

# WVPBIS Tier 2 Training

September 2026





# Reminders

*Things you need to know to be successful...*

# Reminders

 Wi-Fi/Internet

 Restrooms

 Lunch



# Training Expectations

Communicate

Be  
Receptive

Be  
Respectful

Have Fidelity  
to the  
Process





# Let's find the things you'll need.



[www.wvpbis.org](http://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.

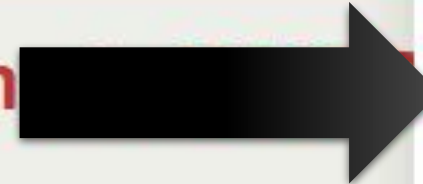
If a link, document or picture does not work, then please email [christy.fubio@marshall.edu](mailto:christy.fubio@marshall.edu).

### 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

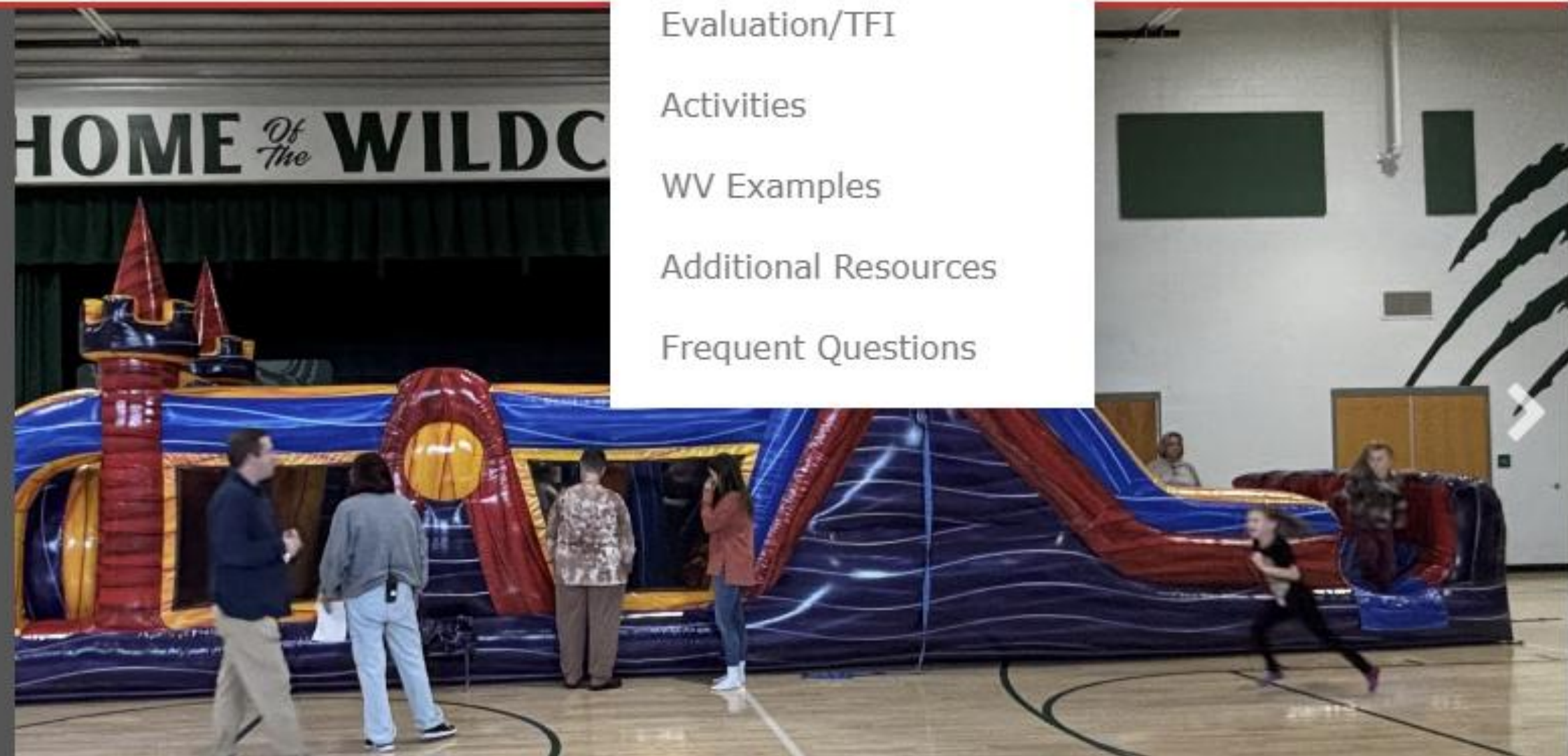
WV Examples

Additional Resources

Frequent Questions

## Paden City Elementary

Students enjoy their PBIS  
reward activity.

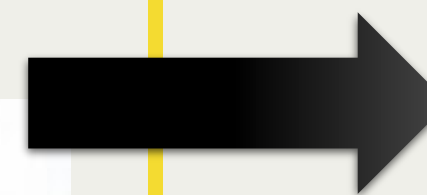
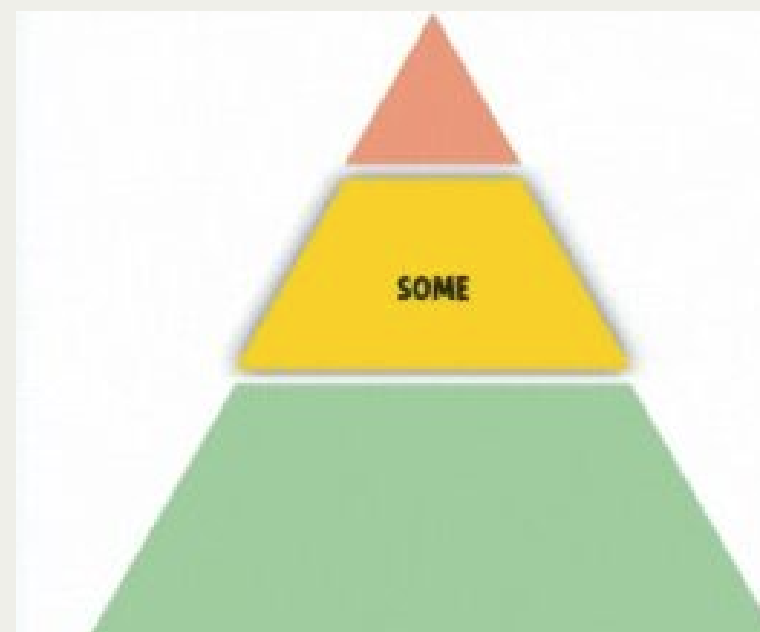


## Tier 2

### 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,



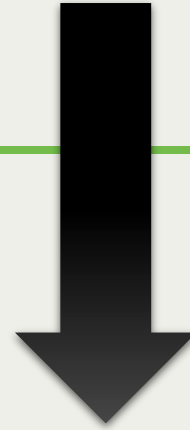
Tier 2 Activities



## 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](#)



# 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



# **Intervention Overview**

**Check-in/Check-out**

# Check-In/Check-Out (CICO)

- Defined expectations
- Positive adult contact
- Social skills training
- Direct instruction
- Feedback
- Home-school communications
- Positive reinforcement
- Consistency

# Check-In/Check-Out (CICO)

## WHAT?

The Behavior Education Program (BEP)

- Group-oriented
- Tier 2 intervention

## Built-in System for:

- a) monitoring progress
- b) evaluating fidelity of implementation
- c) transitioning to self-managed support



# Check-In/Check-Out (CICO)

- Accommodates several students (e.g., 10-15 per intervention facilitator)
- Efficient and cost-effective method for providing additional support to groups of students with similar behavioral needs
- Although more time is required from staff members who coordinate the program, classroom teachers can implement CICO in less than 5-10 minutes per day.

# Students Most Likely to Benefit

- Demonstrate consistent patterns of problem behavior across multiple settings
- Low level disruptions
  - *Talking out, talking back, off-task, out of seat*
- Enjoy positive adult attention

***What does it “look like?”***



1

Student is identified as needing additional behavioral support.

2

Behavioral expectations for the student are defined and documented on a Daily Progress Report (DPR).

3

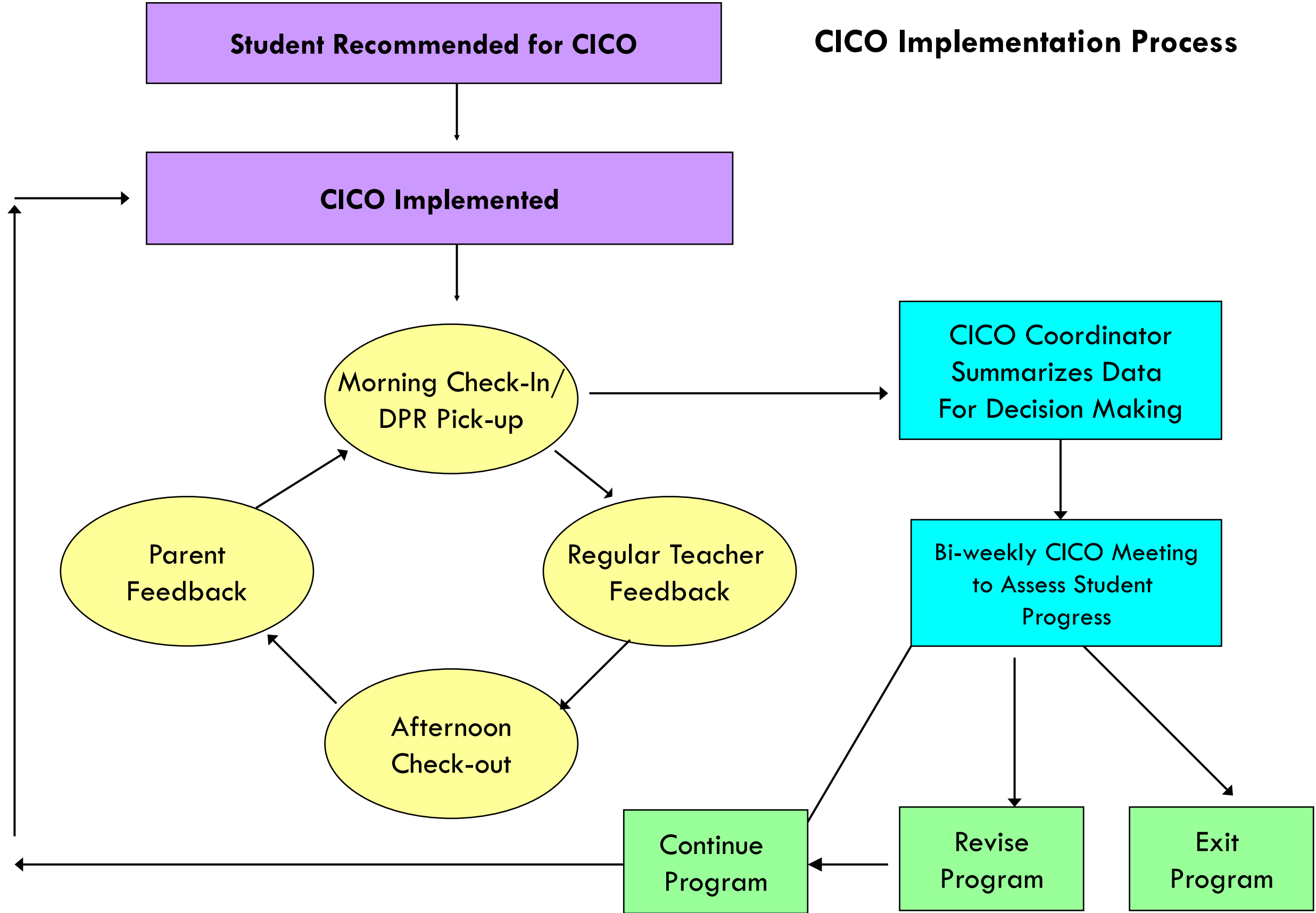
Student receives a regular cycle of prompts and feedback from teachers and family for meeting behavioral expectations.

4

Student data is generated on a daily basis and is used to monitor progress and make decisions about the intervention.

**The Basic Approach to  
Check-in/Check-out  
(CICO)  
Implementation**

**CICO Implementation Process**



# Daily Components

## Check-In

- Facilitator does morning check-in with students and gives them DPR

## Regular teacher feedback

- Throughout the day teacher checks in with student to complete DPR and provide specific feedback

## Check-Out

- Facilitator checks out with student at end of day and records data from DPR

## Data collection and progress monitoring

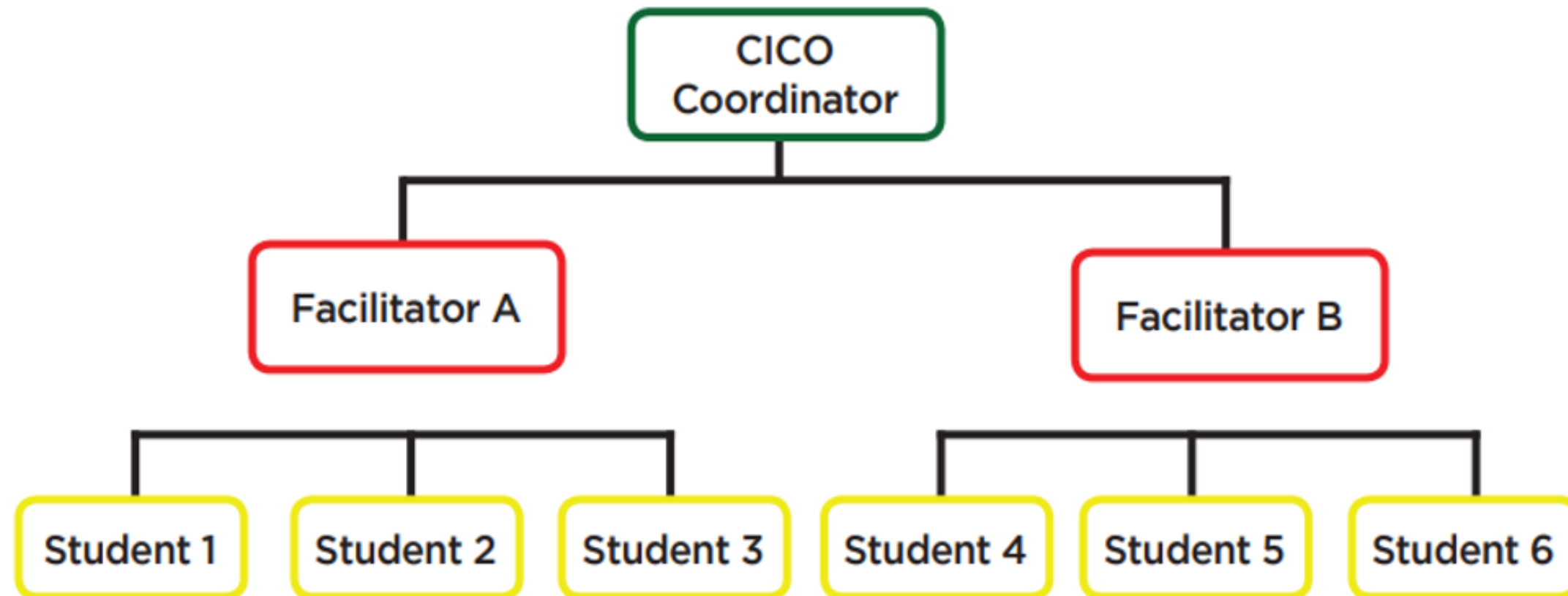
- Coordinator monitors data collection to determine effectiveness of intervention

## Family participation

- Home/school collaboration to ensure student success

# Resources Needed

## Personnel Needed for the Check-In, Check-Out Intervention



### CICO Coordinator

- Organizing resources and supports for effective delivery

### CICO Facilitators

- Responsible for direct, daily contact with student participants.
- Provide the daily CICO

### Teachers

- Provide feedback (the intervention) throughout the student's day

# Resources Needed

## Daily Progress Report (DPR)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

| A Day / B Day | Be Safe<br><i>Keep hands<br/>and feet to self</i> | Be Respectful<br><i>Use polite<br/>language</i> | Be a Learner<br><i>Follow<br/>directions</i> | Teacher<br>Initials | Success Notes |
|---------------|---------------------------------------------------|-------------------------------------------------|----------------------------------------------|---------------------|---------------|
| Period 1/5    | 3 2 1                                             | 3 2 1                                           | 3 2 1                                        |                     |               |
| Period 2/6    | 3 2 1                                             | 3 2 1                                           | 3 2 1                                        |                     |               |
| Homeroom      | 3 2 1                                             | 3 2 1                                           | 3 2 1                                        |                     |               |
| Period 3/7    | 3 2 1                                             | 3 2 1                                           | 3 2 1                                        |                     |               |
| Period 4/8    | 3 2 1                                             | 3 2 1                                           | 3 2 1                                        |                     |               |

Today's Goal:    50%    55%    60%    65%    70%    75%    80%

Today's Points \_\_\_\_\_ Points Possible \_\_\_\_\_ Today's Percent \_\_\_\_\_%

Parent/Guardian Signature \_\_\_\_\_

*Congratulations for:*

## Daily Progress Report (DPR)

Lost Creek Elementary School

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Today's Goal:    50%    55%    60%    65%    70%    75%    80%

3 = 0-1 Reminders    2 = 2 Reminders    1 = 3+ Reminders

|                         | Be<br>Safe | Be<br>Respectful | Be<br>Responsible | Teacher<br>Initials | Success<br>Notes |
|-------------------------|------------|------------------|-------------------|---------------------|------------------|
| 7:45 – AM Check-in      | 3 2 1      | 3 2 1            | 3 2 1             |                     |                  |
| AM Check-in – Lunch     | 3 2 1      | 3 2 1            | 3 2 1             |                     |                  |
| Lunch – PM Check-in     | 3 2 1      | 3 2 1            | 3 2 1             |                     |                  |
| PM Check-in - Dismissal | 3 2 1      | 3 2 1            | 3 2 1             |                     |                  |

Today's Points: \_\_\_\_\_ ÷ Possible Points: 36 = Today's Percent: \_\_\_\_\_ Goal Met?    Yes    No

Parent's Signature: \_\_\_\_\_ *I'm proud of you because...*

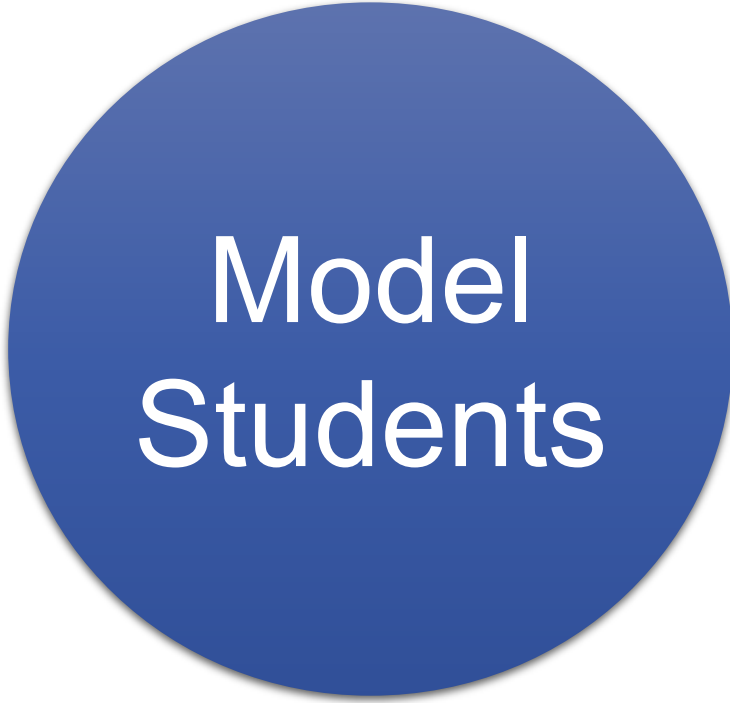
# How do we make it work for *US*?

“If the team determines the program is ineffective for a specific student, they should brainstorm strategies for modifying the basic intervention in a manner that will improve its effectiveness for that student. Team members should consider the simplest solutions first.”

Crone, Hawken, and Horner, 2010, p. 99

Example Modifications for the CICO Intervention

| Get Adult Attention                                                                                                                     | Get Peer Attention                                                                                                                                | Avoid Task or Activity                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Mid-day check-in</li><li>• More powerful reinforcer (e.g., time with preferred adult)</li></ul> | <ul style="list-style-type: none"><li>• Earn reinforcers to share with peers</li><li>• Activity based reinforcers that friends can join</li></ul> | <ul style="list-style-type: none"><li>• Tasks matched with academic level of student.</li><li>• High rates of reinforcement for effort</li><li>• Academic support or intervention</li><li>• Earn reinforcers that allow escape (e.g., break or preferred activity)</li></ul> |



# REINFORCEMENT SYSTEM

**\*REMEMBER:** Students who qualify for CICO support have not made progress with the schoolwide Tier 1 prevention efforts. Therefore, these students need additional reinforcement and feedback to get their behavior back on track.

- Reinforcers should emphasize the social aspects of the intervention.
- The primary CICO reinforcer is the personal connection with an adult.
- Suggested reinforcers are to increase adult attention, increase positive peer attention, or provide easily accessible activities such as additional computer or gym time
- Reinforcers can be provided for checking in, checking out, and for meeting daily and/or weekly point goals.

WATCH NOW  
WATCH NOW  
WATCH NOW



Click above to view the  
CICO video recording.



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.

# **Intervention Overview**

## **Social Skill Intervention Groups**

# Understanding Skill Deficits

## Acquisition Deficit

- Think: *Can't do*
- Skill-specific small groups





**Skill, not will.**

**Push skills before  
motivation.**





**Skills can be  
built so we  
are all  
changeable.**

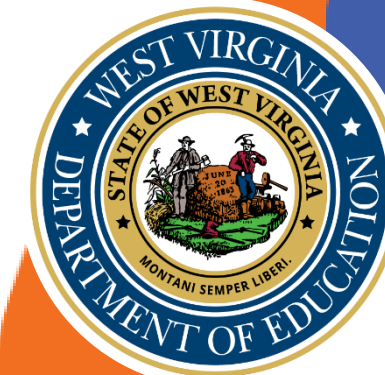


# Understanding Skill Deficits

## Performance Deficit

- Think: *Don't do*
- Supports to motivate & encourage





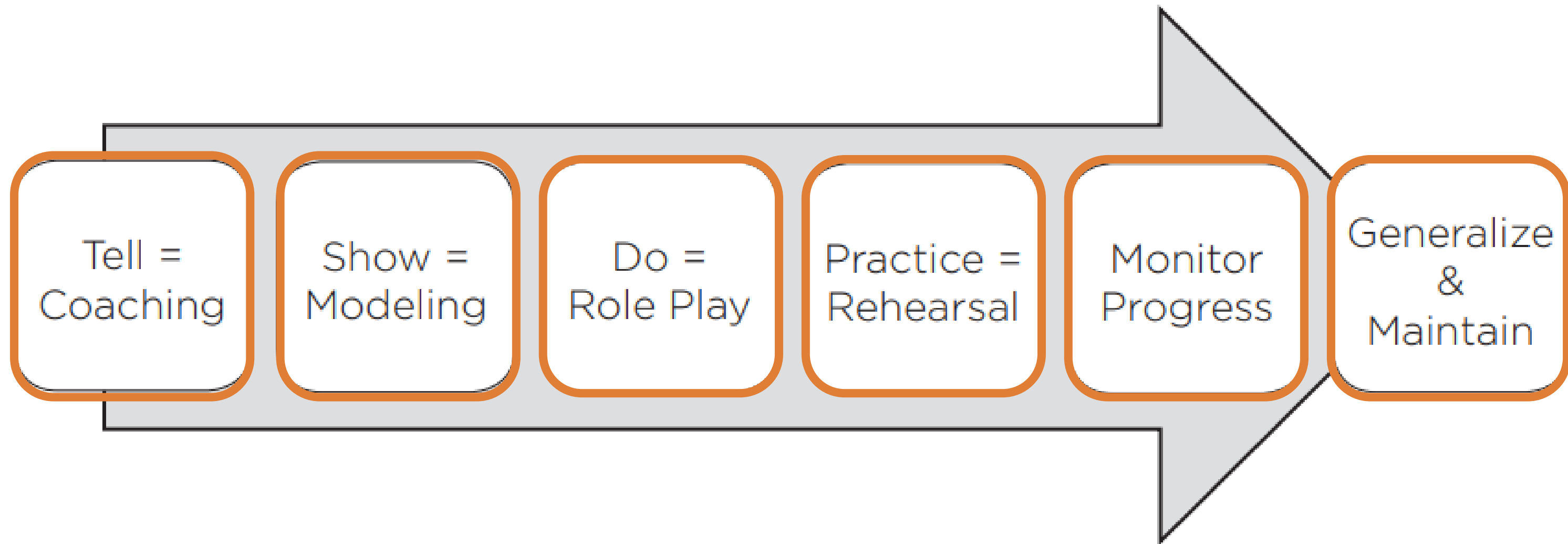
# **This intervention is designed for students whose problem behaviors:**

- are unresponsive to Tier 1 practices and systems.
- do not require more immediate individualized interventions.
- are observed across multiple settings or contexts.

→ Primarily effective for students who demonstrate social skill acquisition deficits.



## Social Skills Intervention Instructional Approach



# SSIGs include...

- Smaller number of students with access to high rates of adult attention
- Situated learning
- Positive peer models
- Systemic, explicit instruction
- Modeling, role-playing, problem solving, feedback
- School to home communication
- Self-assessment and recording component



# Staff/Resources Needed...

## Intervention Coordinator

- Organizing resources and supports for effective delivery

## Social Skills Group Facilitators

- Assigned to each group of students
- Responsible for direct contact with students
- Meet weekly, at minimum
- Organizes lesson plans & materials
- Communication link



# What if I'm a facilitator?

Identify  
deficits

Gather  
lessons

Plan for  
contexts

Session  
procedures

Notify  
parents

Teach skill  
lessons

Monitor  
progress

Evaluate  
outcomes



# What it might look like...

EXAMPLE

Small Group Social Skills  
Daily Progress Report

Student Name: \_\_\_\_\_ Rater Name: \_\_\_\_\_ Week of: \_\_\_\_\_

This student is participating in our Social Skills group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day. Before leaving on Friday, please put the completed form in Mrs. Smith's mailbox. You will receive a new form by Monday morning.

3 = Displayed Consistently    2 = Displayed periodically/inconsistently    1 = Did not display

|                | Targeted Social Skills            | Monday   | Tuesday  | Wednesday | Thursday | Friday   | Successes                 |
|----------------|-----------------------------------|----------|----------|-----------|----------|----------|---------------------------|
| Be Respectful  | Paying Attention to Others        | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
|                | Taking Turns In Conversations     | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
|                | Getting Along with Others         | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
|                | Doing Nice Things for Others      | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
|                | Making Compromises                | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
|                | Stay calm when receiving feedback | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
| Be Responsible | Following Directions              | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
|                | Paying Attention to your Work     | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
| Be Safe        | Staying Calm when Disagreeing     | 3 2 1 NA | 3 2 1 NA | 3 2 1 NA  | 3 2 1 NA | 3 2 1 NA |                           |
|                | Total Daily Points                |          |          |           |          |          | Total Points for Week:    |
|                | Total Possible                    |          |          |           |          |          | Points Possible for Week: |

Week's Percentage \_\_\_\_\_

If you have questions about this form or the Social Skills group, contact Mrs. Smith.



WATCH NOW  
WATCH NOW  
WATCH NOW



Click above to view the  
SSIG video recording.



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.

# **Intervention Overview**

## **Self-Monitoring**

# Self-Monitoring

The practice of observing and recording one's **OWN** actions and behavior

- Designed to teach students to change or maintain their **OWN** behavior
- Checklist or to-do list
- Applied to a wide range of skills
- Effective with students of **ALL** ages



# Purpose

- Increase the frequency of a desired behavior/skill
- Ensure the accurate completion of a task
- Increase focus and awareness of a desired outcome
- Increases the occurrence of the desired results



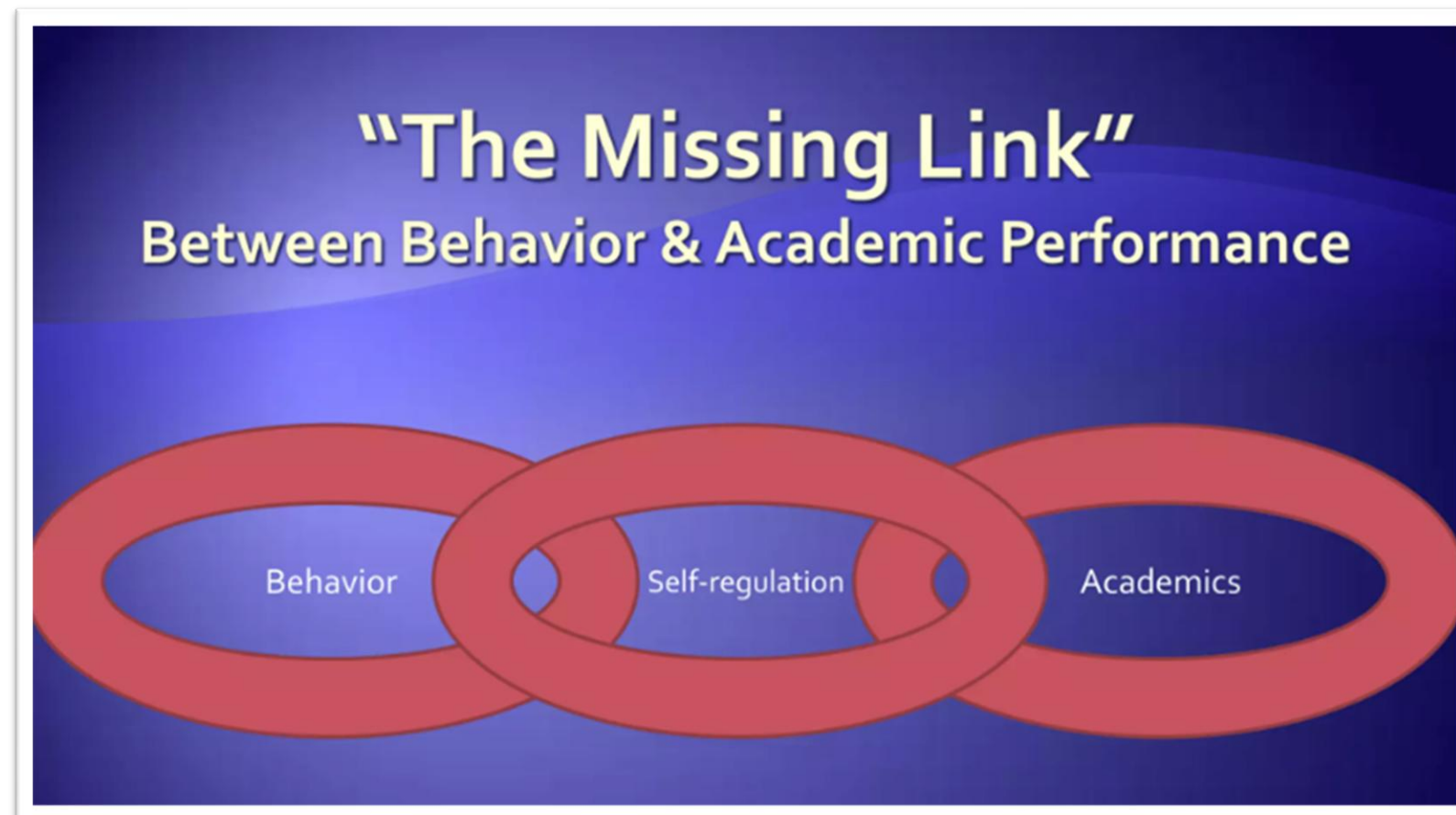
# Vitally important

In order to occur, **TWO** conditions must be present:

- Must have the skill in their repertoire
- Must be able to discriminate the occurrence of the skill



# What does the research say?



- Improves both academic & behavioral skills
- Less invasive
- Requires less teacher time & attention
- Puts locus of control with the student
- Promotes SELF-REGULATION (the crossover skill between behavior & academics)

# Students who may benefit

- Effective for a wide range of ages, disabilities and skills
- Function of behavior is related to:
  - Avoiding attention
  - Avoiding tasks
  - Avoiding stimuli

# Students who may benefit

- Effective for a wide range of ages, abilities and
- Function of behavior is related to:
  - Avoiding attention
  - Avoiding tasks
  - Avoiding stimuli

**Function of  
the Behavior:  
ESCAPE**

# Necessary staff

## Intervention Coordinator

- Organizing resources and supports for effective delivery

## Teachers

- Help train student in completion of DPR
- Turn chart into Coordinator



# Variations of Self-Monitoring

## Check-In/Check out (CICO)

- CICO – Function is ATTENTION; Self-monitoring – Function is ESCAPE
- Your CICO monitoring form can be adapted for self-monitoring students.
- TEACH them how to use it.

## Social Skills Intervention Groups

- Students learn skills in a controlled training environment.
- Self-monitoring can be used for students to monitor skills in other environments.

## Fading Procedure

- Transition from teacher-led interventions.
- Teachers complete random, periodic checks for accuracy.

## Classroom Support

- WHOLE CLASS - works on ONE collective skill
- EACH STUDENT - works on an individual skill

1 Identify target behavior

2 Define the target behavior

3 Collect baseline data

4 Design procedures and materials

5 Teach student to self-monitor

6 Monitor progress

7 Follow up and fade

1

# Identify target behavior

Connect the behavior to the schoolwide expected behaviors for ALL students.

| FEATURE                     | GOAL                                                                                                                                                                                     |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify Target Behavior | <ul style="list-style-type: none"><li>• State in positive terms.</li><li>• Consider where and when the behavior occurs.</li><li>• Identify possible functions of the behavior.</li></ul> |

# 2

## Define the target behavior

- Observable & Measurable – Recognized & recorded
- Positively Stated – avoid *no* and *don't*
- Understandable – Clear is kind
- ALWAYS Applicable – Consistently enforceable

### Respect Others

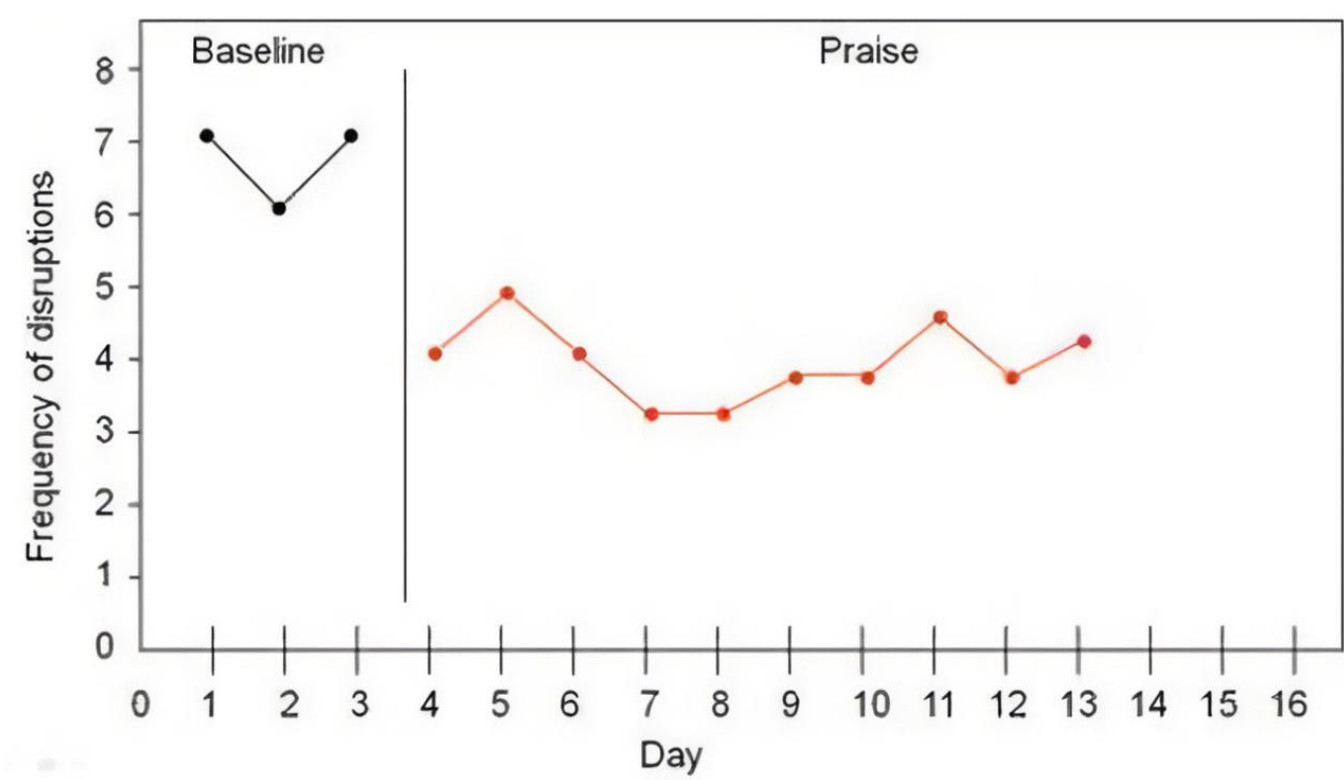
- Use good words
- Keep hands & feet to self
- Ask to use other people's belongings

| FEATURE                       | GOAL                                                                                                                                                                                                                                                                                                 |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Define the Target Behavior | <ul style="list-style-type: none"> <li>• Use the OMPUA guidelines to help you –               <ul style="list-style-type: none"> <li>◦ observable, measurable, positively stated, understandable, always applicable</li> </ul> </li> <li>• The skill must be in the student's repertoire.</li> </ul> |

3

# Collect baseline data

BEST PRACTICE = Graph progress



| FEATURE                  | GOAL                                                                                                                                                                                                                                                                                                                                      |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Collect Baseline Data | <ul style="list-style-type: none"><li>• Frequency counts – record each time behavior occurs or look at permanent products.</li><li>• Time sampling – observing the occurrence or non-occurrence of the target behavior during a fixed amount of time.</li><li>• 3-5 data points</li><li>• Graph analysis for visual evaluation.</li></ul> |

# 4

## Design procedures and materials

- Specific to your school.
- Meets the needs of the student.
- Establish a cueing system.

| FEATURE                           | GOAL                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Design Procedure and Materials | <ul style="list-style-type: none"> <li>• Determine when the student will self-monitor. <ul style="list-style-type: none"> <li>○ How will the student be cued to do so?</li> </ul> </li> <li>• Create age-appropriate Self-Monitoring Daily Progress Report. <ul style="list-style-type: none"> <li>○ List the target behavior and any steps needed to complete the skill.</li> </ul> </li> </ul> |

# Materials

- Method to remind the student.
- Daily progress reporting chart for Self-Monitoring
- Reward for attaining the goal.

## DAILY PROGRESS REPORT (DPR)

|                                                                                                                                                                                                                         | Completed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. The positively stated behavioral expectations that will be listed on the DPR have been determined.                                                                                                                   |           |
| 2. A method for identifying target behaviors necessary for meeting expectations included on the DPR is in place (if applicable).                                                                                        |           |
| 3. The DPR consists of a minimum of 4 rating periods with scoring intervals no longer than 75 minutes.                                                                                                                  |           |
| 4. A range of scores to be listed on the DPR for rating behavioral performance has been determined (e.g., 1, 2, 3).                                                                                                     |           |
| 5. Specific criteria to define how points are earned has been determined (e.g., never, sometimes, often). *Note – it is helpful to have the rating “key” documented on the DPR as a reminder of how points are awarded. |           |
| 6. Adaptations have been made (if applicable) so that the DPR is age appropriate for all students you serve (e.g., use of pictures; start and end time for class periods).                                              |           |
| 7. The DPR includes space for total points earned, percentage of points, and the student’s daily goal.                                                                                                                  |           |
| 8. A process for daily DPR data to be shared with families has been determined (e.g., send DPR home or make a separate parent reporting sheet).                                                                         |           |
| 9. A process for parents respond to indicate they have seen and discussed DPR data with their child has been determined.                                                                                                |           |

# Essentials of the DPR

EXAMPLE

## Daily Progress Report

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

|          | Be Safe<br><i>Avoid aggression</i> | Be Respectful<br><i>Use polite language</i> | Be a Learner<br><i>Follow directions first time asked</i> | Be Your Best<br><i>Complete and turn in required work on time</i> | Teacher Initials |
|----------|------------------------------------|---------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------|------------------|
| Period 1 | 3 2 1                              | 3 2 1                                       | 3 2 1                                                     | 3 2 1                                                             |                  |
| Period 2 | 3 2 1                              | 3 2 1                                       | 3 2 1                                                     | 3 2 1                                                             |                  |
| Period 3 | 3 2 1                              | 3 2 1                                       | 3 2 1                                                     | 3 2 1                                                             |                  |
| Period 4 | 3 2 1                              | 3 2 1                                       | 3 2 1                                                     | 3 2 1                                                             |                  |
| Period 5 | 3 2 1                              | 3 2 1                                       | 3 2 1                                                     | 3 2 1                                                             |                  |
| Period 6 | 3 2 1                              | 3 2 1                                       | 3 2 1                                                     | 3 2 1                                                             |                  |
| Period 7 | 3 2 1                              | 3 2 1                                       | 3 2 1                                                     | 3 2 1                                                             |                  |

Parent/Guardian Signature \_\_\_\_\_

Congratulations for:

### Daily Progress Report:

- should specifically list the target behavior and any necessary steps.



# Essentials of the DPR

EXAMPLE

Tier 2/Self-Monitoring Daily Progress Report

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

|                              | Be Safe<br><i>Keep hands<br/>and feet to self</i> | Teacher<br>Check | Be Respectful<br><i>Follow<br/>directions</i> | Teacher<br>Check | Be<br>Responsible<br><i>Use materials<br/>appropriately</i> | Teacher<br>Check |
|------------------------------|---------------------------------------------------|------------------|-----------------------------------------------|------------------|-------------------------------------------------------------|------------------|
| 8:30 to Morning Break        | 3 2 1                                             |                  | 3 2 1                                         |                  | 3 2 1                                                       |                  |
| Morning Break to Lunch       | 3 2 1                                             |                  | 3 2 1                                         |                  | 3 2 1                                                       |                  |
| Lunch to Afternoon Break     | 3 2 1                                             |                  | 3 2 1                                         |                  | 3 2 1                                                       |                  |
| Afternoon Break to Dismissal | 3 2 1                                             |                  | 3 2 1                                         |                  | 3 2 1                                                       |                  |

Total for the day \_\_\_\_\_/36

Parent/Guardian Signature \_\_\_\_\_

*I'm proud of you today because:*

Daily Progress Report:

- should have space to record performance of the skill and day's total.



# Essentials of the DPR

EXAMPLE

## Writing Assignment Checklist

Place a check next to the items completed.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

|                                                                  |  |
|------------------------------------------------------------------|--|
| All sentences begin with a capital letter.                       |  |
| All sentences have correct punctuation at the end.               |  |
| All sentences have a subject and a verb (are complete sentences) |  |
| The first word of the paragraph is indented                      |  |
| The paragraph has a topic sentence                               |  |
| All sentences in the paragraph are on the same topic             |  |
| I followed instructions for the assignment                       |  |
| I completed all parts of the assignment                          |  |

The goal for this writing assignment is \_\_\_\_\_

## Daily Progress Report:

- should have space to record student’s goal for the day.
- This goal should be challenging YET attainable.
- USE YOUR DATA.

# 5

## Teach student to self-monitor

- Student **must** be TAUGHT how to self-monitor.
- ACCURACY is the focus.

| FEATURE                           | GOAL                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Teach Student to Self- Monitor | <ul style="list-style-type: none"> <li>• Discuss target behavior with the student. Use examples and non-examples. Explain why behavior is important.</li> <li>• Determine when and where the student will monitor behavior and what will be used to cue the student to complete DPR.</li> <li>• Teach the use of DPR and have student practice.</li> <li>• Set a goal – allow for student input.</li> </ul> |

# Before the student – Teach the staff

- Practice HOW to monitor students
- Appropriate ways to give:
  - Praise for accuracy
  - Praise for skill attainment
  - Corrective feedback
- Understand:
  - Importance of frequent checks
  - Importance of frequent feedback
  - Importance of slowly fading intermittent checks

## TEACHING STAFF TO IMPLEMENT THE PROGRAM

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Completed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. A plan for providing instruction to classroom and specialist teachers for implementing the intervention is in place and includes: <ul style="list-style-type: none"><li>• Eligibility for participation</li><li>• Baseline data collection procedures</li><li>• Providing positive and corrective feedback statements</li><li>• Cueing students to record data</li><li>• Monitoring student rating on DPR</li><li>• Initiating interactions with students</li><li>• Response to major or minor referrals</li></ul> |           |
| 2. A process to provide teachers with coaching and implementation feedback has been established.                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| 3. A process for re-teaching staff is in place for components that are not implemented correctly.                                                                                                                                                                                                                                                                                                                                                                                                                     |           |
| 4. A plan and timeline for providing booster sessions for full staff about the purpose and key features of implementing the program is in place.                                                                                                                                                                                                                                                                                                                                                                      |           |

# Teaching the student

- Clearly TAUGHT
- Initial training, 30 minutes:
  - Review target skill
  - Practice
  - Use examples & non-examples
- Understand DPR:
  - HOW to complete
  - WHEN to complete

| TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Completed |
| 1. A plan for providing instruction to students participating in the intervention is in place and includes: <ul style="list-style-type: none"><li>• Purposes of the intervention (e.g., positive, time-limited, goal of self-management)</li><li>• Behavioral expectations</li><li>• Earning points and point goals</li><li>• Getting feedback from teachers</li><li>• Role play for accepting positive and corrective feedback</li><li>• Menu of reinforcers</li><li>• How to handle disappointment if goal is not met</li><li>• Plans for fading, graduation, and maintenance</li></ul> |           |
| 2. A plan for providing information about the intervention program to other children (if applicable) is in place.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |

# Teach the families

Things to share:

- The skill
- The DPR
- The data



## TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM

|                                                                                                                            | Completed |
|----------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child. |           |

## 6

# Monitor progress

## A CRUCIAL STEP

Understanding how the student responding to the intervention.

| FEATURE             | GOAL                                                                                                                                                                                                                                                                                                                                                       |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Monitor Progress | <ul style="list-style-type: none"><li>• Positive feedback is given for the student accurately assessing and recording until teacher and student agree at least 80% of the time.</li><li>• Teacher check of accuracy is faded to periodic checks (1/5 average).</li><li>• Adult provides specific verbal feedback when target skill is displayed.</li></ul> |

# On-going monitoring

Fidelity of implementation – How well is it going?

- Permanent product review – *DPR: are time intervals/teacher check-ins happening?*
- Observation / Interviews – *ask teacher and student if there are any problems*

Social Validity – Is it acceptable to the student?

- Treatment acceptability – *How easy or clear has this intervention been to implement?*

Intervention Outcomes – What's the value?

- # of students who participated vs. # of students who had positive outcomes

## EVALUATE PROGRAM OUTCOMES

|                                                                                                                                                                                                                                                                               | Completed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.                                                                                                                                       |           |
| 2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.                                                                                                                                                |           |
| 3. A plan for monitoring intervention outcomes is developed and includes: <ul style="list-style-type: none"><li>• Number of students who participated</li><li>• Number of students that graduated</li><li>• Number of students that required more intensive support</li></ul> |           |
| 4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.                                                                                                                                                      |           |

## 7

# Follow up and fade

Should be monitored intermittently

| FEATURE               | GOAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Follow Up and Fade | <ul style="list-style-type: none"><li>• Reteach or review skills as needed.</li><li>• Review progress and celebrate success.</li><li>• Having student graph progress allows for quick visual evaluation and may increase student rate of improvement (Harris, Graham, 1994).</li><li>• When the student is consistently using skill and attaining goal, then reduce the times per week that the student monitors.</li><li>• Periodically check for maintenance.</li></ul> |

# Fade to exit

- Criteria is established.
- Flowchart describes plans for fading.
- On-going monitoring plan to monitor the student when DPR is no longer in use.

| PLANS FOR FADING, GRADUATION, AND MAINTENANCE                                                                                                |           |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                              | Completed |
| 1. Criteria for when students are to begin fading the intervention have been established.                                                    |           |
| 2. The process for fading has been clearly defined.                                                                                          |           |
| 3. A flowchart that describes plans for gradually fading out use of the Self-management and daily data intervention components is developed. |           |
| 4. Criteria for the graduation process have been determined and a plan for how graduations be celebrated is in place.                        |           |
| 5. A plan for providing supports for students after graduating from the intervention is in place.                                            |           |
| 6. A process for monitoring student data after the DPR is no longer being implemented has been established.                                  |           |

# 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:

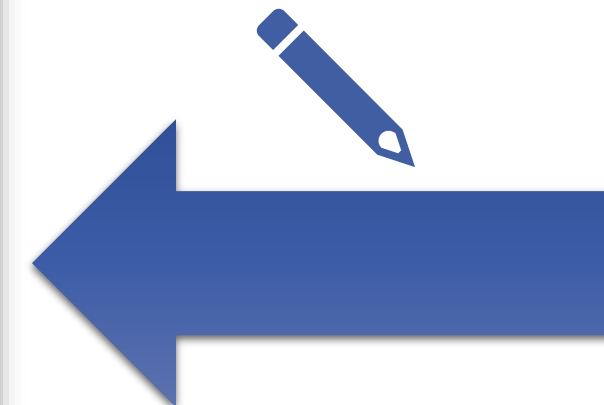
- additional instruction/time for student skill development?
- additional structure/predictability?
- increased opportunity for feedback?

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?



A photograph of four young children of diverse backgrounds 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.

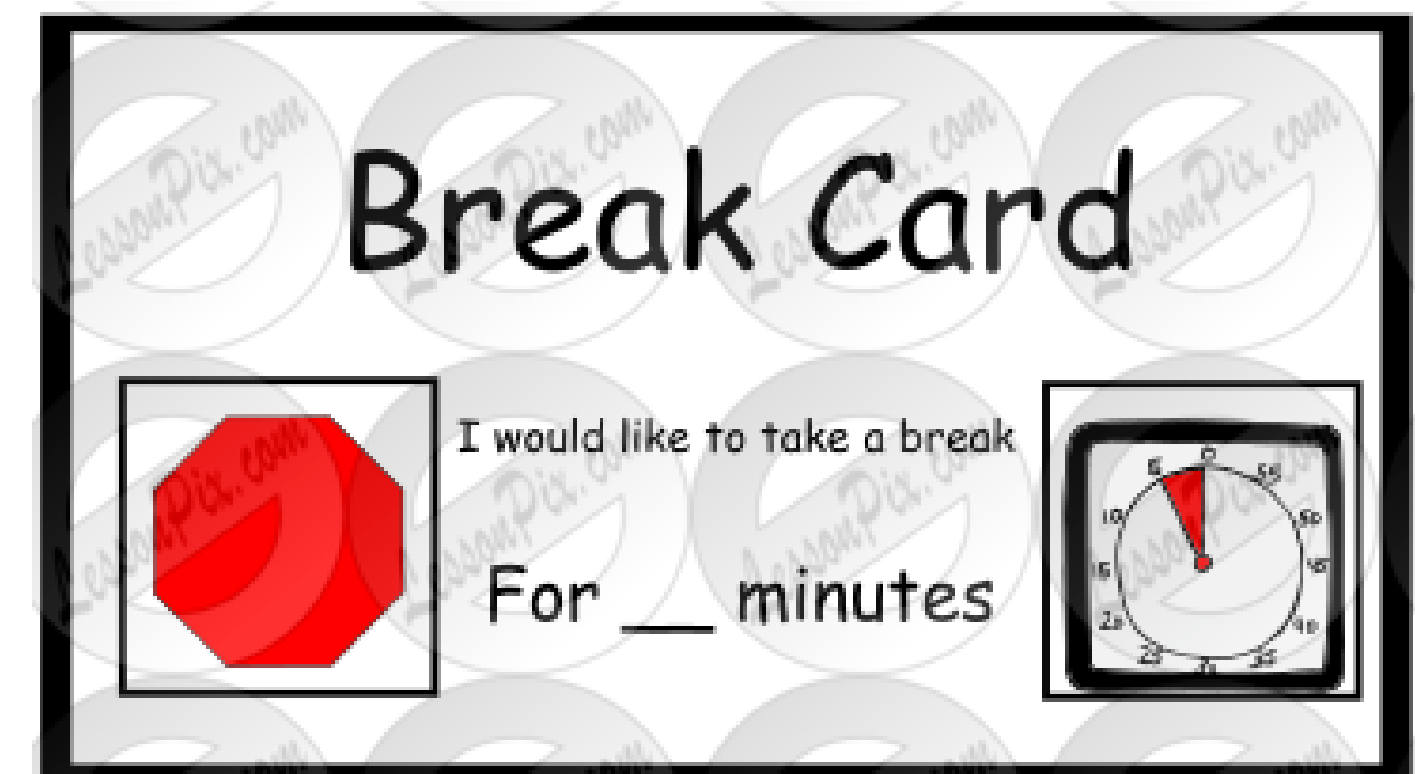
# **Intervention Overview**

## **Structured Breaks**

# What is a Structured Break

**Definition:** a planned, brief, purposeful opportunity to **reset**...

- ***Scheduled / proactive breaks***- built into the block on a predictable cadence (“Take a Break” routine).
- ***Requested breaks***- student-initiated within clear parameters
  - Where, how long, how to return.



# What Makes it a Tier 2 Intervention

**Tier 2 Structured Breaks** are pre-taught, timed, and targeted for “*specific*” students who need “*extra supports*” with self-regulation when they feel overwhelmed, frustrated, or disruptive.

- Typically delivered in small groups or via standardized individual plans.
- Low prep, quick to access, and doesn't require an individualized FBA / BIP to start.



# Visual Example

| Feature         | Tier 1 Wiggle Breaks                         | Tier 2 Structured Breaks                                                                                                                                              |
|-----------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target Audience | Whole class                                  | Individual students or small groups                                                                                                                                   |
| Purpose         | General energy release and focus reset       | Teaching self-regulation, coping, and emotional control                                                                                                               |
| Timing          | Scheduled by the teacher for everyone        | Triggered by specific data, signs of escalation, or a pre-set student schedule                                                                                        |
| Routine & Tools | Simple movement (e.g., stretching, GoNoodle) | Highly structured with visual timers, choice boards, and specific calming tasks                                                                                       |
| Accountability  | None required                                |  Tracked with data to see if the break successfully prevents behavior escalation |

# Why Brain Breaks Work:

## *The Function of Connection*

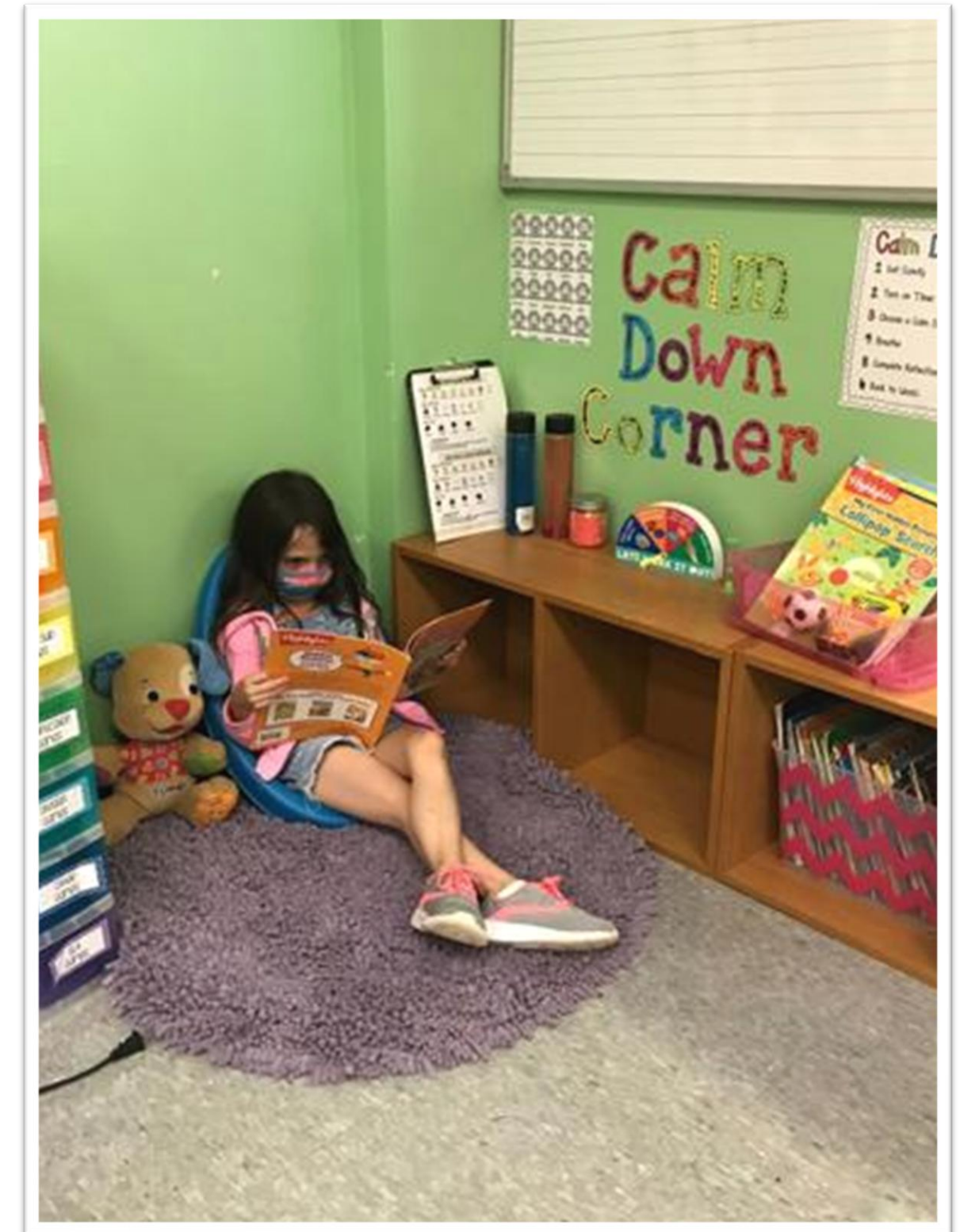
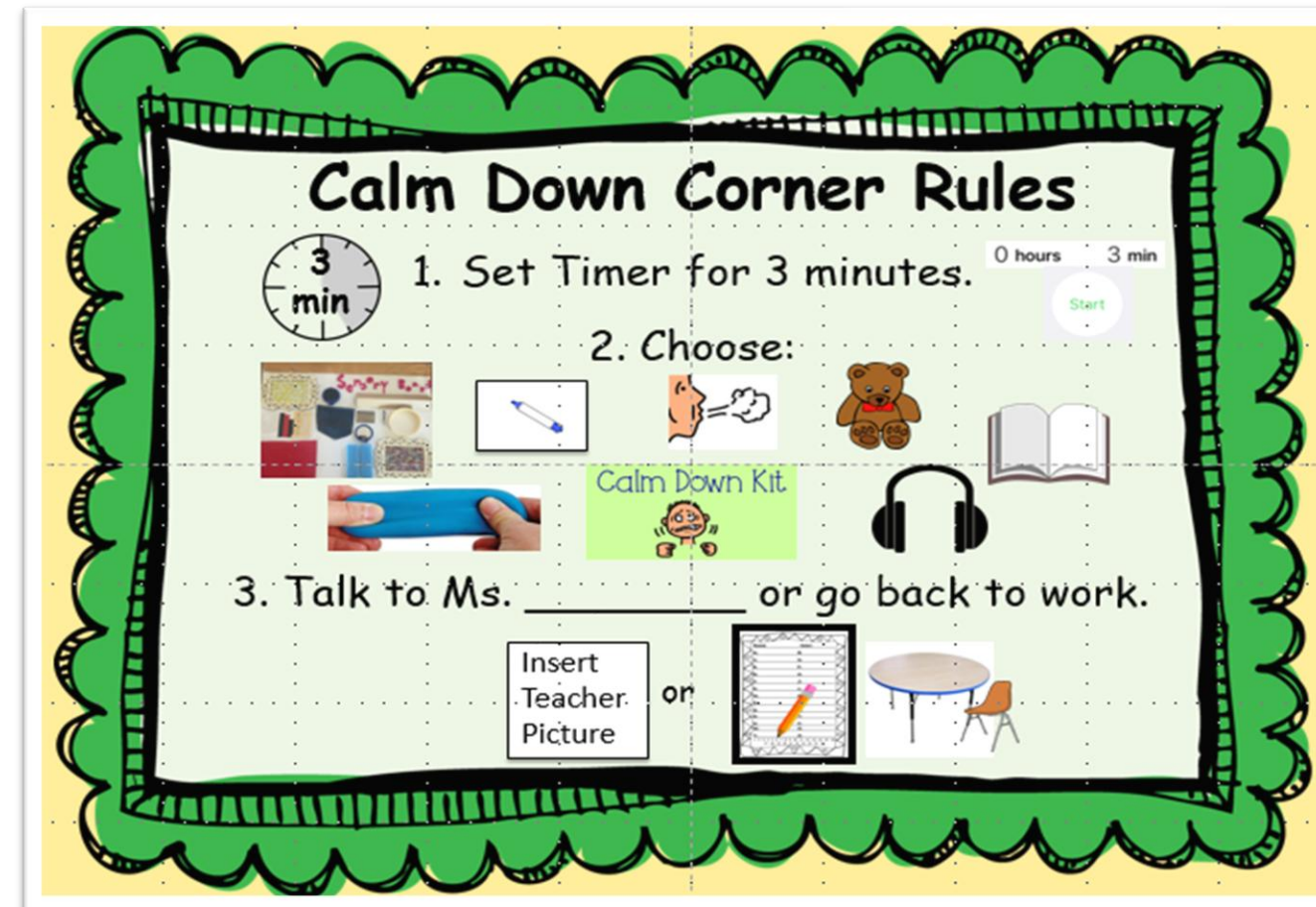
### Anchor the “WHY” in Behavior Function

- **Most break-responsive behavior** is *escape/avoidance-maintained* (getting away from a demand) or a *regulation/sensory need*.
- **The core logic:** a structured break gives students a *socially appropriate, pre-taught* way to get that escape or reset...so they don't have to earn it through disruption.
- **Important Message:** a break isn't a reward for misbehavior or "*letting them off the hook*"
  - It's replacing a problem behavior with a *functionally-equivalent, teachable one*.

# What Structured Breaks Look Like

## *Elementary Setting*

- Break card or signal
- A designated “Take-a-Break” Space or Corner
- Regulation / SEL Tools
- Strict Time Limits (1 to 5 minutes)
- Rules and Re-Entry Routines



# What Structured Breaks Look Like

## *Secondary Setting*

### Why Important:

40-minute lectures, extended independent reading, a long problem set.....with no built-in reset.

- **Brief and Low-Profile:** a 2 to 5-minute reset, a discreet break card/pass, a quick errand or stretch, a designated cool-down desk....*not a 10-minute disappearance.*
- **Timing Tied to the Task, Not the Clock:** deploy *after* the lecture or the bookwork block, *right where the wall usually hits.*
- **Preserving Dignity/Autonomy:** older students need breaks that don't single them out...self-monitoring, a subtle signal, choice within limits.



A photograph of four young children of diverse backgrounds smiling and looking towards the camera. They are outdoors in a grassy area with trees in the background. The image is overlaid with a semi-transparent green filter.

# **Intervention Overview**

## **Behavior Contracts**

# Behavior Contract Basics

What is a behavior contract?

- A written agreement between a student, their guardians and school staff
- Outlines specific behavioral expectations, consequences and reward

Basically...a game plan for student success



# Benefits

Provides clarity & structure

Empowers students

Creates partnerships

Fosters supportive environment



# Key Components

- Specific Behavioral Expectations
- Consequences for non-compliances
- Rewards for meeting expectations
- Duration and review periods
- Discussion and signatures



# Specific Behavioral Expectations

Ground rules for the non-negotiables.

Key is to be clear and specific.

Vague expectations lead to vague results.

Examples could include:

Raise your hand before speaking in class.

Complete all homework assignments on time.



# Consequences for non-compliance

If a student doesn't meet the agreed-upon expectations, what happens?

It is important that the consequences are fair, consistent and clearly communicated.

Consequences



# Rewards

Positive reinforcements can be a powerful motivator, for students of all ages.

Should be specific to student interests.



# Duration & Review Periods

Behavior contracts should be a living document that evolve as the student grows and changes.

Regular review periods allow for adjustments and recognition of progress.

Review periods can be individualized to student needs.



# Discussions and signatures

Discussion of all moving parts allows all stake holders to have a voice.

Signatures serve as asymbolic commitment and ownership of the plan.



# Creating a Behavior Contract



# Step 1: Identify Targeted Behaviors

Pinpoint exact behaviors that need to be changed.

Be specific and focus on behaviors that will have the greatest impact on the student's success.

Example: Reducing outburst in class



## Step 2: Set Realistic and Measurable Goals

Focus on small, achievable steps.

Setting unrealistic goals can be discouraging

Continuing with the example of: Reduce outbursts in class

Goal: Raise hand before speaking 4 out of 5 times



## **Step 3: Involve Student in Contract Development**

**THIS IS CRUCIAL!**

When students have a say in their own behavior contract, they are more likely to buy in to it.

Ask for their input on goals, rewards, and consequences.



## Step 4: Tailor Contracts to Individual Needs

Consider each student's unique strengths, challenges, and motivations when building their contract.

Behavior contracts are not a one-size-fits-all



# Step 5: Incorporate Positive Reinforcement Strategies

Focus on the positive

Include plenty of opportunities for praise and rewards



# Effective Behavior Contracts Require:



Flexibility  
Creativity  
Partnerships  
Deep understanding of  
what individual students  
need



# Implementation

- You've drafted a contract, now what?



# Introduction & Discussion

Set up a meeting to introduce the contract to the student and their guardians.

The goal is to get everyone on board by introducing and explaining the reasoning of the contract.



# Training

Train teachers and staff on contract implementation.

Everyone needs to know and understand their role in monitoring behavior, providing feedback, and enforcing consequences or rewards.



# Establish System for Tracking

It is crucial to have a daily or weekly progress tracking system in place.

It could be as simple as a checklist.

It is important that progress, or lack of progress, is consistently monitored and recorded.



# Regular Reviews

Regular meetings to review progress are a must.

These provide opportunities to discuss progress, address any issues, and make adjustments as needed.

Be prepared to make adjustments and changes to the contract as students grow and change.

Flexibility is KEY!



Name: \_\_\_\_\_

# BEHAVIOR CONTRACT

My behavior goal:

---

---

---

Three steps to reach my goal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How I will know my goal has been met?

---

---

---

Reward(s) I would like to earn when I meet my goal:

---

---

Consequence if my goal has not been met:

---

---

Teacher Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

© Brooke Reagan 2019



# Behavior Agreement

**Student:** \_\_\_\_\_  
**Teacher(s):** \_\_\_\_\_  
**Parent(s):** <insert parent(s) name here> \_\_\_\_\_  
**Date:** <Date> \_\_\_\_\_

has agreed to make an effort to modify his/her behavior. will self-assess and teacher will assess using a Performance Level rubric of four to one:

|                |                                                     |
|----------------|-----------------------------------------------------|
| <b>Score 4</b> | Outstanding effort with excellent success!          |
| <b>Score 3</b> | Good effort and acceptable behavior. Yay!           |
| <b>Score 2</b> | Some effort with limited success. Keep trying!      |
| <b>Score 1</b> | Little or no effort during this period. Let's talk. |

It takes a village to raise a child, and the names to the left represent the most important influences on behavior for our student. We agree to support specific behavioral expectations with:

- ☐ <edit for daily, weekly goals> communication
- ☐ Urgent alerts as needed
- ☐ Positive reinforcement
- ☐ Incentives
- ☐ Clear consequences
- ☐ Specific goals and goal reassessment

| Behavior Goals                            | Student Assessment | Teacher Assessment | Notes (S or T) |
|-------------------------------------------|--------------------|--------------------|----------------|
| Student will <insert comment from page 2> |                    |                    |                |
| Student will <insert comment from page 2> |                    |                    |                |
| Student will <insert comment from page 2> |                    |                    |                |
| Student will <insert comment from page 2> |                    |                    |                |
| Student will <insert comment from page 2> |                    |                    |                |

Based on the Performance Levels in the chart above for this reporting period, Behavior Goals do / do not need to be adjusted. \_\_\_\_\_

\_\_\_\_\_



## Behavior Contract

I, \_\_\_\_\_, agree to make the following positive behavior changes:

---

---

---

When I successfully complete this contract, I will be rewarded by:

---

---

If I don't make the appropriate changes, I will have this consequence:

---

We will review my contract on this date: \_\_\_\_\_

Child signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_



A photograph of four young children of diverse backgrounds smiling and looking towards the camera. They are outdoors in a grassy area with trees in the background. The image is overlaid with a semi-transparent green filter.

# **Intervention Overview**

## **Precorrection**

# Precorrection

- A strategy that involves determining when challenging behaviors tend to occur and then making changes to the classroom environment or providing proactive supports for students during those times.
- Used as a Tier 1 and Tier 2 Support
- Precorrection has been proven effective to increase positive behavior and prevent common challenging behaviors:
  - Across age groups (i.e., preschool to high school)
  - In classroom and non-classroom settings
  - When implemented by a variety of educators (e.g., teachers, school staff)

*(Evanoich & Kern, 2018; Ennis, Royer, Lane, & Griffith, 2017; Ennis, Schwab, & Jolivette, 2012; Haydon, DeGreg, Maheady, & Hunter, 2012; Haydon & Scott, 2008)*



| Steps                                           | Description                                                                                                                                                                                                                                       | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify the context and potential problems. | To prevent a challenging behavior, you must first anticipate the nature of that behavior and identify the context in which it is likely to occur (e.g., activity, setting, time).                                                                 | <p>The teacher identifies the context in which challenging behavior occurs.</p> <p>Context: Coming late to class.</p> <p>Challenging Behavior: After lunch, Jordyn consistently comes late to English class. When this happens, he typically interrupts instruction as he enters the classroom.</p>                                                                                                                                                                                                                |
| 2. Establish behavioral expectations            | As part of creating a safe and respectful classroom environment, establish and explicitly teach behavioral expectations—that is, the behaviors you want your students to display                                                                  | <p>Classroom: Be in your seat when the bell rings. Because Jordyn often comes late to class, the teacher establishes the following expectation with Jordyn.</p> <p>Student: Jordyn will be in his seat when the bell rings.</p>                                                                                                                                                                                                                                                                                    |
| 3. Adjust the context                           | To facilitate student success, make changes to the context that support appropriate behavior, based on your students’ needs.                                                                                                                      | Because students have seven minutes to transition from lunch to their next class, the teacher decides to project a seven-minute countdown timer that students can view as they walk by the classroom, talk with friends, and gather materials at their lockers.                                                                                                                                                                                                                                                    |
| 4. Provide practice opportunities               | Practice makes perfect—maybe not immediately, but it’s a step in the right direction. To set students up for success, review and practice the expected behaviors. This can include options such as discussion, question and answer, or role play. | <p>During class, the teacher goes over the behavioral expectation. She shows students the seven-minute countdown timer and reminds them that they should be in their seat and ready to go when the bell rings (i.e., before the countdown timer hits zero).</p> <p>In addition to this, she meets with Jordyn privately to discuss the importance of coming to class on time. They discuss how he can refer to the countdown timer to know how much transition time is left before he needs to be in his seat.</p> |
| 5. Offer Immediate and specific reinforcement   | When students engage in an expected behavior, provide positive reinforcement to increase the likelihood that they will continue to do so.                                                                                                         | When Jordyn references the countdown timer and is in his seat before the bell rings, the teacher immediately delivers behavior-specific praise.                                                                                                                                                                                                                                                                                                                                                                    |

# Develop a Prompting Plan

- Beyond teaching, practicing, and reinforcing appropriate behaviors, you will need to regularly prompt or remind some students of the expected behavior. As part of your plan, anticipate situations in which the student will need support and be prepared to:
- Offer immediate and specific reinforcement when a student engages in the desired behavior (i.e., Step 5).
- Build in prompts and reminders in daily classroom activities.
- Brainstorm how to deliver reminders. These can be in the form of gestures (e.g., finger on ear to signal a group needs to quiet down), verbal prompts, or environmental prompts (e.g., expectations poster).



# Develop a Monitoring Plan

- Although precorrection has been shown to be effective, you need to determine whether your specific precorrection procedures are effective in preventing or decreasing challenging behaviors and increasing expected behaviors.
- This can be accomplished by collecting data on the occurrence of inappropriate behavior before and after implementing precorrection.
- This can be as simple as keeping a record of how often the inappropriate behavior occurs, or it may require different types of data collection (e.g., [duration](#), [latency](#)).



# Gather Feedback

- Get feedback from student to decide whether they find the teaching prompts and reminders helpful and what types of supports they need to be successful across all age groups.



# Tier 2 Support

Tier 2 support for students with moderate levels of externalizing or internalizing behaviors.

The steps are the same as when used as a Tier 1 support, but for Tier 2 the educator delivers precorrection with greater intensity (e.g., provides more practice opportunities, reminders).

To determine if the strategy is effective, the educator collects and analyzes the data using the following steps:

1. Identify the student behavior to be addressed.
2. Collect baseline data for a designated time frame (e.g., first 20 minutes of class)
3. Implement or intensify precorrection and continue to collect data for 3 to 5 days.
4. Evaluate the effect of precorrection and compare implementation data.



Directions: Use this checklist to ensure this strategy is being implemented with fidelity. Place a check in the box for each step implemented correctly.

Date/Time: \_\_\_\_\_

Teacher: \_\_\_\_\_

Student(s): \_\_\_\_\_

Observer (if applicable): \_\_\_\_\_

| Precorrection                 |                                              |       |
|-------------------------------|----------------------------------------------|-------|
| Steps to Implement            |                                              | Notes |
| 1<br><input type="checkbox"/> | Identify the context and potential problems. |       |
| 2<br><input type="checkbox"/> | Establish behavioral expectations.           |       |
| 3<br><input type="checkbox"/> | Adjust the context.                          |       |
| 4<br><input type="checkbox"/> | Provide practice opportunities.              |       |
| 5<br><input type="checkbox"/> | Offer immediate and specific reinforcement.  |       |

## Implementation Examples

The table below illustrates how the teacher provided precorrection when students were not meeting the established behavioral expectations as defined by the rules developed for virtual instruction.

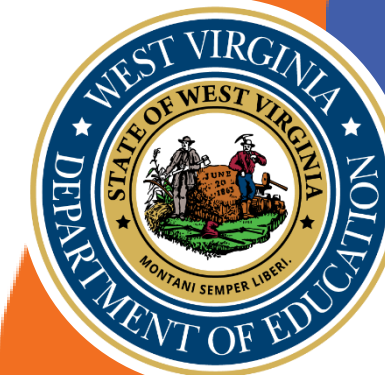
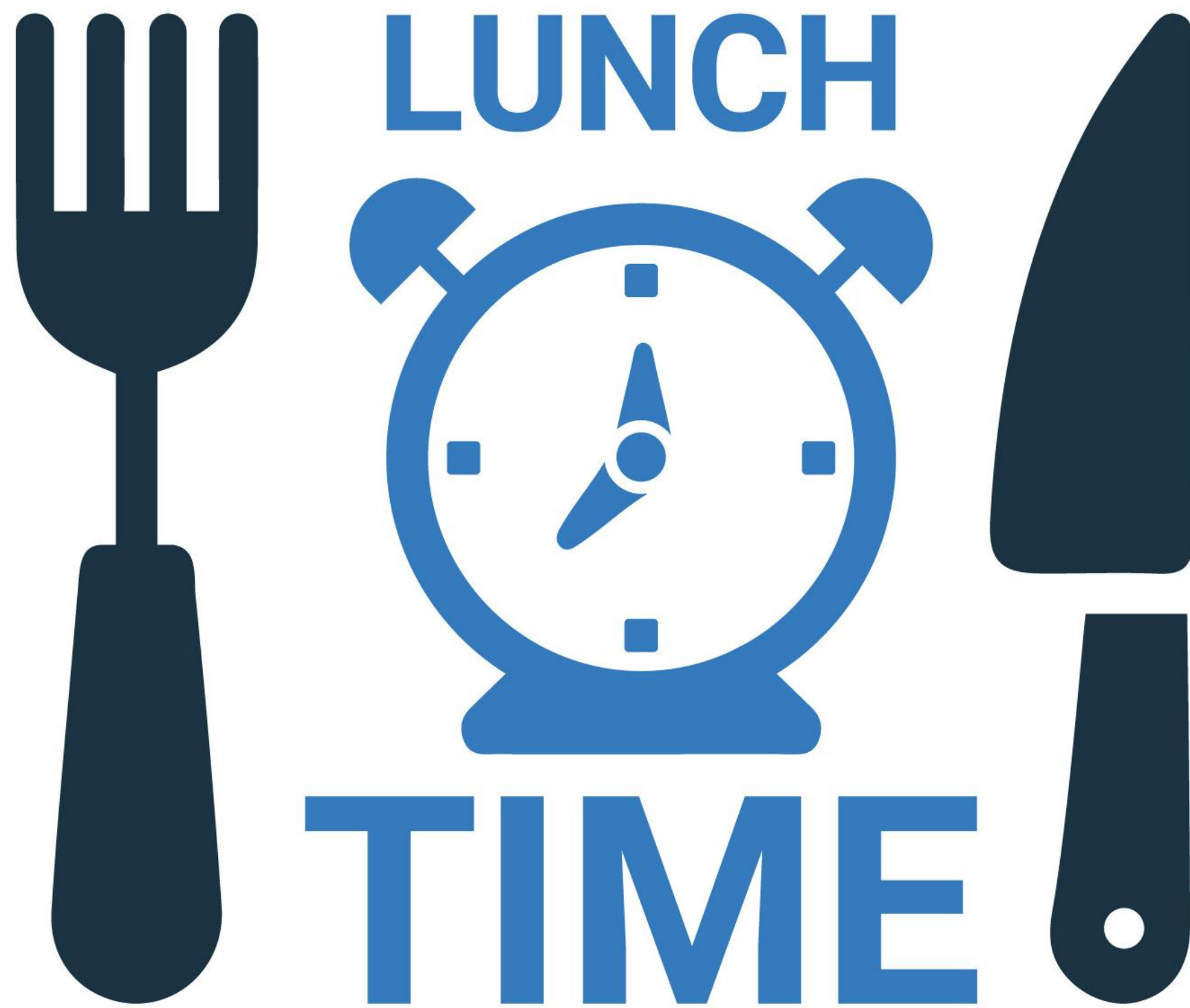
| Context and Problem Behavior                                                                                                                                                                              | Behavioral Expectation/Rule                                 | Adjustment to Context                                                             | Practice                                                                                                       | Reinforcement                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Context:</b> Virtual instruction<br><b>Problem Behavior:</b> The students use their phones during class time.                                                                                          | Place phones away from learning area during instruction.    | Phone rule is posted on the teacher's virtual background.                         | The teacher leads a discussion about potential problems if students are using their phones during instruction. | The teacher provides behavior-specific praise to those students who are adhering to the expectation. |
| <b>Context:</b> Virtual math instruction<br><b>Problem Behavior:</b> Students are not actively participating—they do not respond when the teacher asks for input (e.g., thumbs-up, response in chat box). | Students will respond to teacher prompts.                   | Teacher uses a word cloud tool or online poll that displays student responses.    | The teacher leads a discussion about how important it is for everyone to participate.                          | "Wow, look how many different responses we have in our word cloud! Thank you for responding."        |
| <b>Context:</b> Virtual instruction, breakout rooms<br><b>Problem Behavior:</b> Students are laughing and talking about topics other than the assignment.                                                 | Students will work on assignments during breakout sessions. | The teacher employs active supervision, randomly hopping into each breakout room. | Immediately preceding a breakout session, the teacher chooses a student to describe the expected behavior.     | If the small group is working on the assignment, the teacher gives them a virtual thumbs-up.         |



# Additional Implementation Examples

| Context and Problem Behavior                                                                                                   | Behavioral Expectation/Rule                                              | Adjustment to Context/<br>Replacement Behavior                                                 | Practice                                                                                                                                | Reinforcement                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Context: Whole group instruction<br><br>Problem Behavior: Student tears up worksheet when given subtraction problems to solve. | Students will complete independent desk work and ask for help as needed. | Student will be asked to do 3 problems and then raise their hand to check-in with the teacher. | Discuss and pre-teach privately and provide a pre-prompt to student as you provide the student their work,                              | Provide verbal praise to student and layer praise supports based on student choice/preference of how they like to be praised for positive behavior. |
| Context: Transitions<br><br>Problem Behavior: Student walks around room when asked to line up.                                 | Students will push in their chairs and quietly line up when their group. | Provide proximity and a whole class pre-prompt of the expected behavior for lining up.         | Pre-teach skills daily and provide preventative prompts of expected behavior. Meet with individual student(s)/layer teaching as needed. | Use whole group or independent contingencies /reinforcers tied to expectation.                                                                      |





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.

**Now what?**

**The Adult Role**

# Now what: Intervention Fidelity

Who?

What?

Now what?



# Tier 2 Essential Features

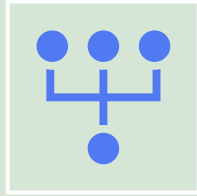
**2.10 Level of Use:** Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.

**2.12 Fidelity Data:** Tier 2 team has protocol for ongoing review of fidelity for each Tier 2 practices.

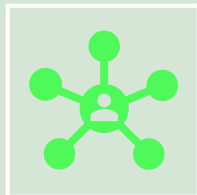
**2.12 Annual Evaluation:** At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.



# About “Now, What?”



Challenging – it’s hard to plan how to do “Now, What?” if you don’t have a system for identifying students or your interventions chose.



We HAVE to talk now about the full continuum so you will build the full Tier 2 system.



We are going to talk and reflect on “Now, What”:

Outcome Tracking  
Fading, Continuing, Modifying, and Intensfying



# Advanced Tiers Spreadsheet

The second page is where daily student performance data can be recorded. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears. The trend line is useful for determining positive, questionable, or poor response to the program.

appears. The trend line is useful for determining positive, questionable, or poor response to the program.

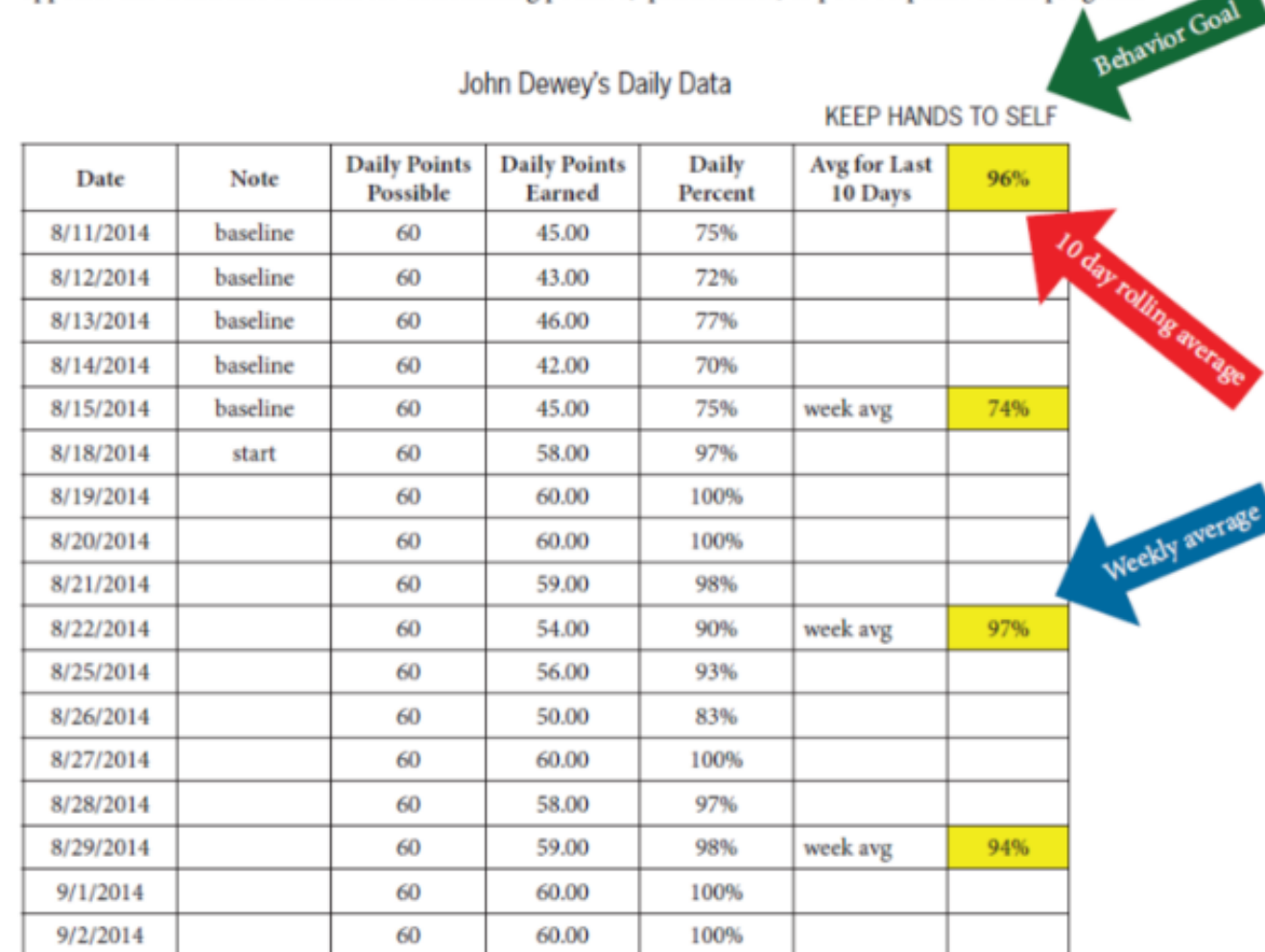


Figure 4.4

- [pbissmissouri.org/tier-2/](http://pbissmissouri.org/tier-2/)
- Holds data for up to 30 students
- Also available as a Google Doc

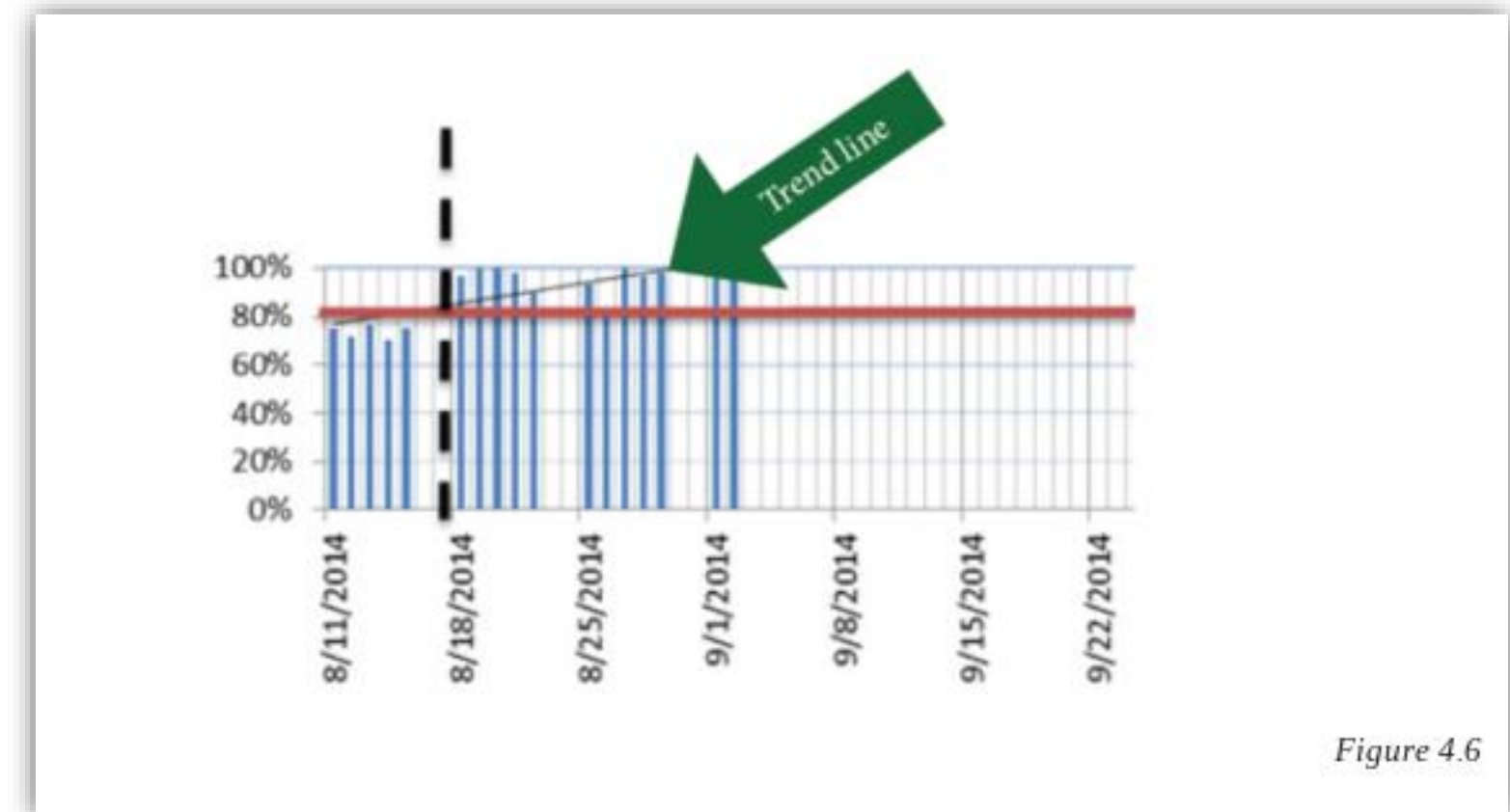


Figure 4.6



# MODIFIED INTERVENTIONS

- Changing incentives
- Changing goals/individualizing goals
- Adding specific goals
- Adding additional check-in
- Adding in peers
- Adding in interventions you already have in place
- Meaningful Work



# EXAMPLES OF HOW TO MODIFY CICO

- Have standing options that the team can quickly consider:
  - Letting student bring a friend to check-in and check-out
  - Student choosing specifically who he/she will check-in and check-out with
  - Student checking in at a different location
  - Check in for a few more minutes (be careful here of getting too close to a mentoring model)
  - Student adding another extra check in time throughout the day
  - Receive a tangible at check-in (i.e. granola bar) OR earn a specific preferred tangible at check-out
- Reference the Guiding Question for CICO System Problem Solving and Action Planning document





- 1 **Capacity Building**
- Building level teaming approach to Tier 3 Supports
  - All stakeholders are represented
  - Data-based
  - Progress monitored with emphasis on outcome data
  - Built in fidelity checks for interventions

- 2 **Competing Behavior Pathways and BIP Development**
- The Competing Behavior Pathway is a data-driven problem-solving approach to help teach students healthier ways to meet and service the function of their behaviors.
  - The Competing Behavior Pathway directly influences the actions that are written in the BIP.

- 3 **Other Features**
- The goal is to teach behaviors.
  - Our trainings emphasize a continuum of supports.
  - Person (student)- centered
  - Linked to the broader PBIS (MTSS) framework

- 4
- 
- Scan the QR code or visit [www.marshall.edu/bmhtac/request-for-assistance/](http://www.marshall.edu/bmhtac/request-for-assistance/) to get started with your Behavior Support Specialist!

# Intensify

- Full FACTS
- Individualized Skill Building
  - Executive Functioning
  - Academic Support
  - Regulation Monitoring
- SAT Meetings
- FBA/BIP
- Testing/IEP Development





**Now what?**

**What do we do next?**

# Now what: Progress Monitoring

Who?

What?

Now what?

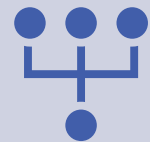


# Tier 2 Essential Features

**2.11 Student Performance Data:** Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.



# “Now, What?”



Challenging – it’s hard to plan how to do “Now, What?” if you don’t have a system for identifying students or your interventions in place.



It is essential that you build the full Tier 2 system to support your MTSS.



We are going to talk and reflect on “Now, What”:

Outcome Tracking  
Fading, Continuing, Modifying, and Intensifying



# Now, what?

- Fade
- Continue
- Modify
- Intensify





## Decision Making Framework



# Data Driven

- Fidelity of implementation
- Data tracker forms for all interventions being used
  - Individual trackers
  - Tier 2 System Trackers



# Decision Rules for Fading or Modifying

- What describes success in the intervention you are using?
- Making decisions rules to exit interventions is just as important as how you get students in.
- Example from CICO:
  - Typically, a student is ready to “graduate” when they have 3-4 days in a row of meeting their maximum goal. (Typically, 80% of their points.)



# Fade

If student has met the Tier 2 decision rule, consider:

- Checking in less frequently (i.e. every other day, or less times throughout the day, etc.)
  - Move student to self-monitoring
  - Share story to key stakeholders
  - Provide executive functioning tools for them to utilize in the classroom
- 
- **Graduation celebration!**
    - Certificate, special treat/lunch
    - Some might become Student CICO Leader or Mentor



TFI 2.7: Practices Matched to Student Need  
TFI 2.8: Access to Tier 1 Supports

# Continue

- If student has NOT met graduation criteria (and further CICO could result in success), consider:
  - Keeping the student in CICO with current plan.
- **Caution:** Avoid leaving students in CICO without fading or modifying for too long of a period of time. Typical intervention time is 3-4 weeks.



# Modified CICO

- Use ABC/Function to ensure intervention serves function
- Changing incentives
- Changing location
- Changing goals
- Adding additional check-in
- CICO with peers
- Adding in interventions you already have in place
- Modified CICO does not create individual student goals or goal lines (which would generally come after an FBA-BIP).



# Examples of Modified CICO

- Have standing options that the team can quickly consider:
  - Letting student bring a friend to check-in and check-out
  - Student choosing specifically who he/she will check-in and check-out with
  - Student checking in at a different location
  - Check in for a few more minutes (be careful here of getting too close to a mentoring model)
  - Student adding another extra check in time throughout the day
  - Receive a tangible at check-in (i.e. granola bar) OR earn a specific preferred tangible at check-out
- Reference the Guiding Question for CICO System Problem Solving and Action Planning document
- Document all changes



# Intensify-Tier 3

- Full FACTS
- Individualized Skill Building
  - Executive Functioning
  - Academic Support
  - Regulation Monitoring
- SAT Meetings
- FBA/BIP
- Testing/IEP Development





# **Now, What Adult**

# Day-to-day Data-Based Decision-making for Daily Student Data

## Student Fidelity

- Can we track the number of students being supported with Tier 2/3 interventions and see documented outcomes
- Important to track the first week to see if the student is engaged in the intervention
  - If they are not, it will decrease the effectiveness
  - Won't build behavior momentum over time.

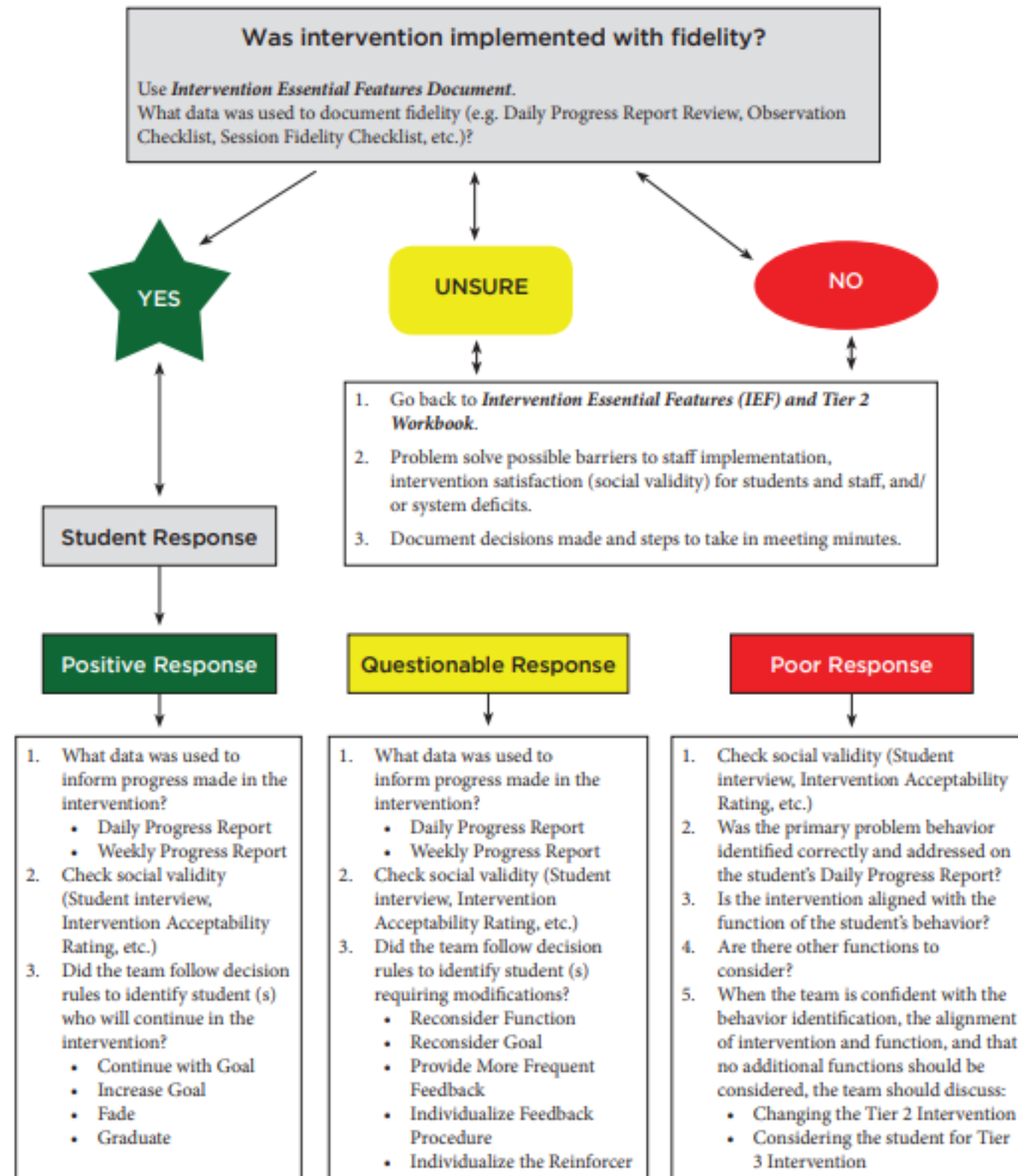
## Educator Fidelity

- Capacity building: PBIS assessment around school-wide implementing level (SET)
- Implementation science:
  - Variables that affect implementation
  - How well people implement things- implementation fidelity- to the degree to get positive effects
  - Problem-solve with teacher as necessary



## MO SW-PBS Student Progress Monitoring Guide

Review the Pre-meeting Organizer. Answer the questions below for each student requiring action by the team.



The following guidelines provide a summary describing positive, questionable, and poor responses to intervention, and includes example decisions resulting from the review of student data.

## Guidelines for Interpreting Student Data and Making Decisions

### POSITIVE RESPONSE

Gap between the trend line and the goal line is closing at an acceptable rate.

### Was intervention implemented as intended?

- Continue intervention with current goal
- Continue intervention with goal increased
- Teach self-management
- Fade intervention components

### QUESTIONABLE RESPONSE

Gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.

### Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes: increase intensity of current intervention for a short period of time and assess impact.
- If rate improves, continue.
- If rate does not improve, return to problem solving.

### POOR RESPONSE

Gap between trend line and goal line continues to widen with no change in rate.

### Was intervention implemented as intended?

- If no: employ strategies to increase implementation integrity.
- If yes:
  - Was the problem identified correctly?
  - Is intervention aligned with the function?
  - Are there other functions to consider?

Figure 4.9

# Advanced Tiers Spreadsheet

The second page is where daily student performance data can be recorded. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears. The trend line is useful for determining positive, questionable, or poor response to the program.

appears. The trend line is useful for determining positive, questionable, or poor response to the program.

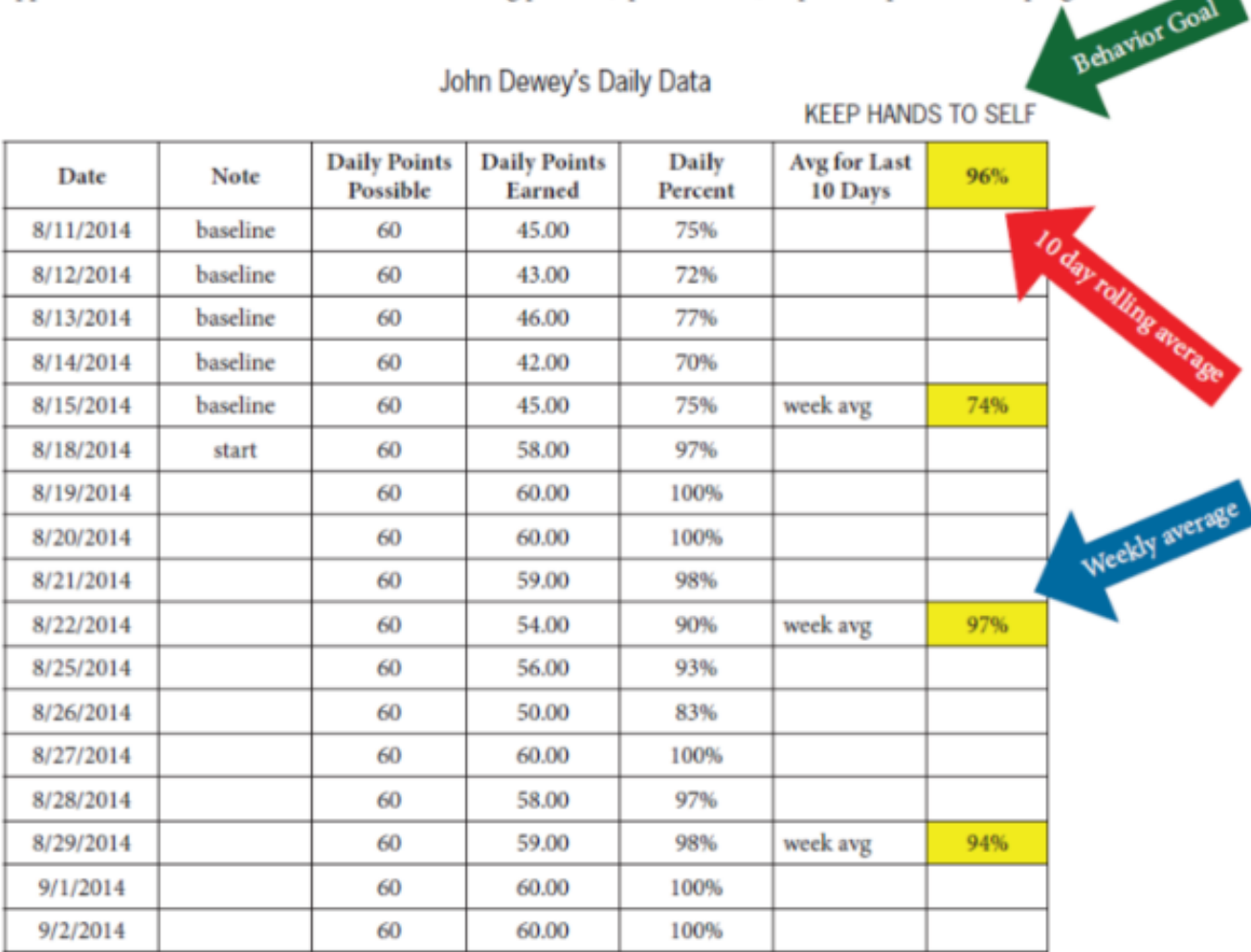


Figure 4.4

- [pbissmissouri.org/tier-2/](http://pbissmissouri.org/tier-2/)
- Holds data for up to 30 students
- Also available as a Google Doc

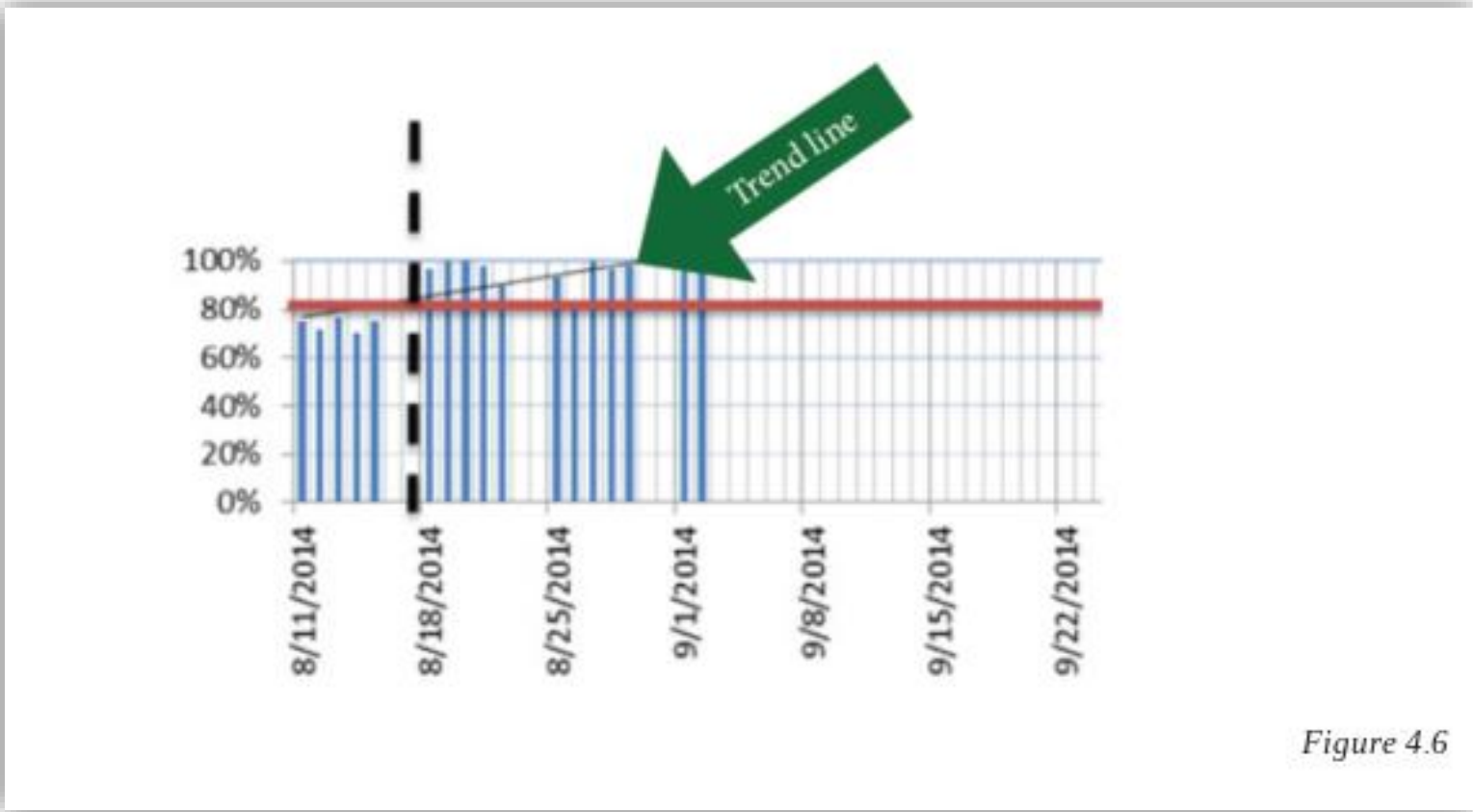


Figure 4.6



# Why Would Interventions Not Work?

## Address Implementation Issues

- Low fidelity of implementation
- The student needs more instruction on how to use the program

## Individualize Tier 2

- The rewards are not powerful or desirable for the student
- The program does not match the function of the problem behavior

## Escalate to Tier 3 Support

- The student requires more intensive, individualized support



Chris Borgmeier PHD

# CICO Fidelity Tools

The purpose of the Check-in Check-Out (CICO) tool suite is to provide reliable and efficient measurement tools to understand the extent to which school staff are applying the core features of CICO. This tool suite can be used over time to guide the implementation and sustained use of CICO.

- The CICO Tool Suite includes three checklists that define roles and responsibilities for educator roles to implement CICO with fidelity.
- **Coordinator:** Staff with assigned responsibilities to oversee and ensure fidelity of CICO. Typically, one staff member, but responsibilities could be divided.
- **Facilitator:** Staff providing the morning and afternoon check-in and check-outs with students.
- **Teacher:** All staff within the school building who provide students with predictable and specific feedback.

[CICO Fidelity Tool Suite v3.20.24 - Google Docs](#)



## CICO Teacher Fidelity Checklist

(Adapted from Materials from Tennessee Tiered Supports Center (TSC))

Teacher/Period: \_\_\_\_\_

Date: \_\_\_\_\_

|                                                                                                                           |     |    |              |
|---------------------------------------------------------------------------------------------------------------------------|-----|----|--------------|
| 1. Teacher positively acknowledges the student/s when they enter class and checks they have a Daily Progress Report card. | Yes | No | Not Observed |
| 2. Teacher delivers timely and ongoing positive, specific feedback as expectations are demonstrated                       | Yes | No | Not Observed |
| 3. Teacher delivers timely corrective feedback (what to do differently) if necessary                                      | Yes | No | Not Observed |
| 4. Teacher seeks out student/s to provide feedback using the DPR                                                          | Yes | No | Not Observed |
| 5. Use school-wide expectation language when providing feedback                                                           | Yes | No | Not Observed |
| 6. Points are documented according to the school's scoring criteria                                                       | Yes | No | Not Observed |
| 7. Teacher gives rationale for points earned                                                                              | Yes | No | Not Observed |
| 8. Feedback and instruction is kept brief                                                                                 | Yes | No | Not Observed |
| 9. Teacher ends feedback with a positive.                                                                                 | Yes | No | Not Observed |



Facilitator Fidelity Checklist

Facilitator: \_\_\_\_\_

Date: \_\_\_\_\_

| Morning Check-in                                                                                                   |     |    |              |
|--------------------------------------------------------------------------------------------------------------------|-----|----|--------------|
| 1. The CICO Facilitator positively acknowledges student/s at Check-in.                                             | Yes | No | Not Observed |
| 2. The CICO Facilitator checks in on any home-school communication that the student brings.                        | Yes | No | Not Observed |
| 3. CICO Facilitator gives student/s their daily progress report (DPR)                                              | Yes | No | Not Observed |
| 4. CICO Facilitator ensures student readiness and that they have the materials needed for their first class.       | Yes | No | Not Observed |
| 5. The morning check-in process is less than 2 minutes.                                                            | Yes | No | Not Observed |
| Afternoon Check-out                                                                                                |     |    |              |
| 5. CICO Facilitator provides verbal praise and reinforcer following the CICO system established by the Tier 2 Team | Yes | No | Not Observed |
| 6. CICO Facilitator provides students with a home-school communication component.                                  | Yes | No | Not Observed |
| 7. CICO Facilitator completes the process for documenting student data.                                            | Yes | No | Not Observed |
| 8. Check-out process is less than 2 minutes.                                                                       | Yes | No | Not          |



Check-In / Check-Out

Student Name: \_\_\_\_\_ Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Today's Goal: \_\_\_\_\_% Student Signature: \_\_\_\_\_

**Morning Check-In Fidelity Checklist**

- ☐ Student checked in
- ☐ Positive greeting
- ☐ Reminder for expectations & daily goal
- ☐ Student and materials ready for class
- ☐ Check for communication from home

| Expectations                                                                   | 9:00 – 9:45<br>PE<br>or _____ |       |       |       |       |       |       |
|--------------------------------------------------------------------------------|-------------------------------|-------|-------|-------|-------|-------|-------|
| Expectation 1                                                                  | 2 1 0                         | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Expectation 2                                                                  | 2 1 0                         | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Expectation 3                                                                  | 2 1 0                         | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Expectation 4                                                                  | 2 1 0                         | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Expectation 5                                                                  | 2 1 0                         | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Points Earned                                                                  |                               |       |       |       |       |       |       |
| Teacher Initials                                                               |                               |       |       |       |       |       |       |
| <b>WOW!</b><br>Please use this<br>space to comment<br>on student<br>successes. |                               |       |       |       |       |       |       |

**Scoring Guide:**  
2 = Great! Always met expectations.  
1 = Ok. Partially met expectations.  
0 = Try again. Did not meet expectations.

Parent/Guardian Signature: \_\_\_\_\_  
Parent/Guardian \_\_\_\_\_

**Daily Goal Check**  
Total Pts. Earned: \_\_\_\_\_  
Total Pts. Possible: \_\_\_\_\_  
Percent Earned: \_\_\_\_\_%  
Goal Met: ☐ Yes ☐ No

**Afternoon Check-Out Fidelity Checklist**

- ☐ Student checked out
- ☐ Verbal performance feedback
- ☐ Recognition for success and/or encouragement for improvement
- ☐ Home report given and reminder to share with family



# TEAM ACTIVITY

## GETTING READY FOR TIER 2

PLANNING GUIDE - FIDELITY TO THE FEATURES

| WHAT? <i>Students</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | NOW WHAT? <i>Adults + Students</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Do you have multiple interventions matched to student need?</p> <p><b>Do your Tier 2 behavior interventions provide:</b></p> <ul style="list-style-type: none"><li>-additional instruction/time for student skill development?</li><li>-additional structure/predictability?</li><li>-increased opportunity for feedback?</li></ul> <p><b>Is there a process to select interventions that are:</b></p> <ul style="list-style-type: none"><li>-matched to student need (function of behavior)?</li><li>-adapted to improve contextual fit (culture, developmental skill)?</li></ul> <p><b>Are your Tier 2 interventions linked to Tier 1 practices?</b></p> <p>Do students still have access to Tier 1 supports?</p> | <p>Is there a plan for tracking fidelity data for the interventions you are providing?</p> <p>Do you use outcome data and decision rules to progress monitor students receiving Tier 2 supports?</p> <p>Is there a plan for fading supports when the data indicates Tier 2 supports have been successful?</p> <p>Is there a plan for modifying supports when the data indicates uncertain results for student success?</p> <p>Is there a plan for intensifying supports when the data indicates Tier 2 supports have not been successful?</p> |

**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:

PAGE 2 of 2



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 has a semi-transparent green overlay. A dark blue rectangular box is positioned in the lower half of the image, containing white text.

# **Work Time**

**Putting your pieces together.**

# 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?

### OUR BSS:



# GETTING READY FOR TIER 2

## PLANNING GUIDE - FIDELITY TO THE FEATURES



### WHAT? *Students*

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?

### NOW WHAT? *Adults + Students*

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?



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



WV PBIS



Missouri PBIS

### NEXT STEPS:

Follow-up Meeting with our BSS:



## WHAT? Bank of Tier 2 Interventions

[Resource Mapping Activity with Function](#)

[HOME](#)

[SW PBIS MATERIALS](#)

[TOPICS](#)

[GENERAL](#)

[4.0 MO SW-PBS Tier 2 Workbook Ch 4 Decision Making](#)

- Tier 2 Adapted Functional Assessment Checklist for Teachers & Staff - Instructions, Example & Template - pages 9-19

[WV PBIS Student Identification System](#)

---

**NOW WHAT? Intervention Fidelity Data**

**NOW WHAT? Progress Monitoring**

---

**NEXT STEPS**

[Tier 2 Action Plan - Who? What? Now what?](#)

# PBIS Tier 2 Action Planning Guide

| Feature                                                                    | Example/Possible Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Do you have this?<br><small>(Yes, No, In Progress)</small> | Action Steps |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------|
| <b>Tier 2 is linked to Tier 1</b><br><br>Maintenance & Classroom Practices | <input type="checkbox"/> Tier 1 Essential Features identified in Tier 1 Health Check<br><input type="checkbox"/> Classroom Practices are in place throughout the school                                                                                                                                                                                                                                                                                                                                   |                                                            |              |
| <b>Who?</b><br>Adults<br><br><i>Teaming</i>                                | <input type="checkbox"/> Roles and Responsibilities<br><input type="checkbox"/> Tier 2 Team Roster<br><input type="checkbox"/> Schedule of Meeting Dates<br><input type="checkbox"/> Meeting Agenda Format<br><input type="checkbox"/> Meeting Minutes                                                                                                                                                                                                                                                    |                                                            |              |
| <b>Who?</b><br>Students<br><br><i>Identification</i>                       | <input type="checkbox"/> Teacher Nomination Form and Process<br><input type="checkbox"/> Data Decision Rules<br><input type="checkbox"/> Universal Screening Tool<br><input type="checkbox"/> At least 2 of the 3 ways above are used to identify students for Tier 2 support<br><input type="checkbox"/> System to ensure that students referred for Tier 2 support have had access to Tier 1 (i.e. classroom walkthrough tool, observation form, teacher self-assessment for classroom practices, etc.) |                                                            |              |



# PBIS Tier 2 Action Planning Guide



| Feature                                                     | Example/Possible Materials                                               | Do you have this?<br><small>(Yes, No, In Progress)</small> | Action Steps |
|-------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------|--------------|
| <b>Now what?</b><br>Students<br><br><i>Monitor Progress</i> | <input type="checkbox"/> Progress Monitoring Tools for each intervention |                                                            |              |

| Team Notes about Next Steps                                                       |  |
|-----------------------------------------------------------------------------------|--|
| What have we prioritized to do first?                                             |  |
| How do we plan to use our Behavior Support Specialist as we continue with Tier 2? |  |

\*Adapted from Missouri PBIS Tier 2 Staff Handbook Organizer



## Tier 2: A Bird's Eye View

### Essential Features for Tier 2 Implementation



| Framing Tier 2                                     |          | Essential Feature Document                                                                                                                                                                                                                 | Where are we?                                                                                                                                                        | Where is it?    |
|----------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Classroom Practices                                |          | <input type="checkbox"/> <u>Classroom Practices Observation Tool</u>                                                                                                                                                                       | Choose an item.                                                                                                                                                      | Choose an item. |
| Tier 1 Fidelity                                    |          | <input type="checkbox"/> Tier 1 Health Check                                                                                                                                                                                               | Choose an item.                                                                                                                                                      | Choose an item. |
| Who?                                               | Adults   | <input type="checkbox"/> <u>Tier 2 Team Roster</u>                                                                                                                                                                                         | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> <u>Tier 2 Teaming Activity</u>                                                                                                                                                                                    | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    | Students | <input type="checkbox"/> <u>Existing School Data Inventory</u>                                                                                                                                                                             | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> <u>Student Identification Plan</u>                                                                                                                                                                                | Choose an item.                                                                                                                                                      | Choose an item. |
| What?                                              | Adults   | <input type="checkbox"/> Professional Development Plan                                                                                                                                                                                     | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    | Students | <input type="checkbox"/> <u>Resource Mapping with Function</u>                                                                                                                                                                             | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> <u>Student Identification System (Bank of Interventions)</u>                                                                                                                                                      | Choose an item.                                                                                                                                                      | Choose an item. |
| Now what?                                          | Adults   | <input type="checkbox"/> Plan to determine fidelity of implementation for each Tier 2 intervention                                                                                                                                         | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    | Students | <input type="checkbox"/> Data tracking system for each Tier 2 intervention                                                                                                                                                                 | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> Decision Making Framework to determine if interventions are working                                                                                                                                               | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> Plan to fade, modify, and/or intensify Tier 2 supports                                                                                                                                                            | Choose an item.                                                                                                                                                      | Choose an item. |
| Next Steps Planning<br><i>Completed at Academy</i> |          | <input type="checkbox"/> <u>Score and submit Tier 2 TFI</u><br><input type="checkbox"/> <u>Tier 2 Action Plan</u><br><input type="checkbox"/> Choose an intervention to pilot<br><input type="checkbox"/> Schedule a meeting with your BSS | <input type="checkbox"/> Submitted. Score =<br><input type="checkbox"/> Sent to BSS<br><input type="checkbox"/> Our Choice:<br><input type="checkbox"/> Date & Time: |                 |

[WV PBIS Tier 2 Resources](#)

[Missouri PBIS Tier 2 Resources](#)



| Framing Tier 2      | Essential Feature Document                                    | When are we?    | Where is it?    |
|---------------------|---------------------------------------------------------------|-----------------|-----------------|
| Classroom Practices | <input type="checkbox"/> Classroom Practices Observation Tool | Choose an item. | Choose an item. |
| Tier 1 Fidelity     | <input type="checkbox"/> Tier 1 Health Check                  | Choose an item. | Choose an item. |

Choose an item.

Not started yet

Started, but not finished

Finished



| Framing Tier 2      | Essential Feature Document                                    | When we use it? | Who uses it?    |
|---------------------|---------------------------------------------------------------|-----------------|-----------------|
| Classroom Practices | <input type="checkbox"/> Classroom Practices Observation Tool | Choose an item. | Choose an item. |
| Tier 1 Fidelity     | <input type="checkbox"/> Tier 1 Health Check                  | Choose an item. | Choose an item. |
|                     |                                                               | Paper copy      | Digital copy    |



|      |          |                                                                |                 |                 |
|------|----------|----------------------------------------------------------------|-----------------|-----------------|
| Who? | Adults   | <input type="checkbox"/> <u>Tier 2 Team Roster</u>             | Choose an item. | Choose an item. |
|      |          | <input type="checkbox"/> <u>Tier 2 Teaming Activity</u>        | Choose an item. | Choose an item. |
|      | Students | <input type="checkbox"/> <u>Existing School Data Inventory</u> | Choose an item. | Choose an item. |
|      |          | <input type="checkbox"/> <u>Student Identification Plan</u>    | Choose an item. | Choose an item. |



|       |          |                                                                                                                                                         |                                    |                                    |
|-------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|
| What? | Adults   | <input type="checkbox"/> Professional Development Plan                                                                                                  | Choose an item.                    | Choose an item.                    |
|       | Students | <input type="checkbox"/> <u>Resource Mapping with Function</u><br><input type="checkbox"/> <u>Student Identification System (Bank of Interventions)</u> | Choose an item.<br>Choose an item. | Choose an item.<br>Choose an item. |
|       |          |                                                                                                                                                         |                                    |                                    |



|                      |          |                                                                                                                                                                                                                                                                       |                                                               |                                                               |
|----------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| <b>Now<br/>what?</b> | Adults   | <input type="checkbox"/> Plan to determine fidelity of implementation for each Tier 2 intervention                                                                                                                                                                    | Choose an item.                                               | Choose an item.                                               |
|                      | Students | <input type="checkbox"/> Data tracking system for each Tier 2 intervention<br><br><input type="checkbox"/> Decision Making Framework to determine if interventions are working<br><br><input type="checkbox"/> Plan to fade, modify, and/or intensify Tier 2 supports | Choose an item.<br><br>Choose an item.<br><br>Choose an item. | Choose an item.<br><br>Choose an item.<br><br>Choose an item. |



**Next Steps  
Planning**

*Completed at  
Academy*

- ☐ Score and submit Tier 2 TFI
- ☐ Tier 2 Action Plan
- ☐ Choose an intervention to pilot
- ☐ Schedule a meeting with your BSS

- ☐ Submitted. Score =
- ☐ Sent to BSS
- ☐ Our Choice:
- ☐ Date & Time:

[WV PBIS Tier 2 Resources](#)

[Missouri PBIS Tier 2 Resources](#)



[www.pbissmissouri.org](http://www.pbissmissouri.org)

Behavior Support Framework | [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu)



**MO SW-PBS**  
Missouri Schoolwide Positive Behavior Support

[Home](#)

[About](#)

[Tier 1](#)

[Tier 2](#)

[Tier 3](#)

[Topics](#)

[Media](#)

[Summer Institute](#)

[Profile](#)



**Improving outcomes for all students.**

<https://pbissmissouri.org/what-is-swpbs/>



**MO SW-PBS**  
Missouri Schoolwide Positive Behavior Support

[Home](#)

[About](#)

[Tier 1](#)

[Tier 2](#)

[Tier 3](#)

[Topics](#)

[Media](#)

[Summer Institute](#)

[Profile](#)



Tier 2 Overview

Tier 2 Readiness

Tier 2 Courses

Tier 2 Workbook &  
Resources

Tier 2 Data Tools

Tier 2/3 Pre-Meeting  
Organizer

**Improving outcomes for all  
students.**

<https://pbissmissouri.org/tier-2-overview/>

# **While you're working...**

Behavior Support Specialists  
will be around to check in  
and schedule your follow-up  
meeting together





## Tier 2: A Bird's Eye View

### Essential Features for Tier 2 Implementation



| Framing Tier 2                                     |          | Essential Feature Document                                                                                                                                                                                                                 | Where are we?                                                                                                                                                        | Where is it?    |
|----------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Classroom Practices                                |          | <input type="checkbox"/> <u>Classroom Practices Observation Tool</u>                                                                                                                                                                       | Choose an item.                                                                                                                                                      | Choose an item. |
| Tier 1 Fidelity                                    |          | <input type="checkbox"/> Tier 1 Health Check                                                                                                                                                                                               | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          |                                                                                                                                                                                                                                            |                                                                                                                                                                      |                 |
| Who?                                               | Adults   | <input type="checkbox"/> <u>Tier 2 Team Roster</u>                                                                                                                                                                                         | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> <u>Tier 2 Teaming Activity</u>                                                                                                                                                                                    | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    | Students | <input type="checkbox"/> <u>Existing School Data Inventory</u>                                                                                                                                                                             | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> <u>Student Identification Plan</u>                                                                                                                                                                                | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          |                                                                                                                                                                                                                                            |                                                                                                                                                                      |                 |
| What?                                              | Adults   | <input type="checkbox"/> Professional Development Plan                                                                                                                                                                                     | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    | Students | <input type="checkbox"/> <u>Resource Mapping with Function</u>                                                                                                                                                                             | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> <u>Student Identification System (Bank of Interventions)</u>                                                                                                                                                      | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          |                                                                                                                                                                                                                                            |                                                                                                                                                                      |                 |
| Now what?                                          | Adults   | <input type="checkbox"/> Plan to determine fidelity of implementation for each Tier 2 intervention                                                                                                                                         | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    | Students | <input type="checkbox"/> Data tracking system for each Tier 2 intervention                                                                                                                                                                 | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> Decision Making Framework to determine if interventions are working                                                                                                                                               | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          | <input type="checkbox"/> Plan to fade, modify, and/or intensify Tier 2 supports                                                                                                                                                            | Choose an item.                                                                                                                                                      | Choose an item. |
|                                                    |          |                                                                                                                                                                                                                                            |                                                                                                                                                                      |                 |
| Next Steps Planning<br><i>Completed at Academy</i> |          | <input type="checkbox"/> <u>Score and submit Tier 2 TFI</u><br><input type="checkbox"/> <u>Tier 2 Action Plan</u><br><input type="checkbox"/> Choose an intervention to pilot<br><input type="checkbox"/> Schedule a meeting with your BSS | <input type="checkbox"/> Submitted. Score =<br><input type="checkbox"/> Sent to BSS<br><input type="checkbox"/> Our Choice:<br><input type="checkbox"/> Date & Time: |                 |

After you complete these,  
**EMAIL** them to your BSS.



## PBIS Tier 2 Action Planning Guide



| Feature                                                                | Example/Possible Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Do you have this?<br><small>(Yes, No, In Progress)</small> | Action Steps |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------|
| <b>Tier 2 is linked to Tier 1</b><br>Maintenance & Classroom Practices | <input type="checkbox"/> Tier 1 Essential Features identified in Tier 1 Health Check<br><input type="checkbox"/> Classroom Practices are in place throughout the school                                                                                                                                                                                                                                                                                                                                   |                                                            |              |
| <b>Who?</b><br>Adults<br><i>Teaming</i>                                | <input type="checkbox"/> Roles and Responsibilities<br><input type="checkbox"/> Tier 2 Team Roster<br><input type="checkbox"/> Schedule of Meeting Dates<br><input type="checkbox"/> Meeting Agenda Format<br><input type="checkbox"/> Meeting Minutes                                                                                                                                                                                                                                                    |                                                            |              |
| <b>Who?</b><br>Students<br><i>Identification</i>                       | <input type="checkbox"/> Teacher Nomination Form and Process<br><input type="checkbox"/> Data Decision Rules<br><input type="checkbox"/> Universal Screening Tool<br><input type="checkbox"/> At least 2 of the 3 ways above are used to identify students for Tier 2 support<br><input type="checkbox"/> System to ensure that students referred for Tier 2 support have had access to Tier 1 (i.e. classroom walkthrough tool, observation form, teacher self-assessment for classroom practices, etc.) |                                                            |              |



# **Next Steps**

**Where do we go from here?**

# For your next steps...

Choose your own adventure.

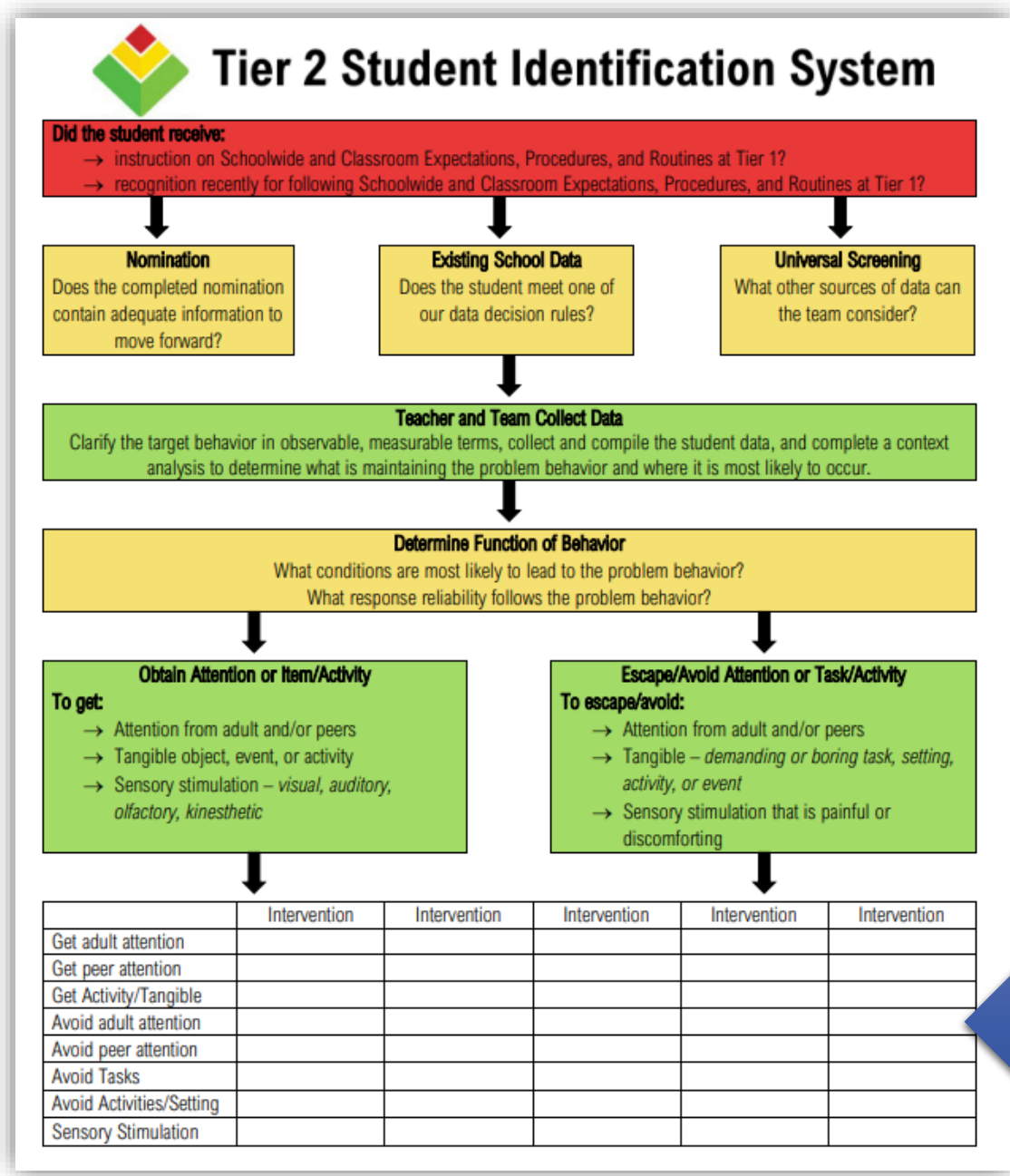


or

We can be the guide.



# Fillable Flow Chart



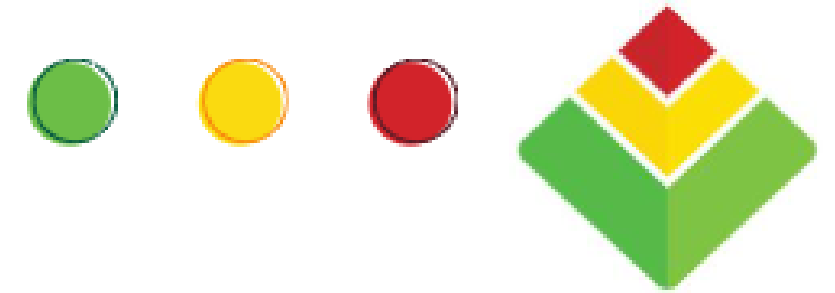
|                                   | Your intervention here | Your intervention here | Your intervention here | Your intervention here | Your intervention here |
|-----------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Get Adult Attention               |                        |                        |                        |                        |                        |
| Get Peer Attention                |                        |                        |                        |                        |                        |
| Avoid Adult Attention             |                        |                        |                        |                        |                        |
| Avoid Peer Attention              |                        |                        |                        |                        |                        |
| Avoid Tasks                       |                        |                        |                        |                        |                        |
| Access to Activities or Tangibles |                        |                        |                        |                        |                        |





HEALTH CHECK

GETTING READY FOR TIER 2  
CHECKLIST - FIDELITY TO THE FEATURES



## Tier 2 Action Planning Guide

Who?

What?

Now,  
What?

# Whichever path you take, make sure you:



- ☐ Solidify your teaming
- ☐ Identify “Who”
- ☐ Establish “What”
- ☐ Plan for “Now What”
- ☐ Include your BSS
- ☐ Explore the websites
- ☐ **PACE YOURSELF**