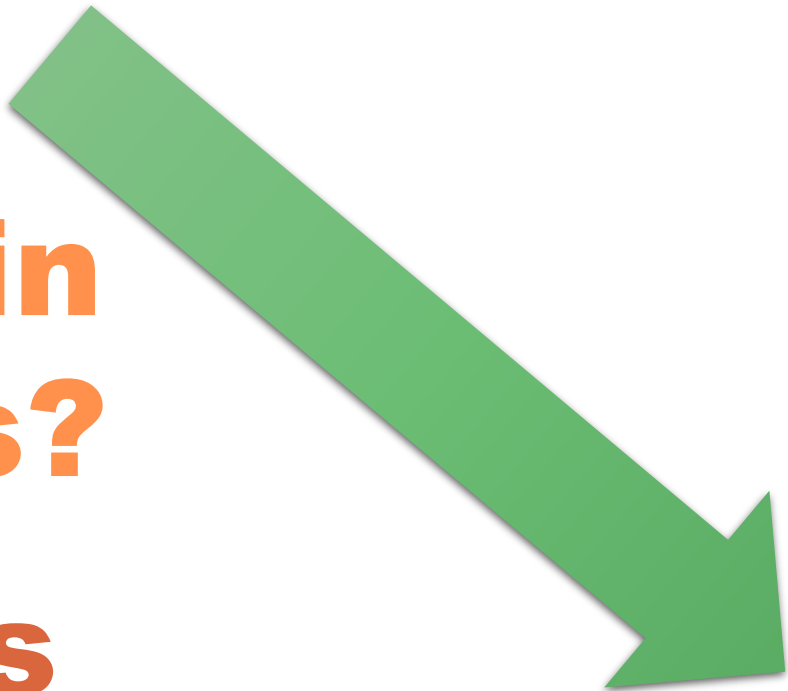
The best approach to Tier 2 is doing Tier 1 with fidelity.

Fidelity Checklist				
Teaming				
	Not in place	Partially in place	Fully in place	Notes
Do you have a team in place?				
Is your school well-represented?				
Do you have established roles?				
Do you meet consistently?				
Do you have agendas and minutes?				
Do you use data in your meetings?				
Do you share your meeting information with your staff?				
Do you complete the TFI at least annually?				
Do you have a current action plan?				
Expectations				
Do you have 3-5 school-wide expectations?				
Do you teach those expectations explicitly across environments?				
Does your whole staff use the same language and understand the expectations the same way?				
Feedback Systems				
Do you have a feedback system that is frequent, intermittent, and long-term?				
Is your feedback system layered?				
Classroom Practices				
Is your school-wide system mirrored in classrooms?				
Do your classrooms use your school-wide expectations?				
Do teachers actively supervise their classrooms?				
Are the environments organized and routines established and taught?				
Do classrooms have discipline systems?				
Do classrooms have their own feedback systems?				
Are your classrooms highly engaging?				
Discipline Systems				
Do you have an established Office Discipline Referral?				
Have you decided on what behaviors are classroom managed vs. office managed?				
Do you have a discipline flow chart?				

✓ **What have you accomplished?**

✓ **What is in progress?**

✓ **What has gotten lost?**



What needs to be classified as "Tier 1 Maintenance" as you plan for Tier 2?



Systems



**This
training
is
brought
to you
by:**

Missouri PBIS – pbissmissouri.org –
Tier 2 Resources

Center on PBIS – 2021 Forum
Recordings

- F01 -Essential Features of Tier 2 Supports and Reflections from District-wide Implementation
- F02- Small Group Social Skills Instruction and Self-Management

Midwest PBIS

Alphabet Soup

- PBIS – Positive Behavioral Interventions and Supports
- MTSS – Multi – Tiered System of Support
- TFI – Tiered Fidelity Inventory
- BSS – Behavior Support Specialist
- ODR – Office Discipline Referral
- TA Center
- Action Plan
- Our website – wvpbis.org



How to Think About Scaling Up

Who?

What?

Now,
What?



About today...

Expectations in line with reality.

- We can't do it all in one day.
- Prep today, Installation tomorrow, TFI the day after tomorrow

The bigger system today – extra interventions later.

- Videos on how to install
 - Check-in/Check-out
 - SEL Small groups
 - Self Monitoring
 - FACTS (Function of Behavior)

Follow-Ups

- Before the end of the school year
- Six months
- BSS support whenever you need it!



About Tier 2

Install

“Place or fix in position ready for use.”



Implementation

“Put (a decision, plan, agreement, etc) into effect.”



- Continuously available
- Accessible in 72 hours
- Very low effort by teachers
- Aligned with School-Wide Expectations
- Implemented by ALL
- Flexible and based on assessment
- Function – based
- Allocated adequate resources
- Student chooses to participate
- Continuously monitored



Tier 2 Systems

- Less than Tier 3 but more than Tier 1
- Intensifying Tier 1 (that's why Tier 1 is so important). Do teachers have the basics especially when we are asking them to intensify?
 - ***More explicit instruction on the expectations, more quality relationships***
 - ***More frequent feedback.***
 - ***More detailed and more frequent data.***
- Standardized interventions
- Prevent and/or Decrease Problem Behaviors
- Efficient, Effective, and Equitable

- Increased instructional practice with self- regulation, social skills, expectations, and academics
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Increased focus on possible function of problem behavior
- Increased access to academic supports
- Increasing prompts and reminders (pre-corrections)
- Increased school – family connection

<https://pbisforum.pathable.co/?openNativeApp=true>



What Is Systems Thinking?

- Seeks to understand potential causes and the dynamic factors that might be at play, including feedback loops.
- Tends to think “big picture” including factoring in incentives when thinking about how challenging it might be to solving a particular problem.



What Is Systems Thinking?

Systems Thinking

- Looks at the whole of the system and not just individual parts
 - Doesn't just focus on "that student" but ALL students (present and in the future).
 - Systems that are implemented with fidelity and applied with consistency will positively affect all students and environments.



**A GOOD
SYSTEM
SHORTENS THE
ROAD TO THE
GOAL.**



Orison Swett Marden
American Author

QUOTEHD.COM

1850-1924

With Systems Thinking

We are All Working Together

Towards the Same Goals

- Shared Vision
- Shared Language and Understanding
- Shared Expectations
- Shared Interventions
- Shared Responses Towards Behaviors

The Whole is greater than the sum of the parts
~ Aristotle ~

**WE DON'T NEED
TO FIX WHAT'S
NOT BROKE.**

Robert Thomas

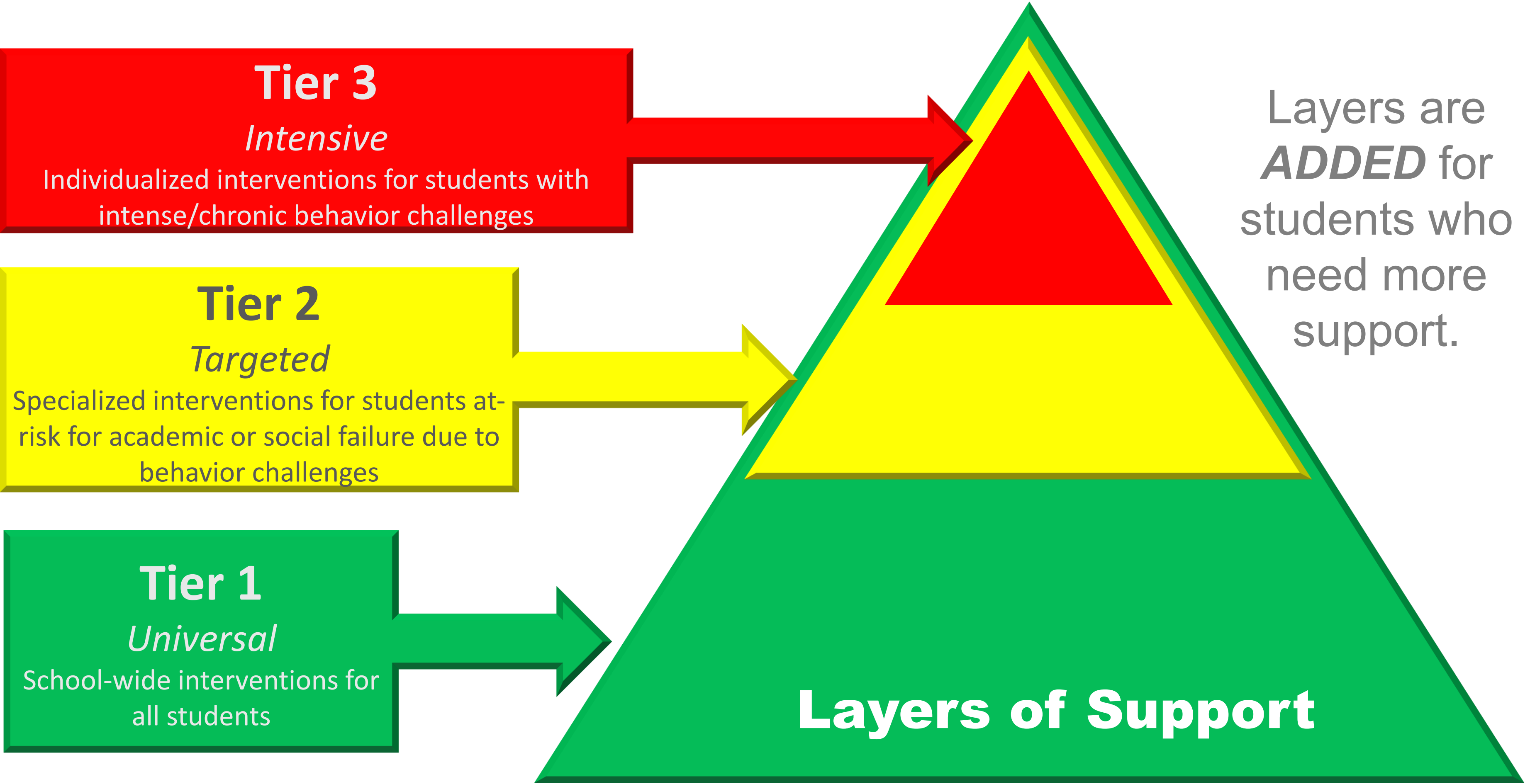
QUOTEHD.COM

Think of your Academic Interventions...

How does identification of a problem happen?

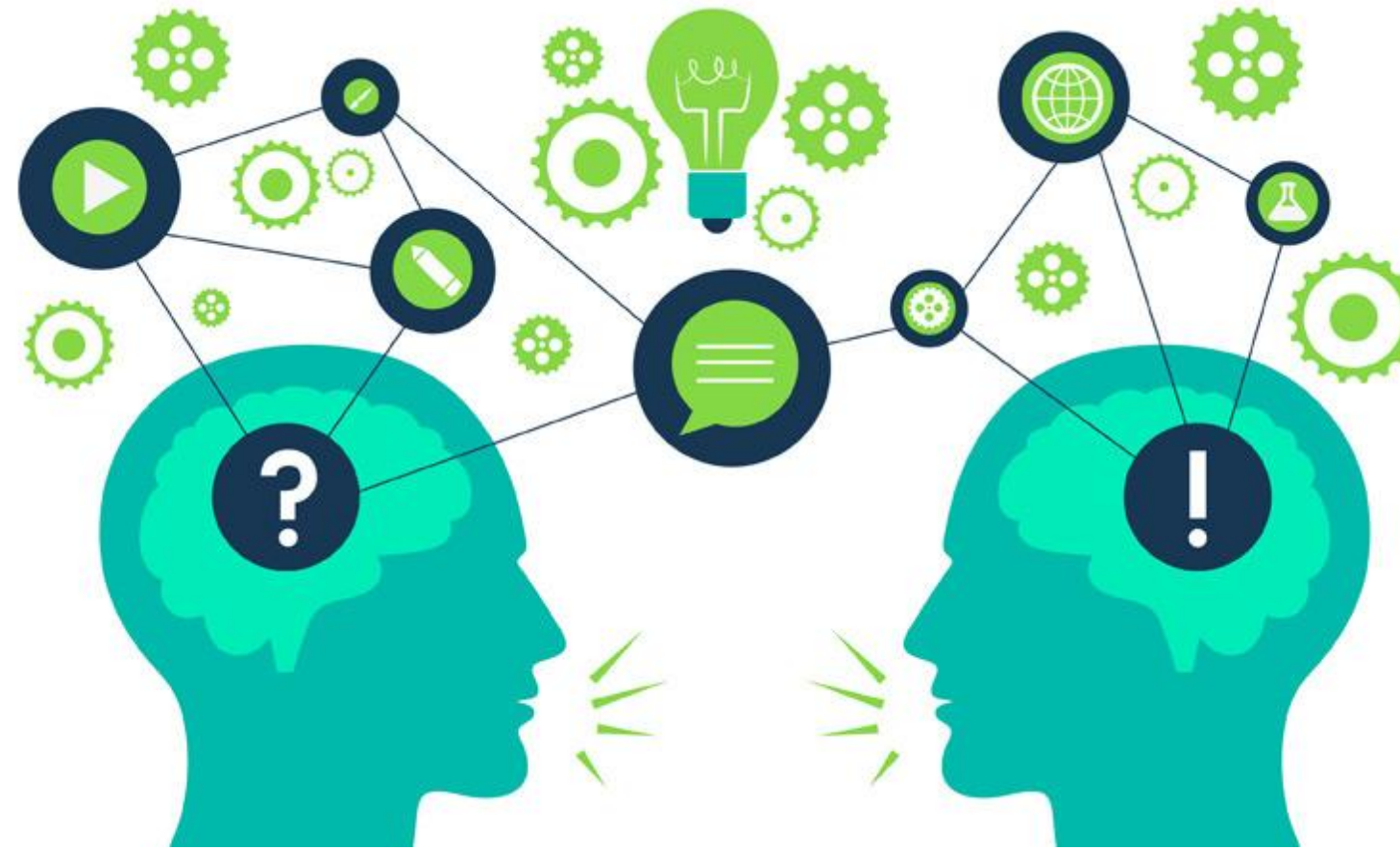
What do you do to remediate the problem?





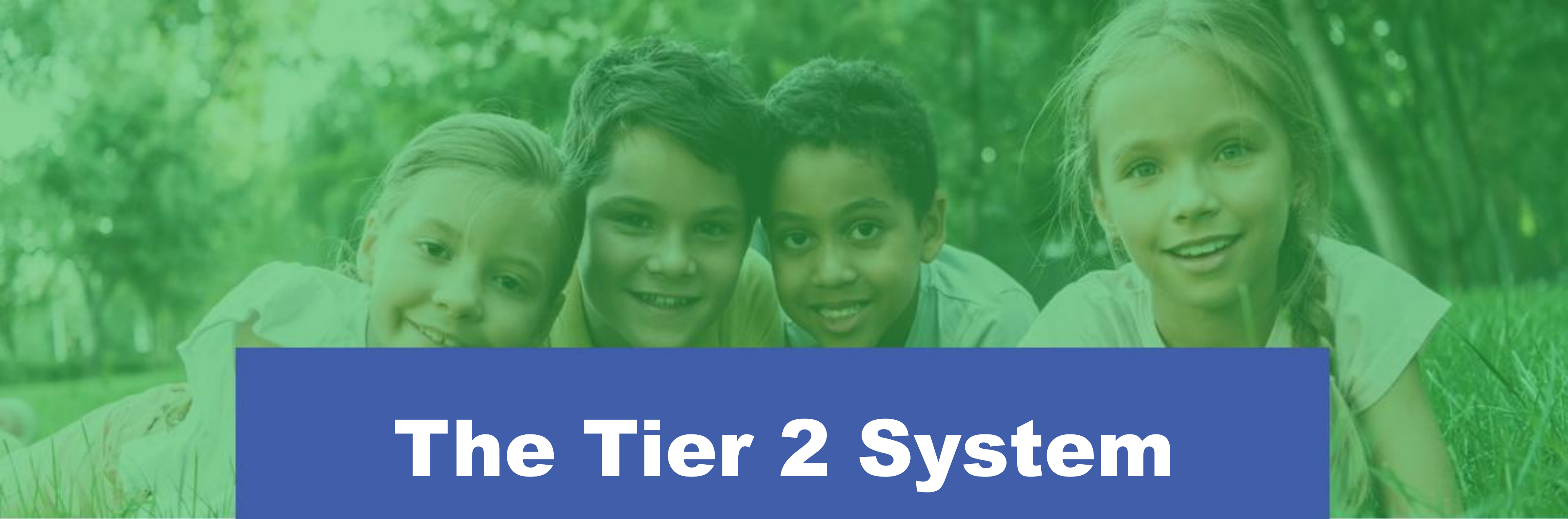
Let's pause and frame our thinking.

In Tier 1 you build
each essential
feature.



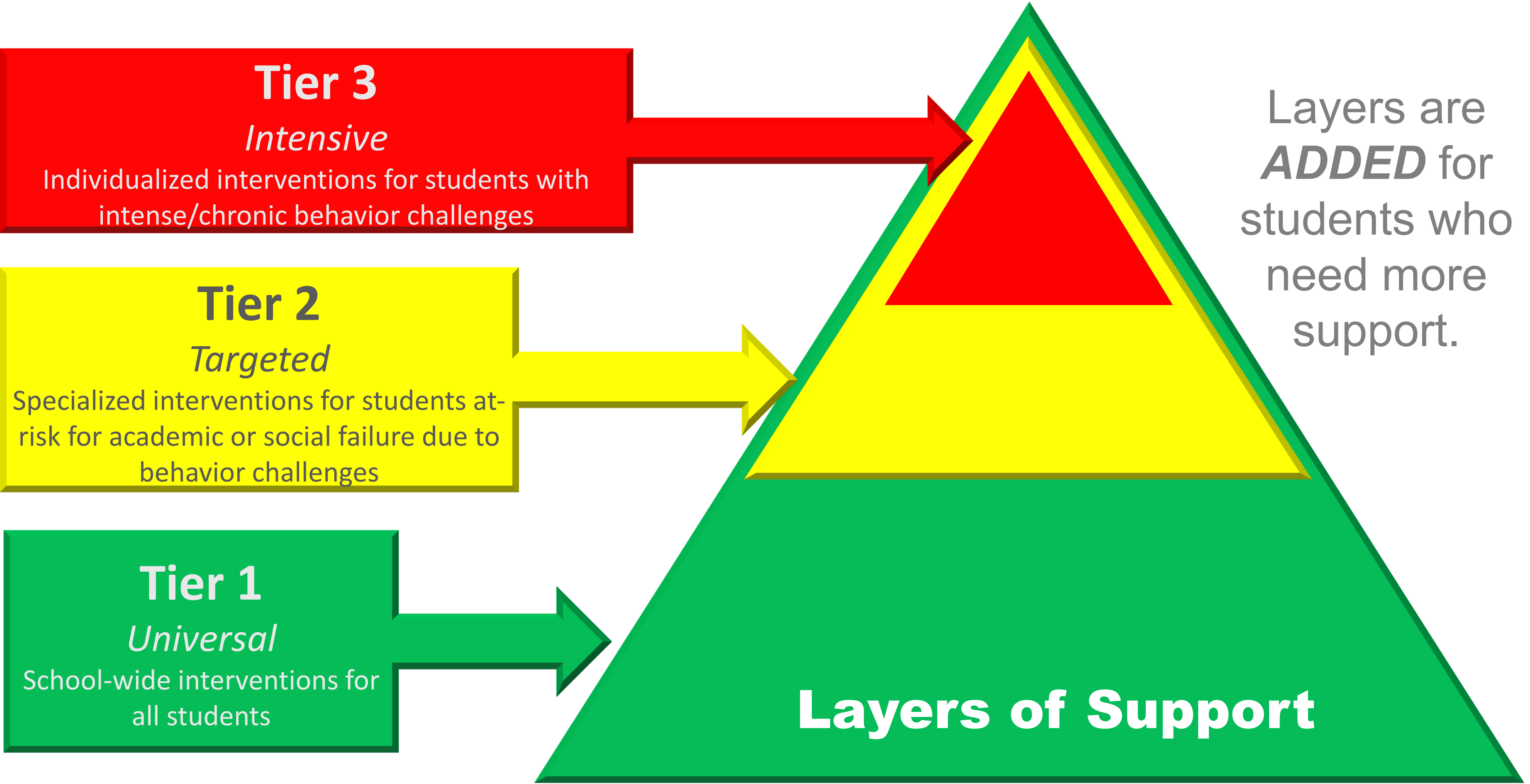
In Tier 2 you build
a system that
encompasses the
essential features.



A photograph of four diverse children (two girls and two boys) smiling and looking towards the camera. They are outdoors in a grassy field with trees in the background. The entire image is covered with a semi-transparent green overlay. A dark blue rectangular box is positioned in the lower half of the image, containing white text.

The Tier 2 System

An Additive Model



Tier 1 Essential Features

Team
Composition

Team Operating
Procedures

Behavioral
Expectations

Teaching
Expectations

Problem Behavior
Definitions

Discipline Policies

Professional
Development

Classroom
Procedures

Feedback and
Acknowledgement

Faculty
Involvement

Student/Family/
Community
Involvement

Discipline Data

Data-based
Decision Making

Fidelity Data

Annual Evaluation



Layering Targeted Support

Team
Composition

Team
Operating
Procedures

Screening

Request for
Assistance

Options for
Tier 2
Interventions

Tier 2 Critical
Features

Practices
Matched to
Student Need

Access to
Tier 1
Supports

Professional
Development

Level of Use

Student
Performance
Data

Fidelity Data

Annual
Evaluation



Teaming

Why does this matter in an additive model?

- Teaming is where you conduct business in all three levels.
- Problem-solving happens in teaming.
- Students who need more – need teams to problem-solve their solutions.



Expectations

Why does this matter in an additive model?

- Your expectations are the foundation of all other work.
- We TEACH behaviors at all tiers.
- What we do for “all” directly impacts how we respond to the “some” and “few.”



Feedback and Acknowledgement

Why does this matter in an additive model?

- What we build in Advanced Tiers relies on our Tier 1 acknowledgement system.
- Students needing Tier 2 and 3 interventions need even more feedback.
- In Tier 2 and Tier 3, we need to intensify feedback systems – specific interests of students.



Discipline System & Data

Why does this matter in an additive model?

- Data gathered will absolutely matter for your students who need more.
- Tier 1 problem-solving is practice for Advanced Tiers problem-solving.
- Proactive, Instructive, and Restorative practices are the foundation of all tier responses.



Classroom Practices

Why does this matter in an additive model?

- Classroom practices are the most important bridge from Tier 1 to Advanced Tiers.
- Tier 1 Classroom Practices will NEED to be intensified for individuals who need more.
- We're building the whole pictures but starting with Tier 1 best practices.



Professional Development

Why does this matter in an additive model?

- Clear is kind.
- Your framework will need to be TAUGHT at each tier.
- Mindset matters even more in advanced tiers.



Involvements

Why does this matter in an additive model?

- Faculty participation matters at all tiers.
- Our work at all tiers must be culturally responsive.
- Stakeholders matter.



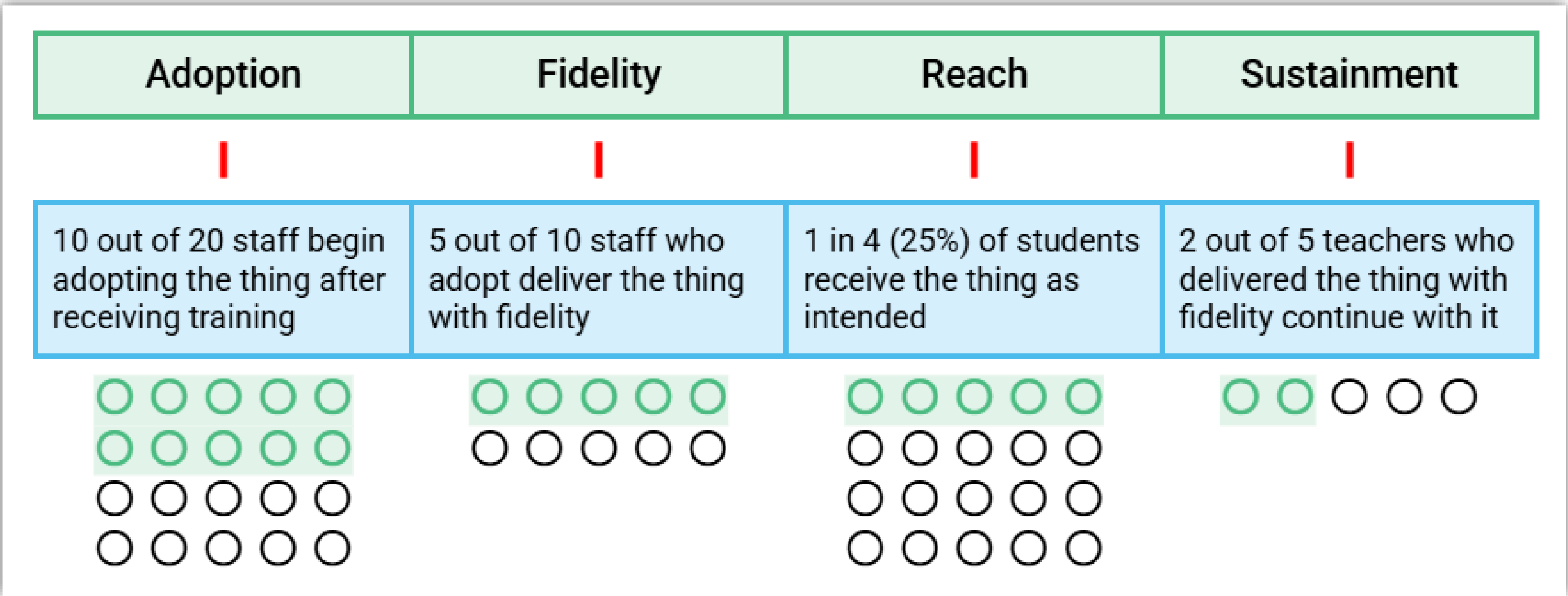
Evaluation

Why does this matter in an additive model?

- All tiers need to be done with fidelity.
- Evaluation is best practice at all tiers.



Leaky Implementation Pipeline



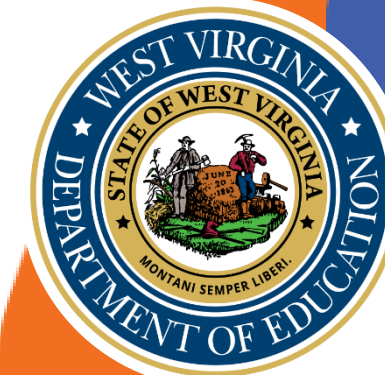
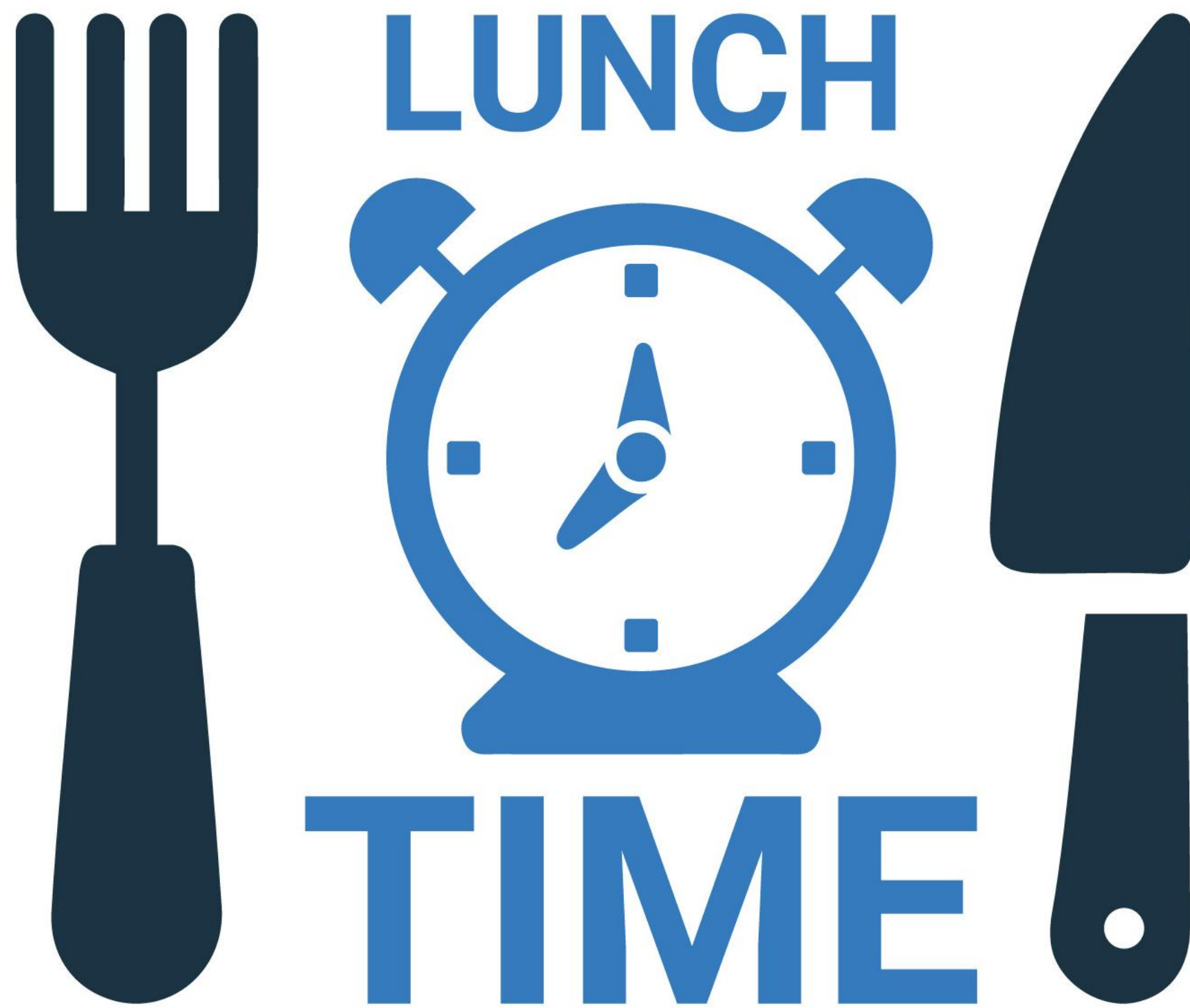
Scaling Up Support

Who?

What?

Now what?







Who?

The Adult Role

Who: Tier 2 Teaming

Who?

What?

Now what?



Tier 2 Essential Features

2.1 Team Composition: Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.

2.2 Team Operating Procedures: Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.



Establish your team

- Fill designated roles
- Designate team member responsibilities

Establish meeting protocols

- Regular meeting schedule
- Agenda, minutes, and action plan

Collect and analyze data

- Health and effectiveness of interventions
- Health and effectiveness of Tier 2 system

Train and support school staff

- How the Tier 2 system works
- Their role in that system

Who?

What?

Now what?



Establish your team.

Tier 2 Team Roles and Responsibilities			
Role	Responsibilities BEFORE Meeting	Responsibilities DURING Meeting	Responsibilities AFTER Meeting
Administrator	Approve agenda for meeting	Attend and participate in meeting	Complete any follow-up tasks for which an administrator is required
Team Leader/ Facilitator	- Develop agenda with input from team - Send to team members	Facilitate meeting	- Follow up on assigned tasks - Seek input from team members/staff
Data Specialist	Access and compile school-wide behavior data	Share data and lead discussion to determine if any students have met the data decision rules established by the team	Provide updates for communication coordinate to share with staff
Recorder/ Secretary	Provide meeting reminder to team	Keep meeting minutes	Distribute meeting minutes to team members
Timekeeper	Review time slots on agenda	- Maintain time parameters - Use established signal to keep team on task	Lead conversation for evaluation of meeting
Communication Coordinator	Collect and compile feedback and/or input from staff	- Share compiled feedback/input from staff - Lead planning for stakeholder communication	- Provide updates to staff - Coordinate stakeholder communication (e-mails, newsletters, website, etc.)
Intervention Coordinator	- Prepare summary of student progress monitoring data - Prioritize which student's data will be reviewed - Gather any new nominations	- Present update on data and facilitate focused conversation - Discuss any nominations of new students	- Share data highlights with staff - Collect any other necessary data
All Team Members	- Review meeting notes - Preview agenda - Bring completed materials	- Follow meeting norms - Provide input	- Set the positive tone and example - Complete assigned tasks

Adapted from PBIS Missouri/Created by WV School-wide PBIS Team

Review Tier 2
Team Roles and
Responsibilities



TEAM ACTIVITY



MTSS Team Responsibilities

	Tier 1	Tier 2
Who?	How is staff represented in your team composition?	Do we have the talent and skill sets that we need within our existing team? Do new members need to be included for Tier 2?
What?	What is the focus for the Tier 1 team? How does this team relate with other committees or structures that already exist in our school?	What is the charge of the Tier 2 team? How does this team relate with other committees or structures that already exist in our school?
Now what?	How is the Tier 1 team determining the fidelity of universal interventions and support? What is the Tier 1 team doing when students are identified as needing additional layers of support?	How is the Tier 2 team determining the fidelity of targeted interventions and support? What is the Tier 2 team doing when outcome data shows students need intensified/individualized support?

Adapted from PBIS Missouri Tier 2 Workbook and Resources "Leadership for Tier 2 Specialized Behavior Support" (Chapter 2, page 8)

Discuss and answer the guiding questions about Tier 1 and Tier 2 teaming.



TEAM ACTIVITY



Tier 2 Team Roster



School:		Phone Number:		County:									
County/State Support	PBIS Coordinator	Alicia Ziman	Phone:	304-641-0473	Email: holt64@marshall.edu								
	Behavior Support Specialist		Phone:		Email:								
	County PBIS Point of Contact		Phone:		Email:								
	PBIS Coach (if applicable)		Phone:		Email:								
	Special Ed. Director		Phone:		Email:								
	Superintendent		Phone:		Email:								
PBIS Leadership Team Contact	Role	Name	Position	Email									
	School Administrator												
	Team Leader/Facilitator												
	Data Specialist												
	Recorder/Secretary												
	Timekeeper												
	Communication Coordinator												
	Intervention Coordinator												
Meetings	Month	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
	Date												
	Meeting Time:						Meeting Location:						

1. Fill in information in top portion.
2. Designate team roles and fill in middle portion.
3. Discuss when the Tier 2 team plans to meet each month and fill in bottom portion.



Establish meeting protocols.

Intentionality

- How often can you meet?
- How will you make this work?

Team Focus

- Meet monthly, install identification process, review student data, support training, outcomes

Meeting Process

- Data-focused agenda
- Minutes and communication



TEAM ACTIVITY

GETTING READY FOR TIER 2

PLANNING GUIDE - FIDELITY TO THE FEATURES



CLASSROOM PRACTICES

Do classroom teachers have the SW expectations in their classroom?

Do teachers have solid routines and procedures for their classroom?

Do teachers have acknowledgment systems in their classrooms?

Do teachers have a continuum of classroom consequences for challenging behaviors?

What do you need to action plan around classroom practices in your school?

WHO? *Adults*

Do you have team members to cover the necessary roles and responsibilities of Tier 2?

Does your team meet monthly with a data-focused agenda?

Do you complete a TFI and action plan each year?

Do you share outcome data around Tier 2 interventions with your school's staff?

WHAT? *Adults*

Do the staff members in your school understand Function of Behavior?

Do you have tools to determine student function?

Do you have a communication system to inform and receive feedback from staff?

How will you provide professional development to your school's staff around Tier 2 practices and interventions?

WHO? *Students*

Do you have multiple sources of data around student behavior, attendance, grades, etc.?

Are you able to create data-based decision rules around these sources? (What criteria is set to determine that a student is "at-risk" and would benefit from Tier 2 support?)

Does your school have any screening tools that would provide information relevant to identifying students in need of Tier 2 supports?

Is there a way for students to be nominated for a Tier 2 intervention when appropriate?

OUR BSS:





Who?

Identifying Students for Support

Who: Identification System

Who?

What?

Now what?



Tier 2 Essential Features

2.3 Screening: The Tier 2 team uses decision rules and multiple sources of data (e.g. ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.

2.4 Request for Assistance: Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.



What it means...

From Tier 1, you have multiple sources of data.

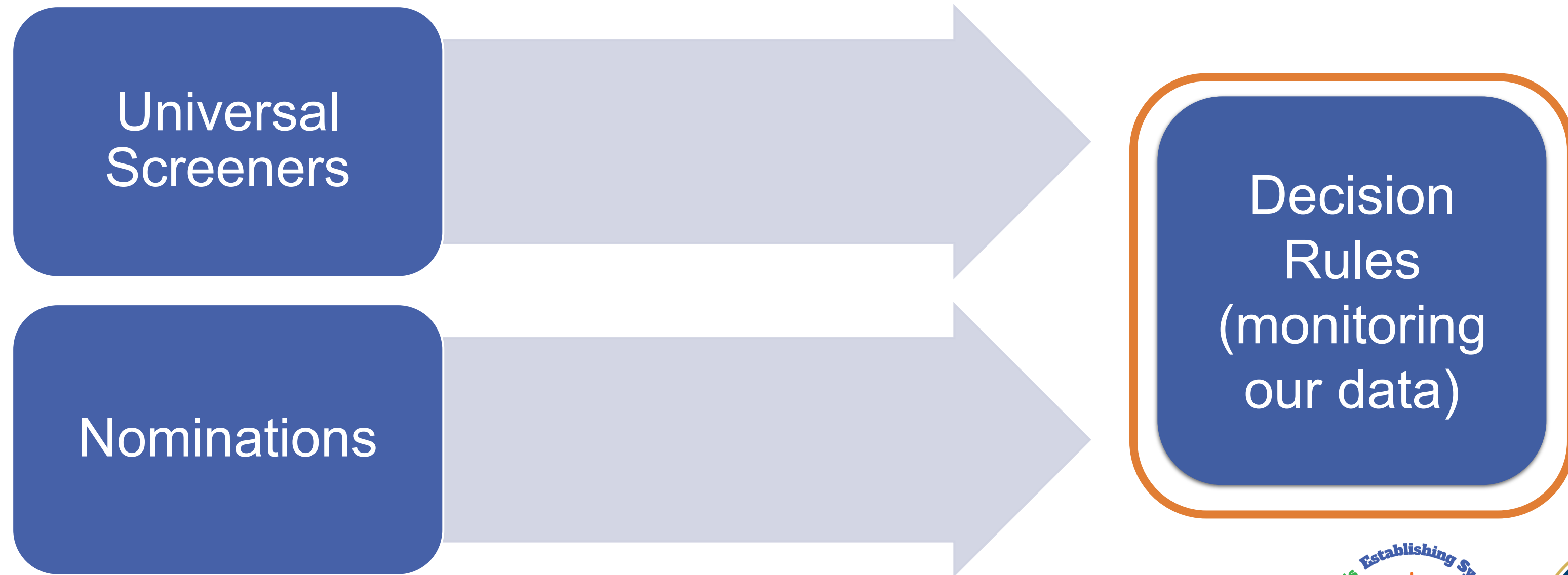
- ODRs
- Academic Progress
- Screening Tools
- Attendance

You have a written plan on how to get students into Tier 2.

- Universal Screeners
- Request for assistance
- Data Decision Rules



What are we building?



Data Decision Rules

- Uses existing school data
- The team sets criteria that “triggers” automatic discussions about students who might be at risk.

For example:

- 2 major ODR's from the beginning of the year
- Minor incidents persist ---5 after September 30th
- Fourth absence or tardy
- Academic indicators that are below grade level
- D or F in any course



Data Decision Rules

Who will be collecting and monitoring this data?

- It doesn't need to be the same person for each piece.

Existing data is almost always geared towards externalizing behaviors.

- Where could you find internalizing behavior information?

Getting ready for the activity

EXAMPLE EXISTING SCHOOL DATA INVENTORY					
Measure	Proficient Score	At-Risk	High Risk	Person Responsible	Date(s) to Review
1. ODR	0-1	2 or more	5 or more	Tier 1/Tier 2 Crossover Member	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) coincide with monthly PBIS meetings
2. Classroom Minors	0-4	5 or more	15 or more	Tier 1/Tier 2 Crossover Member	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) coincide with monthly PBIS meetings
3. Absences	< 5/trimester	5+/trimester	10/trimester	School Secretary	trimester (Nov. 21, Feb. 28, May 25)
4. Tardy	< 4/trimester	4+/trimester	10/trimester	School Secretary	trimester (Nov. 21, Feb. 28, May 25)
5. ISS	0-1	2-3	4 or more	School Secretary	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) coincide with monthly PBIS meetings
6. OSS	0	1	2	School Secretary	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) coincide with monthly PBIS meetings
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses	Classroom Teacher	Nov. 21, Feb. 28, May 25 to go with trimester and then Oct. 10, Jan. 12, April 3 to be mid-trimester
8. Reading Inventory	800+	799 or lower	599 or lower	Classroom Teacher	Nov. 21, Feb. 28, May 25
9. Writing Assessment	3 or 4	2	NS; 1	Classroom Teacher	Nov. 21, Feb. 28, May 25

1. Make a list of all the academic and behavioral data collected in your school.
2. Identify what is considered proficient for each measure, then determine what level of each is "at-risk" and "high-risk."
3. Who would be a good choice for collecting that section of data?

Existing School Data Inventory



Activity

1. Make a list of all the academic and behavioral data collected in your school.
2. Identify what is considered proficient for each measure, then determine what level of each is "at-risk" and "high-risk."
3. Who would be a good choice for collecting that section of data?



Existing School Data Inventory



Measure	Proficient	At-Risk	High Risk	Person Responsible	Date(s) to Review

Adapted from MO SW-PBS Tier 1 Workbook, 2018-2019

What are we building?

Universal
Screeners

Nominations

Decision
Rules
(monitoring
our data)



Universal Screeners – Advantages

- Generally, a fast, efficient, and respectful process
- Can include all children and youth
- There is a tendency to over-identify – so less kids fall through the cracks.
- Informs schools of the needs of your population
- Is an evidence-based practice supported by policy

Universal Screeners – List of Concerns

- Behavior is viewed as purposeful rather than as associated with environmental arrangements.
- Historically, schools tend to be reactive rather than proactive with respect to behavior.
- Regarding problem behavior displayed during the early years of child development, there is a widespread impression that kids will “grow out of it”.
- Concerns around profiling or stigmatizing children and youth who meet risk criteria.
- Fear of the costs and the potential for identifying large numbers of students with Emotional or Behavioral Disorders (EBD).
- General perception that it is easier to screen for vision and hearing concerns as the family typically provides follow-up for glasses or hearing assistance.
- Political realities of managing parent reactions to behavior screenings and addressing issues of confidentiality.
- Lack of needed skill set. Educators often are not trained to respond to behavior with the same confidence that they are able to respond to academic concerns.

What are we building?

Universal
Screeners

Nominations

Decision
Rules
(monitoring
our data)



Nominations

- Quick Response Option
- Short and simple, requires less than 10 min to complete.
- Teachers, families, and even students (themselves) can nominate.
- Opportunity to recognize and address externalizing AND internalizing behaviors.

Nominations

Additional questions to consider:

- How do teachers access the nomination form?
- Who do teachers contact for questions and/or to receive assistance with the nomination process?
- Who receives the completed form?
- How is the team notified about the new nomination?

EXAMPLE TEACHER NOMINATION FOR ASSISTANCE

Student Name _____ Age _____ Grade _____ IEP ☐ Yes ☐ No

Teacher Completing _____ Date _____

ACADEMIC INFORMATION

Overall G.P.A. _____ Do you believe that academic skills, including task completion, are impacting the problem behavior?

Reading Grade _____ ☐ Yes

Written Language Grade _____ ☐ No

Math Grade _____ ☐ Unsure

WHAT IS THE PROBLEM BEHAVIOR?

Internalizing Behaviors: Externalizing Behaviors:

☐ Exhibits sadness or depression ☐ Out of seat/assigned area

☐ Sleeps a lot ☐ Inappropriate Language

☐ Is teased or bullied by peers ☐ Fighting/physical aggression

☐ Does not participate in games ☐ Talking out of turn

☐ Very shy or timid ☐ Verbal defiance

☐ Acts fearful ☐ Not following instructions

☐ Does not stand up for self ☐ Technology violation

☐ Self-injury (cutting, head banging) ☐ Tardy

☐ Withdrawn ☐ Other _____

☐ Other _____

STRATEGIES TRIED TO ADDRESS PROBLEM BEHAVIOR AND RESULTS

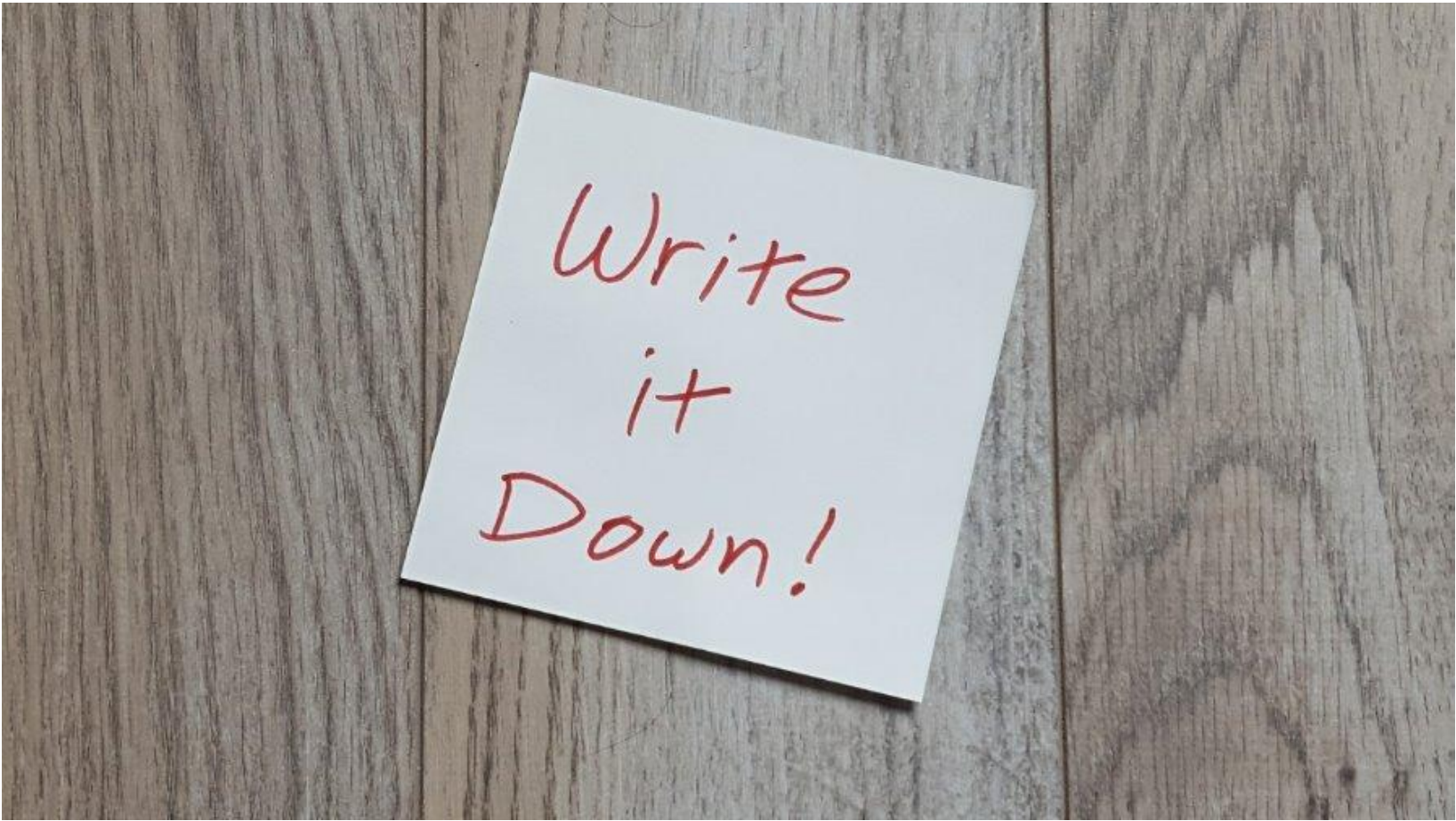
	Successful	Somewhat Successful	Not Successful
☐ Tangible recognition for expected behavior			
☐ 4:1 positive verbal feedback			
☐ Retaught expected behavior			
☐ Multiple opportunities to practice expected behavior			
☐ Self-monitoring			
☐ Modified assignments			
☐ Change of schedule for activities			
☐ Extra assistance			
☐ Parent/Guardian contact			
☐ Other (Specify):			

Identification Process

EXAMPLE

Student Identification Plan

Method and Timeline	Purpose and Process	Persons Responsible	Use of Results
Universal Screening of all incoming kindergarten age students Annually - during kindergarten enrollment process	Parents will complete the Strengths and Difficulties Questionnaire	- School counselor with administrator will score and summarize results. - Data will be presented to classroom teachers.	- Students with high-risk levels will participate in a small group intervention beginning the first week of school. - Students with at-risk indicators will be matched with a Check & Connect mentor
Universal Screening of all students in the school Bi-annually - Early October and Late January	- During a designated staff meeting teachers are provided with a list of internalizing and externalizing risk characteristics. - Homeroom teachers review a list of all students assigned to their class. - Students list, in rank order, students they are concerned about. - Additional information may be gathered for each student identified.	- Classroom teachers complete the screening process. - The Tier 2 Team reviews results and determines which students should be considered for interventions.	- Students with high-risk indicators may be considered for FBA-BIP. - Students in the at-risk range may be nominated to participate in a small group intervention.
Review of Existing School Data Monthly	- ODR data 3rd discipline referral (ODR) - Attendance and Tardy 3rd absence or tardy - Visits to Counselor 3rd visit to school counselor - Visits to Health Center 3rd visit to school nurse (without known medical condition) - Course Failures 1 or more course failures - Names of students who meet criteria for risk on any indicator will be submitted to the Tier 2 Team on the last day of each month.	- SW-PBS Tier 1 Team - School Secretary - School Counselor - School Nurse - Administrator	The Tier 2 Team will review the list of names submitted to determine if any students that met one or more risk criteria need to be considered for additional support.
Teacher Nomination On-Going Availability	At any time during the school year school staff, parents, and/or students may request assistance or nominate a student for additional social, academic, and/or behavioral support.	- Individual making the nomination submits a completed form to the school administrator. - Administrator works with the Tier 2 Team to prioritize review of nominations.	- One or more of the following may be recommended by the Tier 2 Team: - Gather additional information - Provide small group intervention - Nominate for FBA-BIP process



Student Identification Plan

Method and Timeline	Purpose and Process	Persons Responsible	Use of Results
Universal Screening of all students in the school. • Bi-annually - Early October and Late January	• During a designated staff meeting teachers are provided with a list of internalizing and externalizing risk characteristics. • Homeroom teachers review a list of all students assigned to their class. • Students list, in rank order, students they are concerned about. • Additional information may be gathered for each student identified.	• Classroom teachers complete the screening process. • The Tier 2 Team reviews results and determines which students should be considered for interventions.	• Students with high-risk indicators may be considered for FBA-BIP. • Students in the at-risk range may be nominated to participate in a small group intervention.
Teacher Nomination • On-Going Availability	• At any time during the school year school staff, parents, and/or students may request assistance or nominate a student for additional social, academic, and/or behavioral support.	• Individual making the nomination submits a completed form to the school administrator. • Administrator works with the Tier 2 Team to prioritize review of nominations.	• One or more of the following may be recommended by the Tier 2 Team: - Gather additional information - Provide small group intervention - Nominate for FBA-BIP process

TEAM ACTIVITY

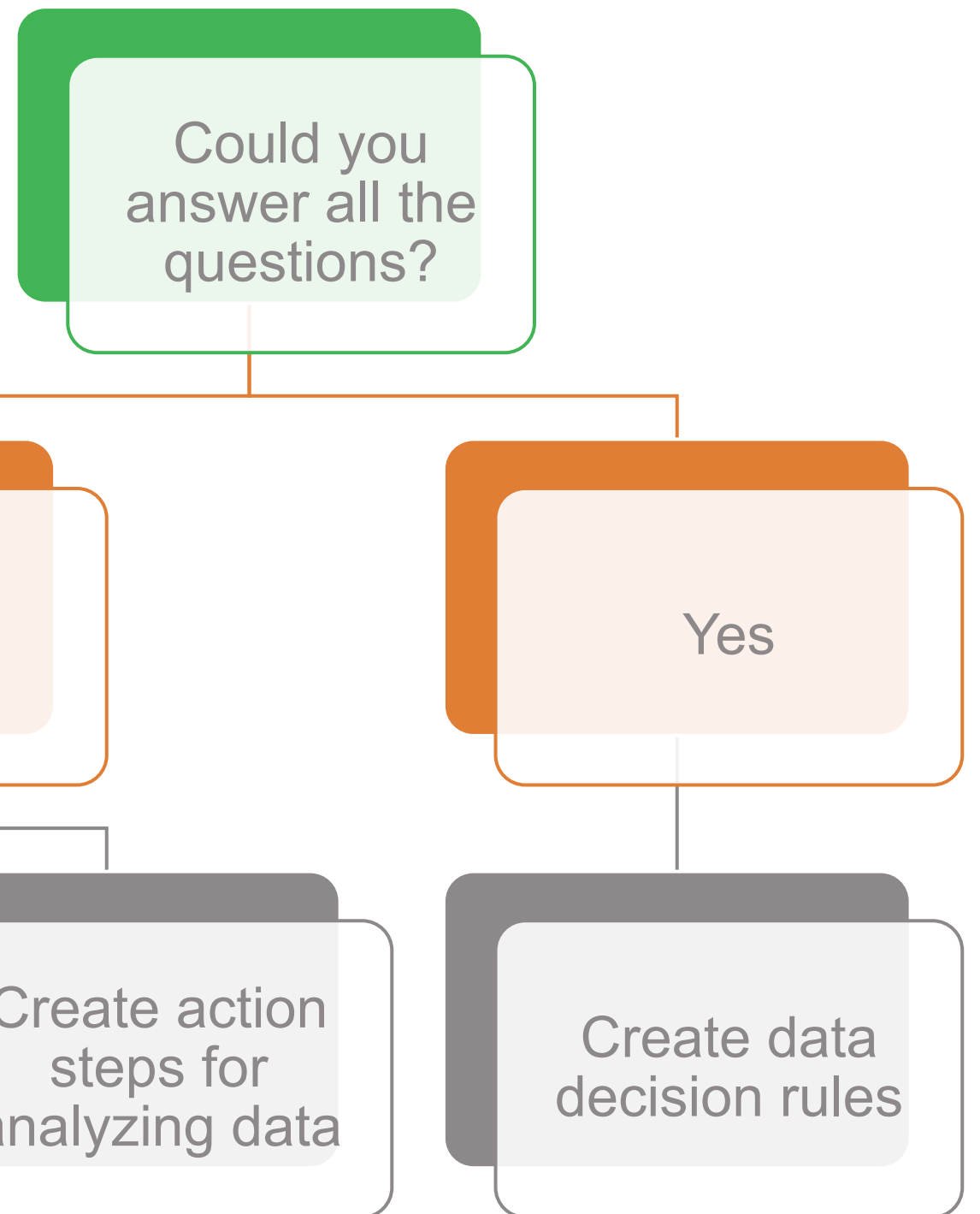


Pause & Plan

Review your *Existing School Data Inventory* and your Tier 2 Action Plan.

Existing School Data Inventory					
Measure	Proficient	At-Risk	High Risk	Person Responsible	Date(s) to Review

Adapted from MO SW-PBS Tier 1 Workbook, 2018-2019



TEAM ACTIVITY

GETTING READY FOR TIER 2

PLANNING GUIDE - FIDELITY TO THE FEATURES



CLASSROOM PRACTICES

Do classroom teachers have the SW expectations in their classroom?

Do teachers have solid routines and procedures for their classroom?

Do teachers have acknowledgment systems in their classrooms?

Do teachers have a continuum of classroom consequences for challenging behaviors?

What do you need to action plan around classroom practices in your school?

WHO? *Adults*

Do you have team members to cover the necessary roles and responsibilities of Tier 2?

Does your team meet monthly with a data-focused agenda?

Do you complete a TFI and action plan each year?

Do you share outcome data around Tier 2 interventions with your school's staff?

WHAT? *Adults*

Do the staff members in your school understand Function of Behavior?

Do you have tools to determine student function?

Do you have a communication system to inform and receive feedback from staff?

How will you provide professional development to your school's staff around Tier 2 practices and interventions?

WHO? *Students*

Do you have multiple sources of data around student behavior, attendance, grades, etc.?

Are you able to create data-based decision rules around these sources? (What criteria is set to determine that a student is "at-risk" and would benefit from Tier 2 support?)

Does your school have any screening tools that would provide information relevant to identifying students in need of Tier 2 supports?

Is there a way for students to be nominated for a Tier 2 intervention when appropriate?

OUR BSS:





What?

The Adult Role



Who?

What?

Now what?



Tier 2 Essential Features

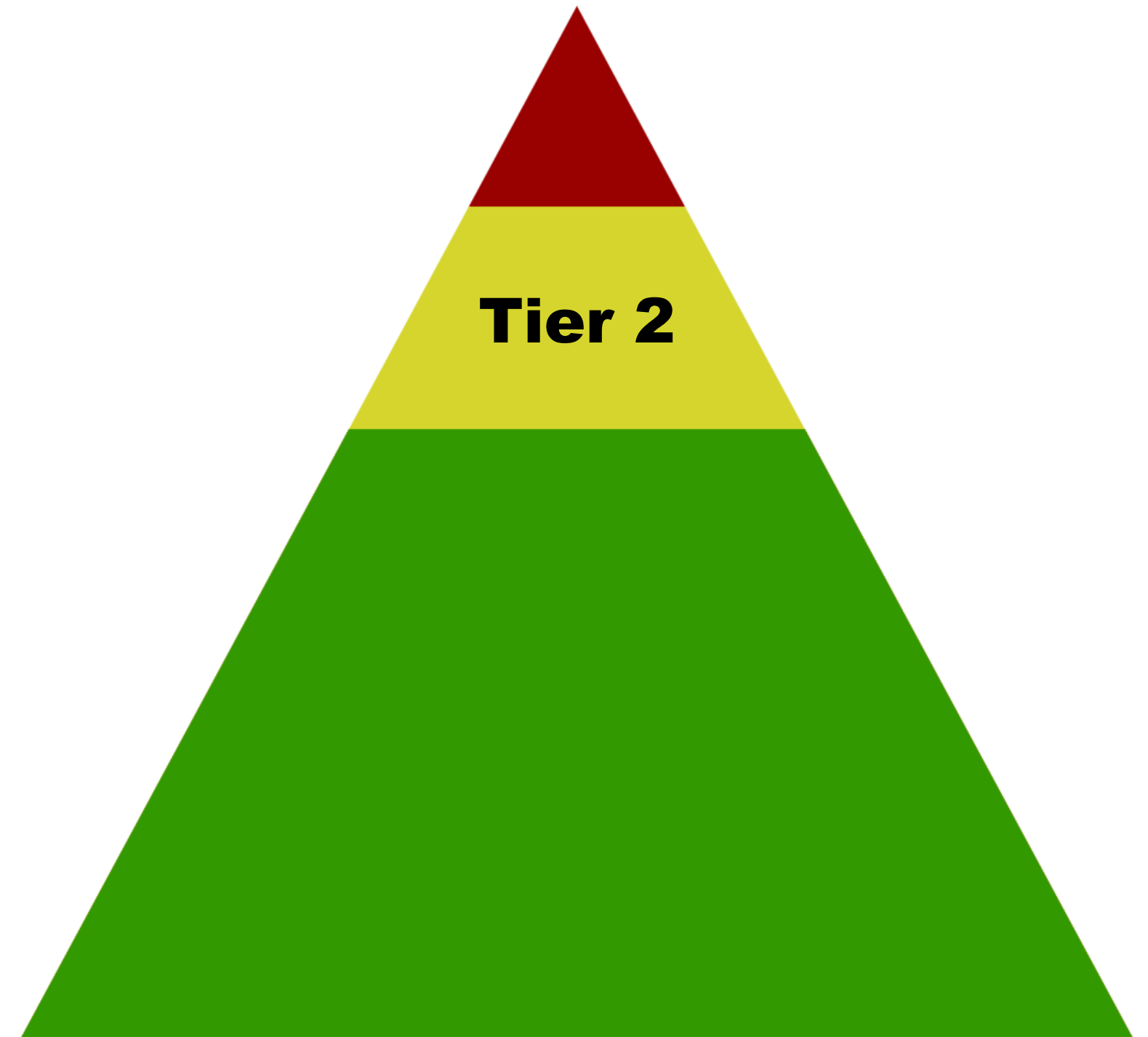
2.7 Practices Matched to Need: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.



Tier 2 and the Adult's Role

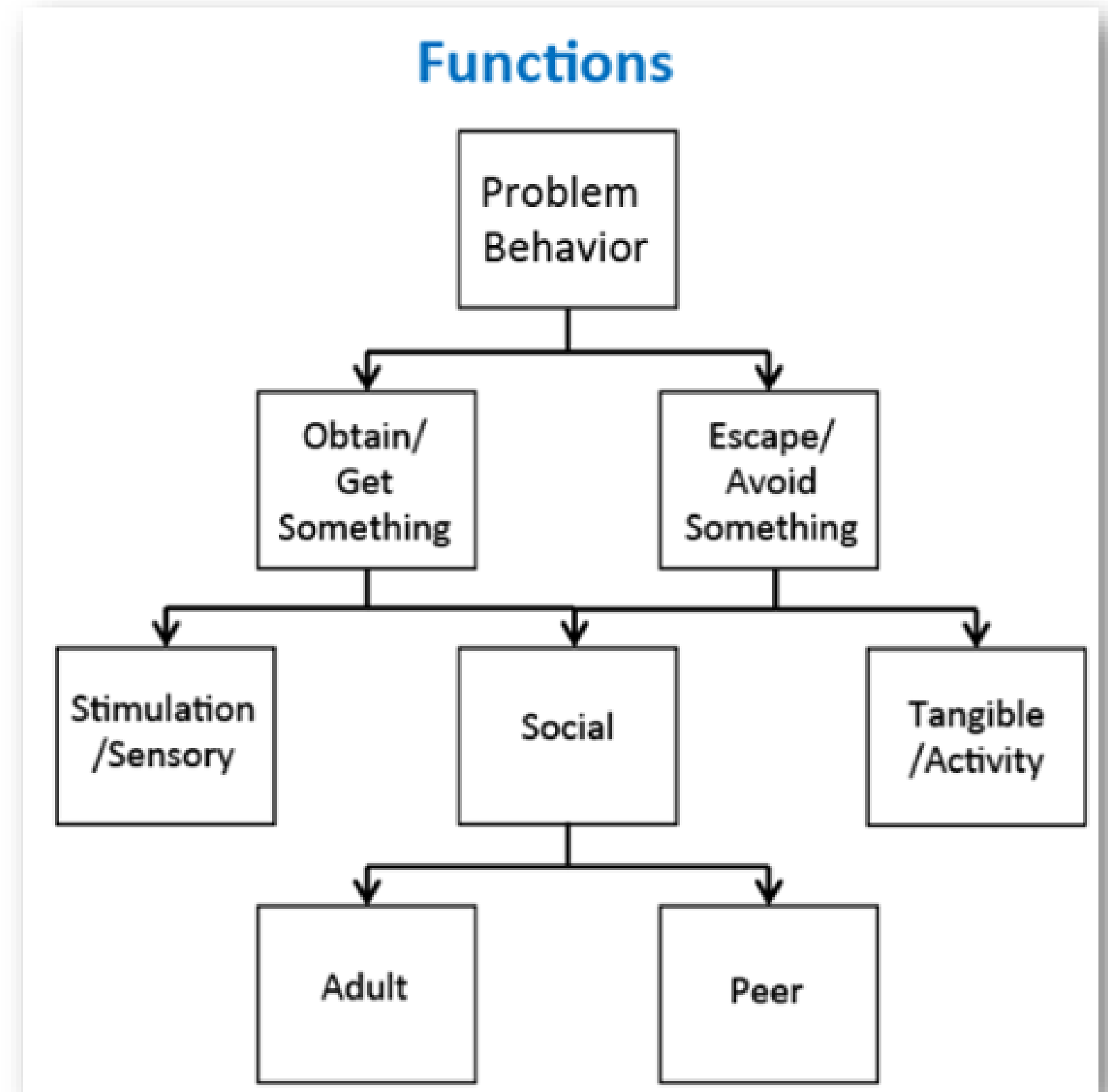
The role of the adult shifts from basic classroom management to actively matching, delivering, and tracking interventions based on why the behavior occurs.



Why Do Problem Behaviors Occur?

Identify the Underlying Function (The “Why”)

- Before an intervention can start, adults must first determine what purpose the behavior serves for the student.



Adult Strategies for Determining the Function

- **Data Collection:** Office disciplinary referrals (ODRs), attendance, tardies, nurse/school counselor visits, academics.
- **Conduct ABC Charting:** Adults look at the antecedents (what happens right before the behavior) and consequences (what happens right after).
 - For example, if a student acts out only during math, the adult recognizes the function is likely **escape**. If they act out when the teacher is talking to someone else, the function is likely **attention**.
- **Analyze Context:**
 - **Time and Date:** When the behavior happens
 - **Setting:** Where does the behavior take place
 - **Duration and Frequency:** How many times and how long does the behavior last

[illegible]

Adult BEST Practices



Reliable Data Sources

- Behavioral data pulled from Office Discipline Referrals, WVEIS, ZoomWV, PBIS Rewards, Class Dojo, Daily Progress Reports....
- Tip for Success: “Clean” Behavioral Data



Admin Support

- Administrators share behavioral data to drive targeted interventions, monitor student progress and allocate school resources effectively.
- Example: Visual Dashboards



Aligned Supports

- Aligning additional supports in the school and community
- Example: ESMH, Community Programs and Clubs, Mental Health Supports and Curriculum such as Second Step and Visual Effects.

Adult BEST Practices



A Reliable Way to Use Data Sources

- Establish identification rules, track for consistency and *monitor frequently to verify that supports are being delivered as intended (clean data).*
- Example: Multiple data points (combine ODRs, attendance, academic marks and classroom behaviors)



Informed Staff

- Informing staff about the “*why*” and “*how*” is essential to ensure early student identification, consistent intervention delivery, and data driven decision making.
- Example: Visual Flowcharts, Menu of Interventions



(Perfect World) District/County Commitment

- Tier 2 targeted interventions within a MTSS framework
- Ongoing district and county level support

A photograph of four young girls of diverse backgrounds (two white, two Black) smiling and leaning forward in a grassy field. The image is overlaid with a semi-transparent green filter. A dark blue rectangular box is positioned in the lower half of the image, containing white text.

Train and Support School Staff

Communicate: *Buy-In and On-Going Commitment*

- We must consider how we are going to keep all staff, students, and families in the loop.
- You might need to build a “**Communication System**”.
This system should:
 - Share ongoing information
 - Internal: Tier 2 Dashboard
 - External: Weekly Progress Reports or Monthly VISUAL Progress Updates (chart/line graphs)
 - Present data
 - Obtain feedback from stakeholders

What Can PD Look Like?

Teach all aspects
of interventions
being used to staff

Plan how to share
updates with staff

Develop Tier 2
Staff Handbook



PD Example – CICO Scripts



Implementation Script – Classroom Teacher

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.

Component and Features	
Regular Teacher Feedback	
• Initiate feedback opportunity. Prompt student to bring Daily Progress Report to the teacher if necessary. It is the teacher’s responsibility to ensure	Y N
• Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred)	Y N
• Mark student Daily Progress Report (i.e., points or sticker) and provide explanation for the rating given.	Y N
• Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.	Y N
• Use a positive tone throughout interaction.	Y N
Total Number of Y Circled =	
Percent Implemented (total Y / total number of features x 100) =	

PD Example – Staff Handbook

Tier 2 Staff Handbook Organizer

Feature	Materials	Documented in Notebook?	
		YES	NO
Guides	1) Schoolwide Behavior Matrix 2) Tier 2 Action Plan	YES YES	NO NO
1. Team	1) Tier 2 Team list with roles identified 2) Schedule of meeting dates 3) Standard Agenda Format 4) Copy of Meeting Minutes	YES YES YES YES	NO NO NO NO
2. Identification	1) Data Decision Rules 2) Teacher Nomination Form and Procedure 3) Standardized Social/Behavioral Screening Instrument 4) System for ensuring students identified for Tier 2 support have received full access to Tier 1 (i.e., Classroom Walk Through/ Brief Observation form; Teacher Self-Assessment of the Effective Classroom Practices form)	YES YES YES	NO NO NO
3. Function Matching	1) System for collecting student information/data 2) System to identify function 3) System to match intervention with function	YES YES YES	NO NO NO
4. Intervention Descriptions	1) Intervention Essential Features (provides description of each intervention available in your setting).	YES	NO
5. Monitor Progress	1) Copy of Sample Progress Monitoring Tools • Check-In, Check-Out = Daily Progress Report and Example Student Graph • Social Skills Instructional Group = Daily or Weekly Report and Example Student Graph • Check & Connect = Monitoring Form and Completed Example	YES	NO
6. Communication Plan	1) Documented system for communicating and receiving feedback from staff 2) Documented Professional Learning plan with schedule, topics and coaching procedures outlined	YES YES	NO NO

PD Action Plan



Professional Development and Involvement Action Plan			
Month	Professional Development Activity	Student Involvement Activity	Family & Community Involvement Activity
	At least ONE activity planned per month	At least ONE activity planned for each at the beginning, middle, and end of the year. <i>(Ensuring involvement, feedback, & input)</i>	
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

Professional Development – Staff needs continuous professional development on the topics below. An activity should be planned for each month to ensure effective and consistent PD. Your action plan should indicate that you plan on working with the staff on each of these essential features:

- Expectations
- Acknowledgements
- Discipline Systems
- Classroom Practices

Student Involvement – Naturally, student involvement will be more intense at the kickoff of your program and at the beginning of the school year. It is beneficial to pre-plan booster sessions throughout the year, especially when returning after breaks. An activity should be planned for at least the beginning, middle, and end of the school year to involve students in the teaching and implementation of: expectations, acknowledgements, discipline systems, and classroom practices.

Family & Community Involvement – Family & Community involvement is typically a weakness within school-wide PBIS. It is helpful to strategically plan activities that will introduce, maintain, and strengthen family and community involvement for your school's program. This is important to do upfront, but you should think through activities to maintain this connection throughout the year. An activity should be planned for at least the beginning, middle, and end of the school year to involve families and stakeholders in the planning and implementation of: expectations, acknowledgements, discipline systems, and classroom practices.

TEAM ACTIVITY

GETTING READY FOR TIER 2

PLANNING GUIDE - FIDELITY TO THE FEATURES



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Does your school have any screening tools that would provide information relevant to identifying students in need of Tier 2 supports?

Is there a way for students to be nominated for a Tier 2 intervention when appropriate?

OUR BSS:





What?

Building Student Supports

What: Bank of Interventions

Who?

What?

Now what?



Tier 2 Essential Features

2.5 Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

2.6 Tier 2 Critical Features: Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

2.7 Practices Matched to Need: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).



What it means...

Identified bank of interventions that are ready to go

Interventions should:

- Provide additional instruction and opportunities for students to develop lacking skills
- Add structure and predictability
- Increase feedback

Be linked to function, development, culture

Be linked to Tier 1



What do we have?

- What is offered that is “more?”
- Are the existing interventions working? Are they evidence-based?
- Are there gaps in existing interventions and the functions they serve?
- What should you keep?
- What should you realign?
 - Is it T 1-intensified?
 - Is it T 3?



TEAM ACTIVITY



Let's start here

Follow directions on the Resource Mapping Activity, then ASK:

- Is there overlap in resources?
- Are there resources without measurable outcomes?
- Can the work of some initiatives or committees be combined?
- Are some staff serving on multiple efforts?
- Do we have a resource for every function of behavior?
- How might you adjust to work smarter?



Resource Mapping Activity



Directions

- List the current resources, programs, initiatives, and strategies currently being used to support behaviors.
- Identify the tier each resource is typically used in.
- Identify the extent to which each program is used by staff throughout your school.
0 = not at all 2 = used by several staff
1 = used by a few staff 3 = used by almost all staff
- Identify the data source that shows the extent to which the program is being used.
- Indicate the data source(s) used to evaluate if the program is working.
- Indicate current outcomes. *Has it worked?*
- Identify possible functions of behavior that the resource could meet/address.

Resource	Tier	Current Use	Evidence that shows <i>how much</i> it is <i>used</i>	Data used to monitor <i>how well</i> it works	Outcomes	Function of Behavior Met/ Addressed
	☐ 1 ☐ 2 ☐ 3	☐ 0 ☐ 1 ☐ 2 ☐ 3				☐ Escape ☐ Attention ☐ Tangible ☐ Sensory
	☐ 1 ☐ 2 ☐ 3	☐ 0 ☐ 1 ☐ 2 ☐ 3				☐ Escape ☐ Attention ☐ Tangible ☐ Sensory
	☐ 1 ☐ 2 ☐ 3	☐ 0 ☐ 1 ☐ 2 ☐ 3				☐ Escape ☐ Attention ☐ Tangible ☐ Sensory
	☐ 1 ☐ 2 ☐ 3	☐ 0 ☐ 1 ☐ 2 ☐ 3				☐ Escape ☐ Attention ☐ Tangible ☐ Sensory
	☐ 1 ☐ 2 ☐ 3	☐ 0 ☐ 1 ☐ 2 ☐ 3				☐ Escape ☐ Attention ☐ Tangible ☐ Sensory
	☐ 1 ☐ 2 ☐ 3	☐ 0 ☐ 1 ☐ 2 ☐ 3				☐ Escape ☐ Attention ☐ Tangible ☐ Sensory



Examples of Tier 2 Interventions



Check-in/Check-out
(CICO)

Check & Connect



Social Skills
Intervention Groups
(SSIG)

Second Step

Skillstreaming



Self-Monitoring



Structured Breaks

Safe Seat



Behavior Contracts



Pre-Correct Plan



Are we using function-driven interventions?

- Sometimes our data tells us the function.
- Sometimes our data shows us multiple possibilities.
- Sometimes the function of behavior is unclear.
- Sometimes there is more than one function to address.





Tier 2 Student Identification System



Did the student receive:

- instruction on Schoolwide and Classroom Expectations, Procedures, and Routines at Tier 1?
- recognition recently for following Schoolwide and Classroom Expectations, Procedures, and Routines at Tier 1?

Nomination
Does the completed nomination contain adequate information to move forward?

Existing School Data
Does the student meet one of our data decision rules?

Universal Screening
What other sources of data can the team consider?

Teacher and Team Collect Data
Clarify the target behavior in observable, measurable terms, collect and compile the student data, and complete a context analysis to determine what is maintaining the problem behavior and where it is most likely to occur.

Determine Function of Behavior
What conditions are most likely to lead to the problem behavior?
What response reliability follows the problem behavior?

Obtain Attention or Item/Activity
To get:

- Attention from adult and/or peers
- Tangible object, event, or activity
- Sensory stimulation – *visual, auditory, olfactory, kinesthetic*

Escape/Avoid Attention or Task/Activity
To escape/avoid:

- Attention from adult and/or peers
- Tangible – *demanding or boring task, setting, activity, or event*
- Sensory stimulation that is painful or discomforting

	Intervention	Intervention	Intervention	Intervention	Intervention
Get adult attention					
Get peer attention					
Get Activity/Tangible					
Avoid adult attention					
Avoid peer attention					
Avoid Tasks					
Avoid Activities/Setting					
Sensory Stimulation					





Tier 2 Student Identification System



Did the student receive:

- instruction on Schoolwide and Classroom Expectations, Procedures, and Routines at Tier 1?
- recognition recently for following Schoolwide and Classroom Expectations, Procedures, and Routines at Tier 1?



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Tier 2 Student Identification System

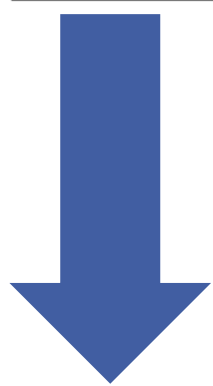


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Tier 2 Student Identification System



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Nomination

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Existing School Data

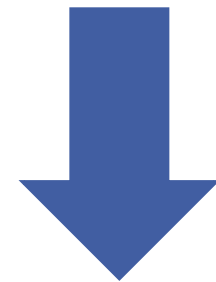
Does the student meet one of our data decision rules?

Universal Screening

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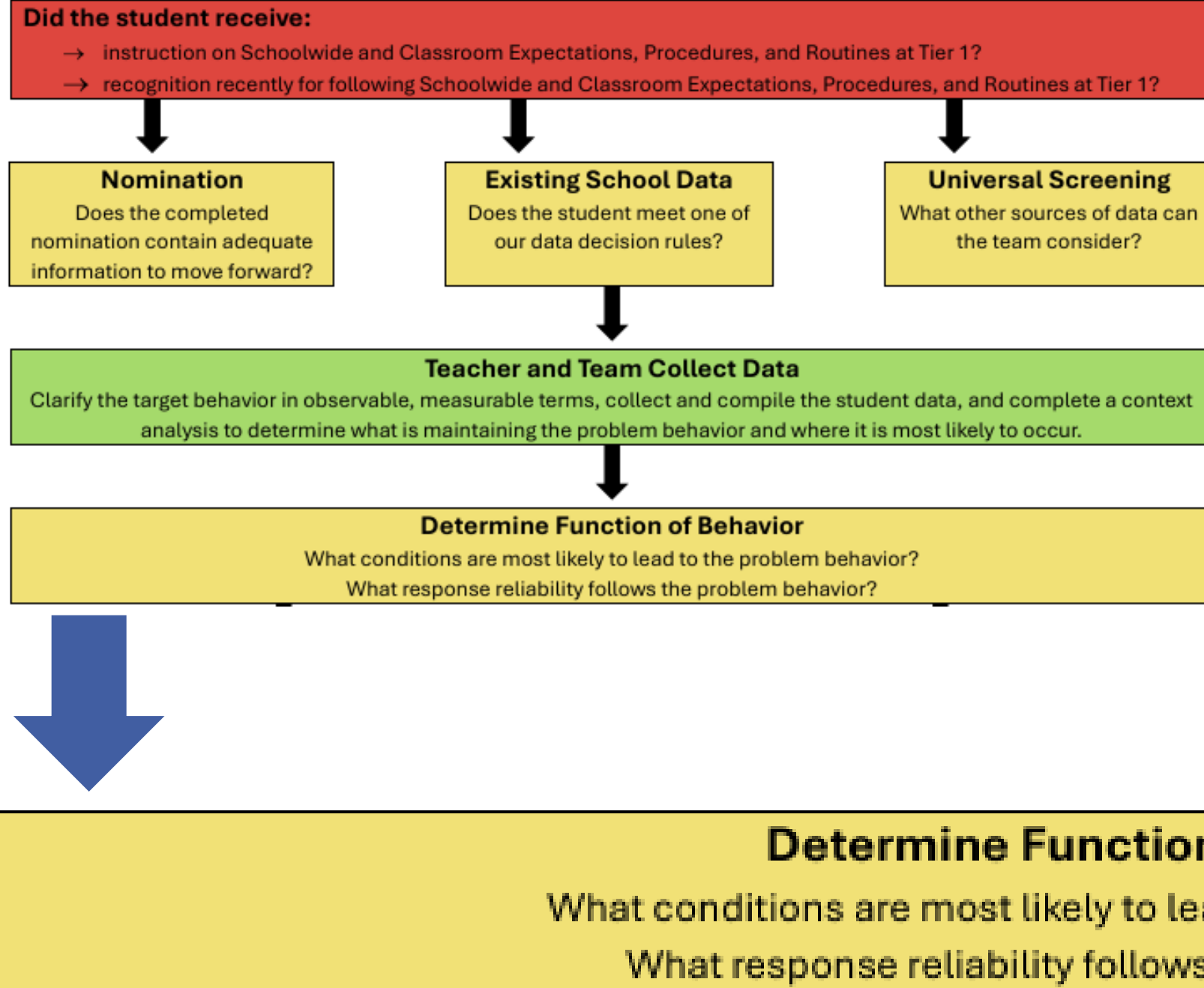
Teacher and Team Collect Data

Clarify the target behavior in observable, measurable terms, collect and compile the student data, and complete a context analysis to determine what is maintaining the problem behavior and where it is most likely to occur.





Tier 2 Student Identification System





Tier 2 Student Identification

Did the student receive:

- instruction on Schoolwide and Classroom Expectations, Procedures
- recognition recently for following Schoolwide and Classroom Expectations

Nomination

Does the completed nomination contain adequate information to move forward?

Existing School Data

Does the student meet or exceed our data decision rules?

Teacher and Team Collaboration

Clarify the target behavior in observable, measurable terms, collect and analyze data to determine what is maintaining the problem behavior

Determine Function of Behavior

What conditions are most likely to lead to the behavior?
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Obtain Attention or Item/Activity

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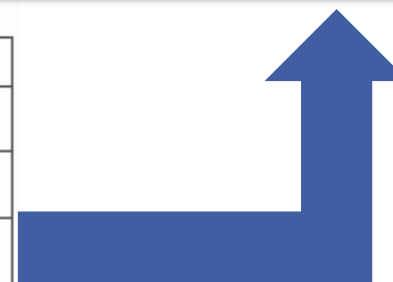
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TEAM ACTIVITY

GETTING READY FOR TIER 2

PLANNING GUIDE - FIDELITY TO THE FEATURES

WHAT? <i>Students</i>	NOW WHAT? <i>Adults + Students</i>
Do you have multiple interventions matched to student need? Do your Tier 2 behavior interventions provide: -additional instruction/time for student skill development? -additional structure/predictability? -increased opportunity for feedback? Is there a process to select interventions that are: -matched to student need (function of behavior)? -adapted to improve contextual fit (culture, developmental skill)? Are your Tier 2 interventions linked to Tier 1 practices? Do students still have access to Tier 1 supports?	Is there a plan for tracking fidelity data for the interventions you are providing? Do you use outcome data and decision rules to progress monitor students receiving Tier 2 supports? Is there a plan for fading supports when the data indicates Tier 2 supports have been successful? Is there a plan for modifying supports when the data indicates uncertain results for student success? Is there a plan for intensifying supports when the data indicates Tier 2 supports have not been successful?

**DON'T FORGET!**

WHEN WE'RE ACTION PLANNING WE NEED TO MAKE SURE WE INCLUDE:



WV PBIS



Missouri PBIS

NEXT STEPS:

Follow-up Meeting with our BSS:

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