**PBIS TIER 2/3**

**IMPLEMENTATION MANUAL**

AWESOME MIDDLE SCHOOL

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| **Table of Contents** |

* Mission & Purpose
* Team Roles & Responsibilities
	+ Agendas
	+ Minutes
* Action Plan
* Secondary Intervention Guidelines
* Secondary Plan
	+ Data Decision Rules
	+ Intervention Tracking Tool
	+ Progress Monitoring Data
* Tertiary Intervention Guidelines
* Assessment Schedule

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| **MISSION & PURPOSE** |



*Describe your mission & purpose around implementing Tier 2.*

*Perhaps a quick overview of How Tier 2 is implemented like the description below*.

**HOW IS TIER 2 IMPLEMENTED?**

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| **Step 1** | Review and enhance Tier one supports based on data | School-wide behavioral data should be readily available to the PBIS Tier 2 Team. The data should be reviewed to determine the effectiveness of Tier 1 supports. |
| **Step 2** | Create process, including a PBIS Tier 2 Team, for identifying students in need of Tier 2 supports | The PBIS Tier 2 team will define and develop decision rules for identifying students in need of Tier 2 supports. |
| **Step 3** | Create several interventions that address various needs of students and determine what other resources might be needed | Examine the list of Tier 2 Interventions and determine which can be implemented with fidelity. Take into account staff and financial resources that will be needed to maintain the intervention for the year. Find and allocate the necessary resources. |
| **Step 4** | Match student to Tier 2 Intervention and progress monitoring | Examine how each chosen intervention can support students, and match Tier 2 students to the best suited intervention. Measure student progress by collecting Tier 2 student data that is comparable to the data used in determining Tier 2 designation. |
| **Step 5** | Intervention evaluation | Examine data to determine the effectiveness of each tier 2 intervention. If necessary, revise implementation techniques, and/or determine better strategies for matching students to the appropriate intervention. |

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| **TEAM ROLES & RESPONSIBILITIES** |

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| Roles | Responsibilities |
| **Facilitator/Co-facilitator:** | * Develop agenda
* Facilitate meetings
* Follow up on assigned tasks
 |
| **Recorder:** | * Keep minutes
* Distribute minutes to team members
* Notify/remind members of meeting time
 |
| **Time Keeper:** | * Monitor agenda times and topics
* Assist in tabling subject or make a decision
* Give half way through & 5 minute warning
 |
| **Data Coordinator:** | * Input data to Tier 2/3 SSTT Tool
* Summarize students in Interventions
* Coordinate screening & information
 |
| **Tier 2 Intervention Coordinator** | * CICO, reports progress monitor data in meeting
 |
| **Tier 3 Intervention Coordinator** | * FBA/Wrap, reports progress monitoring data
 |
| **All Team Members**  | * Focus on solutions, less on problems
* Come prepared with student information
* Contribute to the meeting
 |

*Describe other roles and responsibilities, such as teacher roles and responsibilities to School-Wide Implementation of Tier 2/3.*

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| Tier 2/3 PBIS Team Meeting AgendaStep 1: Review Agenda & Roles and determine if any changes are needed. (Facilitator) (2 minutes) |

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| Roles | Responsibilities |
| **Facilitator/Co-facilitator:** | * Develop agenda
* Facilitate meetings
* Follow up on assigned tasks
 |
| **Recorder:** | * Keep minutes
* Distribute minutes to team members
* Notify/remind members of meeting time
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| **Time Keeper:** | * Monitor agenda times and topics
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* Come prepared with student information
* Contribute to the meeting
 |

Step 2: Review Action Items & tasks from last meeting. (Facilitator) (10 minutes)

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| --- | --- | --- | --- |
| **Who** | **What** | **When** | **Status** |
|  |  |  | NS IP C NN |
|  |  |  | NS IP C NN |
|  |  |  | NS IP C NN |

**Status**: NS= Not Started, IP= In Progress, C= Completed, NN= Not Needed

Step 3: Summary of Targeted Interventions. (Tier 2 Coordinator) (5 minutes)

|  |  |  |  |
| --- | --- | --- | --- |
| **Interventions** | **CICO** | **Newcomer’s** | **Additional T2 Intervention** |
| **# Students Participating** | **# Students Responding** | **# Students Participating** | **# Students Responding** | **# Students Participating** | **# Students Responding** |
| **Previous Month** |  |  |  |  |  |  |
| **Current Month** |  |  |  |  |  |  |

**70% or more, of students accessing Tier 2 and/or Tier 3 interventions will respond positively.**

Step 4: Students Not Responding, Determine Problem & Next Steps. (Tier 2 Coordinator) (10 minutes)

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Problem** | **Decision** | **Who & Target Date** |
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**Possible Problems:** Fidelity, Intervention/function mismatch, intervention needs to be modified

**Possible Decisions:**  Meet with (CICO) teacher, change intervention, conduct a Problem-solving meeting, and/or refer for intensified supports

Step 5: Summary of Intensified Supports. (Tier 3 Coordinator) (5 minutes)

|  |  |  |  |
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| **Interventions** | **Problem-Solving** | **FABI** | **WRAP** |
| **# Students Participating** | **# Students Responding** | **# Students Participating** | **# Students Responding** | **# Students Participating** | **# Students Responding** |
| **Previous Month** |  |  |  |  |  |  |
| **Current Month** |  |  |  |  |  |  |

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| --- | --- | --- | --- |
| **Student** | **Problem** | **Decision** | **Who & Target Date** |
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**70% or more, of students accessing Tier 2 and/or Tier 3 interventions will respond positively.**

Step 6: Students Not Responding, Determine Problem & Next Steps. (Tier 3 Coordinator) (10 minutes)

**Possible Problems:** Fidelity, Intervention/function mismatch, intervention needs to be modified

**Possible Decisions:**  Review student plans, change intervention, conduct a Problem-solving meeting, and/or refer for intensified supports

Step 7: New Referrals to Tier 2. (Facilitator) (10 minutes)

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| **Student Identification Data** |
| **Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** They have reached \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ major Office Discipline Referrals
* Screening data\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Teacher recommendation based on behavior:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Attendance a concern \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_Data Percentage
* Academic concerns in the area of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Data used\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Concern due to internalizing behavior\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| **Externalizing Behaviors*** Disrupting class
* Refuse to do work
* Refuse to follow directions
* Minor physical contact
* Inappropriate language
* Poor task completion
 | **Internalizing Behaviors*** Exhibits sadness or depression
* Sleeps a lot
* Appears unmotivated
* Very shy or timid
* Does not stand up for self
* Self-injury
 |
| **Tier 2/3 Intervention****\_\_\_** Behavior Contract\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_** CICO Mentor**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_** Social Skill Instruction\_\_\_\_\_\_\_\_\_\_\_\_\_\_Problem Solving \_\_\_\_\_\_\_\_ FABI \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Wrap\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Tier 2 ACTION PLAN** |
| **Subscale** | **Item** | **Current Score** | **Action(s)** | **Person(s) Responsible** | **Timeline** |
| **Teams** | 2.1 Team Composition |  |  |  |  |
| 2.2 Team Operating Procedures |  |  |  |  |
| 2.3 Screening |  |  |  |  |
| 2.4 Request for Assistance |  |  |  |  |
|  |
| **Interventions** | 2.5 Options for Tier II Interventions |  |  |  |  |
| 2.6 Tier II Critical Features |  |  |  |  |
| 2.7 Practices Matched to Student Need |  |  |  |  |
| 2.8 Access to Tier I Supports |  |  |  |  |
| 2.9 Professional Development |  |  |  |  |
|  |
| **Evaluation** | 2.10 Level of Use |  |  |  |  |
| 2.11 Student Performance Data |  |  |  |  |
| 2.12 Fidelity Data |  |  |  |  |
| 2.13 Annual Evaluation |  |  |  |  |

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| **SECONDARY INTERVENTION GUIDELINES** |

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| **Support** | **Description** | **SW Data: Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| **Check-In/Check-Out (CICO)** |  |  |  |  |
| **New Comer’s Club** |  |  |  |  |
| **Problem-Solving w/Function in Mind** |  |  |  |  |

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| **SECONDARY PLAN** |

**Guidelines for defining indicators and criteria for risk for Tier 2/3 Interventions**

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| **Indicator of Risk** | **Definition** | **Risk** |
| Behavior Screening | Behavioral screening conducted by classroom teachers occurring three times a year regarding  |  |
| Office Discipline Referral | Being sent to administrative or resource staff for inappropriate behavior |  |
| Out-of-School Suspension | A consequence for inappropriate behavior for which the student spends defined number school days at home. |  |
| Absenteeism | Full day’s absence for excused or unexcused reasons. Days when the student is absent for out-of-school suspension would be included. |  |
| Tardiness | Arriving late either for school or for class. |  |
| Time-out | Sent to “buddy room” for failure to meet classroom expectations. |  |

**Progress Monitoring Data** (*Insert from Intervention Guideline Data to Monitor Progress)*

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| **Intervention** | **Progress Monitoring Data** |
| CICO | Ex. *After 4-6 weeks, student is earning 80% or more points on their DPR, and there has been a reduction in total ODR’S.*  |
| Newcomer’s |  |
| Social Skills |  |
| Self-Management |  |
| Problem-Solving w/Function in MInd |  |

**Tracking Tool for Tiered Interventions**

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| **Tier 2 Interventions** | **CICO** | **Newcomer’s** | **Problem-Solving** |
| **# Students Participating** | **# Students Responding** | **# Students Participating** | **# Students Responding** | **# Students Participating** | **# Students Responding** |
| **August** |  |  |  |  |  |  |
| **September** |  |  |  |  |  |  |
| **October** |  |  |  |  |  |  |
| **November** |  |  |  |  |  |  |
| **December** |  |  |  |  |  |  |
| **January** |  |  |  |  |  |  |
| **February** |  |  |  |  |  |  |
| **March** |  |  |  |  |  |  |
| **April** |  |  |  |  |  |  |
| **May** |  |  |  |  |  |  |

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| **Tier 3 Interventions** | **FABI** | **WRAP** | **RENEW** |
| **# Students Participating** | **# Students Responding** | **# Students Participating** | **# Students Responding** | **# Students Participating** | **# Students Responding** |
| **August** |  |  |  |  |  |  |
| **September** |  |  |  |  |  |  |
| **October** |  |  |  |  |  |  |
| **November** |  |  |  |  |  |  |
| **December** |  |  |  |  |  |  |
| **January** |  |  |  |  |  |  |
| **February** |  |  |  |  |  |  |
| **March** |  |  |  |  |  |  |
| **April** |  |  |  |  |  |  |
| **May** |  |  |  |  |  |  |

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| **ASSESSMENT SCHEDULE** |

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| Measure | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
| School Demographics |  |  |  |  |  |  |  |  |  |  |  |
|  Student Demographic Information |  |  |  |  |  |  |  |  |  |  |  |
| Screening Measures |  |  |  |  |  |  |  |  |  |  |  |
|  Behavior Screeners: |  |  |  |  |  |  |  |  |  |  |  |
| Academic Screeners: |  |  |  |  |  |  |  |  |  |  |  |
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| Student Outcome Measures - Academic |  |  |  |  |  |  |  |  |  |  |  |
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| Student Outcome Measures - Behavior |  |  |  |  |  |  |  |  |  |  |  |
| ODR Data |  |  |  |  |  |  |  |  |  |  |  |
| Tier 2/3 Intervention Data |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
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| Program Measures  |  |  |  |  |  |  |  |  |  |  |  |
| Tiered Fidelity Inventory (TFI) |  |  |  |  |  |  |  |  |  |  |  |
| School Safety Survey (SSS) |  |  |  |  |  |  |  |  |  |  |  |
| Self-Assessment Survey (SAS) |  |  |  |  |  |  |  |  |  |  |  |
| TFI Walk-Through Survey |  |  |  |  |  |  |  |  |  |  |  |