Data, Practices, & Systems for Tier 2 Behavior Support within a Multi-Tiered Framework

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Improving outcomes for all students.
Positive, proactive, preventative behavior supports.
The Challenge

• Approximately **14-20% of young people** experience a social, emotional, behavioral or mental health challenge (EBD) at a given point in time.

(NRC & IOM, 2009, p. 15)
The Challenge

• Many of the students who experience these challenges are not identified as eligible for services.

• Consistently 1% of less of the school-age population receives special education services for an Emotional/Behavioral Disorder.

This Means ... lots of children in school settings with needs that may not be met!
50 years of research evidence indicates academic & behavior skills are linked

Poor readers are significantly more likely to report symptoms of anxiety & depression

Parents of poor readers are significantly more likely to report delinquent behavior

Arnold et al., 2005; McIntosh & Goodman, 2016
Multi-Tiered Approach (MTSS)

A Continuum of Support for All

**Academic Systems**

**Tier One**
- All students
- Preventive, proactive

**Tier Two**
- Some students (at-risk)
- Rapid response
- First signs of risk

**Tier Three**
- Individual Students
- Assessment-based
- High Intensity

**Behavioral Systems**

**Tier One**
- All settings & students
- Preventive, proactive

**Tier Two**
- Some students (at-risk)
- Rapid response
- First signs of risk

**Tier Three**
- Individual Students
- Assessment-based
- Intense, durable procedures
Purpose of the Tier 2 System

• Provide interventions to support approximately 15% of the student population who are at risk, but not currently engaging in severe problem behavior

Outcomes Today

• By the end of this session you will be able to
  • Describe key elements of a Tier 2 system
  • Consider “readiness” for Tier 2
  • Access a variety of freely available resources
Tier 2 System Includes...

• Procedures to identify students who need additional supports.

• Limited range of interventions that are contextually relevant for school/district.

• Data for monitoring progress & making decisions
Tier 2 - Student Identification

Externalizing Behavior Examples...
• Aggression
• Hyperactivity
• Non-compliance
• Disruptive
• Arguing
• Defiance
• Stealing
• Not following directions
• Calling out

Internalizing Behavior Examples...
• Sad or depressed
• Sleeps a lot
• Is teased/bullied by peers
• Tends not to participate
• Very shy or timid
• Acts fearful
• Does not stand up for self
• Withdrawn
• Anxious or worried
Tier 2 - Student Identification

• Data based identification for students with data indicating “non-responsive”
  • Data based triggers
  • Teacher nominations
  • Screening scores

Externalizing
Internalizing
Sooner rather than later
### FPS School Data Inventory Tier II Guidelines

<table>
<thead>
<tr>
<th>Measure</th>
<th>Proficient Score</th>
<th>At-Risk</th>
<th>High-Risk</th>
<th>Date(s) to Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major IBR's</td>
<td>0-1</td>
<td>2-4</td>
<td>5+</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Minor IBR's</td>
<td>0-4</td>
<td>5-14</td>
<td>15+</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Absences</td>
<td>5 or less per quarter</td>
<td>6-9 per quarter</td>
<td>10+ per quarter</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Tardy</td>
<td>5 or less per quarter</td>
<td>6-9 per quarter</td>
<td>10+ per quarter</td>
<td>Quarterly</td>
</tr>
<tr>
<td>ISS (.5 Day or more)</td>
<td>0-1</td>
<td>2-3</td>
<td>4+</td>
<td>Quarterly</td>
</tr>
<tr>
<td>OSS (.5 Day or more)</td>
<td>0-1</td>
<td>2-3</td>
<td>4+</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Visits to Health Center</td>
<td>As nominated by staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Grades

**Elementary**
- All standards at mastery (All 3’s, 4’s)
- Multiple standards below mastery (1’s, 2’s)
- A majority of grades below mastery (1’s, 2’s)
- Quarterly

**JCAC**
- All proficient grades
- Performing below grade level in 1 core subject (D or 1’s & 2’s)
- Performing below grade level in 2+ core subjects (D or 1’s & 2’s)
- Quarterly

**FMS**
- All proficient grades
- 1 D or F in Core Subject
- 2+ D or F in Core Subject
- Quarterly

**FHS**
- All proficient grades
- 1 D or F
- 2+ D or F
- Quarterly

**NWEA Reading**
- %ile 41+
- %ile 21-40
- <21st %ile
- Each Trimester

**NWEA Math**
- %ile 41+
- %ile 21-40
- <21st %ile
- Each Trimester

**Pre-ACT**
- TBD
- TBD
- TBD
- Yearly

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**Data Based Triggers**
- Brings student to attention of Tier 2 Team
- Consider need for additional support

**Externalizing?**
**Internalizing?**
**Sooner rather than later?**
Tier 2 - Student Identification

- Data based identification for students with data indicating “non-responsive”
  - Data based triggers
    - Teacher nominations
  - Screening scores

- Notion of “sooner rather than later”
K-8 Form

*High School form is similar, but with different Academic indicators.

Externalizing?

Internalizing?

Sooner rather than later?
Tier 2 - Student Identification

• Data based identification for students with data indicating “non-responsive”
  • Data based triggers
  • Teacher nominations
    • Screening scores

• Notion of “sooner rather than later”
Sample Questionnaire

Teacher Rating Scale

<table>
<thead>
<tr>
<th>Social Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temper outbursts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polite and socially appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impulsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in academic topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparedness for instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of acceptable work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty working independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distractedness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Behavior</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fearfulness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptable to change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty rebounding from setbacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

Using the following scale, identify how frequently the student has displayed each of the following behaviors **during the previous month**. Circle only one number for each behavior.

Externalizing? Internalizing? Sooner rather than later?
Resource – Screening Tool Examples

• **Social, Academic, and Emotional Behavior Risk Screener** (SAEBRS; Kilgus, Chafouleas, Riley-Tilman, and Embse, 2013)

• **The Strengths and Difficulties Questionnaire** (SDQ; Goodman, 1997)

• **The Behavioral and Emotional Screening System** (BASC-2 BESS; Kamphaus and Reynolds, 2007)

• **The Systematic Screening for Behavior Disorders** (SSBD; Walker and Severson, 1994)
### Universal Screening Considerations
(Adapted from Muscott, 2008)

<table>
<thead>
<tr>
<th>Minimum Feature</th>
<th>Questions to Consider</th>
<th>Team Notes/ Tasks to Complete</th>
</tr>
</thead>
</table>
| 1. The person who can authorize social-emotional / behavioral screening is identified and approval is obtained to design and implement the process. | a. Who provides approval?  
- Is it the school board, school superintendent, special services director, a leadership team and/or building level principal? | |
| 2. A clear purpose and intended outcome of screening is documented and aligns with district and building level mission, priorities and improvement goals. | a. Is the alignment with district and building level mission, priorities and improvement goals documented?  
b. Is there an existing system for identifying at-risk students?  
c. Is the existing system effective in finding students with externalizing or internalizing types of concerns?  
d. Are there any groups of students who are not consistently identified?  
e. How will the results be used?  
f. How will screening be distinguished from a diagnostic process? | |
| 3. The policy and procedures for screening in non-behavior areas is used to inform development of screening system for social-emotional / behavioral concerns. | a. What are the current policies and procedures regarding vision, hearing and academic screening?  
b. Is that policy effective and can it be used for social-emotional / behavioral concerns? | |
| 4. The policy and procedures for social-emotional / behavioral screening include decision rules for parent notification, parent consent and use of the results. | a. How will awareness of the process and its benefits be developed among stakeholders?  
b. How will parents be notified of the screening?  
c. When in the process will parental consent be obtained? Will parental consent be active or passive?  
d. How will results of the screening be shared with parents? Will all parents be notified of results or will only parents of students identified be informed?  
e. How will results of the screening be used? | |
| 5. The policy and procedures for social-emotional / behavioral screening comply with district child find procedures. | a. Have the policy and procedures been reviewed and approved by the appropriate district-level personnel? | |
| 6. A point of contact at the district and building level who will take responsibility for oversight of the screening process is identified. | a. Whose role is most aligned to complete this work? | |

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Tier 2 System Includes...

✓ Procedures to identify students who need additional supports.

• Limited range of interventions that are contextually relevant for school/district.

• Data for monitoring progress & making decisions
Tier 2 - Interventions

• Readily available & easy to access

• Matched with student need

• No more than 10 min of teacher time

• All staff aware of & know role in supporting

• Data for monitoring progress & making decisions

• *Group based* rather than individualized
Tier 2 – Range of Interventions

• Academic Supports

• Supports to *Teach* Self-Monitoring
  • Check-in/Check-out (CICO)
  • Check & Connect

• Social Skills Training
Tier 2 – Check-in/Check-out (CICO)

CHAPTER 5: CHECK-IN, CHECK-OUT

Learner Outcomes
At the conclusion of this chapter, you will be able to:

- Identify five implementation components of CICO.
- Describe students who are most likely to benefit from the CICO intervention.
- Tell main findings of research associated with the CICO program.
- Design and implement a CICO program that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- Determine how student data will be collected and graphed.
- Monitor progress and make decisions for students who participate in a Social Skills Intervention Group.
- Create a process for exiting intervention supports.
- Determine criteria for exiting the intervention.

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Check-in/check-out Intervention

CICO Implemented

• Attention seeking
• Across multiple classroom settings
• Low-level problem behaviors

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

CICO Coordinator Summarizes Data For Decision Making

Bi-weekly CICO Meeting to Assess Student Progress

Revise Program

Exit Program
### Check-in/Check-out Daily Progress Report

**Student Name:** __________________________  **Today’s Date:** __/__/____  
**Today’s Goal:** _______%  **Student Signature:** __________________________

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

**Teacher Initials**

**WOW! comment on student successes.**

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**Scoring Guide:**

2 = Great! Always met expectations.  
1 = Ok. Partially met expectations.  
0 = Try again. Did not meet expectations.

### Daily Goal Check

**Total Pts. Earned:** ________  
**Total Pts. Possible:** ________  
**Percent Earned:** _______%  
**Goal Met:** □ Yes  □ No

### Afternoon Check-Out

□ Student checked out  
□ Verbal performance feedback  
□ Recognition for success and/or encouragement for improvement  
□ Home report given and reminder to share with

**Parent/Guardian Signature:** __________________________
Check-in/Check-out - Example Data

- Implemented as intended?
- 4 days of missing data (approx 1 per week)
- 3 consecutive data points below the goal line (2x) = Questionable
Tier 2 – Range of Interventions

• Academic Supports

• Supports to *Teach* Self-Monitoring
  • Check-in/Check-out (CICO)
  • Check & Connect

• Social Skills Training
Structured mentoring program that teaches self-monitoring & problem solving.
All Students Get “Check”

Systematic Data Collection & Recording

*Monitoring App – completed once a week

All Students Get “Connect”

Basic
• Share “check” data
• Provide regular feedback
• Discuss Importance of school
• Problem solve about risk

Intensive
• Basic + Individualized, additional supports matched with need.
Data Determines Who Needs More Intensive

- **Attendance**
  - Unexcused Absence
  - Excused Absence
  - Tardy
  - Missed Classes

- **Behavior**
  - Behavior Referral (IBR)
  - Detention
  - Suspension (in school)
  - Suspension (out of school)

- **Course Performance**
  - Missing assignments
  - Current grades

- **Completed Course Enrollments**
  - Credits earned
All Students Get “Check”

Systematic Data Collection & Recording

All Students Get “Connect”

Basic
- Share “check” data
- Provide regular feedback
- Discuss importance of school
- Problem solve about risk

Intensive
- Basic + Individualized, additional supports matched with need.
Tier 2 – Range of Interventions

• Academic Supports

• Supports to *Teach* Self-Monitoring
  • Check-in/Check-out (CICO)
  • Check & Connect

• Social Skills Training
Social Skills Training

- Additional instruction & practice with specific skills
- Delivered in a small group format

*Supported in the “learning environment” using additional prompts & feedback

### Boys’ Town Social Skills

#### Following Instructions
1. Look at the person.
2. Say "Okay".
3. Do what you have been asked right away.
4. Check back.

#### Accepting Criticism or a Consequence
1. Look at the person.
2. Say "Okay".

#### Accepting "No" for an Answer
1. Look at the person.
2. Say "Okay".
4. If you disagree, ask later.

#### Greeting Others
1. Look at the person.
2. Use a pleasant voice.
3. Say "Hi" or "Hello".

#### Getting the Teacher’s Attention
1. Look at the teacher.
2. Raise your hand and stay calm.
3. Wait until the teacher says your name.
4. Ask your question.

#### Disagreeing Appropriately
1. Look at the person.
2. Use a pleasant voice.
3. Say, "I understand how you feel".
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person.

#### Making an Apology
1. Look at the person.
2. Use a serious, sincere voice.
3. Say "I’m sorry for...", or "I want to apologize for..."
4. Don’t make excuses.
5. Explain how you plan to do better in the future.
6. Say "Thanks for listening."

#### Accepting Compliments
1. Look at the person.
2. Use a pleasant voice.
3. Say "Thank you"

#### Having a Conversation
1. Look at the person.
2. Use a pleasant voice.
3. Listen to what the other person says.
4. When there is a break in the conversation, ask a question or share your thoughts.

#### Asking for Help
1. Look at the person.
2. Ask the person if he or she has time to help you.
3. Clearly explain the kind of help you need.
4. Thank the person for help.

#### Asking Permission
1. Look at the person.
2. Use and calm and pleasant voice.
3. Say, "May I...?"
4. Accept the answer calmly.

#### Staying on Task
1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all of your attention on your task.
4. Stop working only when instructed.
5. Ignore distractions and interruptions by others.

#### Sharing Something
1. Let the other person use the item first.
2. Ask if you can use it later.
3. When you get to use it, offer it back to the other person after you’re finished.

#### Working with Others
1. Identify the task to be completed.
2. Assign tasks to each person.
3. Discuss ideas in a calm, quiet voice and let everyone share their ideas.
4. Work on tasks until completed.

#### Listening
1. Look at the person who is talking and remain quiet.
2. Wait until the person is finished talking before you speak.
3. Show that you heard the person by nodding your head, saying "Okay" or "That’s interesting," etc.

#### Appropriate Voice Tone
1. Listen to the level of the voices around you.
2. Change your voice tone to match.
3. Watch and listen for visual or verbal cues and adjust your voice as needed.
Other Interventions – if data indicates need

- Best Bus Behavior
- Newcomers Club
- Friendship Groups
- Problem Solving & Coping Strategies
- Homework Support
- Attendance Group

Data for monitoring progress
Data for Monitoring Student Progress

Self-Management
• Check-in/Check-out uses Daily Progress Report (DPR)

• Check & Connect uses data tracking app

Simple: ticket in...ticket out
• Indicator that brought the student to attention of the team.
  • # of discipline events
  • # of absences
  • Minutes of instruction
  • # of absences
  • Course performance
  • Homework completion
Outcomes Today

• By the end of this session you will be able to...
  ✓ Describe key elements of a Tier 2 system
  • Consider “readiness” for Tier 2
  • Access a variety of freely available resources
Readiness for Tier 2

• School used a universal screening instrument.
  
  • Results indicated that **32.3%** of students were in the at-risk or high-risk range.
  
  • Team decided to re-focus on implementation of Tier 1 with higher levels of fidelity.
Readiness for Tier 2

57 students with 9+ Referrals

- 15% Tier 3
  - Goal 5%
  - 6+ Referrals
- 16% Tier 2
  - Goal 15%
  - 2-5 Referrals
- 69% Tier 1
  - Goal 80%
  - 0-1 Referral

1712 referrals
Readiness for Tier 2...

• Tier 1 implemented with fidelity
  • 3-5 positively stated school wide expectations
  • Instruction for meeting expectations
  • High rates of feedback about behavioral success
  • Instructional responses when problem behaviors occur
  • Data indicating 80% or more students having few major
discipline events (e.g., 0-1)

• Effective teaching & learning practices in all classrooms
Essential Classroom Practices

1. Classroom **expectations & rules** defined and taught

2. Classroom 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)

6. Students are given multiple **opportunities to respond** (OTR) to promote high rates of academic engagement

7. Activity sequence promotes **optimal instruction** & student engaged time

8. Instruction is **differentiated** based on student need

Kern & Clemens, 2007
Simonsen et al., 2008
Clear Expectations for Management & Instruction - FPS

Essential Teaching Elements (9)
• Description of the practice
• Impact on student learning
• Strategies for implementation
• Additional resources
• https://docs.google.com/document/d/1mlI5rGkjlT2I_eXYYBLh0Lb1ts2i81jwAGd6LOUmAUc/edit?ts=59416717
# Tier I: School-wide Ongoing Monitoring

## Staff Name: ____________________________
Date: ___________ Time: ___________
Observer: ____________________________ Location: ____________________________ Subject: ____________________________

### Data was collected during:

- [ ] Independent Work
- [ ] One-On-One
- [ ] Small Group
- [ ] Whole Group

Check any that apply throughout the lesson:

- [ ] Matrix Posted
- [ ] Procedures Observed
- [ ] Use of Attention Signal
- [ ] Active Supervision Used
- [ ] Use of Reinforcement System
- [ ] Precorrects

### Practices That Were Observed:

#### Opportunities to Respond:

- [ ] Individual
- [ ] Whole Group
- [ ] Peer to Peer

## Data was collected during:

<table>
<thead>
<tr>
<th>Independent Work</th>
<th>One-On-One</th>
<th>Small Group</th>
<th>Whole Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are working on assignments/tasks independently.</td>
<td>Teacher is working one-on-one with a specific student.</td>
<td>Students are working in small groups, either teacher led or collaborative.</td>
<td>Teacher is teaching a lesson to the full group of students.</td>
</tr>
</tbody>
</table>

### Opportunities to Respond:

- [ ] Individual: A single student is given the opportunity to respond.
- [ ] Whole Group: All students are given the opportunity to simultaneously respond.
- [ ] Peer to Peer: Students work together in pairs or small groups providing each other with opportunities to respond and provide each other feedback.

### Practices That Were Observed:

- Classroom Matrix Posted: Classroom matrix is big, bold, and beautiful and posted in the classroom.
- Procedures Observed: At least one classroom procedure was observed.
- Use of Attention Signal: A signal was used to get all students attention when needed.
- Active Supervision Used: Teacher moves around the room frequently.
- Use of Reinforcement System: Teacher uses a reinforcement system to acknowledge appropriate student behaviors.
- Precorrects: A teacher statement that tells social behavioral expectations, school or classroom routines/procedures before students have an opportunity to demonstrate them.

## During a 10-minute observation period, record simple tally marks for each of the following behaviors.

<table>
<thead>
<tr>
<th>Ratio of Interactions</th>
<th>Responding to Positive Behavior</th>
<th>Responding to Negative Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral</td>
<td>Specific Positive Feedback</td>
<td>Corrective Feedback</td>
</tr>
<tr>
<td></td>
<td>&quot;thanks for raising your hand. That's a great way to be respectful.&quot;</td>
<td>&quot;be safe by keeping your hands and feet to yourself.&quot;</td>
</tr>
<tr>
<td></td>
<td>General Positive Feedback</td>
<td>Corrective Feedback</td>
</tr>
<tr>
<td></td>
<td>&quot;Great job!&quot;</td>
<td>&quot;Wow, nice work!&quot;</td>
</tr>
<tr>
<td>Academic</td>
<td>Specific Positive Feedback</td>
<td>Corrective Feedback</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
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</table>

### Total Ratio of All Interactions:

**Ideal goal:** Highest number of Specific Positive Statements

- Total Ratio of Behavioral Interactions: ______ : ______ (Goal is 4:1)
- Total Ratio of Academic Interactions: ______ : ______ (Goal is 4:1)
- Total Ratio of All Interactions: ______ : ______ (Goal is 4:1)

**Comments:**

Developed by Fremont Public Schools 2015, Updated 2018
Outcomes Today

• By the end of this session **you** will be able to...
  ✓ Describe key elements of a Tier 2 system
  ✓ Consider “readiness” for Tier 2

• Access a variety of freely available resources
Roadmap for Success...

• Tier 2 Features
  • Begins on page 12
  • 13 items

• 3 Subscales
  • Teams (items 2.1-2.4)
  • Interventions (items 2.5-2.9)
  • Evaluation (items 2.10-2.13)

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Questions & Information

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