**Moving Up the Continuum:**
**Essential Features of Tier II Systems of Support**

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**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

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**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

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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
Teams
(Data, Practices, Systems)

- School-wide PBS
  - Universals
  - Connect points to Tier II & III
- Classroom Problem Solving
  - Review data
  - Develop function-based interventions
- Tier II (III) (e.g., CARE, SAT, TAT)
  - Partner with Grade Level Problem Solving Lead/ Coordinator
  - Coordinate and monitor tier II supports

3. Classroom Problem Solving

- Grade level / combinations
- Once a week focus of meeting = social behavior concerns when decision rule met
- Standard problem solving steps

Classroom Problem Solving

- Process leader
  - Classroom teachers, Specialist teachers
- Tier II Team partner
  - School Psychologist, Counselor, Administrator
- Process
  - Data-based decision making
    - Guiding questions
  - Function-based intervention
    - Teach replacement
    - Environmental alterations / supports
  - Monitor progress

Classroom Problem Solving

- Student meets data decision rule
- Classroom teacher completes preliminary forms (documents student progress to date)
  - Grade level lead walks team through problem solving process
- Tier II Team partner attends if team is unable to identify patterns leading to intervention or when significant concerns noted
- Plan put in place
- Student progress monitored and reported at weekly meetings
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:**
**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

<table>
<thead>
<tr>
<th>Antecedent Function/Pay Off</th>
<th>Problem Behavior</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
</tbody>
</table>

2. **Replacement Behavior** (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBIS expectations matrix])

<table>
<thead>
<tr>
<th>Function</th>
<th>Intervention Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Attention</td>
<td>Schedule adult attention if [Blank]</td>
<td>Have adult work with student</td>
</tr>
<tr>
<td>Reward</td>
<td>Provide preferred activity if [Blank]</td>
<td>Provide preferred activity</td>
</tr>
<tr>
<td>Avoid</td>
<td>Adjust arousal difficulty if [Blank]</td>
<td>Provide another work</td>
</tr>
<tr>
<td>Peer review</td>
<td>Teacher review if [Blank]</td>
<td>Teacher review</td>
</tr>
</tbody>
</table>

3. **Antecedent Intervention Examples**

- Provide favorite activity
- Provide preferred activity
- Increase positive feelings
- Decrease negative feelings
- Increase student performance on activity
- Decrease student performance on activity
- Increase student engagement
- Decrease student engagement
- Increase student motivation
- Decrease student motivation
- Increase student participation
- Decrease student participation
- Increase student attendance
- Decrease student attendance
- Increase student behavior
- Decrease student behavior
- Increase student skills
- Decrease student skills
- Increase student academic success
- Decrease student academic success
- Increase student social skills
- Decrease student social skills

4. **Intervention Plan** (See Antecedent Interventions, Page 26 of handbook)

- Antecedent intervention
- Replacement Behavior
- Stimulus Control

- Positive reinforcer
- Positive attention
- Verbal command
- Physical access
- Physical removal
- Physical restraint
- Negative reinforcer
- Negative attention
- Verbal command
- Physical access
- Physical removal
- Physical restraint

5. **Progress Monitoring**

- Chart student progress toward the student goal? (See example forms on pages 57–59)
Parkade Elementary School

Our School Demographics

• Currently 430 students
• Free and Reduced Percentage: 65%
• Special Education Students: 19%
• Mobility: 23%

Developing Our Mission & Vision

• Community
• Each of us reflects all of us
• Collectively commit
• Work together for the mutual benefit of students
• Collaborate with colleagues
• Together

Parkade Elementary Tier 2 Team Structure
Tier II Support Process

1. Insure Universals, including Classroom, in place
2. Student Identification Process
3. Classroom Problem Solving
4. Tier II Supports
5. Evaluate Process

Case Study: Michael

- Michael is a vibrant student who is excited about learning
- Can be a distraction for his peers with observable behaviors such as:
  - Yelling out, tapping pencils, interrupting speaker, high volume voice
- What can I do to help him be more successful in the classroom?

1. Insure Universals Including Classrooms are in Place

- Teams discuss their expectations, rules, procedures and routines before the school year starts and then explicitly teach those in the first few days of school.

- Morning Meetings from 8:50-9:20 school-wide

- Lessons are determined by looking at previous months data
1: Insure Universals, including Classroom are in Place

1. Expectations & Rules
2. Procedures & Routines
3. Acknowledgment
4. Response Strategies & Error Correction
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty

Step 1: Insure Universals

- At the beginning of the year I went through Form B (Universal Self-Assessment) with my teammates to insure our universals were in place
- I found that there were 2 areas I needed to insure
  - 4 to 1 positive feedback
  - Giving more specific feedback based on classroom procedures and routines

Step 1: How Will I Know?

- 4 to 1 positive feedback
  - I used a paperclip system to insure that I was giving positive feedback at least 4 times to any correction
- Giving more specific feedback
  - I asked for multiple people to observe and record the feedback that I was giving to insure that it was specific

Tier II Support Process

1. Insure Universals, including Classroom, in place
2. **Student Identification Process**
3. Classroom Problem Solving
4. Tier II Supports
5. Evaluate Process
2. Student Identification Process

Parkade Tier II Data Decision Rules – Behavior:
- 2-5 ABLE Room Referrals (Major)
- 2+ Buddy Room referrals in a 2 week period (Minor)
- Student is engaging in a repeated pattern of problem behavior in more than one setting or with more than one adult
- Internalizing Behaviors
- Problem behavior is having negative consequences on student’s social relationships
- The problem behavior is NOT dangerous to student or others

Step 2: Data Decision Rule

- Once all of my universals were in place, I began to look at Michael again
- He was still having the same types of behavior and he met the data decision rule in more than one area

Behavior Data Review

- Teachers receive Minor and Major Office Discipline Referrals before Grade Level Team Meeting
- Review and highlight students who meet any Tier II data decision rule
- Be prepared to discuss student at Grade Level Team Meeting
- Describe the Observable Problem Behavior

Tier II Support Process

1. Insure Universals, including Classroom, in place
2. Student Identification Process
3. Classroom Problem Solving
4. Tier II Supports
5. Evaluate Process
3. Classroom Problem Solving

- Grade Level Teams
  - Discuss Individual Students to Identify Strategies that Work for Similar Students in Each Teacher’s Class

Just like they do for Academics

The Problem Solving Process

- Write Summary Statements
  - Antecedents
  - Observable Problem Behavior
  - Outcomes/Consequences
  - Determine Function of Behavior
- Identify Replacement Behavior
- Decide on Strategies That Match the Function
  - Increase the Replacement Behavior
  - Decrease the Problem Behavior
- Plan to Progress Monitor

Summary Statement

- Based on several observations
- Identifies predictable relationships between environmental variables and behavior

<table>
<thead>
<tr>
<th>During</th>
<th>(some routine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>(some Antecedent condition occurs)</td>
</tr>
<tr>
<td>student will</td>
<td>(engage in a specific Behavior)</td>
</tr>
<tr>
<td>because</td>
<td>(a predictable outcome will occur)</td>
</tr>
<tr>
<td>therefore the function of the behavior is to</td>
<td>access /escape/avoid</td>
</tr>
<tr>
<td></td>
<td>(something in the environment)</td>
</tr>
<tr>
<td>(choose one)</td>
<td></td>
</tr>
</tbody>
</table>

Summary Statement

- Based on several observations
- Identifies predictable relationships between environmental variables and behavior

<table>
<thead>
<tr>
<th>During</th>
<th>Partner Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>When given a task to work on with a partner</td>
</tr>
<tr>
<td>student will</td>
<td>shout out, get out of his seat, ask questions without raising his hand</td>
</tr>
<tr>
<td>because</td>
<td>I will come over to his group and ask him to stop or send him to the safe seat</td>
</tr>
<tr>
<td>therefore the function of the behavior is to</td>
<td>access /escape/avoid</td>
</tr>
<tr>
<td></td>
<td>(choose one)</td>
</tr>
<tr>
<td></td>
<td>Adult attention</td>
</tr>
</tbody>
</table>
**Tier 1 Strategies**

- Identified Replacement Behavior: On-task, voice at correct level, raise hand
- Decide on Strategies That Match the Function
  - Once Michael’s function and replacement behaviors were identified, I brainstormed ideas with my team of how I could meet his needs in the classroom.
  - Role Playing
  - Pre-corrects
  - 4 to 1 positive feedback
- Plan to Progress Monitor
  - Role Playing
    - I gave Michael many opportunities to act out staying on task and raising his hand. He would role play correctly but would not continue the behavior when independent
  - Pre-corrects
    - Michael was given many pre-corrects prior to independent work. Had a partner teacher observe when this was effective
  - 4 to 1 Positive Feedback
    - Used the paperclip system, but focused on Michael
- When these strategies were not successful, I began to look at tier 2 interventions

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**Tier 2 Intervention**

- After completing Form C, confirming Michael’s function of behavior, and putting in place multiple classroom strategies, his case was taken to the Tier 2 Core Team.
- I spoke with Michael’s parents to get permission and explain their role in CICO
- Michael began CICO to see if the desired outcomes could be reached
  - On task, voice at correct level, raise hand

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**4. Tier II Supports**

- If Data indicate classroom strategies are not effective, teachers ask Administrator to take the student to Core Tier II Team.
- Currently Implementing Check In/Check Out
- Currently implementing Social Skills Groups
- Currently piloting Self Monitoring

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**Check In Check Out**

- For students who seek consistent and frequent positive attention from adults
- Two facilitators
  - PE Teacher and Instructional Aide
  - Check in and out with students
  - Collect data on Daily Progress Report
  - Enter student points into Excel Spreadsheet daily
- Rewards when students meet their goals
Check In Check Out Data

- Tier II Team Reviews data bimonthly to determine...
- Integrity of implementation
  - If in question, Administrator does an observation and DPRs checked
- Review student graphs to decide...
  - if student continues,
  - fading starts or
  - intervention is not appropriate.

Student Progress Monitoring Graph

5. Evaluate Process

- Universals
  - Schoolwide Evaluation Tool (SET)
  - Big 5 Report Reviews
  - Self Assessment Tool
- Grade Level Team Problem Solving
  - Observations of process
  - Classroom major and minor discipline referrals

5. Evaluate Process

- Tier II Interventions
  - Integrity of Implementation Checks
  - Student Data Graphs
  - Staff Self Assessment Surveys
  - Student Surveys
- Entire Tier II System
  - Benchmark for Advanced Tiers (BAT)
  - Individual Students Systems Evaluation Tool (ISSET)
  - Office Discipline Data
Michael’s Progress Monitoring

• Conversations with my team
  – Data and observations about Michael
  – Other strategies to make sure universals always stay in place
  – A way to track data continuously and capture a student
  – Electronic working document

How Did We Teach These Steps?

• Observable Behavior—multiple practice to rewrite generic behaviors into specific observable behavior
• Function of Behavior—What is student trying to get or avoid?
  – ABCs of Behavior: Dr. Chris Borgmeier, Portland State University.
  – Training During Grade Level Team Meetings and Homework on Students.
• Replacement Behaviors and Strategies—Practice, practice, practice

Strategies Teachers Used

• Students Seeking Attention—
  – Increased Pride Tickets... “It was like magic”
  – Moved student to the middle of the room to increase teacher contact when moving in a Figure 8 pattern.
  – Made special 1:1 time at beginning of the day... “I faked being interested during 1000 stories of military figures”
• Students Avoiding Work—
  – Teachers increased pre-corrects about work expectations helped
  – Teachers used strategies for independent writing, e.g., Write to the star
  – Taught appropriate ways to ask for help, e.g., 3 fingers on the shoulder, post-it on desk
Lessons Learned

- Scheduling meetings is tricky
- Must take the time to build trust
- It is hard to focus on Tier II and not students needing Tier III support

Challenges from a Teacher’s Perspective

- Following a script feels unnatural at first, but once you have gone through the process, feels natural by the end
- Time to learn the process
- Engage other teachers
  - How can my team help me move past challenges with a student?
- Trust in your team

Maximizing Your Session Participation

Work with your team

Consider 4 questions:
- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

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