

# Tier II and III Systems of Support: Building a Complete Continuum

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# Tier II (III) Process

# Teams

## (Data, Practices, Systems)

- School-wide PBS
  - Universals
  - Connect points to Tier II & III
- Tier II (III) (e.g., CARE, SAT, TAT)
  - Data Decision Rules
  - Match intervention to need
- Classroom Problem Solving
  - Review data
  - Develop function-based interventions

# Basic Steps

1. School-wide, including classroom, universals in place
2. Identify students who need additional supports
3. Identify what supports student needs
  - Environment
  - Intervention
4. Monitor & evaluate progress

# Starting Point

- Work within current formal and informal systems
- Develop missing steps of efficient process
- Provide training and technical assistance to facilitators
  - Classroom Problem Solving Teams (partnership)
  - Tier II Team
- Guided process with templates for environmental modifications and interventions
- Goal = fluency among all faculty and staff

SAT Process  
Teacher Training and Support  
Targeted Interventions  
Individual Student Plans

Core Team/Classrooms  
Implement AIS  
Monitor Progress  
Refer to SAT

School-Wide Systems  
Matrix  
Lesson Plans  
School-Wide Data  
Acknowledgement  
Communication

SAT Team

Administrator  
Counselor  
Behavior Specialist

STAT Team

Core Team Representative  
SAT Partner  
Core Team Teachers

\*Meets Weekly

RRKS Team

Core Team Representative  
District PBS Support  
Building Administrator and Counselors

\*Meets Monthly

# Tier II/III 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/III supports

# 1. Classroom Universals in place

- Review of essential feature
- Implementation Plan



# Essential

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)

# Systems

- Teach
  - Brief in-service, single topic focus
- Practice (performance feedback)
  - Peer coaching
  - Principal “walk throughs”

# Baseline Behavior Data Spring 2008

**57 students  
with 9+  
Referrals**

6+ Referrals

2-5 Referrals

0-1 Referral

**1712 referrals**

# Current Behavior Data 2010-2011

**16  
Students  
with 9+  
Referral  
s**

6+ Referrals

2-5 Referrals

0-1 Referrals

**516 Referrals**

## 2. Identifying students

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

*Approximately 10% of total students*

# Data Decision Rules

- Office Discipline Referral (ODR)
  - Major
  - Minor
- Time out of Instruction
  - Buddy Room
  - Safe Seats
  - “Discipline” Room

# RRKS TOC (front side)

**RRKS – Time Out of Class**                      **Code:** \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Incident Time: \_\_\_\_\_ # of min. out of rm.: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

What did you do/not do that got you sent out of class?

---

**Circle the RRKS expectation that was not followed:**  
**Respect   Responsible   Kind   Safe**

**What will you do differently next time?** \_\_\_\_\_

# RRKS TOC (back side)

**Processing Checklist:**

Processing data & time:

- Review with the student reason he/she was sent out.
- Teach & practice replacement behavior.
- Provide positive reinforcement for replacement behavior.
- Check the setting in which the behavior occurred.

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below:	

Minor List: Circle the appropriate code

<b>(MDD) Defiance/Disrespect/Non-compliance</b>	<b>(MDS) Disruption</b>	<b>(MI) Inappropriate Verbal Language</b>
<b>(MO) Other</b>	<b>(MPC) Phys. Contact</b>	<b>(MP) Property Misuse</b>



# 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

## Screening Instruments at a Glance

Name of Instrument	Description/Purpose/Use	Age s	Method(s)	Administration	Cost	Ordering Information
SDQ = Strengths & Difficulties Questionnaire (Goodman, 2001)	Brief behavioral screening questionnaire that asks about 25 attributes, some positive and others negative.  Scores for conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior  Reports Score As = Low, Medium or High Risk  *Internalizing & Externalizing Concerns	K-12	Teacher or Parent Report (ages 4-10)  Teacher or Parent Report (ages 11-17)  Student Self-Report (ages 11-17)	45 min-1hr/class  25 items  On-line administration and scoring available  Manual scoring = 10 min/student	No cost if administered and scored online.  1 page per student if administered and scored by hand.	www.youthinmind.net  www.sdqinfo.com

## 3. Tier II Supports

- Students who do not respond to classroom / informal supports (grade level 2-3 weeks)
- Student brought to Tier II Team
  - Classroom problem solving plan
  - Progress data
- Based on function of problem behavior and response to classroom supports, match student to Tier II intervention

# Tier II Supports

- Centralized
- Each has a coordinator
- Placed in support by Tier II Team
- Classroom supports continued / modified
- ALL in building aware of their role in supporting students in Tier II Supports

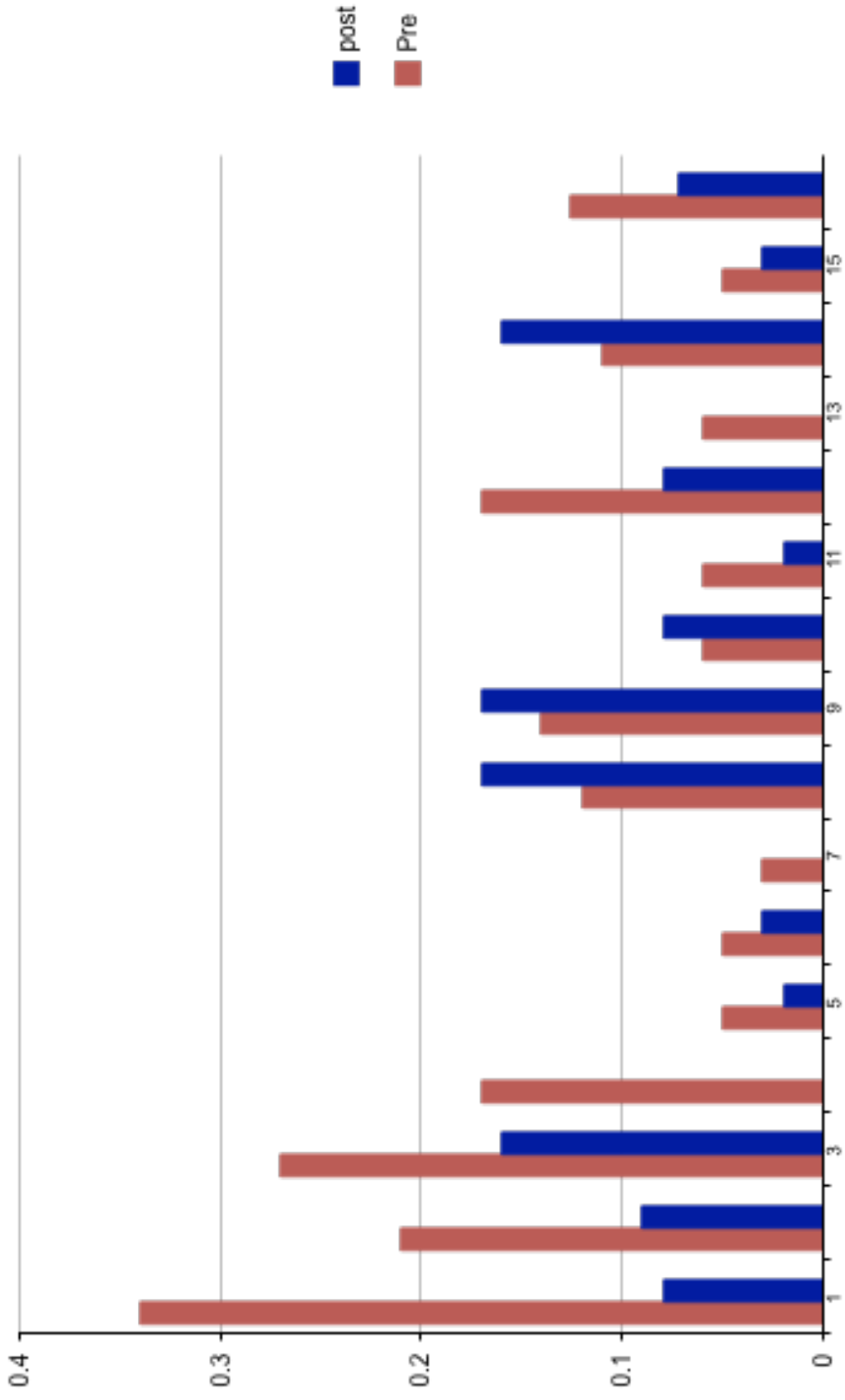
# Tier II Supports

- Check in / Check Out
- Social Skill Groups
- Academic Supports

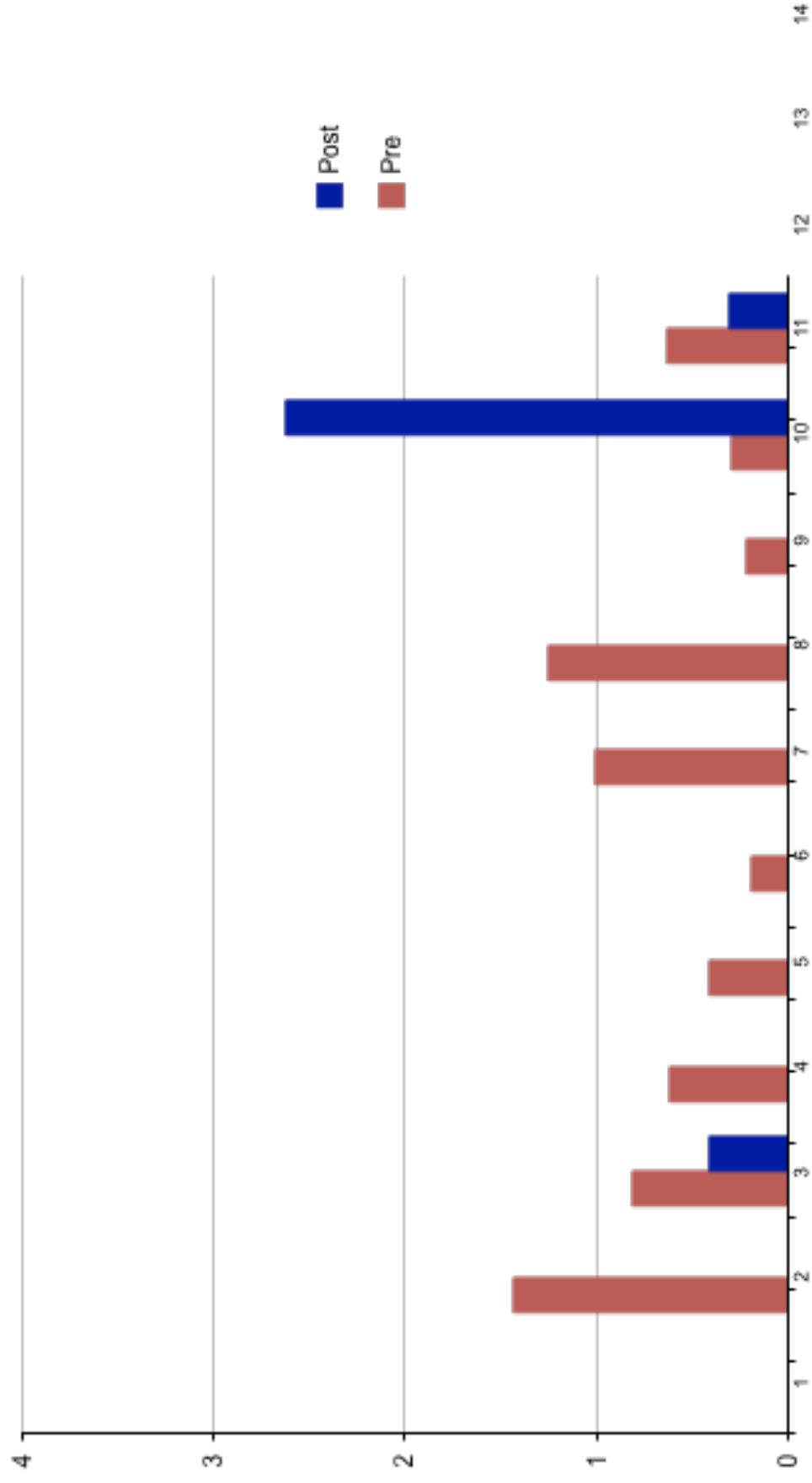
# 4. Monitor Student Progress and Evaluate Process

- Original data sources that lead to student identification
  - ODR
  - Attendance
  - Academics
  - “time out of class”
  - Teacher perception
- Key = frequent and regular
  - Celebrate success
  - Adjust if student doesn’t respond (or problems start reappearing)

# Office Discipline Referrals

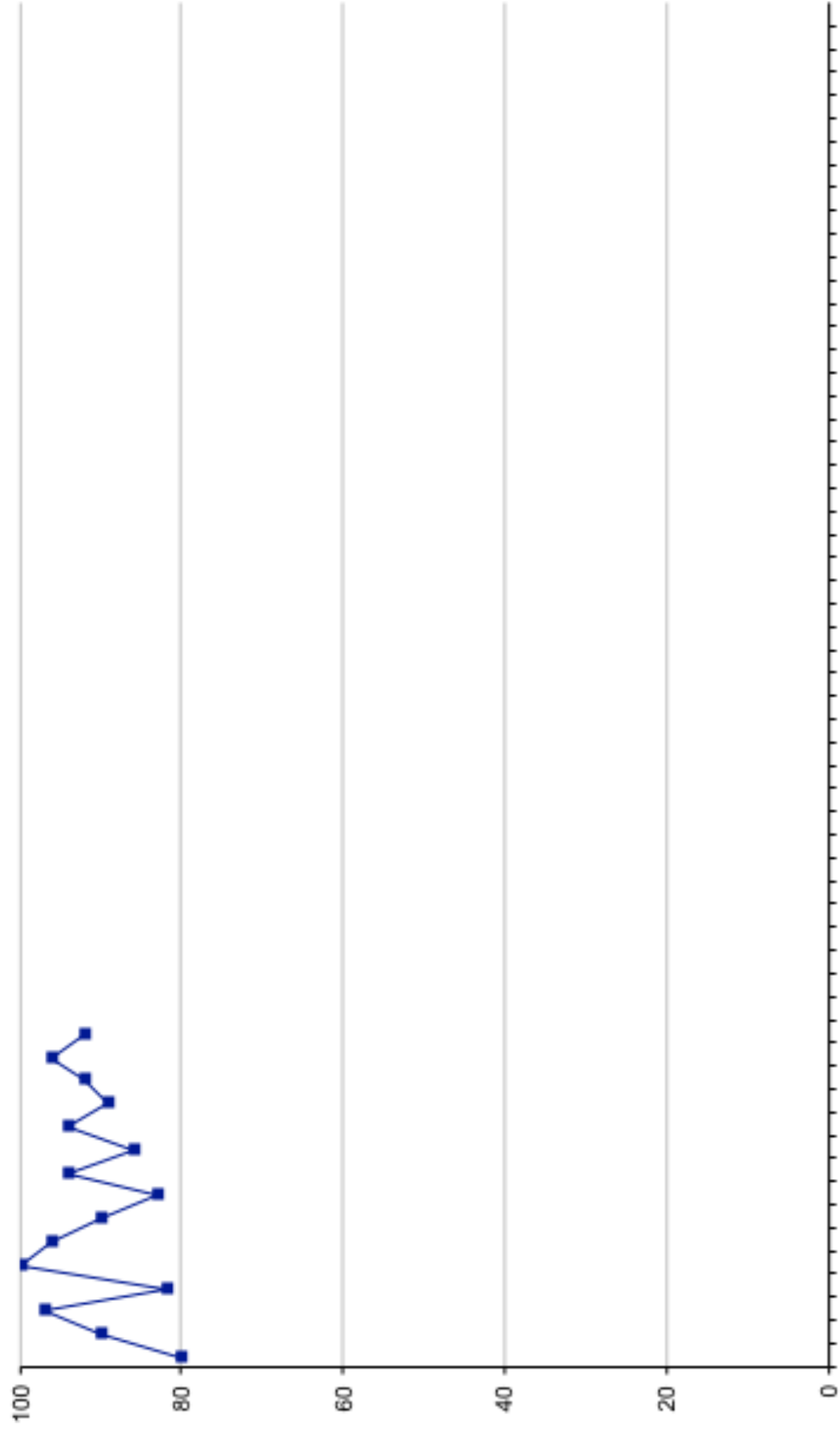


### Time Out of Class

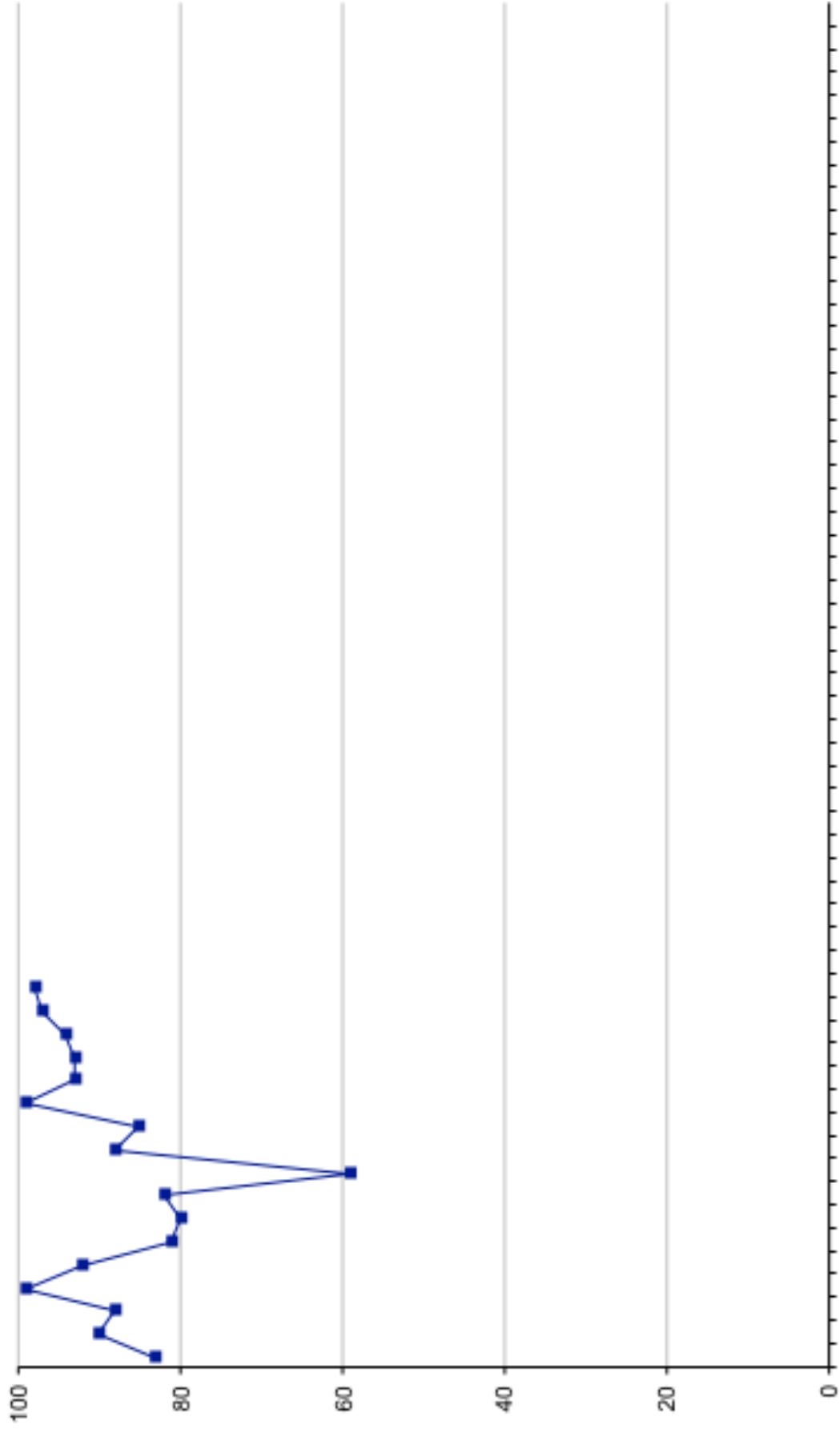




Student A



Student E



# Tools To Assist

- Identify Progress Monitoring Tool
  - Tier I
    - Team Implementation Checklist
    - Benchmarks of Quality
    - School-wide Evaluation Tool
    - School Assessment Survey
    - SWIS
  - Tier II/III
    - CICO Progress Monitoring Tool
    - **Benchmark for Advance Tiers (BAT)**
    - Individual Student Systems Evaluation Tool (ISSET)

# Benchmarks for Advanced Tiers (BAT)

<http://pbissmissouri.org/archives/264>

1

# Benchmarks for Advanced Tiers (BAT)

- Allows teams to self-assess implementation status of Tier 2 & Tier 3 behavior support systems within their school.

# Benchmarks for Advanced Tiers (BAT)

- Designed to answer 3 questions:
  - Are foundational (organizational) elements for implementing Tier 2 & Tier 3 behavior support practices in place?
  - Is a Tier 2 support system in place?
  - Is a Tier 3 support system in place?

### Benchmarks for Advanced Tiers (BAT)

A Tier 1: Implementation of School-wide PBS	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.	80%/80% on SET 70% on BoQ 80% on TIC or PIC	Score greater than 40% on any of these measures	Score equal to or less than 40% on any of these measures.	2 1 0
2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.	Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.	Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff	Team members state that school-wide PBS is implemented consistently by less than 50% of teachers and staff.	2 1 0
3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.	The system includes all 6 features.	The system includes 4-5 features.	The system includes 3 or fewer features or is not in place.	2 1 0
<b>Tier 2-3: Foundations</b>				
B Commitment	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
4. There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports.	Tier 1 team is aware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	Tier 1 team is aware of one or two components, but not all three.	Tier 1 team is unaware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	2 1 0
5. A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.	A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).	Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.	No team/individual is established to determine Tier 2 and Tier 3 support for students.	2 1 0

# Instructions for Completing BAT

- Who: The team(s) or individuals involved with Tiers 2 and 3 behavior support
- Before starting the first administration, read through the items to determine who on campus will be likely to have knowledge of the topic(s).
- If there is not currently a team in place, the BAT should be completed by individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.



# Instructions for Completing BAT

- How:* As a group or each member independently.
- Team (or individuals involved with Tiers 2 and 3 behavior support) must reach consensus on the score for each item.
- If completed independently, the team reconvenes to review scores on each item.
- As a beginning Tier 2 team complete only sections A – G

# Instructions for Completing BAT

Scoring: After reviewing the rubric for each item, select the score that most closely matches the current level of implementation at the school

- Rate each item as ...
  - “2” fully in place,
  - “1” partially in place, or
  - “0” not yet started.

# Using the BAT Results

- The BAT assesses progress over time, as scores on each area can be tracked on a year-to-year basis.
- School teams should use the BAT to build an action plan that defines next steps in the implementation process.

# BAT Scales & Subscales

## **Foundations**

A. Tier 1 Implementation of SW-PBS

## **Tier 2 and 3 Foundations**

- B. Commitment
- C. Student Identification
- D. Monitoring & Evaluation

## **Tier 2 Targeted or Small Group Interventions**

- E. Tier 2 Support System
- F. Main Tier 2 Strategy Implementation
- G. Main Tier 2 Strategy Monitoring & Evaluation

# BAT Scales & Subscales

## **Tier 3 Intensive Interventions**

- H. Tier 3 Support System
- I. Tier 3 Assessment & Plan Development
- J. Tier 3 Monitoring & Evaluation

## **Additional Tier 2 Targeted or Small Group**

### **Intervention**

- Tier 2 Strategy Implementation
- Tier 2 Strategy Monitoring & Evaluation

# BAT Order of Analysis

# BAT Order of Analysis

## Item G. Main Tier 2: Strategy Monitoring and Evaluation

28. An information system is used to monitor the impact of the Tier 2 strategy.

Assessment 1

0

Assessment 2

1

Assessment 3

0

29. There are documented decision rules to decide which students access the strategy implemented consistently.

Assessment 1

0

Assessment 2

1

Assessment 3

0

30. Documented decision rules are used to monitor, modify, or discontinue student strategy.

Assessment 1

0

Assessment 2

1

Assessment 3

0

31. Fidelity of the Tier 2 strategy is assessed.

Assessment 1

1

Assessment 2

1

Assessment 3

0

*Total that you will see in the Individual Benchmarks for Advanced Tiers Chart*

Assessment 1

**13%**

Assessment 2

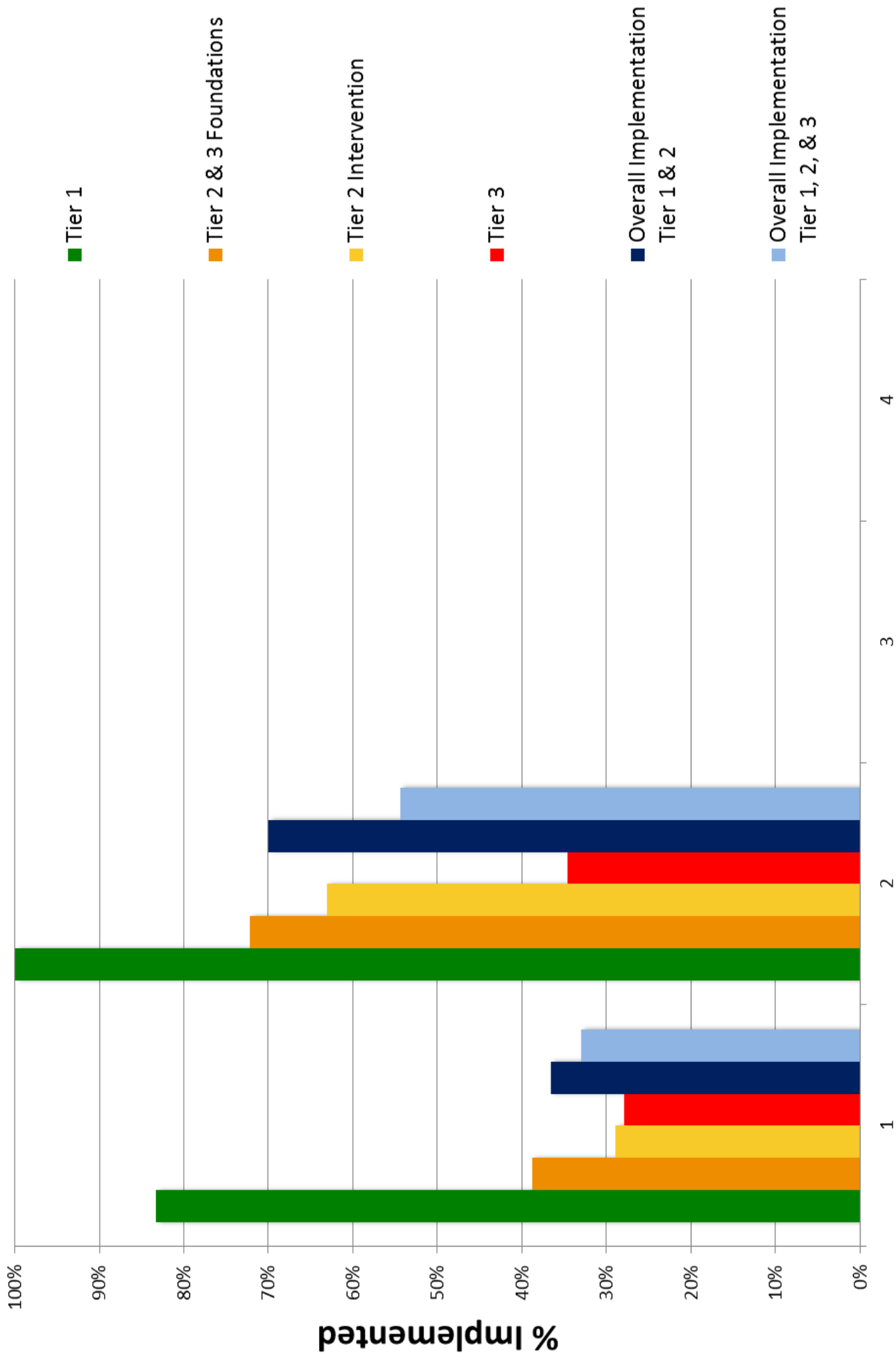
**50%**

Assessment 3

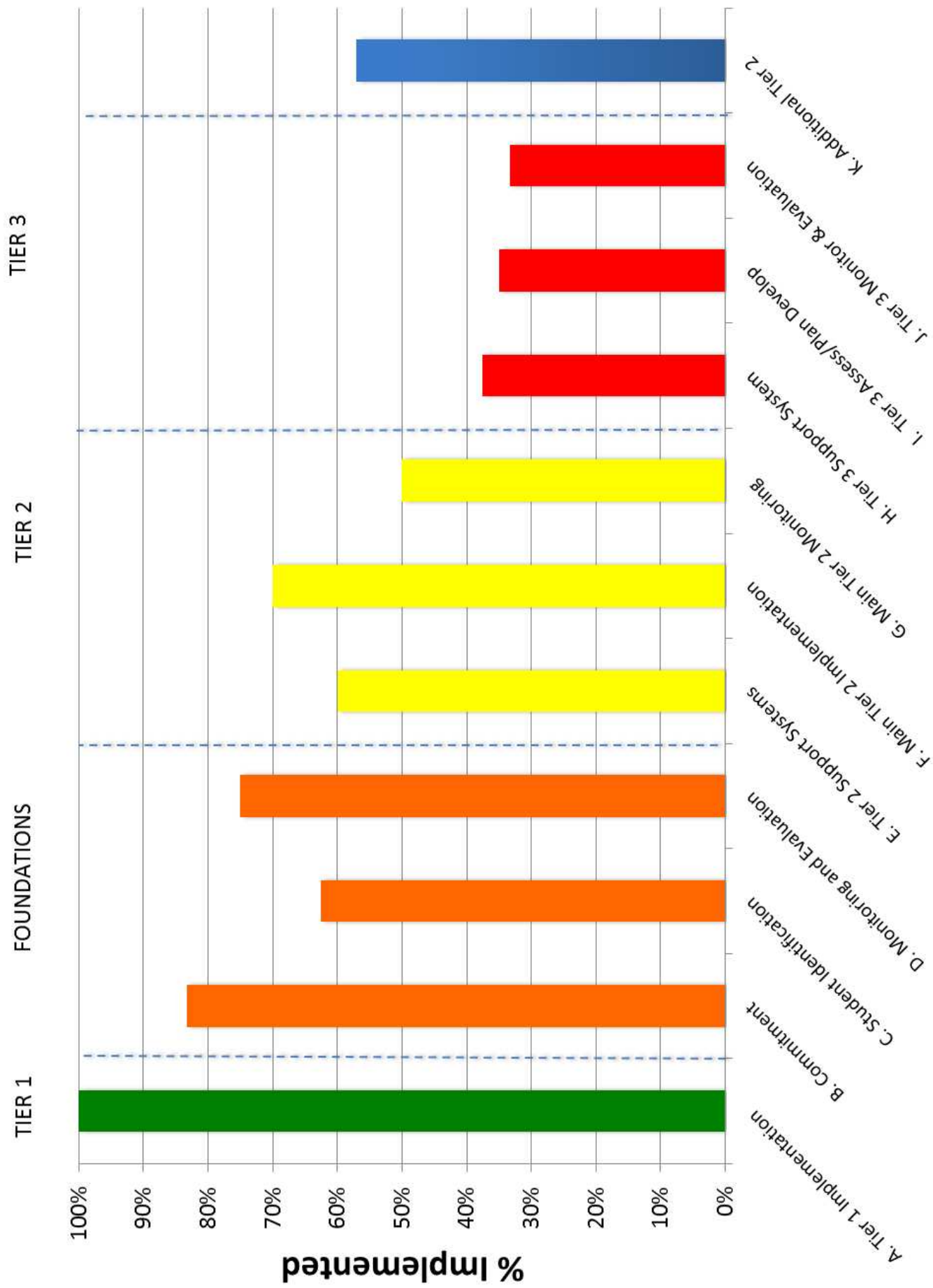
**0%**



# BAT SUMMARY AND OVERALL IMPLEMENTATION SCORES



# Benchmarks for Advanced Tiers - Second Assessment



# A. Foundations

## *Universal SW-PBS in Place*

- Specific Focus on Classroom
  - Review of essential features
  - Implementation Plan

# B. Commitment

- School-wide PBS Team
  - Universals
  - Connect points to Tier II & III
- Tier II (III) Team
  - Partner Universal Team
  - Coordinate and monitor tier II/III supports

# C. Student Identification

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

# D. Monitoring & Evaluation

- Teachers & family members involved in decision making about Tier II/III supports

# E. & F. Tier II Support systems

- Centralized assignment
- Each strategy has a coordinator
- Classroom supports continued / modified
- ALL in building aware of their role in supporting students in Tier II Supports
- In line with universal expectations
- Data used to place student in appropriate Tier II support

# F. (plus additional) Tier II Strategies

- Check in / Check Out
- Social Skill Groups
- Academic Supports



# G: Monitor Student Progress and Evaluate Process

- Original data sources that lead to student identification
  - ODR (major / minor)
  - Attendance
  - Academics
  - “Time out of class”
  - Teacher perception
- Key = frequent and regular
  - Celebrate success
  - Adjust if student doesn’t respond (or problems start reappearing)

• Cost/Benefit Analysis of overall process

# H. I., & J.: Tier III

- Follow same system structure
  - Data decision rules to identify student(s)
  - Teacher & Family involvement
  - Centrally coordinated
  - Match intervention to student need
    - FBA
    - Other supports
- Carefully monitor and evaluate

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