Creating a Continuum of Tier 2 and Tier 3 Behavior Support

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**Checklist: Tier 2 and Tier 3**

**NA** = Not applicable  
0 = Not present in our school  
1 = Partially in place, but not fully consistent or effective  
2 = Fully in place and effective  
3 = Fully in place and archived to ensure continuity across personnel changes

### 1. Processes for Identifying Students in Need of Additional Behavioral Support

- A systematic approach to identifying at-risk students has been adopted (e.g., red-flag indicators, universal behavioral screening).
- Procedures for requesting assistance with student behavior are outlined, clearly communicated, and used by teachers and staff.
- Red-flag indicators, universal behavior screening outcomes, and teacher referrals are regularly reviewed and addressed with problem-solving efforts and/or intervention supports.

### 2. Advocacy Program

- A list of staff members who can serve as advocates for at-risk students has been created.
- All students identified as at risk are assigned an advocate in a timely manner.
- Advocates know the full range of support available in their schools, including programs, personnel, and procedures for initiating supports, and are able to link potentially at-risk students to the appropriate resources.

### 3. Menu of Tier 2 Interventions

- A menu of ready-to-use Tier 2 interventions has been developed and implemented.
- The process for accessing Tier 2 supports allows students to be matched with an appropriate intervention within a few days of an identified need.
- For each Tier 2 intervention, a staff member has been assigned responsibility for coordinating implementation and has been trained in procedures.
- For each Tier 2 intervention, written materials have been created that describe core features, intervention goals, and procedures for implementing the intervention.
- For each Tier 2 intervention, a process for data collection and monitoring is embedded in procedures.
- For each Tier 2 intervention, decision rules or guidelines have been developed to help staff monitor, modify, or discontinue the intervention for participating students.
- Fidelity of Tier 2 interventions is monitored regularly.
4. Individual Student Problem-Solving Teams

- The school has a collaborative team or teams in place that are responsible for behavior problem-solving at the individual student level.
- All problem-solving team members are trained in problem-solving processes, effective intervention design, and the entire range of behavioral intervention strategies available in the building, including classroom management strategies and early-stage, Tier 2, and individualized interventions.
- Problem-solving teams meet regularly.
- Problem-solving teams invite teachers, students, and families to participate and offer input, as appropriate.

5. Individual Student Intervention Plans

- A problem-solving model is used to guide intervention planning (e.g., Teacher Interview, 25-Minute Planning Process, and Multidisciplinary Worksheets are used in planning intervention supports).
- Problem-solving efforts and intervention supports are implemented on a continuum to meet student needs in the most time- and cost-efficient manner possible. More time-and resource-intensive processes or interventions aren’t used unless previous efforts have been unsuccessful or the intensity of the problem warrants a greater level of support.
- Behavior intervention plans are function based, relevant to the context in which behavior occurs, and represent consideration of all five STOIC variables, as appropriate.
- All behavior intervention plans include procedures for data collection and monitoring.
- Implementation of behavior intervention plans is monitored and student progress is reviewed on a regular basis.
- A plan for monitoring fidelity is incorporated into individual behavior intervention plans.
6. **Responding to Code-Red Situations**

- Schoolwide policies for documenting, preventing, and responding to code-red situations (i.e., threats, physically dangerous behavior, and severely disruptive behavior) have been created, documented, and shared with staff and students.  
- A threat assessment team has been established, and members have received training.  
- Specific procedures for responding to threats, physically dangerous behavior, and severely disruptive behavior have been outlined, archived, and communicated to relevant staff members (including teachers, support staff, and administrators).

7. **Process of Continuous Improvement**

- Data on participation in Tier 2 interventions and student outcomes are reviewed regularly (at least once per year) to assess staffing needs, evaluate how well the school is meeting the needs of students, and identify areas that might benefit from additional monitoring, resources, or training support.  
- The leadership team regularly reviews policies, practices, and problem-solving processes to ensure that they continue to be effective in supporting staff, students, and families.
Intervention Decision Guide:
Teacher Interview Worksheet (p. 1 of 4)

Student ___________________________  Age _____  Grade _____  Date ________________
Interventionist ______________________  Teacher(s) ____________________________
Other participants ____________________________________________________________

Stage 1: Background

1. Reason for referral and description of problem:

   Code Red: Is it an emergency situation?
   - The behavior is a threat to physical safety.  ➔ Intervention G: Managing Physically Dangerous Behavior*
   - The behavior is so disruptive the teacher cannot teach.  ➔ Intervention H: Managing Severely Disruptive Behavior*

   *In Interventions: Evidence-Based Behavioral Strategies for Individual Students (2nd ed.), 2008

2. Are there situations that seem to set off the problem behavior?

3. Where do the problems tend to occur?

4. When do the problems tend to occur?
   - Times of day ____________________________  Days of week ____________________________

5. How often do the problems occur? How long does the behavior last? How intense is the problem?

6. Is the student psychologically and neurologically capable of controlling his or her behavior? Is there evidence to support this opinion?

7. Is the student aware of the problem?

8. Does the student seem motivated to improve the behavior?

9. What is the function of the problem behavior? What seems to maintaining or reinforcing the misbehavior?
   - Ability
   - Power or control
   - Awareness
   - Escape or avoidance (task difficulty or discomfort)
   - Adult attention
   - Competing reinforcers
   - Peer attention
   - Other __________________________

Notes:

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10. What are the student’s strengths? (List at least three.)

11. What is the teacher’s goal or desired outcome?
   a) What would the teacher like to have happen?
   
   b) What can’t the teacher live with any longer?

12. Identify methods for evaluating intervention effectiveness:

13. Make notes on parental involvement:
   Contact date(s):
   Notes on the contact(s):

   What would the parents or guardians like to have happen?

14. List other interventions tried and their results:

   Are copies of this information available?
   How successful were the interventions?

15. Note other information that the teacher is aware of (input from other adults who know the student—teachers, assistants, specialists, school counselors):

16. Review the student’s records:
## Stage 2: Preparation.

Possible interventions to consider:

<table>
<thead>
<tr>
<th>Presenting Behavior</th>
<th>Intervention</th>
<th>Date implemented?</th>
<th>Effective? (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several or many students in class misbehave.</td>
<td>Pre-intervention: Classroom Management*</td>
<td>Module F, Presentation 2</td>
<td></td>
</tr>
<tr>
<td>The student may not know what is expected.</td>
<td>Intervention A: Planned Discussion*</td>
<td>Module F, Presentation 4</td>
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<tr>
<td>The student may have an underlying academic problem.</td>
<td>Intervention B: Academic Assistance*</td>
<td>Module F, Presentation 4</td>
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<tr>
<td>The student has difficulty with motivation and may not understand how to reach a goal.</td>
<td>Intervention C: Goal Setting*</td>
<td>Module F, Presentation 4</td>
<td></td>
</tr>
<tr>
<td>The student's behavior appears to be chronic and resistant to simple intervention.</td>
<td>Intervention D: Data Collection &amp; Debriefing*</td>
<td>Module F, Presentation 4</td>
<td></td>
</tr>
<tr>
<td>The student gets a lot of attention from adults or peers for misbehavior or failure.</td>
<td>Intervention E: Increasing Positive Interactions*</td>
<td>Module F, Presentation 4</td>
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<tr>
<td>The reason the behavior is occurring chronically needs to be analyzed and incorporated into the intervention plan.</td>
<td>Intervention F: STOIC Analysis &amp; Intervention*</td>
<td>Module F, Presentation 4</td>
<td></td>
</tr>
<tr>
<td>The student’s escalating behavior is physically dangerous, or poses a threat to physical safety.</td>
<td>Intervention G: Managing Physically Dangerous Behavior*</td>
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<tr>
<td>The behavior is so severe that the teacher cannot continue to teach.</td>
<td>Intervention H: Managing Severely Disruptive Behavior*</td>
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<tr>
<td>The student is impulsive and has difficulty maintaining emotional control.</td>
<td>Intervention I: Managing the Cycle of Emotional Escalation*</td>
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<tr>
<td>The student seems to be unaware of when he/she engages in inappropriate behavior.</td>
<td>Intervention J: Cueing &amp; Precorrecting*</td>
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<tr>
<td>The student has some motivation to change or learn new behaviors.</td>
<td>Intervention K: Self-Monitoring &amp; Self-Evaluation*</td>
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<tr>
<td>The student makes negative comments about him- or herself to others.</td>
<td>Intervention L: Positive Self-Talk &amp; Attribution Training*</td>
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<tr>
<td>The student does not know how to meet expectations.</td>
<td>Intervention M: Teaching Replacement Behavior*</td>
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<tr>
<td>The student cannot or will not communicate verbally.</td>
<td>Intervention N: Functional Communication*</td>
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<tr>
<td>The misbehavior is a firmly established part of the student’s behavior.</td>
<td>Intervention O: Structured Reinforcement Systems*</td>
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<tr>
<td>It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior.</td>
<td>Intervention P: Defining Limits &amp; Establishing Consequences*</td>
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<td>Consequences for misbehavior seem necessary, but do not seem to work.</td>
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<tr>
<td>The teacher feels anxious, worried, discouraged, or angry about one or more students.</td>
<td>Intervention Q: Relaxation &amp; Stress Management*</td>
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<tr>
<td>The student seems anxious, lethargic, or depressed.</td>
<td>Intervention R: Internalizing Problems &amp; Mental Health*</td>
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</tbody>
</table>

*In Interventions: Evidence-Based Behavioral Strategies for Individual Students (2nd ed.), 2008
Intervention Decision Guide:  
Teacher Interview Worksheet (p. 4 of 4)

Stage 3: Intervention Design

1. Selected intervention(s):

2. Summary of responsibilities for implementing the plan:

3. Summary of the final plan:

Stage 4: Implementation

1. Initial follow-up notes:

2. First follow-up meeting:
   Date:
   Purpose:
   Summary:

3. Second follow-up meeting:
   Date:
   Purpose:
   Summary:
Materials in the Safe & Civil Schools Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the Safe & Civil Schools Positive Behavior Interventions and Supports Model, visit: http://legacy.nreppadmin.net/ViewIntervention.aspx?id=242

For more information and to purchase, visit Pacific Northwest Publishing at pacificnwpublish.com or call 1-866-542-1490

The Council of Administrators of Special Education (CASE) has endorsed three Safe & Civil Schools resources: Foundations, CHAMPS, and Interventions

For more information, visit: casecec.org