



OUSD Tier II Basics

**Principals COP
Climate and Culture
Conditions for Learning
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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-corrects and 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)

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

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)