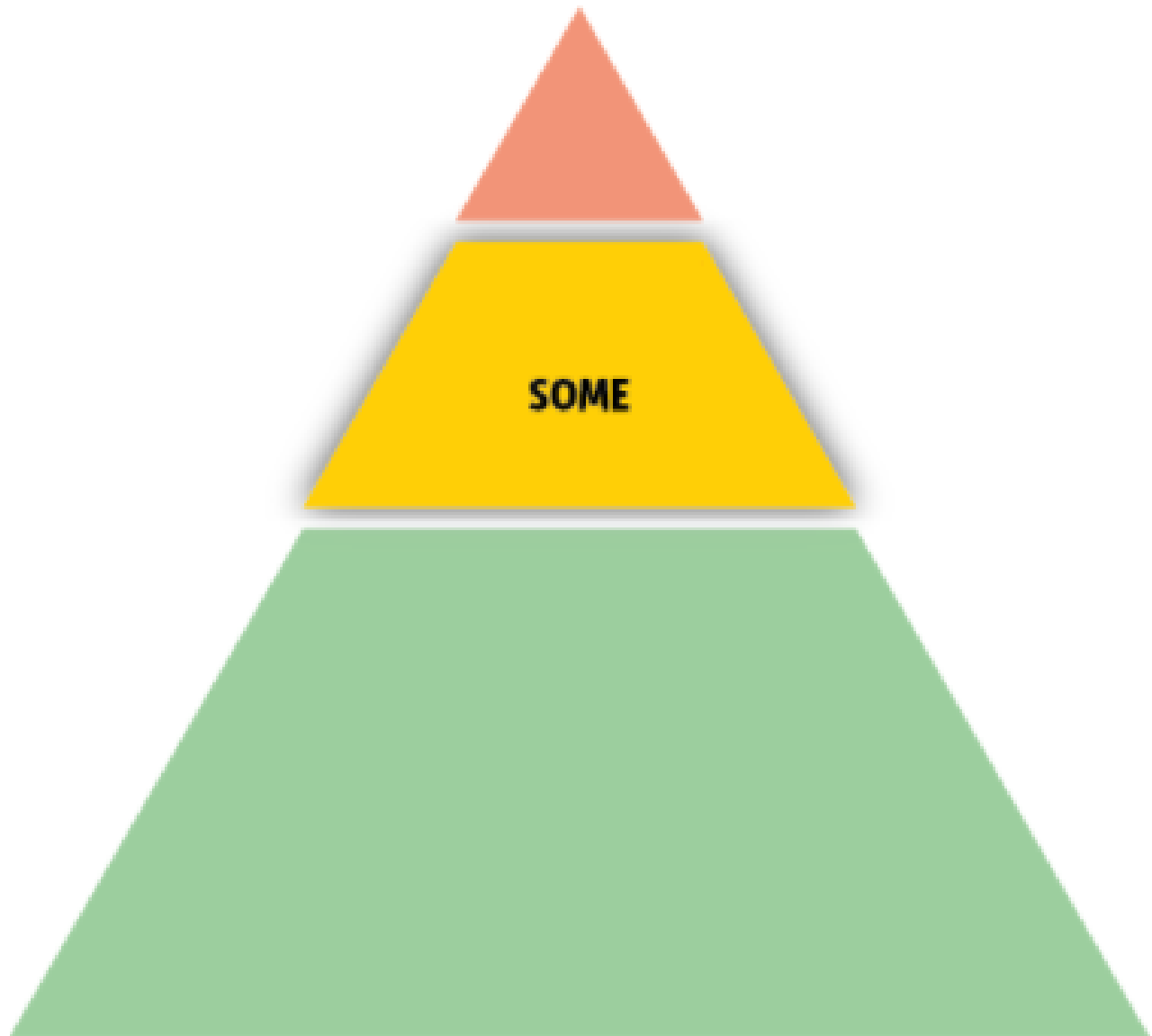


Tier 2 Handbook



The PBIS Triangle—The yellow area represents Tier 2 that supports some students. Tier 1 supports are still used with students engaged in Tier 2 supports.

What is Tier 2 Support?

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.

Tier 2 interventions are:

- Continuously available
- Accessible within 72 hours of referral
- Requiring very low effort by teachers
- Aligned with school-wide expectations.
- Implemented by all staff/faculty in a school.
- Flexible and based on assessment.
- Function-based
- Continuously monitored

The following page is an overview of Tier 2 and the process that it follows.

PBIS Tier 2 Guidelines

Ensure Tier 1 Access

- Did the student receive instruction on school-wide and classroom expectations, rules, and procedures?
- Did the student recently receive a school-wide reinforcer for demonstrating expected behaviors?

Use a Combination of Data Sources and Apply Decision Rules

Identify students in need of Tier 2 supports

Use Teacher Nomination Form

Use Existing Data
(e.g., office referrals, minor referrals, attendance, or early warning indicator)

Use a Universal Social-Emotional Screening Tool

Determine Function of Behavior

What conditions are most likely to lead to the problem behavior?
What response reliably follows the problem behavior?
Does the child lack social skills?

Obtain Attention or Item/Activity

- To get attention:
 - from adults and/or peers
- To get a tangible:
 - object, event, or activity
- To get sensory stimulation:
 - visual, auditory, olfactory, kinesthetic

Escape/Avoid Attention or Task/Activity

- To avoid/escape attention
 - from adults and/or peers
- To avoid/escape tangible:
 - demanding or boring task
 - setting, activity, or event
- To get avoid sensory stimulation:
 - painful or discomforting stimulation

Group students to matched intervention by function and skills needed.

	Check-In Check-	Skills Group	Classroom Strategies	Menu of Classroom Strategies
Get Adult Attention	X	X	X	Conflict Resolution
Get Peer Attention		X	X	Positive Peer Reporting
Avoid Adult Attention		X	X	Organization & Physical Structure
Avoid Peer Attention		X	X	Cooperative Discipline
Avoid Tasks		X	X	Classroom Reinforcement System
Get an Item/Activity		X	X	Visual Supports
Get Sensory Stimulation		X	X	

Ongoing Support After Match to Intervention:

Collect progress monitoring and fidelity data, apply decision rules of positive, questionable or poor for intervention groups and individual response to promote appropriate next steps

Screening Process to Identify Students

When a student needs support beyond Tier 1, they need to go through a specific identification process. Multiple strategies can be used to identify students for Tier 2 supports. Examples include:

- Office discipline referrals
- Screening instrument scores
- Teacher nominations
- Parent and support service recommendations
- Formative assessments.

It is not necessary to exhaust all possible identification methods. No single method is likely to identify all students who need Tier 2 supports. It is recommended schools select and use multiple techniques.

An effective identification process should generate information for students experiencing externalizing (able to be observed) and/or internalizing (directed inward) behaviors.

The following pages contain the form you should use when nominating a student for Tier 2 services and a screening instrument to use when the student is unknown to you or if you need further data.

PBIS Tier 2 Student Nomination Form

Bucyrus Elementary

Student Name: _____ Date: _____

Referring Staff: _____ Grade: _____

Behaviors of Concern:

- | | | |
|---|---|--|
| <input type="checkbox"/> Noncompliance | <input type="checkbox"/> Physical Contact | <input type="checkbox"/> Doesn't complete work |
| <input type="checkbox"/> Disruptive | <input type="checkbox"/> Off-task | <input type="checkbox"/> Distracted |
| <input type="checkbox"/> Talking Out | <input type="checkbox"/> Teasing Peers | <input type="checkbox"/> Distracting to others |
| <input type="checkbox"/> Out of Seat | <input type="checkbox"/> Disrespectful | <input type="checkbox"/> Others |
| <input type="checkbox"/> Inappropriate Language | | |

Please list out daily activities and how likely problem behavior will occur in each activity:

Activity & Corresponding Problem Behavior	Likelihood of Problem Behavior					
<i>Example: Independent Reading—Talking Out</i>	<small>Low</small>					<small>High</small>
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6

Please list any behavior interventions you have tried with this student:

How often did the interventions you tried work with this student? (Circle one).

- Never
 Sometimes
 Always
 I haven't tried any interventions yet.

Area Logo TC1

Teacher Report Measures for
Children and Adolescents
SDQ(T)04-10

Facility Name: _____

Code: _____

Please use gummed label if available

Patient or Client Identifier:

Surname:

Other names:

Date of Birth:

Sex:

____/____/____

Male

Female

Address:

Instructions: For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behaviour **over the last six months or this school year.**

Strengths and Difficulties Questionnaire	Not True	Somewhat True	Certainly True
1. Considerate of other people's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Restless, overactive, cannot stay still for long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Often complains of headaches, stomach-aches or sickness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Shares readily with other children, for example toys, treats, pencils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Often loses temper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rather solitary, prefers to play alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Generally well behaved, usually does what adults request	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Many worries or often seems worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Helpful if someone is hurt, upset or feeling ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Constantly fidgeting or squirming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Has at least one good friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Often fights with other children or bullies them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Often unhappy, depressed or tearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Generally liked by other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Easily distracted, concentration wanders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Nervous or clingy in new situations, easily loses confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Kind to younger children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Often lies or cheats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Picked on or bullied by other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Often volunteers to help others (parents, teachers, other children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Thinks things out before acting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Steals from home, school or elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Gets along better with adults than with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Many fears, easily scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Good attention span, sees chores or homework through to the end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SDQ (T) 04-10 SELF-REPORT MEASURE (1 of 2)

Please turn over – there are a few more questions on the other side

Do you have any other comments or concerns?

	No	Yes – minor difficulties	Yes – definite difficulties	Yes – severe difficulties
26 Overall, do you think that this child has difficulties in any of the following areas: emotions, concentration, behaviour or being able to get along with other people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have answered "Yes", please answer the following questions about these difficulties:

	Less than a month	1-5 months	6-12 months	Over a year
27 How long have these difficulties been present?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	A little	A medium amount	A great deal
28 Do the difficulties upset or distress the child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do the difficulties interfere with the child's everyday life in the following areas?				
30. PEER RELATIONSHIPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. CLASSROOM LEARNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33 Do the difficulties put a burden on the class as a whole?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Signature _____ Date _____

Thank you very much for your help

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Tier 2 Team Process

During Tier 2 Team meetings, team members first ensure that Tier 1 supports are being offered with fidelity.

The next step is to determine the function of the student's behavior which is either to gain something or to avoid something.

The student is then matched to one or two interventions based on the function of their behavior. A date is set to review the progress of the student.

If the interventions are working, the student continues to receive these interventions and a "graduation" date is set.

If the intervention is not working, the intervention is modified or a new intervention is chosen and the process starts again.

On the next page is the Tier 2 Team Process Flow Chart.

TIER 2 SUPPORT FLOWCHART

