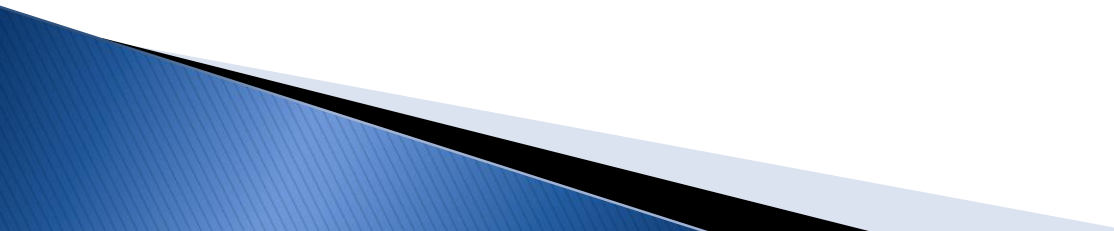


Tier 2 Interventions

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ESD 112

Welcome and Congratulations(?)

If you are here for this presentation, you have either:

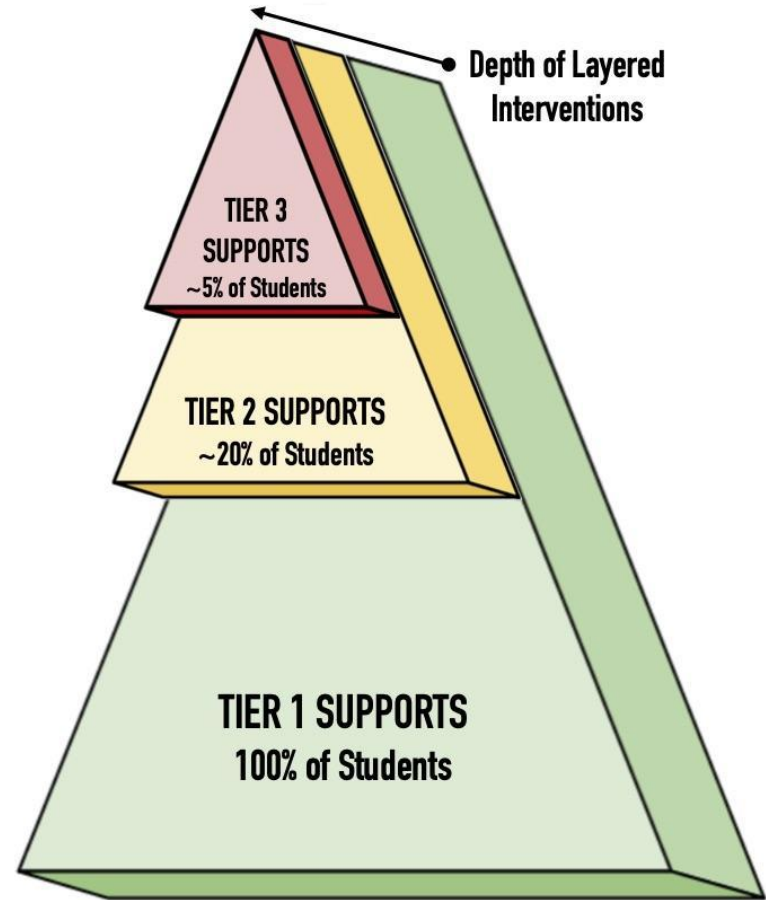
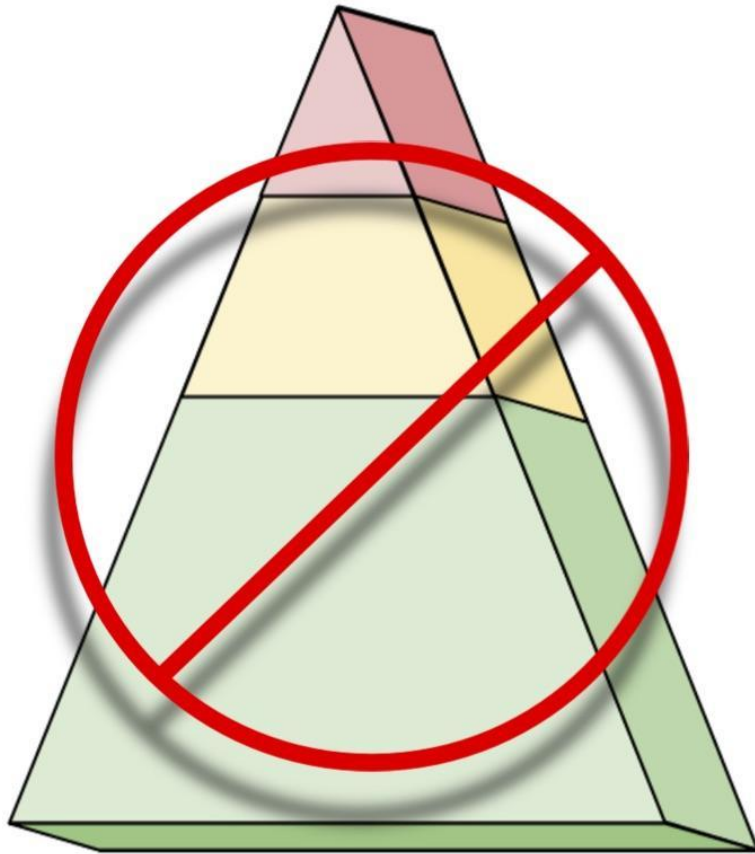
- ▶ A Tier 1 Behavioral MTSS System, delivered with Fidelity and are ready for Tier 2
or
 - ▶ No Tier 1 Behavioral MTSS System and now you have a bunch of students in need of Tier 2 behavioral intervention.
- 

There is a sick fish in my tank!



We need to stop assuming that the problem is only with the fish

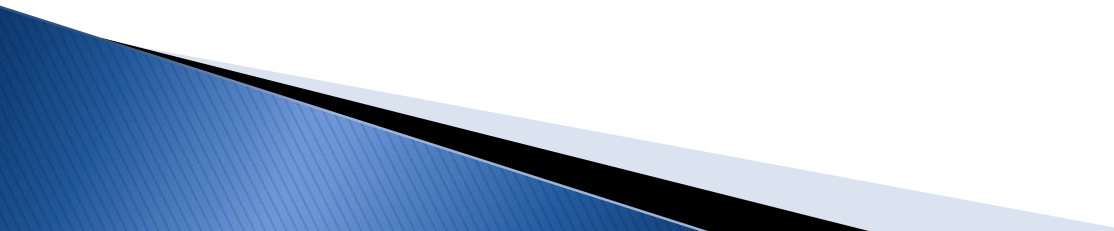
The MTSS (PBIS) Pyramid



Who requires Tier 2 Supports?

Tier 2 Targeted and Small Group *15% of Student Population*

Students who need additional small group support, while also having access to Tier 1 supports. It should consist of 15% of the student population. This can also be students at-risk.



Use your data to check your Tier 1

15% or less	Before moving to Tier 2, we have to ask ourselves if the interventions needed are for more than 15% of the population. If so, go back and refine the Tier 1 intervention. If DATA shows that it's for a specific group of 15% or less, then implement a Tier 2 intervention.
Academic Considerations	Additionally, while looking at behavioral Tier 2 interventions, we must consider the connection to a need for academic Tier 2 interventions. There's frequently a close tie between academic lagging skills and behavioral challenges. We can address the skills needed for behavioral management while academic learning takes place.

Questions about Tier 2 Interventions Systems Considerations

- ▶ What constitutes a Tier 2 Intervention?
 - An intervention that:
 - Serves multiple students at one time
 - More efficient use of resources than 1 student at a time
 - Students can get started with almost immediately upon identification
 - Requires almost no legwork from staff to begin implementation of the intervention with a student (already designed)
 - All school staff know about, understand their roll with, and know the process for supporting the student.
 - If you still have to design it...it is not a Tier 2 intervention

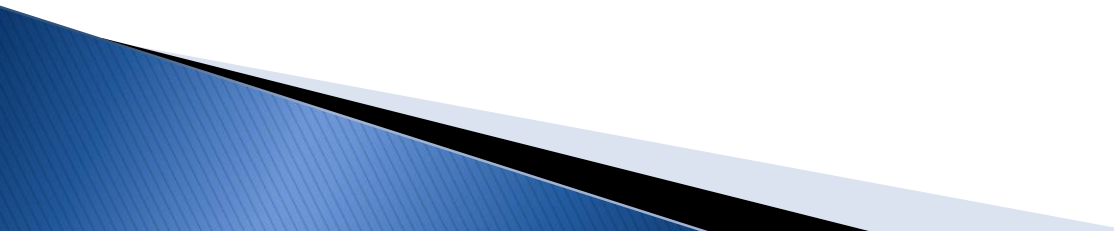
Major Features of Targeted Interventions

- ▶ Intervention is continuously available
- ▶ Gradual release
- ▶ Rapid access to intervention (72 hr)
- ▶ Very low effort by teachers
- ▶ Consistent with school-wide expectations
- ▶ Could be implemented by all staff/faculty in a school
- ▶ Flexible intervention designed by MTSS team based on assessment of past interventions
- ▶ Adequate resources (admin, team are trained on the interventions used at Tier 2)
- ▶ Student chooses to participate
- ▶ Continuous monitoring for decision-making

Tier 2 Interventions can occur *Within* Tier 1 settings

- Group or individual contingencies:
 - “Class pass” students earn passes to stop or avoid less preferred tasks for a given duration or frequency
- Additional structure or predictability
 - scaffolding (using visuals, auditory timers, etc.)
 - Individual task lists, organizational skills, flexible seating
- Increased opportunity for positive feedback
 - Higher frequency of touch points for student who need Tier 2 supports
 - Non-verbal redirection followed by immediate reinforcement
- Structured breaks
 - When students can *practice* the *skills* such as mindfulness, sensory activities, etc.

Or Tier 2 Interventions can occur *Outside* the Tier 1 Setting

- ▶ Home/School Contract
 - ▶ Buddy Time
 - ▶ Incentive program within the school setting
 - ▶ Earned access to people or things
 - ▶ Lunch Bunch
 - ▶ Box of Books
 - ▶ Social Group with Counselor – Principal, etc.
 - ▶ Check and Connect
 - ▶ Check-in Checkout
- 

What is Check and Connect?

- ▶ Check and Connect and Check-in and Checkout are a structured, evidence-based intervention that involves students checking in with a designated adult (often called a mentor or champion) at the beginning of the day and checking out at the end (Check and Connect), with visual/tangible opportunities for frequent check-ins and positive feedback/rewards throughout the day (Check-in Checkout) .
- ▶ Staff required: A CnC/CICO Champion and teaching staff
- ▶

Critical Characteristics of CnC and CICO

- 1) Emphasizes clear expectations of acceptable behavior through the teaching (telling isn't teaching)
- 2) Positive Reinforcement for evidence of *acceptable* behavior
- 3) Opportunities to practice skills
- 4) Collaboration between students, staff, and parents
- 5) Strategies for fading support as the student gains new skills
- 6) System for communicating with parents
- 7) Uses Data for Monitoring student progress

Keys to Changing Behavior

H.U.G. (Hello, Update, Goodbye)

Name: _____

Date: _____

Please indicate whether the student has met the goal during the time period indicated:

Meets = 2 pts

So, so = 1 point

Doesn't meet = 0 pts

HUG Daily Goal _____/_____

HUG Daily Score _____/_____

Teacher Comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress.

Goals	AM to Recess	AM Recess	AM Recess to Lunch	Lunch Recess	PM
Be Safe	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Be Kind	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Be Responsible	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Total Points					
Teacher Initials					

Parent's Signature _____

Parent's Comments _____

Example Middle School Point Card

A- Day

B- Day

Name: _____

Date: _____

Teachers: Please indicate YES (2), So-So (1), or NO (0) regarding the student's achievement for the following goals.

Goals	1/5	2/6	3/7	HR	4/8
Be respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Keep hands& Feet to self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be There-Be Ready	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
TOTAL POINTS					
TEACHER INITIALS					

BEP Daily Goal /40

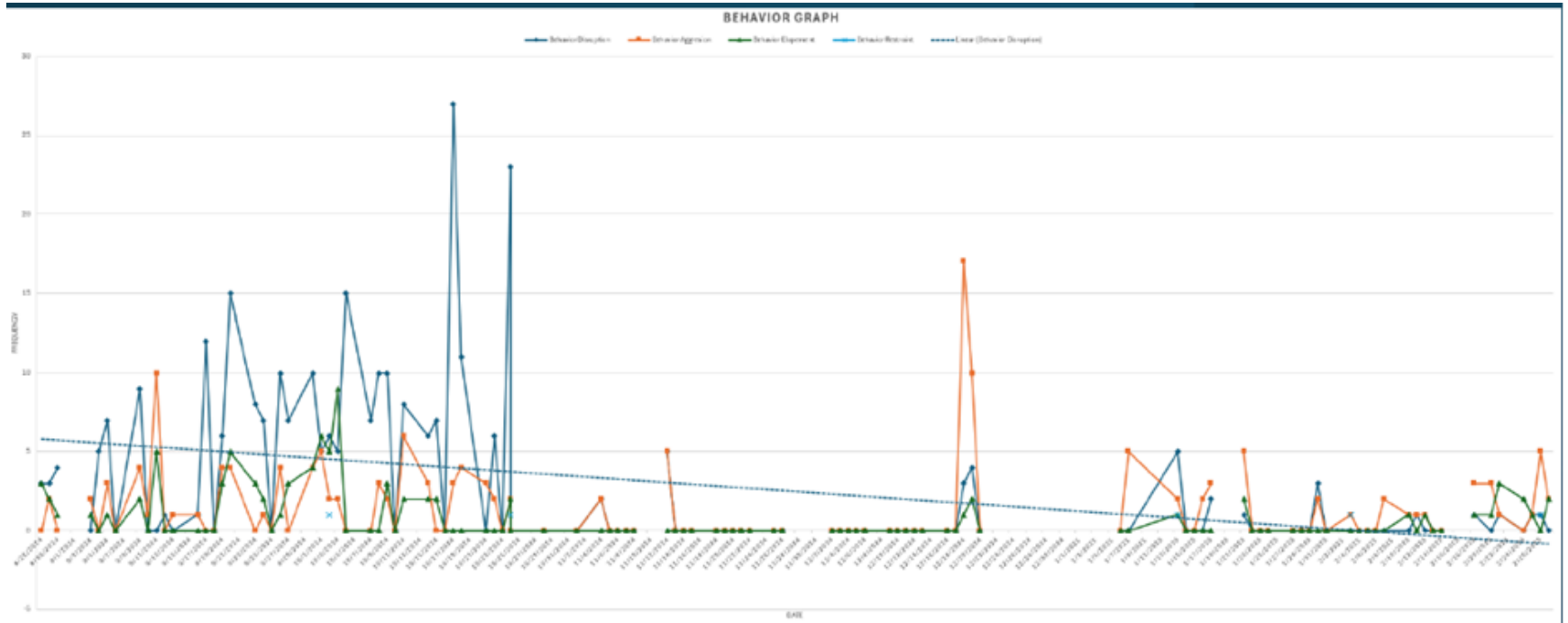
BEP Daily Score /40

In training_____

BEP Member _____

Student signature

Data over Perception



CnC and CICO

Limitations

- ▶ Most effective for students who respond well to adult attention
- ▶ It doesn't work for everyone ☹️

Strengths

- ▶ Format provides an excellent foundation for critical elements of Targeted Interventions
 - Data system, positive focus, communication w/ family
- ▶ Can be designed for groups or individual students with a variety of capabilities and needs

Next Steps

- ▶ Is the CnC and/or the CICO system(s) appropriate for you?
 - Is the district committed to a Tiered System of Support?
 - Are there less than 15% of the school's students that demonstrate chronic patterns of problem behavior?
 - Is a school-wide system in place
 - Are there faculty committed to work with “tougher” kids and assist in restoring a positive relationship with school?
 - Are [in-school](#) resources available to implement?

More Next Steps

- ▶ Identify Tier 2 Team, Train and Build CnC/CICO Systems & Materials
 - Administrator
 - CnC/CICO Coordinator/Monitor
 - Train the staff (all staff if possible – supervision paras, bus drivers, specialists, etc.)
 - Develop CnC/CICO sheet examples for your grade levels
 - Decide what things will get attention on the Cn/CICO sheets (individually if possible but certainly tied to your school rules as identified by your MTSS system)

Resources for CnC

- [PBIS Rewards:](#)
- **Digital Check-In/Check-Out:** Provides a digital platform for managing CICO within a PBIS framework, enabling easy tracking and assessment.
- **Best Practices:** Offers insights into implementing CICO effectively, including tips for creating a positive school culture.
- [Intervention Central:](#)
- **Modified CICO:** Provides a simplified version of CICO for use during a single classroom period, focusing on setting behavioral goals and providing feedback.
- [Teachers Pay Teachers \(TPT\):](#)
- **Various Templates and Resources:** Offers a variety of CICO-related resources, including student cards, behavior tracking sheets, and point sheets.
- [Missouri PBIS:](#)
- **CICO Workbook:** Provides a comprehensive guide to implementing CICO, including information on roles, procedures, and resources.

Questions?

Give me 6 hours to chop down a tree and I will spend the first 4 sharpening the axe.

Abe Lincoln.