

Common Pitfalls and Solutions for Tier II Implementation

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1

Key Components of Tier II

- Creating a team with behavioral expertise that meets every two weeks
- Having a clear meeting structure that allows for looking at data for referrals to Tier II/III, and for looking at student data for those already receiving more intensive support
- Establishing how students are qualified to receive Tier II interventions (entry criteria and request for assistance process)
- Having a menu of Tier II interventions that meets multiple functions, and a way to match students to interventions effectively
- Having a clear way to take data to progress monitor students receiving supports and exit criteria
- Having a way to train staff on Tier II systems and interventions
- Having a way to monitor fidelity of implementation of Tier II supports

2

Tier II Targeted SWPBS Features

This section may be completed individually or with other team as part of the full Tiered Fidelity Inventory

Feature	Feature Data Source	Scoring Criteria
1.2 Team Composition The Tier II team includes a Tier II representative and a representative of the school's leadership. The Tier II team meets every two weeks to review and discuss student data, and to plan and implement interventions.	• School organizational chart • Tier II team meeting minutes	1- All team members are Tier II representatives 2- All team members are school staff 3- The team meets every two weeks to review and discuss student data, and to plan and implement interventions
2.2 Team Operating Procedures The Tier II team has a clear meeting structure that includes a review of student data, a review of student data for referrals to Tier II/III, and a review of student data for those already receiving more intensive support.	• Tier II team meeting minutes • Tier II team meeting agenda	1- The team has a clear meeting structure that includes a review of student data, a review of student data for referrals to Tier II/III, and a review of student data for those already receiving more intensive support 2- The team meets every two weeks to review and discuss student data, and to plan and implement interventions
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Tier 2: Targeted SWPBS Features

SWPBS: This section may be completed individually or with other team as part of the full Tiered Fidelity Inventory

Feature	Feature Data Source	Scoring Criteria
1.2 Team Composition The Tier II team includes a Tier II representative and a representative of the school's leadership. The Tier II team meets every two weeks to review and discuss student data, and to plan and implement interventions.	• School organizational chart • Tier II team meeting minutes	1- All team members are Tier II representatives 2- All team members are school staff 3- The team meets every two weeks to review and discuss student data, and to plan and implement interventions
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3

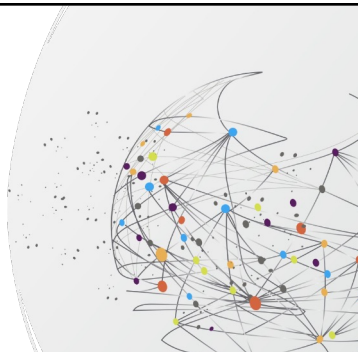
Common Pitfalls – Tier II

- Tier I is not firmly in place
- No team leading the work
- No dedicating FTE to interventions (e.g., CICO, mentoring, skills groups)
- Not providing training to all staff on various aspects of Tier II
- Not matching students to appropriate interventions based on need/function
- Not using data to drive intervention use (e.g., entry criteria, progress monitoring criteria, exit criteria)
- Placing students with Tier III needs in Tier II interventions, and individualizing extensively at Tier II

4

Pitfall and Solutions

Tier I is not Firmly in Place



5

Tier I Must be Established

- For Tier II supports to be most successful, basic components of Tier I should be in place
 - Tier I Leadership Team with a diverse membership
 - 3-5 positively stated expectations
 - Each expectation defined for each area of the school
 - Expectations are directly taught to students
 - Classrooms have clear routines and procedures that are explicitly taught
 - School wide acknowledgement system is in place
 - Consistent discipline systems established
 - Data is being analyzed at a systems level

6

Pitfall and Solutions

A Team Must Lead the Work

TFI
2.1 Team Composition
2.2 Team Operating Procedures



7

Who Comprises the Tier II Team?

Administrator

Counselor, Social Worker

Nurse, Family Liaison


Interventionists, Migrant Specialists

SPED Teacher, Instructional Coach

Usually 4-6 Individuals

Some cross-over from Tier I team

8



Tips for Tier II Teams

- Establish your team purpose and communicate that with your staff
- Establish a meeting format that allows the team to meet the stated purpose
- Ensure your team includes individuals with behavior expertise
- Establish roles (e.g., facilitator, data, time keeper, note-taker), responsibilities and meeting times
- Meet at least twice/month

9

Tier II Team Meeting Organizer

Intervention	# of Students Participating	# of Students with Positive Response	# of Students with Questionable Response	# of Students with Poor Response
Check in, Check out				
Social Skills Intervention Group				
Self-Monitoring				
Check & Connect				
FIRST STEP Book				

Directions: Write names of students in the appropriate columns below.

Students with Positive Response, Not Ready for Pulling (These students do not need to be discussed at this time)	Students with Positive Response, Ready for Pulling or Questioning (Observations are positive responses and meeting data decision rules for pulling or questioning)	Students with Questionable Response	Students with Poor Response

10

Pitfall and Solutions

Providing Training and Time to Staff

TFI
2.9 Professional Development

11

Staff Time and Training

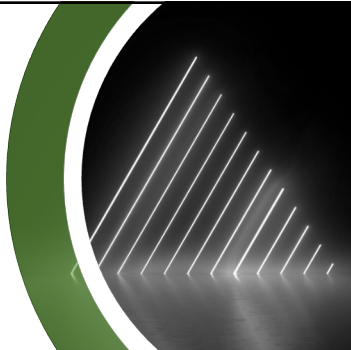
- Tier II interventions often require time from staff in order to be implemented with fidelity. For example:
 - Check in/Check out coaches check in with students in the morning and again in the afternoon
 - Interventionists or counselors to run skills groups
 - Data collection and data entry
- Other staff have roles to play that require training. For example:
 - Teachers who will be providing feedback throughout the day on a student on CICO need to be trained on how and when to give feedback
 - Other staff should provide precorrection, acknowledgement and coaching for students receiving skills instruction
 - Staff should understand how the Tier II system works (e.g., how to request assistance, how long students stay on interventions, how decisions are made based on data)

12

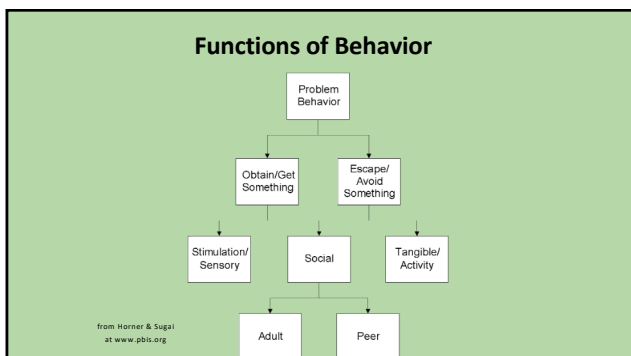
Pitfall and Solutions

Matching Students Appropriately

TFI
2.5 Options for Tier II Interventions
2.6 Tier II Critical Features
2.7 Practices Matched to Student Need



13



14

Matching Students to Intervention: Strategies

- Train staff how to identify perceived motivation/function of behavior on office discipline referral forms
 - Analyze these to make a hypothesis about the function
- Student Intervention Matching Form
- Simple FBA if needed (e.g., Assess-Monitor-Intervene or AIM)

15

STUDENT INTERVENTION MATCHING FORM (SIM Form)

Background: The SIM Form is designed to assist the interventionist in selecting the most appropriate intervention for a student's problem behavior. The form is divided into two main sections: **Problem Behavior** and **Intervention Matching**. The **Problem Behavior** section includes a table for recording the frequency of the problem behavior across different settings and times of day. The **Intervention Matching** section includes a table for recording the effectiveness of different interventions across different settings and times of day.

Problem Behavior Table:

Setting	Time	Frequency
Classroom	Morning	
Classroom	Afternoon	
Classroom	Evening	
Recess	Morning	
Recess	Afternoon	
Recess	Evening	
Other	Morning	
Other	Afternoon	
Other	Evening	

Intervention Matching Table:

Intervention	Setting	Time	Frequency
Classroom	Morning		
Classroom	Afternoon		
Classroom	Evening		
Recess	Morning		
Recess	Afternoon		
Recess	Evening		
Other	Morning		
Other	Afternoon		
Other	Evening		

16

AIM: Assess-Intervene-Monitor Fast FBA Tool

Student: _____ **Grade:** _____
Teacher: _____ **Date Completed:** _____
Disability Status: _____ **Examiner:** _____

1. What is the problem behavior—specifically what does the student say or do?

2. Record the student's schedule and indicate the likelihood of the problem occurring.

Activity/Time of Day	Who is present?	Likelihood of problem
_____	_____	High
_____	_____	High
_____	_____	High
_____	_____	High
_____	_____	High
_____	_____	High
_____	_____	High
_____	_____	High

Fast FBA tool is used as a fast FBA tool.

3. What specifically is occurring during the activity when the problem occurs?

4. What specifically is occurring during the activity when the problem occurs?

5. What is your best guess/hypothesis?

Context/Setting	Trigger (Antecedent)	Problem Behavior	Consequence (Pay Off)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

17

Tier II: Evidenced-Based Interventions

Social Skills Groups (for peer attention and skill deficits)

Class Pass Intervention (for escape-maintained)

Breaks are Better (for escape-maintained)

Check In/Check Out (for adult/peer attention)

Mentoring (for adult attention)

Behavior Contracts (can serve multiple functions)

18

Tier II: Evidenced-Based Interventions

Home School Note (for adult attention)

Self-Monitoring (for all functions)

Positive Peer Reporting (for peer attention)

Mental Health Focus Small Groups: CBT Skill Building (Anxiety/Depression)

Mental Health Focus Small Groups: Executive Functioning (Attention/Organization/Planning/Emotion Regulation/Impulse Control)

19

Function of Behavior /Student Needs	Blazer Check	Mentoring	Academic Seminar/ Boot Camp	Behavior Contract	Small Group Counseling	Ripple Effect
Adult Attention	X	X	X	X	X	
Peer Attention			X		X	
Encouraging Adult Relationship	X	X		X	X	
Learn Replacement Behavior	X	X	X		X	X
Prompts for Behavior Expectations	X	X	X	X	X	X
Monitor Risk Factors	X	X			X	
Learn Problem Solving Skills	X	X			X	X
School/Home Communication System	X	X		X	X	

Creating a Menu of Interventions based on Function at Tier 2

20

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Not Using Data Based Decision Rules

TFI
2.3 Screening
2.4 Request for Assistance
2.11 Student Performance Data
2.12 Fidelity Data

21

Accessing Tier II

- Pathways to Tier II include:
 - Request for Assistance (RFA)
 - Data (ODRs, attendance, screener, etc.)
- For data, it is important to establish guidelines to determine how students access and exit Tier II supports (i.e., entry criteria, progress monitoring criteria, exit criteria)

22

Sample Entry Criteria

Student was receiving Tier II support in prior placement

Student receives 2-5 major office discipline referrals, or 6-15 minor referrals

Student has more than 5 absences in a 30-day period

Student, teacher and/or family request

23

Intervention	Description of Intervention	Describe students who would be good fit for intervention	Entry Criteria Data	Progress Monitoring Data	Fading and Exit Criteria Data
Check In/Check Out	Students check-in with an adult in the AM, carry a daily progress report to each teacher and get feedback on behavior (school wide expectations), and check-out in PM	Function of problem behavior is obtain adult attention. Those who benefit from additional feedback throughout the day.	-SRSS-IE: moderate or high risk -ODR: 2+ referrals -Attendance (missing 5 days in a 30 day period) -SIM form results	Daily Progress Report (DPR) form, signed by teacher and parent	Meets 80% of DPR points 4 out of 5 days for 18-20 days, then move to Phase 2
Breaks are Better (BRB)	This is a derivative of CICO. The daily progress report looks similar, but students also have three 2-minute breaks per period which they can use or not use.	Function of behavior is to avoid tasks or adult and peer attention	SRSS: moderate or high risk -ODR: 2+ referrals -Attendance (missing 5 days in a 30 day period) -SIM form results	Daily Progress Report (DPR) form, signed by teacher and parent	Meets 80% of DPR points 4 out of 5 days for 18-20 days, then move to Phase 2
Social Skills Group/Counseling Group	Counselor teaches specific coping, social emotional, and life skills	Students who have social skill or emotion regulation deficits and/or students who like peer attention. For students with high peer rejection, and low interpersonal skills.	-SRSS: moderate or high risk -ODR: 2+ referrals -Attendance (missing 5 days in a 30 day period) -SIM form results	-Track ODRs during intervention phase -Pre and Post student and teacher survey	Look at post survey and if criteria is not met, consider additional layers of support. Revisit SIM form if needed.

24

Pitfall and Solution

Tier II vs. Tier III

TFI

- 2.6 Tier II Critical Features
- 2.7 Practices Matched to Student Need
- 2.10 Level of Use
- 2.11 Student Performance Data

25

Who is Appropriate for Tier II Intervention versus Tier III Interventions?

<p><u>APPROPRIATE</u></p> <ul style="list-style-type: none"> – Low-level problem behavior (not severe) – 2-5 referrals or internalizing issues – Behavior occurs across multiple locations – Examples <ul style="list-style-type: none"> talking out minor disruption work completion 	<p><u>INAPPROPRIATE</u></p> <ul style="list-style-type: none"> – Serious or violent behaviors/ infractions – Extreme chronic behavior (6+ referrals) – Require more individualized support <li style="text-align: center;">FBA-BIP Wrap Around Services
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26

Key Points to Note

- Students with Tier II needs benefit from one or two additional layers of support
 - We do not individualize at Tier II
- Students who are not benefiting from Tier II supports per established progress monitoring guidelines, who have multiple serious behaviors, or require multiple layers of support are candidates for Tier III
- A simple FBA/BIP may be beneficial for students who fall in between Tier II and Tier III

27

Discuss

- What are action items that you are taking away from this overview?
- How will you implement next steps?
- What are facilitators for achieving these steps?
- What barriers exist?
- What remaining questions do you have?

28

Thank You!

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29