Tier II Support Process

- **Step 1** – Insure Universals, including Classroom, in place
- **Step 2** – Student Identification Process
  - Decision Rules
  - Referral
  - Screen
- **Step 3** – Classroom Problem Solving
  - Classroom supports (function-based)
  - Progress monitor
- **Step 4** - Tier II supports
  - Non-responders to grade level supports
  - Match function of student behavior to intervention
  - Progress monitor
- **Step 5** - Evaluate Process
1. Classroom Universals in place

- Review of essential feature
- Implementation Plan
Classroom Essentials

- Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
- Procedures & routines defined and taught
- Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
- Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
Classroom Essentials cont’d

- Students are actively supervised (pre-correction, positive feedback)
- Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
- Activity sequence promotes optimal instruction time and student engaged time
- Instruction is differentiated based on student need
Identifying Non-Responders

- Current data
  - Confidence in numbers
  - Consistency across data points
- Teacher Referral
- Screening

Approximately 10-15% of total students
Data Decision Rules

- Office Discipline Referral (ODR)
  - Major
  - Minor
- Time out of Instruction
  - Buddy Room
  - Safe Seats
  - “Discipline” Room
Other Strategies to Identify Students

- Teacher Referral
  - Questions to discuss:
    - Who completes
    - When
    - What data must be used/cited
    - Focus on externalizing and internalizing

- Screening
  - What instrument
  - Schedule
Classroom Problem Solving Process

- Develop intervention based on function of behavior
  - Environment changes
  - Student skills to teach/practice/reinforce
- Monitor progress
  - Same data that brought them to your attention
  - Problem and Appropriate behavior
  - Teacher observations
Form D

Grade Level Team Tier 2 Function Based Matching Process

Student:________________________ Classroom Teacher:______________ Grade: ___
Date:______

Complete the Brief Assessment of Function of Behavior & Matching Process with your grade level team.

1. Summary of the Problem

We have the most problems during ____________________
______________________
(Time of day/class/Activity/Routine)

<table>
<thead>
<tr>
<th>Antecedent Function/Pay Off (Trigger/Predictor)</th>
<th>Problem Behavior (Student Behavior of concern)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>When...</td>
<td>The student will...</td>
<td>Then this happens (teacher does)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So, the function of behavior is to: Get or Avoid (circle one)</td>
</tr>
</tbody>
</table>

2. Replacement Behavior (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])
Tier II Supports

- Check in - Check Out / Check & Connect
- Social Skill Groups
- Academic Supports
Tier II Team

- For now, primary role will be to:
  - Continue to build process
  - Assist with Grade Level Team Problem Solving Process
- Once Classroom Problem Solving in operation, your role will be to:
  - Review referrals and place students in appropriate tier II interventions
  - Serve as “coordinators” of tier II interventions
  - Monitor student progress
  - Monitor overall process
Lessons Learned

- Effective classroom management must be in place
- All in building understand
  - Steps in process
  - “Science of Behavior” (function)
  - Purpose of Tier II strategy
  - Their role in supporting Tier II strategy
Lessons Learned

- Spend lots of time on systems
  - “Build Team”
  - Classroom Problem Solving Team
  - Tier II Team (with connects to universal team)

- Progress monitor
  - Confidence in data
  - Efficient ways to collect (e.g., daily progress reports)