Tier 2 Interventions

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Tier 2 System

SCHOOLWIDE SYSTEMS OF POSITIVE BEHAVIOR SUPPORT

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What is a Tier 2 intervention?

Tier 2 interventions provide additional support for those students who do not sufficiently respond to Tier 1 strategies implemented in School-wide systems of Positive Behavior Support (SWPBS).

What are the critical features of Tier 2 Interventions?

- Continuously available to student
- Rapid access to intervention
- Very low effort by teachers with maximum benefits for students
- Consistent with school-wide expectations
- Implemented uniformly by all staff/faculty
- Flexible based on student needs and function of behavior
- Student chooses to participate
- Continuous progress monitoring linked to systemic decision making process
- Intervention "packages" matched to student need

What are the benefits of Tier 2 Interventions?

- Improved structure
- Student is "set up" for success
- Increase in contingent feedback
- Applied across school settings
- Increased reward for appropriate behavior
- Evolve to self-management
- Supportive response to teacher

What does a Tier 2 System of Support look like?

Tier 2 interventions are most efficiently implemented in the same way the PBS Leadership Team has implemented School-wide Systems of PBS; an integration of data, systems and practices.

Data	Systems	Practices
✓ ODR	✓ Structured team meeting	✓ Classroom management
✓ Suspension	✓ Bi-monthly meetings	✓ CICO
✓ Detention	✓ Nomination process	✓ Check & Connect
✓ Minors	✓ Progress monitoring	✓ Social Skill Training
✓ Intervention data		✓ Organizational Skills
		✓ Homework Club
		✓ Newcomers Club
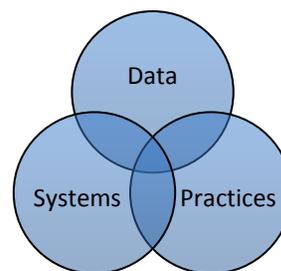
Targeted Intervention Quick Sort

QUICK SORT MATRIX	CHECK IN CHECK OUT	CHECK & CONNECT	SOCIAL SKILLS GROUP	ORGANIZATION SKILLS	HOMEWORK CLUB	NEWCOMERS CLUB
Adult attention	✔	✔	✔	✔	✔	✔
Peer attention			✔			✔
Encouraging adult relationship	✔	✔				
Choice of alternatives/activities	*		✔			
Teach replacement behavior	✔		✔	✔	✔	✔
Teach problem solving skills		✔	✔			
Increase precorrects and prompts for behavior expectations	✔	✔		✔		
Monitor risk factors		✔				
School/home communication system	✔	✔				

(Adapted from MiBLSi)

design reinforcement strategy that allows for escape/avoidance

Area of Concern

Targeted Group Intervention	Social Behavioral	Academic	Emotional	New Student	Description	Reference / Resource Materials
Check in – Check out (performance deficit)	X	X			• Students identified and enrolled within a week. • Check-in and check-out daily with an adult at school. • Regular feedback and reinforcement from teachers. • Family component. • Daily performance data used to evaluate progress	Crone, D.A., Horner, R.H., & Hawken, L.S. (2004). *Responding to problem behavior in schools: The behavior education program.* New York: The Guildford Press *www.guilford.com*
Check and Connect	X	X	X		• Students matched with mentor/monitor • Mentor monitors risk factors daily/weekly • Regular feedback and problem solving with mentor • Intensive intervention option if risk factors increase • Family component	Christenson, S.L., Thurlow, M.L., Sinclair, M.F., et al.(2008). *Check & Connect: A comprehensive student engagement intervention manual.* Minneapolis, MN: University of MN *lci.umn.edu*
Social Skills Training (skill deficit)	X				• Identify critical skills • Develop social skills lessons • "Teacher, practice, monitor, acknowledge" • Match language to school-wide expectations • Use generalization strategies • Provide clear and specific activities all staff follow to promote generalization	Elliot, S. & Gresham, F (2008). Social skills improvement system (SISS) intervention guide. Minneapolis, MN: Pearson. PearsonAssessments.com Second Steps: A violence prevention curriculum www.cfchildren.org/ssf/ssf/ssindex/

Targeted Group Intervention	Social Behavioral	Academic	Emotional	New Student	Description	Reference / Resource Materials
Organization Check-up		X			• Empty items out of the target area(s) and organize contents according to the Organizational Checklist • Teach daily assignment log process • Weekly check-in on the target area(s) using the Organizational Checklist. • Regular feedback and organization	Evans, S.W., Schultz, B.K., White, L.C., Brady, C., Sibley, M.H., VanEck, K. (2009). *A school-based organization intervention for young adolescents with attention deficit/hyperactivity disorder.* School Mental Health 1(2), 78-88.
Homework Club		X			• Home partners assigned • Partners call each other to remind assignments are due • Homework support available after school • Reinforcers for students/teams who show improvements	
Newcomers Club				X	• Structured programs that pairs new student with established students. • Student is given orientation materials describing "tips for success", helpful contacts, etc. • School-wide behavior expectations are taught • Adults make extra effort to provide positive contact and positive reinforcement for new student • Family contact is made by school staff	

Tier 2 Teaming Process

Who should be on the Tier 2 Team?

The team functions as a support team and should be comprised of a variety of personnel who bring different skills and expertise to process. Suggested members include:
Members of the team should include:

- Administrator
- Counselor
- Reading teacher
- Special educator
- Individual with behavioral /FBA expertise
- Targeted Intervention Coordinators (e.g. CICO, Check & Connect, Social Skills, Organization Check, Newcomers Club)

The team meets every two weeks to review students identified for support through data review or teacher/parent nomination. Responsibilities of the team include (a) review of newly identified students, (b) assessment of students to the targeted intervention that meets the needs of the student, (c) review the progress of students in targeted interventions, and (d) Your Tier 2 team should meet every two weeks review students who have been referred or nominated for support and review progress data of students enrolled in tier 2 interventions.

How are students identified for Tier 2 interventions?

There are several ways that students can be identified for enrollment in a Tier 2 intervention. The two most common methods are based on review of the school ODR and disciplinary action data and or referral by someone who has information or concerns regarding a particular student

- Data decision rule (e.g. 3 – 5 office referrals; 2 detentions, 2 suspension, incomplete work)
- Teacher or parent nomination

A Systematic Approach

Step One: Student Selection
Students are identified by (a) a predetermined data decision rule (e.g. 3 – 5 office referrals, 6 minors, 2 below average grades) or (b) a teacher or parent nomination. The teacher completes a Nomination Form (see appendix A) and a Cumulative Folder Review (see appendix B). The Tier 2 team will review both of these documents.

Step Two: Assess and Enroll Students in Appropriate Tier 2 Interventions
The Tier 2 team meets to review all new referrals. The Tier 2 Student Review (appendix C) guides the team through a brief functional assessment and sorting matrix to match students with an appropriate targeted group intervention.

Step Three: Monitor Progress Data
The coordinator of each Tier 2 intervention collects, assembles and presents individual student and group progress data.

Step Four: Evaluate success and modify program
Determine if some student are ready to fade the intervention or, for those students who are not responding, need a more intense intervention.

What if no Tier 2 targeted group interventions are appropriate for a particular student?
Complete a brief functional assessment (see appendix D) and develop a simple function-based support plan (see appendices E & F).

Tier 2 System Appendices:
   A) Nomination Form
   B) Cumulative Folder Review
   C) Tier 2 Student Review with function statement
   D) Functional Assessment Checklist for Teachers & Staff (Brief FBA)
   E) Intervention Plan Development Guide
   F) Positive Behavior Support Plan Template

Tier 2 Intervention Decision Process

1. Prior to the meeting, review new referrals and/or nominations.

    a. Complete the Cumulative Record Review

2. Complete the Student Review

    a. Identify the reasons for the referral/nomination (social-behavioral, academic or emotional)

    b. Operationally define the behavior and briefly identify where, when and how frequently the behavior occurs.

3. After completing the Student Review (appendix C) determine if an existing Tier 2 intervention appropriately addresses student need, function and the desired replacement behavior. Refer to the Quick Sort Matrix to assist.

4. The Coordinator for the Targeted Intervention contacts the student and parents to enroll the student in the intervention

5. If an existing tier 2 is not appropriate, complete a brief functional assessment (appendix D) and develop a simple function based support plan (appendices D and F).

Student At-Risk Nomination Form *appendix A*

General Information

Student Name:_____   Parent/Guardian: _____

Referring Teacher (s) _____   Phone Number: _____

_____   Address:_____

How and when was parent notified about referral: _____

Reason for Referral (Primary Concern):

_____ Academic   _____ Behavioral   _____ Emotional

Please describe the specific concerns prompting this referral. What makes this student difficult to teach? List any academic, social, emotional or other factors that you think negatively impact the student's performance.

_____

_____

_____

_____

How do this student's academic skills compare to those of an average student in your classroom?

_____

_____

_____

In what settings/situations does the problem occur most often?

In what settings/situations does the problem occur least often?

What are the student's strengths, talents, or specific interests?

What have you tried to resolve this problem?

_____

_____

How did it work?

_____

_____

When did you start the intervention?_____   When did you end the intervention? _____

Cumulative Record Review   *appendix B*

School:_____   Student: _____

Reviewed by: _____   Review Date: _____

Attendance	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total tardy/absent out of total days
Tardy									/
Absent									/

Has the student been retained?_____ If so, what grade(s)?_____

Support the student is receiving or has received (indicate year).
- ☐ Special Education_____
- ☐ 504_____
- ☐ Counseling_____
- ☐ ELL_____
- ☐ After School Programs_____
- ☐ Other: _____

MAP or other scores	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading/LangArt						
Math						

REFERRALS	SOURCE (e.g. classroom, gym, lunchroom, specials)
# Office Referrals to date	
# ISS Days to date	
# OSS Days to date	
Health concerns:	Medications:

NOTES

Tier 2 Student Review *appendix C*

School _____ School Year _____

Student: _____ Grade/Room _____

☐ Data referral (describe)_____

☐ Teacher/parent referral (name of person who initiated referral) _____

Meeting Date _____ Time _____

Current Attendance: Absent _____ days   Tardy _____ days

Reason for student review:

Social-Behavioral Concerns	☐ Student has 2 to 5 Office Discipline Referrals (majors) per year ☐ Student has 2 or more detentions or suspensions ☐ Inappropriate behavior interferes with friendships and academics ☐ Student is not engaged in school (frequent absences, tardies, fails to complete work)
Academic Concerns	☐ Student does not master academics at same rate as peers ☐ Student does not complete assignments/homework
Emotional Concerns	☐ Student is withdrawn and/or disengaged from school ☐ Student is socially isolated ☐ Student is experiencing circumstances that may impact performance (e.g. death in family, homeless,

Operationally define the behavior	
Where does it occur?	
When does it occur?	
How frequently does it occur?	

Based on the behavior definition, which of the following best explains the reason (function) of the behavior

Behavioral	**Academic**
☐ Skill deficit	☐ skill deficit
☐ Has limited motivation	☐ Has limited motivation
☐ Seeks attention from adults	☐ Other: _____
☐ Seeks attention from peers	☐ Other:_____
☐ Reacting to teasing/bullying	☐ Other:_____
☐ Tries to escape from work or setting	☐ Other:_____
☐ Seeks access to privileges, rewards	☐ Other:_____
☐ Seeks sensory stimulation	☐ Other:_____
☐ Other	☐ Other:_____

Tier 2 Student Review page 2

Based on the previous discussion, can the team identify the function of the behavior?
☐ Positive Reinforcement (student is able to access peer attention, adult attention, preferred activity, desired item or object)
☐ Negative Reinforcement (student is able to escape or avoid adult or peer interaction or attention, settings, work, environmental conditions).
☐ Skill Deficit
☐ Not Sure (consider completing Simple Functional Assessment, see Appendix D)

What is the desired replacement behavior(s)?_____

Is an existing Tier 2 intervention appropriate based on the established concern, function, and desired replacement behavior? *(See Quick Sort Matrix below)*

☐ **Yes** Which tier 2 intervention is appropriate? Who facilitates the selected Tier 2 intervention? When and how will this student be referred to the intervention facilitator?	☐ **No** If no Tier 2 is an appropriate intervention for this student, consider developing a simple function based plan. Proceed to Brief Functional Assessment (Appendix D)

QUICK SORT MATRIX	CHECK IN CHECK OUT	CHECK & CONNECT	SOCIAL SKILLS GROUP	ORGANIZATION SKILLS	HOMEWORK CLUB	NEWCOMERS CLUB
Adult attention	✓	✓	✓	✓	✓	✓
Peer attention			✓			✓
Encouraging adult relationship	✓	✓				
Choice of alternatives/activities			✓			
Teach replacement behavior	✓		✓	✓	✓	✓
Teach problem solving skills		✓	✓			
Increase precorrects and prompts for behavior expectations	✓	✓		✓		
Monitor risk factors		✓				
School/home communication system	✓	✓				

(Left vertical label: INTERVENTION FUNCTION/FOCUS)

Adapted from Miblsi

Brief Functional Assessment   *appendix D*

Functional Assessment Checklist for Teachers & Staff (FACTS)
March, Horner, Lewis-Palmer, Brown, Crone, Todd & Carr (2000)
Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		Low High 1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

Focus on the routines/activities/contexts with (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and   (b) similarity of problem behavior(s). Complete the next portion based on those activities/settings/routines.

Routine/Activities/Context: Which routine/activity / context is the focus?

Routine/Activities/Context	Problem Behavior(s)

Provide more detail about the problem behavior(s):

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)		Environmental Features	
Illness	Other	Reprimand/correction	Structured activity
drug use	_____	Physical demands	Unstructured time
negative peer group	_____	Socially isolated	Tasks too boring
conflict at home	_____	With peers	Activity too long
academic failure	_____	Other	Tasks too difficult
	_____		

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained		Things Avoided or Escaped From	
Adult attention	Other	Hard tasks	Other
Peer attention	_____	Reprimands	_____
Preferred activity	_____	Peer negatives	_____
Money/things	_____	Physical effort	_____
	_____	Adult attention	_____

SUMMARY OF BEHAVIOR
Identify the function of the behavior:

	Positive Reinforcement (Obtained)	Negative Reinforcement (Avoided)
Attention		
Tangibles/Activities		
Sensory		

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequences(s)

How confident are you that the Summary of Behavior is accurate?

Not very confident					Very Confident
1	2	3	4	5	6

☐ If the level of confidence is 4 – 6, proceed to intervention development (see appendix x).
☐ If the level of confidence is 1 – 3, complete a full functional assessment or functional analysis

Intervention Development   *appendix E*

Student_____ Date _____

Problem Behavior with operational definition	
Function	
Behavior Goal	
Replacement Behavior	

NO   Can the student perform the replacement   YES

Do existing (antecedent) conditions represent effective

No

Method 1 & 2
Teach the replacement behavior and improve the environment

Yes

Method 1
Teach the replacement behavior

Do exiting (antecedent) conditions represent effective

No

Method 2
Improve the environment

Yes

Method 3
Adjust the contingency
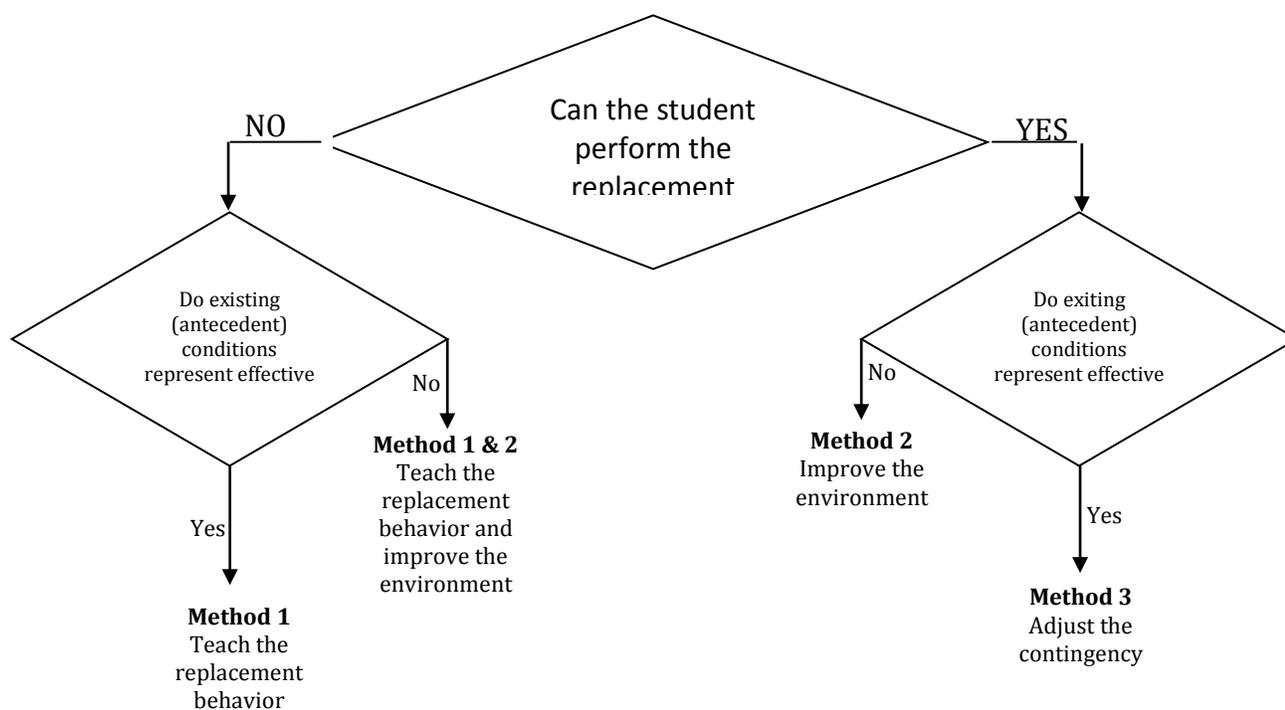
Umbreit, Ferro, Liaupsin, Lane, 2007

* See appendix G for guiding questions on antecedent conditions

After answering the questions above, choose the indicated method template to develop the intervention.

Intervention Method 1: Teaching the Replacement Behavior

Umbreit, Ferro, Liaupsin, Lane, 2007

Method 1 Elements	Resulting Intervention Elements
Adjust antecedent conditions so new behaviors are learned and aversive conditions avoided	
Provide appropriate reinforcement for replacement behavior	
Withhold the consequence that previously reinforced the target behavior	

Intervention Method 1 and Method 2: Teaching the Replacement Behavior & Improve the Environment

Umbreit, Ferro, Liaupsin, Lane, 2007

Method 1 and 2 Elements	Resulting Intervention Elements
Adjust the antecedent conditions so new behaviors are learned and aversive conditions avoided. (Method 1)	
Adjust the antecedent conditions so that the conditions that set the occasion for the target behavior are eliminated and the replacement behavior is more likely to occur. (Method 2)	
Provide positive reinforcement for the replacement behavior. (Method 1 and 2)	
Withhold the consequence that previously reinforced the target behavior when it occurs. (Method 1 and 2)	

Intervention Method 2: Improve the Environment

Umbreit, Ferro, Liaupsin, Lane, 2007

Method 2 Elements	Resulting Intervention Elements
Adjust the antecedent conditions so that the conditions that set the occasion for the target behavior are eliminated and the replacement behavior is more likely to occur;	
Provide appropriate reinforcement for the replacement behavior.	
Withhold the consequence that previously reinforced the target behavior when it occurs.	

Intervention Method 3: Adjust the Contingency

Umbreit, Ferro, Liaupsin, Lane, 2007

Method 3 Elements	Resulting Intervention Elements
Provide positive reinforcement for the replacement behavior.	
Adjust the antecedent conditions to make it more likely that the replacement behavior will occur.	
Withhold the consequence that previously reinforced the target behavior when it occurs.	

Prior to implementing the intervention, determine how baseline data will be collected

Uniform Behaviors: Discrete behaviors that have an agreed upon beginning and end.

Non-uniform Behaviors: Behaviors that can vary in length.

Select from these Event Based Methods:
- Frequency
- Rate
- Intensity/Magnitude
- Partial Interval Recording

Yes ← Is the Behavior Uniform? → No
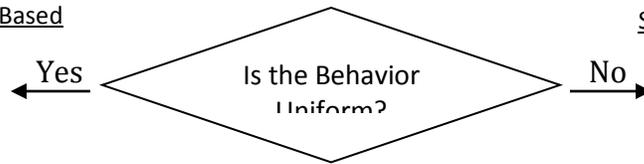
Select from these Time Based Methods:
- Duration
- Latency
- Whole Interval Recording
- Time Sampling

Method	When to use:	Description
Frequency	The behavior is uniform and the observations sessions are equal in length	Count the number of times the behavior occurs within an observation period.
Rate	Same as frequency, except the data come from observation sessions that vary in length	The rate of behavior is expressed in a ratio with time. Divide number of events (i.e. frequency) by number of minutes student is observed
Intensity/magnitude	Addresses force of behavior and usually requires subjective judgment by the observer (e.g. very loud, loud, quite, very quiet)	Less precise than frequency or rate measures, and results in a qualitative measure that is hard to standardize
Duration	Behavior is continuous and the concern is not the number of times a behavior occurs but how long a behavior occurs	Record the duration of each occurrence, or start and stop the timer every time the behavior occurs which results in total duration for the session
Latency	When concern is not how long it takes a student to do a task, but how long it takes to begin a task.	Measure the length of time between when the instruction or prompt is given and the student initiates the task.
Whole Interval Recording	Appropriate for continuous behavior to determine an approximation of the actual number of times behavior occurs	Observation period (usually 10" – 60") is divided into equal intervals (5 seconds, 10 seconds, 15 seconds or 30 seconds). Record and X if the behavior occurs during the length of the interval
Time Sampling	Appropriate for behaviors that are frequent or of long duration	Similar to interval recording, however intervals are typically minutes rather than seconds. Observer records at end of each interval if student is engaged in behavior

Data to be collected:

Purpose	Type	When/How	Who
Baseline			
Progress Monitoring			
Integrity			

When will baseline be collected? _____   When will the intervention start? _____

Simple Behavior Support Plan Template   *appendix F*

STUDENT NAME: _____**DATE:**_____

Target Behavior (operationally defined)	
Replacement Behavior	
Function	
Behavioral Objective	

Data to be collected:

Purpose	*Type*	*When/How*	*Who*
Baseline			
Progress Monitoring			
Integrity			

Intervention Procedures

Antecedent Modifications to Reduce Probability of Problem Behavior:

Replacement Behaviors and how they will be taught:

Reinforcement Procedures (based on identified function of behavior)

Reactive Procedures (what will happen if the problem behavior occurs):

Personnel and Roles

When will baseline be collected? _____

When will the intervention start?_____

Who is responsible for implementing the intervention?_____

When will the Case Liaison check-in with the teacher(s) about this intervention? _____

Program Review Date: _____

How acceptable is this intervention to the classroom teacher?

☐1 ☐2 ☐3 ☐4 ☐5
Low Medium High

Determining if Antecedent Conditions Represent Effective Practice   *appendix G*

The acronym ICE (Sprague, Bernstein, Munkres, Golly & March, 2003) refers to the antecedent conditions that should represent effective practice and that can be changed.   A positive behavior support plan looks for ways to modify the Instruction (how you teach), Curriculum (what you teach) and Environment (where you teach).

The following questions will help determine if the existing conditions represent effective practice.

Instruction
- ❒ Instruction begins with clear explanations of outcomes / objectives. Advance organizers are used.
- ❒ Most of the day/period is allocated to instructional activities that maximize teacher led engagement.
- ❒ Materials prepared and ready to go
- ❒ Student attention is maintained throughout the lesson
- ❒ Students are engaged in active responding with high rates of opportunities to respond
- ❒ There are multiple ways for students to actively respond (e.g. choral, gestures, peer-based)
- ❒ Opportunities for students to practice
- ❒ Frequent and detailed positive feedback given to students
- ❒ Appropriate error correction and review strategies employed.
- ❒ Down time is minimal

Curriculum
- ❒ Assignments can be completed within allotted time period
- ❒ Content presented at student level resulting in high levels of engagement
- ❒ Frequent checks for student learning/understanding
- ❒ Instructional focus builds on student's current and past skills
- ❒ Clear set-up and directions for task completion

Environment
- ❒ Rules are posted
- ❒ Routines are posted
- ❒ Precorrects are given prior to transitions
- ❒ Transitions are smooth and orderly
- ❒ Students receive verbal praise for following rules
- ❒ Maintains a 4:1 ratio of positive to negative comments
- ❒ A clear and consistent attention signal is used across instructional contexts
- ❒ Traffic flow minimizes physical contact between peers and maximizes teacher's mobility