F1 — Essential Features of Tier 2: Data, Practices, and Systems

Lead Presenters:
Dr. Heather Hatton & Danielle Starkey, MU Center for SW-PBS

Exemplar Presenters:
Dr. Chris Hubbuch & Dr. Holly Broadway, Fulton Public Schools

- Topic: School-Wide
- Keywords: Tier 2, Targeted, Implementation
## Virtual Forum Expectations

<table>
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<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
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| **BE RESPONSIBLE** | ✤ Use a shared action plan for your team  
✤ Complete session evaluations | ✤ Post positive on-topic comments  
✤ Questions for the presenters go in the POLLS tab ➔ | ✤ Add questions before and/or during session |
| **BE RESPECTFUL**    | ✤ Limit distractions  
✤ Follow up on your assigned action items | ✤ Use inclusive language | ✤ Use sincere phrasing  
✤ Complete additional polls when prompted |
| **BE SAFE**        | ✤ Take movement breaks  
✤ Be aware of your stress level | ✤ Engage in productive dialogue | ✤ Ask solution-oriented questions |
| **For Presenters** | ✤ Ensure Files Tab has current materials and related weblinks | ✤ Monitor and remove inappropriate comments | ✤ Identify common Qs to address in final 15 minutes |
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Tips for Participants

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1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions. Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the Q&A under Polls. Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions. Complete those when prompted.

Virtual PBIS Leadership Forum
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- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL
Tips for Participants

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When Working In Your Team

**Consider 5 Questions**

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
**Strand Overview**

**F: Tier 2 Systems**

**F1: Essential Features of Tier 2: Data, Practices and Systems**
Danielle Starkey, Missouri University Center for School-wide Positive Behavior Support; Heather Hatton, University of Missouri; Chris Hubbuch, Fulton Public Schools (MO); Holly Broadway, Bush Elementary School (MO)

**F2: Tier 2 Evidence-based Practices**
Keisey Morris & Trisha Guffey, University of Missouri; Mimi McGrath Kato & Nadia Sampson, University of Oregon

**F3: Tier 2 Practice Adaptations**
Lisa Powers, University of Missouri; Steve Kilgus & Katie Eklund, University of Wisconsin-Madison; Howard Wills, University of Kansas; Amanda Boyce, North Kansas City School District (MO)
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Include names and photos of those that worked on the webinar
Session Outcomes

- Understand the rationale for Tier 2 implementation.
- Determine appropriate Tier 2 implementation.
- Select Tier 2 practices.
- Understand the data-based decision making necessary for Tier 2.
- Create the supports necessary to ensure effective Tier 2 implementation.
This section is about understanding the rationale for Tier 2 implementation by identifying the:

- prevalence of mental health and behavioral needs
- key features of Tier 2 systems
- characteristics of maximally effective interventions
- appropriate application of Tier 2 in a multi-tiered framework

Guiding Questions:
1. Why aren’t universal supports sufficient for all students?
2. What are the key features of Tier 2 systems?
3. What are the critical features of Tier 2 interventions?
4. Why is Tier 1 critical to the success of Tier 2?
5. Why aren’t Tier 2 interventions individualized?

Challenge Question:
Why do we need to implement Tier 2?

Tasks:
Leadership Team
1. Review National Center Tier 2 Readiness document
2. Review MO-SWPBS Tier 2 Workbook – Chapter 1
It is generally understood 10 – 15% of students will need more support than Tier 1 interventions provide.
NAMI provides an interesting summary of the prevalence of mental illness in the school age population.
The ACLU presents an investigation of the long term consequences of punitive responses to serious challenging behaviors.
Additionally, the ACLU offers an important examination of the lack of staff support for mental health and behavioral support in schools.
10-15% of students will need more support.

Half of all lifetime cases of mental health conditions begin by age 14.

1 in 10 youth will be impacted by their mental health needs enough to require additional supports from schools.

- It is generally understood 10 – 15% of students will need more support than Tier 1 interventions provide.
- NAMI provides an interesting summary of the prevalence of mental illness in the school age population.
- The ACLU presents an investigation of the long term consequences of punitive responses to serious challenging behaviors.
- Additionally, the ACLU offers an important examination of the lack of staff support for mental health and behavioral support in schools.
Implementation of Tier 2 is shaped by 4 critical features.

- Tier 2 implementation is both grounded in and an extension of Tier 1 implementation.
- Data is used to identify students at-risk for developing social emotional challenges or currently exhibiting low-level challenging behaviors.
- Standardized interventions allow for efficient and effective intervention.
- The goal of Tier 2 implementation is to prevent or decrease problem behaviors.
Tier 2 practices are described as evidence-based practices provided in a systematic way to increase the chances of efficacy while maximizing efficiency of implementation.

- Tier 2 practices are:
  - continuously available
  - readily available
  - require minimal resources
  - align with school-wide expectations
  - matched to function of behavior
  - limited in number
● Achieving and maintaining desired student outcomes by implementing Tier 1 with fidelity provides the foundation for Tier 2 intervention.
● Tier 2 interventions build on Tier 1 basics (planning, teaching, monitoring, feedback) by altering (usually increasing) the frequency, intensity, or duration of the interactions with students.
● Tier 2 interventions require a significantly lower investment of resources needed for individualized interventions.
This section is about determining if Tier 2 implementation is appropriate by:

- Reviewing Tier 1 implementation fidelity and student outcomes
  - Classroom implementation
  - DBDM systems and practices
- Assessing need and ability to implement
  - District support
  - Administrator support
  - Staff support
  - Base rate
  - Serviceable base rate
- Forming a Tier 2 team
- Reviewing existing Tier 2 data, practices, and systems (TFI)
- Defining implementation steps
- Attending Tier 2 training

Guiding Questions:
1. What data sources can you use to assess fidelity of Tier 1 implementation?
2. Does your building meet the Tier 2 readiness criteria?
3. Can you establish the resources needed for Tier 2 implementation (e.g., team, personnel, expertise, materials, administrative support, data systems)?
4. Why is it important for Tier 2 that Tier 1 data be consistently collected, reviewed, and used for decision-making?
5. Who should join the Tier 2 team?
6. What Tier 2 support systems and procedures do we need?
7. What are the next steps for implementation?
Challenge Question:
● Can we phase in Tier 2 systems within existing school-wide systems?

Tasks:
Leadership Team
1. Complete a Tier 1 data review (e.g., SAS, TFI, ODR)
2. Calculate expected base rate
3. Determine actual base rate
4. Determine serviceable base rate
5. Secure administrator support
6. Secure building staff support
7. Assess Tier 2 readiness
8. Identify Tier 2 team members
9. 

Tier 2 Team
1. Complete TFI
2. Create an action plan for Tier 2 implementation
   ● Attend Tier 2 training
When is Tier 2 Implementation Appropriate?

- Tier 2 readiness is anchored in effective implementation of Tier 1.
- Effective Tier 1 implementation is characterized by high levels of implementation fidelity and student response to implementation.
- When Tier 1 is implemented effectively, 80% of student will have 0-1 office discipline referrals.
- Classroom practices and data-based decision making systems and practices are particularly critical pieces of implementation fidelity.

Chat: What data sources do you use to monitor Tier 1 implementation?

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<th>Pretest</th>
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<tbody>
<tr>
<td>5/6/2020</td>
<td>80%</td>
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</table>
In order to determine need and capacity you will need to determine the expected base rate, actual base rate, and serviceable base rate for your building.

- The expected base rate is determined by applying the triangle percentages to your enrollment numbers – in other words calculating 10-15% of your student population.
- The actual base rate is determined via data decision rules (e.g., attendance, ODR, achievement) to identify the number of students demonstrating a need for additional support.
- The serviceable base rate is the number of students you estimate you can serve with Tier 2 interventions given your current resources.
- Using these rates, it is possible to make decisions about whether Tier 2 systems implementation is warranted and appropriate.
- In addition to determining the need and capacity to implement Tier 2, you must secure implementation support.
- Securing implementation support for Tier 2 is like securing buy in for Tier 1 implementation.
• The bulk of the work, up until this point is carried out by a leadership (exploratory) team at the building and/or district level.
• The Tier 2 team should be comprised of members who collectively have administrative authority, behavioral expertise, and academic expertise.
• Additionally, at there should be at least one member of the Tier 2 team who is also a member of the Tier 1 team.
The Tier 2 team will examine building-level data, systems, and practices to determine what is already in place. This is like taking the SAS and the TFI as a baseline to determine the work necessary to implement Tier 1. Tools available to do this work include the TFI Tier 2 subscale, the PBIS Tier 2 systems readiness guide, and the hexagon tool. The goal of these activities is to create an inventory of existing resources to incorporate into Tier 2 implementation efforts and determine additional resources needed to launch implementation.
Once an inventory of resources is complete the Tier 2 team can engage in action planning for initial implementation.

Action plan templates are available to guide your work, or you can use building- or district-specific action plans.

In developing the action plan the Tier 2 team will need to collaborate with the leadership team.

The leadership team will need to guide development of systems and identifying practices.

The Tier 2 team will need to guide the on site efforts to ensure implementation fidelity and ongoing data-based decision making.
In order to develop the necessary expertise to implement Tier 2 interventions, engage in ongoing data-based decision making to support Tier 2 implementation, and build/maintain Tier 2 systems the Leadership Team and Tier 2 Team(s) will need ongoing training.

Chat: What are your go-to professional development resources for PBIS?
This section is about selecting Tier 2 practices by:

- differentiating critical features of Tier 2 practices from critical features Tier 1 and Tier
- identifying common Tier 2 practices

Guiding Questions:
1. What are the critical features of Tier 2 practices?
2. How do Tier 2 practices differ from Tier 1 and Tier 3 practices?
3. How do you determine if a Tier 2 practice is evidence-based?
4. Which Tier 2 practices are most used?

Challenge Question:
What Tier 2 practices has the building/district committed to supporting?

Tasks:
Leadership Team
1. Identify practices for your building/district
2. Identify training and systems needed to support implementation

Tier 2 Team
1. Identify practices for your building/district
2. Identify training and systems need to support implementation
Across the Tiers, practices need to be evidence-based, matched with function of behavior, and implemented using data-based decision making.

Tier 1 is distinguished by practices selected based on common human behavior patterns in order to be appropriate for all students, at all times, in all settings.

Tier 3 is distinguished by practices selected and adapted to meet the needs of a specific student.

Tier 2 is distinguished by a small set of standardized practices selected and implemented to address the function of behaviors.
Across the Tiers, practices need to be evidence-based, matched with function of behavior, and implemented using data-based decision making.

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Tier 3 is distinguished by practices selected and adapted to meet the needs of a specific student.

Tier 2 is distinguished by a small set of standardized practices selected and implemented to address the function of behaviors.
Frequently implemented Tier 2 practices include CICO, differentiated small group social skills instruction, self-monitoring, and differentiated small group academic instruction.
This section is about understanding the data-based decision making in Tier 2 by:
- describing options for student identification
- matching Tier 2 interventions to student need using function of behavior
- monitoring student progress
- using student outcome data
- using implementation fidelity data
- using social validity data

Guiding Questions:
1. How will you identify students in need of Tier 2 supports?
2. How will you select appropriate Tier 2 interventions for students?
3. How will you know if the selected Tier 2 intervention is working for the student?
4. How will you know if the selected Tier 2 intervention is being implemented as intended?

Challenge Question:
How will you evaluate overall Tier 2 system outcomes?

Tasks:
Leadership Team
1. Compare and contrast student identification options (nomination, data-decision rules for existing data, universal screening)

Tier 2 Team
1. Classify selected Tier 2 interventions by function of behavior
2. Define positive, neutral, and negative response
3. Review examples of implementation fidelity measures
4. Review examples of social validity data
**Student Identification Plan**

- Clearly defined
- All students considered
- Promotes early identification
- Identifies internalizing and externalizing concerns

Chat: What are your go to professional development resources for PBIS?

- Goal is development of a clearly defined, methodical process that allows all students to be considered, promotes early identification of students who are at-risk for poor outcomes, and identifies youth who may be experiencing internalizing and/or externalizing concerns as discussed earlier.
The process for identifying students for Tier 2 supports typically

- relies on existing data sources
- provides information regarding function of behavior

Methods for identifying students include

- nomination
  - teacher/staff
  - parent
  - self

- data decision rules
  - extant data

- screening
- The set of Tier 2 interventions selected by the leadership team should include interventions to address each function of behavior.
- Use data from Tier 1 to determine the most common function of behavior and prioritize implementation of interventions accordingly.
- In order to increase the odds of success, Tier 2 interventions should be matched to the function of students' behavior.
- In order to match students to intervention, data regarding the hypothesized function of student behavior needs to be collected for all ODRs and classroom minors.
- At Tier 2, an FBA should not be conducted.
### Matching Intervention to Need

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<th>Check-In, Check-Out</th>
<th>Social Skill Groups Intervention Groups</th>
<th>Self-Monitoring</th>
<th>Check &amp; Connect</th>
<th>FIRST STEP Next</th>
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<td>Avoid Tasks</td>
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<td>Access to Activities or Tangibles</td>
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*Adapted from Umbret, Ferro, Liaupsin, and Lane, 2007*
A considerable portion of the Tier 2 team’s time is spent monitoring student progress. Data that is collected when monitoring a student's response to an intervention answers the question “Is this intervention effective?”

Without objective measures, behavior change may be too gradual to determine if the student is responding to the intervention. Why spend time and energy doing something that does not have the desired effect?

Whatever method is used to monitor progress, the data should be collected at least weekly.

For each student receiving Tier 2 supports, the team must determine if the intervention is resulting in positive, neutral, or negative progress.

Students making positive progress continue with the intervention until the team determines it is time to fade the intervention.

For students making neutral progress, the intervention may need adaptations in intensity, frequency, or method of instruction, monitoring, and feedback.

Students making negative progress may need the intervention intensified, a different Tier 2 intervention or may require Tier 3 supports.
Based on the number of students receiving supports and the outcomes, the Tier 2 team and leadership team can adjust the number and type of interventions implemented.

This sort of data analysis helps to determine appropriate allocation of resources (e.g., materials, professional development, staffing).
In order to accurately assess the effectiveness of Tier 2 interventions, it is critical to know if the interventions are implemented with fidelity.

Many Tier 2 practices, or interventions, have a process for monitoring fidelity of implementation. It is important to utilize these tools on an ongoing basis.

In addition, the Tier 2 Team will want to verify that a student had access to a fully implemented Tier 1 system prior to being placed in a Tier 2 intervention.
Social Validity

- Extent to which stakeholders value an identified practice or program.
- Commonly gathered through survey or brief questionnaire.

- Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program.
- Tier 2 interventions should be socially valid for students, teacher, and families.
- Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire.
This section is about creating the supports necessary to ensure effective Tier 2 implementation by:

- creating effective team expectations, routines, & procedures
- designing user-friendly data collection and entry systems
- setting expectations for data retrieval, analysis, and sharing
- providing “just right, just in time” professional development

Guiding Questions:
1. How will you establish effective teaming practices?
2. What data collection and entry systems already exist to support Tier 2 implementation?
3. What adaptations or additions will you need to make to existing data collection and entry systems?
4. What protocols are already in place for retrieving, analyzing, and sharing Tier 2 data?
5. What adaptations or additions will you need to make to existing protocols for data retrieval, analysis, and sharing?
6. How will you use data to inform professional development regarding implementation of Tier 2?

Challenge Question:
How will you sustain Tier 2 implementation?

Tasks:
Tier 2 Team
1. Review team expectations, routines, and procedures
2. Evaluate existing systems for data collection and entry
3. Evaluate existing systems for data retrieval, analysis, and sharing
4. Adapt/Create data protocols
5. Action plan for professional development (Tier 2 Team, Staff, Intervention Coordinators, Data Entry & Analysts, Families/Students)
• The needs addressed by the Tier 2 team differ from the Tier 1 team, however, the protocols for effective teaming still apply.

• Clear expectations, routines and procedures increase the efficiency of the Tier 2 team and improve the likelihood of sustained, high-quality implementation.
Data entry systems must be relevant to the users and simple to use.

Time invested in designing user-friendly data collection and entry systems is critical for long term implementation.

If data is shared regularly and used in decision making the likelihood of accurate, timely data entry increases.
In addition to designing user-friendly data systems, the Tier 2 team will need to establish expectations for data entry, retrieval, analysis, and sharing. Examples include:

- determining who enters data from daily behavior report cards
- who pulls data for the premeeting organizer
- who prepares the premeeting organizer
- how often data is reviewed by the Tier 2 team
- how often summaries of progress monitoring data is shared with individual teachers
- how often summaries of implementation data (fidelity, outcomes, and social validity) are shared with building faculty.
Key to the success of your Tier 2 implementation will be the effectiveness of the staff training and ongoing supports that you provide.

All teachers will need a “surface level” understanding of Tier 2 interventions implemented in the district/building.

Teachers of students receiving Tier 2 interventions will need additional training to implement the interventions with fidelity.

Individuals coordinating or facilitating interventions will need additional training to ensure implementation fidelity.

Students and families will benefit from receiving an overview of the intervention and the expectations for participation.
Implementation of Tier 2 is shaped by 4 critical features.

- Targeted, Small Group
- Extension of Tier 1 Implementation
- Student Identification System
- Standardized Interventions
- Prevent or Decrease Problem Behaviors

- Tier 2 implementation is both grounded in and an extension of Tier 1 implementation.
- Data is used to identify students at-risk for developing social emotional challenges or currently exhibiting low-level challenging behaviors.
- Standardized interventions allow for efficient and effective intervention.
- The goal of Tier 2 implementation is to prevent or decrease problem behaviors.
Please Complete the Session Evaluation to Tell Us What You Thought of This Session F1

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1) Pathable/Mobile App:
   a. Find the Evaluation Link in the “Files” Tab, or
   b. Click on “Evaluations” in the navigation menu

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3) QR Code