Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 1
Overview and Readiness for PBIS Tier II

RTI Arkansas

Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

State Personnel Development Grant

Arkansas

Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Overview of Tier II and how to prepare to implement Tier II

Title of Training:

Module 1: Overview and Readiness for PBIS Tier II

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

What is included?
- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star.** ⭐
  - Examples will appear in a **blue text box** with a smiley face. 🙂
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:

Tier I Modules

Training Description:

This presentation is a brief overview of PBIS Tier II. It is designed to give administrators, schools, districts, or other personnel an introduction to Tier II and help them begin preparing for Tier II implementation.

Module Sections:

Introduction – Purpose and objectives (slides 1 – 3) pgs. 5 – 8

Training Sections

Section 1 – Purpose of Tier II (Slides 4 – 9) pgs. 9 – 15

Section 2 – Components of Tier II (Slides 10 – 13) pgs. 16 – 21

Section 3 – Overview of Tier II Interventions (Slides 14 – 23) pgs. 22 – 33

Section 4 – How to Assess Readiness for Tier II (Slides 24 – 31) pgs. 34 – 42

Section 5 – Next Steps: Preparing for Tier II (Slides 32 – 41) pgs. 43 – 55

Conclusion – Summary and resources (slides 42 – 46) pgs. 56 – 61

Discussion questions, homework, resources – pgs. 62 – 63

Training Materials/Equipment:

PowerPoint for Module 1: Overview and Readiness for PBIS Tier II

- Equipment needed/recommended to project the PowerPoint:
  - Laptop computer
  - Access to PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - "Clicker" to advance slides
- Showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.

- Note that it may take a minute for the video to load.
- Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:
- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:

Physical and/or electronic copies of:
- Initiative Inventory (pg. 32)
- Tier II Readiness Guide with Action Planning (pgs. 54 – 55)

Activities in this Training:
- Data Discussion (pg. 21)
- Initiative Inventory (pg. 31)
- Assessing Readiness and Action Planning (pg. 52)

Essential Questions:

These essential questions will be addressed in this training module:

- What is the purpose of Tier II of PBIS?
- How do schools and districts know if they are ready to implement Tier II?
- How do you create a strong leadership team for the district and/or school?

Trainer Tips:

This first module of the Tier II training series is designed to help schools and districts understand what is needed to begin implementing Tier II.

- Because Tier II is aligned to Tier I, it is important for schools to understand that they must have a strong Tier I in place.
- Tier II interventions and instruction is all linked to behavioral expectations developed and defined in Tier I implementation.
- As students receive Tier II interventions, staff will be giving them feedback and helping them to generalize the skills they are learning and developing, which means staff will have to be fluent with the behavior expectations and effective classroom strategies.

Introduction

Slides 1 - 3

- Purpose of this module
- Objectives of this module

Slide #1

[Overview and Readiness for PBIS Tier II]

Slide #2

[Purpose of this Module]

Slide #3
[Objectives]

Training Section One

Purpose of Tier II
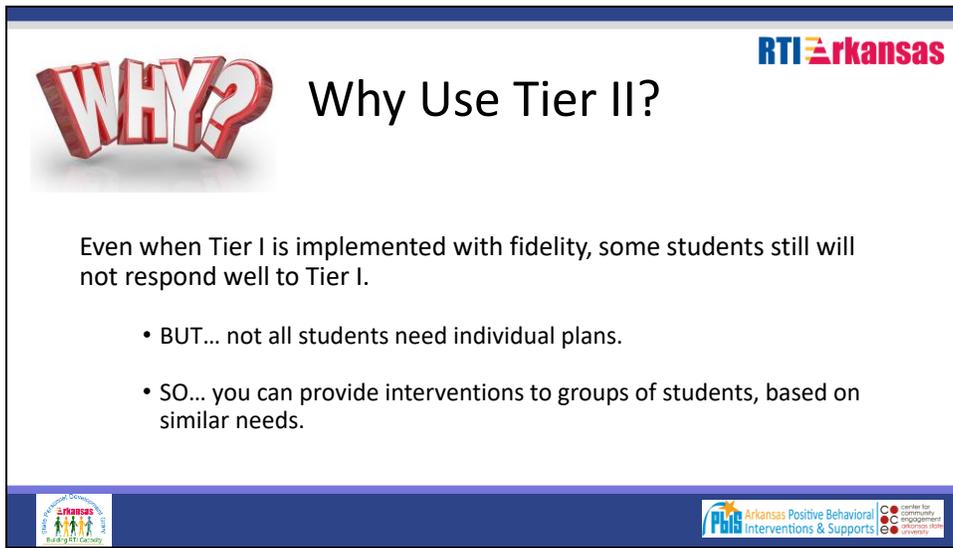### Slides 4 - 9

Goals

Participants will learn
- The purpose of Tier II of PBIS
- Which students are supported by Tier II
- The basics of the Tier II support process

Purpose of Tier II

Slide #4

[Purpose of Tier II]

Slide #5
[Why Use Tier II?]

Trainer Notes:

- Once a school has data showing that Tier I is implemented with fidelity, there will be some students who still aren't responding well (using fidelity measurements such as the PBIS Tiered Fidelity Inventory (TFI) – found here: https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx

- Tier II supports students at risk - students who may continue to escalate in behavior if they are not redirected now.

- By grouping students with similar issues together, instead of working one-on-one with students, schools can use fewer resources – especially time spent by teachers and administrators. The same intervention is given to a group of students having similar needs.

- In order to get into the function of the Tier II team, it's important to know the purpose of having Tier II.

- Typically, in schools with Tier I implemented with fidelity, 80% or more of students respond well to Tier I. This means that they are following the expectations and receiving very few discipline actions or corrections. Only about 1% to 5% of students have serious issues that need individualized attention. That leaves about 15% who may need some extra support, but they do not need individualized interventions. Tier II serves these students.

Prevention At Tier II

- Provides additional support for at-risk students
- Teaches students appropriate behaviors (behavior expectations were defined in Tier I)
- Looks at the function of the student's behavior
- Identifies setting or event that prompts inappropriate behaviors
- Eliminates the setting or event that prompts inappropriate behaviors
- Adds new prompts to encourage appropriate behavior
- Gives additional instruction, feedback, and acknowledgement

Slide #6
[Prevention at Tier II]

Trainer Notes:

- PBIS focuses on prevention at all three tiers. This slide shows what prevention looks like at Tier II.
- At Tier II, teams problem solve around groups of students who have similar types and patterns of inappropriate (unwanted) behaviors (these have already been defined in Tier I implementation) and provide interventions that will prevent escalating behavior.
- In a later module, we will discuss in detail function of behavior.
- Note: the word "prompts" above is typically called "triggers" in behavior literature.
- In preventing future problem behaviors, we look for and change the setting or event that sets off, or triggers, the behavior.

Which Students For Tier II?

Tier II interventions are for the following:

- Students displaying <u>frequent</u>, but <u>minor</u>, problem behaviors across <u>multiple locations</u>

- Students needing enhanced Tier I supports to <u>prevent escalating behavior</u>

- Students with <u>internalizing</u> or <u>externalizing</u> behaviors

Slide #7
[Which Students for Tier II?]

Trainer Notes:

- RTI/PBIS is available for all students, and no diagnosis is needed or expected.
- At Tier II, data are reviewed to show a pattern of behavior.
- Interventions are implemented to prevent student behavior from escalating.
- Above all, TEACHING and reinforcing of replacement behaviors are the central focus of interventions.
- Tier II provides interventions for students who are at risk of severe behavior; it is important to reteach and redirect them before they escalate.
- This is also a place to work with groups of students who just need a little more – more instruction, more practice, more adult attention and supervision – with the goal of them "graduating" from interventions fairly quickly.
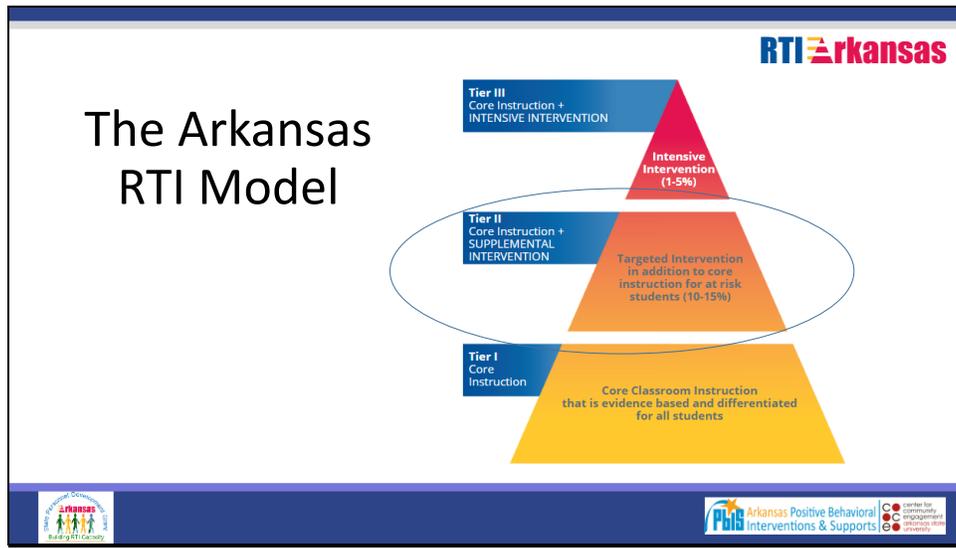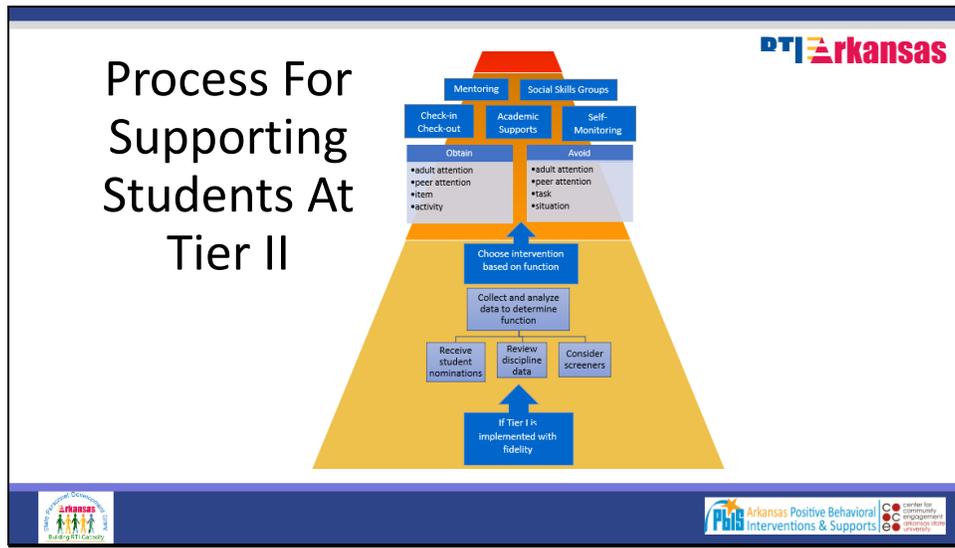
Slide #8
[The Arkansas RTI Model]

Trainer Notes:
- This is the Arkansas RTI model, which shows the levels of support available for students and what types of supports they receive at each tier.
- The next slide shows the process for moving students into Tier II interventions.

Slide #9
[Process for Supporting Students at Tier II]

Trainer Notes:

- This diagram shows the process through which schools and teams identify students for Tier II interventions and then choose the appropriate interventions based on the function of behavior.
- The process starts with ensuring Tier I is implemented with fidelity.
- Students are identified through different avenues. Typically, referrals and nominations are given by staff or parents through discipline data and possibly through screeners used by classroom teachers. Then, data are collected to determine if the student meets the criteria (decided by the team) for Tier II interventions.
- The data are used to determine the function of the student's behavior (motivation).
- Then the appropriate intervention is selected, based on the function.

Training Section Two

Components of Tier II

Slides 10 - 13

Goals

Participants will learn
- The critical components of Tier II
- How district-wide and school-wide data are used at Tier II

Slide #10

[Components of Tier II]

Slide #11
[Critical Components of Tier II]

Trainer Notes:

- Critical components of Tier II:
  - System for identifying students at risk of escalating problem behaviors that do not need individualized intervention plans
  - A process for determining students' function of behavior (motivation for behavior) to make appropriate placement into an intervention
  - Continued access to ALL Tier I practices. Tier II interventions will be linked to the school-wide expectations (e.g., progress monitoring will look at how well students follow expectations, students will receive more feedback and acknowledgement, etc.). This connection will be crucial for progress monitoring at Tiers II and III.
  - Progress monitoring to make decisions about students and the interventions.
- Note that all these components rely on data for both input and progress monitoring. We will talk about that in the next slide.
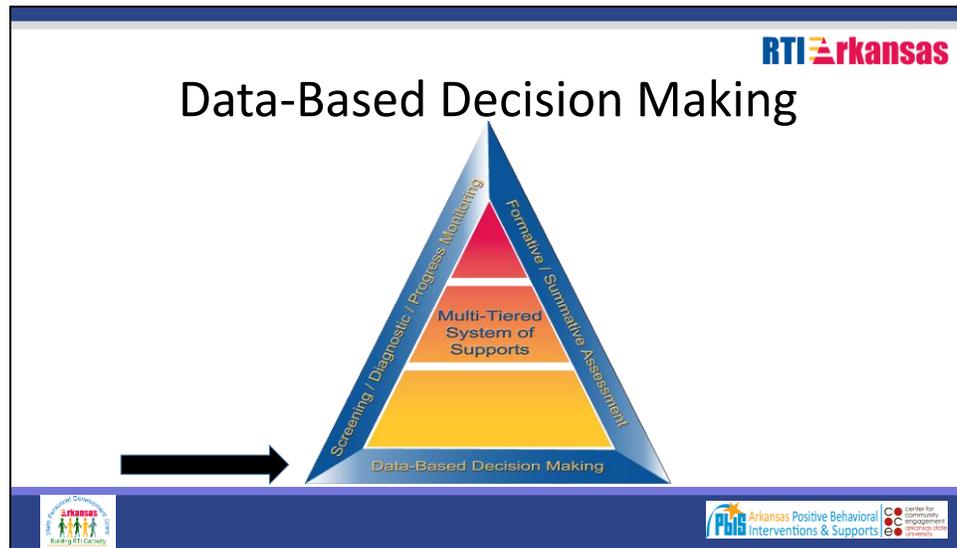
Slide #12
[Data-Based Decision Making]

Trainer Notes:

- Take a moment here to review how data are used throughout the RTI process at all three tiers.
- The next slide will be a bigger discussion on different kinds of data-based decision making, specifically at Tier II.

Slide #13

[Data Collection]

Trainer Notes:

(This could be an activity [see next page] or a discussion.)

- At Tier I, school-wide data are reviewed regularly to look for school-wide issues that need to be addressed.
  - The Tier II team can also review these data to determine which students would benefit from Tier II supports.
- The district needs to know the needs of the schools and their status of implementation of PBIS to plan how they will support the schools.
  - Districts have different goals and strategic plans, and regular assessment will help them organize and plan.
  - These assessments will also help districts understand where they need to build capacity (e.g., Tier II training, interventions, data system support, etc.).
- The Tiered Fidelity Tool (TFI), or another fidelity tool, should be used by schools on an ongoing basis to determine if they are implementing PBIS as it was intended.
  - The TFI can be used as a baseline, as progress monitoring, and as a yearly fidelity check.
  - It is important to have Tier I implemented with fidelity before beginning Tier II implementation.

ACTIVITY

Data Discussion

Depending on the audience or attendees, this might be a good place to have schools and/or districts reflect on how they collect and use data at the school level (e.g., discipline referrals, fidelity data) and/or at the district level (e.g., surveys, walkthroughs, PBIS assessment data).

Here are some questions to help generate discussion:

- Are discipline data collected and reviewed regularly, at least once a month?
- Are discipline data used to make decisions about Tier I implementation?
- Are fidelity tools used at least once a year to continuously improve implementation fidelity?
- Does the district schedule the use of fidelity tools?
- Is there a district plan for scheduling and developing training, data support, coaching, etc., based on assessment data?

Training Section Three

Overview of Tier II Interventions
Slides 14 - 23

Goals

Participants will learn
- The features of Tier II interventions
- The basics of several common Tier II interventions

Slide #14

[Overview of Tier II Interventions]

Slide #15

[Features of Tier II Interventions]

Trainer Notes:

- All PBIS interventions are linked to the school-wide expectations.
  - Students can be placed into an intervention at any given time because they are always available.
  - Once a student is identified as eligible for intervention, they should be placed as soon as possible.
- Progress (student's response to intervention) is assessed often – at least every two weeks. If it's determined that the student is not making the desired progress, the intervention can be modified to focus on specific skills, etc.
- The interventions should include structured prompts (adults actively reminding students of expectations and replacement behaviors that they are working on).
- Another component of Tier II intervention is positive, corrective feedback. Students need to know if they're not meeting their behavior goals or expectations, but the feedback needs to be constructive and positive.
- Students need to have opportunities to practice and to generalize the new behaviors or skills they have learned.
- It is important to communicate with parents/guardians so they are aware of what the student is learning and can help support them at home; they need to know if the intervention is working.
- The students entering interventions will require orientation. It's important for the student to have the best setup for success, so they will need to know about the intervention, why they are in it, and what they are supposed to do.
- Staff, substitutes, and anyone else who may have to interact or give feedback to students in interventions will also need an orientation.

Slide #16
[Examples of Tier II Interventions]

Trainer Notes:

- Check-in, Check-out (CICO) is for students who need more adult attention and reinforcement throughout the day. Students "check in" with a designated staff member to get feedback on how well they are following the expectations.

- Instructional groups give students extra instruction in areas like social or language skills, or just extra instruction on the expectations.

- Mentoring is for students who lack engagement in school academically and/or socially.

- Self-monitoring is used to help students learn to monitor and correct their behavior, with occasional check-ins with adults. This intervention is often used with the other interventions as students taper off them.

- According to meta-research by John Hattie, Hattie identifies RTI as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers." RTI has one of the highest effect sizes (#3 out of hundreds) on student outcomes.

  - For more information on Hattie's Research, visit this website: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Examples Of Interventions Matched To Function of Behavior

RTI Arkansas

	Check-in, Check-out	Social Skills Groups	Self-Monitoring	Mentoring
Get Adult Attention	X	X	X	
Get Peer Attention		X	X	
Avoid Adult Attention		X	X	X
Avoid Peer Attention		X	X	X
Avoid Tasks		X	X	X
Access to Activities or Tangibles		X	X	

Slide #17

[Examples of Interventions Matched to Function of Behavior (Motivation)]

Trainer Notes:

- This spreadsheet shows how interventions are chosen based on the student's function of behavior.
  - The functions of behavior are listed down the left column, with some Tier II interventions listed across the top row.
  - The X's show which interventions are appropriate, based on function.
- The next four slides give very brief overviews of the four interventions shown here.

Check-in, Check-out (CICO)

For those students who…

- Have consistent patterns of problem behavior **across multiple settings**

- Create **low level disruptions** such as talking out, talking back, off-task, or out of seat behaviors

- Seek positive **adult attention**

Slide #18
[Check-in, Check-out (CICO)]

Trainer Notes:

- CICO is a simple intervention that addresses the needs of students with non-serious behavioral issues.
- CICO is for students who want more adult attention.
- This intervention gives students multiple opportunities throughout the day to interact with adults and get feedback on how well they are following the behavioral expectations.

Social Skills Groups

For those students who demonstrate social skills deficits.

For example:

- Students who have trouble making or keeping friends

- Students who have an inability to respond appropriately in particular situations

- Students who are uncooperative

Slide #19

[Social Skills Groups]

Trainer Notes:

- Social skills deficits are diverse, and in Module 6, various types of social skills interventions will be covered in more detail.

- Social skills groups are created based on student need – or function of behavior – and are facilitated by staff.

Self-Monitoring

For students who…

- already have a skill in their repertoire

- are able to discern the occurrence and frequency of a specific behavior or skill they are using

- are of any age

Slide #20
[Self-Monitoring]

Trainer Notes:

- Self-Monitoring is a Tier II standard protocol intervention that involves teaching students to observe and record their own actions and behaviors. It is appropriate for students who have already acquired the social skill and who can discriminate between the target skill and other behaviors. *(MO SWPBS Tier 2 Workbook)*

- Self-monitoring can be a way for students to fade from an intervention through self-management of the learned behavior.

- Although self-monitoring is an intervention for students of any age, the student's age must be taken into consideration when designing the intervention.

Mentoring

What students may benefit from mentoring?

Those…
- for whom rewards and consequences appear ineffective
- who lack motivation
- who lack self-esteem or self-confidence
- who lack positive adult role models
- who appear to not like school

Slide #21

[Mentoring]

Trainer Notes:

- This is a list of basic characteristics of students who may benefit from mentoring.

Slide #22
[Activity/Discussion]

⭐ **ACTIVITY**

Initiative Inventory

- Advance to the next slide and then provide the Initiative Inventory (it can be found on the next page or it can be downloaded here: http://cce.astate.edu/pbis/wp-content/uploads/2019/01/NIRN-Initiative-Inventory-3-1.docx) to attendees.
- Ask attendees to begin listing the various initiatives currently being implemented in the school/district.
- Have attendees discuss how PBIS Tier II will fit with these. Here are some questions to guide conversation:
    - Are there other initiatives with similar goals?
    - Is there enough funding available for Tier II?
    - Can resources be allocated for Tier II (e.g., training, staff time)?

Initiative Inventory

This tool can be used to guide your team's review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

Date of Inventory:

Name of Initiative	Leadership of Initiative (Team and/or Coordinator: Name and Department)	Expected Outcome	Scale of Intended Use (National, regional, targeted population)	Start and End Date	Financial Commitment and Source of Funding (federal, state, grant, or other)	Relation to Organization Priorities & Strategic Plan	Measures of Outcomes	Evidence of Outcomes What has happened thus far?

Adapted from MiBLSi (4/15/10), ISSA (10/19/09), G.Sugai (1/26/01)

Learn more: implementation.fpg.unc.edu

Slide #23

[Initiative Inventory (Working Smarter)]

Trainer Notes:

- "This tool can be used to guide your team's review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives."

  - Adapted from Michigan (MiBLSi 4/15/10), ISSA (10/19/09), G. Sugai (1/26/01); The Active Implementation Hub, AI Modules and AI Lessons are developed and maintained by the National Implementation Research Network (NIRN) at The University of North Carolina at Chapel Hill's FPG Child Development Institute. Copyright 2013-2017

  - An updated version of the Initiative Inventory can be found here: https://nirn.fpg.unc.edu/resources/initiative-inventory

Training Section Four

How to Assess Readiness for Tier II

Slides 24 - 31

Goals

Participants will learn
- How to assess readiness for Tier II at the district level
- How to assess readiness for Tier II at the school level

How to Assess Readiness for Tier II

District Level & School Level

RTI Arkansas

Slide #24
[How to Assess Readiness for Tier II]

Trainer Notes:

- PBIS implementation will be more successful if the district is committed to taking on some responsibilities.

- Before beginning to implement Tier II, it's important that Tier I is being implemented school-wide with fidelity and that PBIS practices are being used in classrooms.

- Schools will need to have staff with more expertise, or the desire to develop the needed expertise.

Is Your District Ready For Tier II?

Ideally, **districts** should create structures to ensure consistency in Tier II implementation across the district.

- Build expertise in district
- Use and/or share resources throughout district
- Conduct district-wide training and technical assistance
- Create standard district-wide policy, processes, forms, tools, etc.
- Ensure sustainability through personnel changes

Slide #25
[Is Your District Ready for Tier II?]

Trainer Notes:

- Districts can provide expertise, training, etc. for a limited range of practices, such as CICO, social skills groups, and mentoring. Then, if schools want to implement anything else, they will provide their own support.

- Another consideration is to have some standard district-wide forms, data rules, data collection, etc., to make it easier for schools to begin implementing Tier II. This will also make it easier for students moving from one school to another (such as elementary to middle school).

Is Your School Ready For Tier II?

1. Do approximately 80% of students have only zero to one ODR?

2. Are Tier I data <u>recorded and used</u> consistently for decision making?

3. Is there a system to record classroom minors?

4. Are there faculty with expertise in behavioral/academic assessment and interventions on the team?

Slide #26
[Is Your School Ready for Tier II?]

Trainer Notes:

- These questions will help schools prepare for implementing Tier II.
- If more than 20% of students aren't responding well to Tier I, then it's important to reassess Tier I.
- It takes a lot of time and resources to develop group and individual interventions.

Assessing Tier I Status

- Fidelity of implementation
  - Tiered Fidelity Inventory (TFI) score
  - Self-Assessment Survey (SAS) score

- Use of data
  - How many students have 0-1 office referrals?
  - Are minor infractions being recorded?

- Classroom practices

Slide #27

[Assessing Tier I Status]

Trainer Notes:

- When looking at Tier I status, it's important to look at both fidelity of implementation and student outcomes.

- The TFI will assess fidelity, and the SAS will assess how staff perceive PBIS implementation.

- When looking at student outcomes, discipline data can show how many students are following the expectations most or all the time.

- Also, look at how minor inappropriate behaviors are being recorded in classrooms, as teachers need to have data to use when referring students for additional support or monitoring students who are getting extra support.
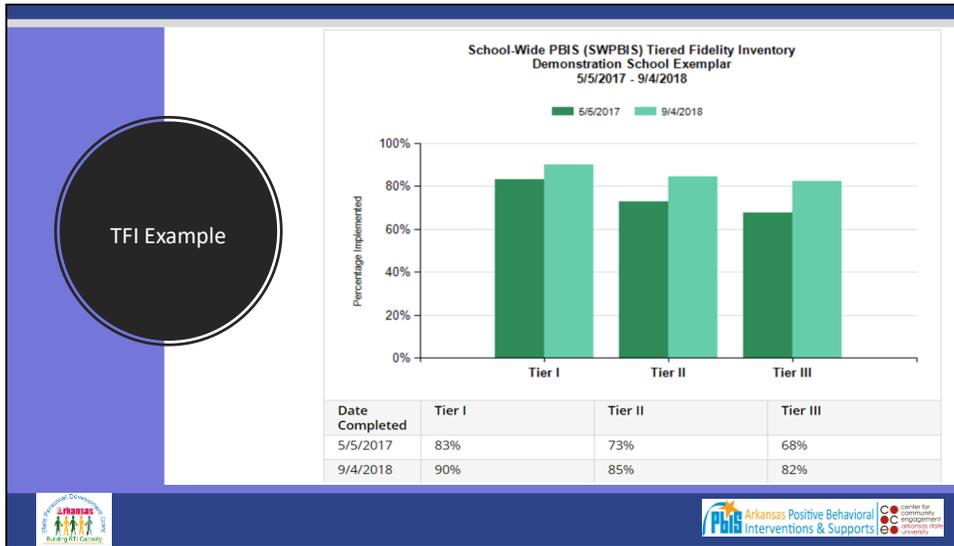
Slide #28
[TFI Example]

Trainer Notes:

- The TFI shows the fidelity of implementation of each tier.
- It is recommended that schools be at or above 70% for Tier I before implementing Tier II.
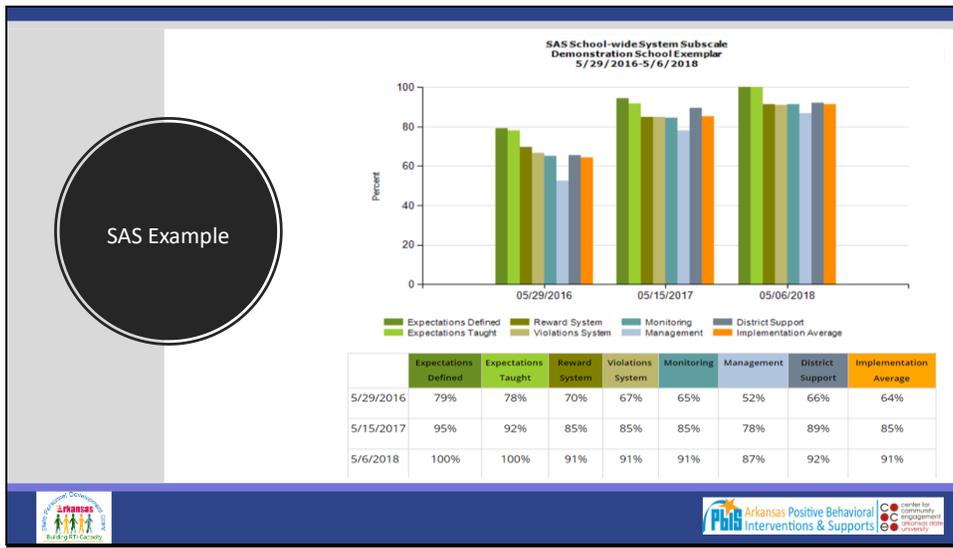
Slide #29
[SAS Example]

Trainer Notes:

- The SAS gives the staff's perspective on how well PBIS is implemented in the school. The SAS can be found here: https://www.pbisapps.org/Resources/SWIS%20Publications/Self-Assessment%20Survey.rtf
- This report shows how well staff perceive that each school-wide core element is implemented.
- It is recommended that the overall score be 80% before moving to Tier II.
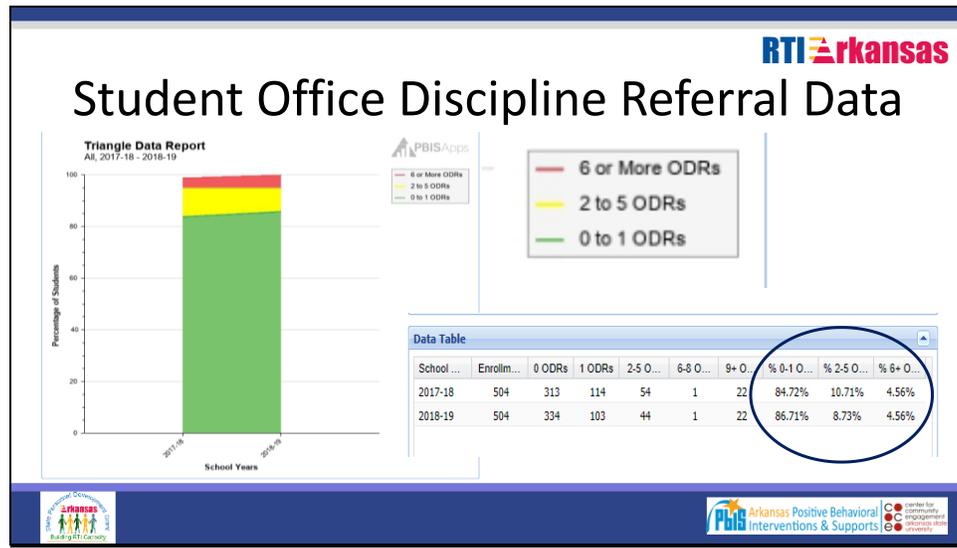
Slide #30

[Student Office Discipline Referral Data]

Trainer Notes:

- This data example spans a full school year (and shows data for the previous year), showing students that received 0-1 referrals (green), 2-5 referrals (yellow), and 6 or more referrals (red).

- The data table shows the percentages in each category (see inside circle).

- It is recommended that schools have 80% of students in the green, 10-15% in the yellow, and not more than 5% in the red.

Slide #31
[Are you using effective classroom practices?]

Trainer Notes:

The classroom practices shown above are research-based practices for an effective instructional environment. They are derived from two reviews of published research literature (see citation).

- Classroom expectations are aligned with school-wide expectations, posted, taught, and referred to regularly.
- Classroom procedures and routines are created, posted, taught, and referred to regularly.
- Positive specific feedback (how well students are following the expectations, procedures, etc.) is provided using a variety of strategies (both verbal and non-verbal), with the goal of having a ratio of four positive to one negative.
- A variety of strategies (with an instructional approach) are used in response to students' inappropriate behavior; e.g., redirect, re-teach, provide choice, conference, etc. Responses should be used consistently, immediately, and respectfully.
- The classroom is arranged to minimize crowding and allow for easy movement, different activities, and grouping; the teacher should actively supervise during instruction (scanning, moving, frequently interacting, etc.).
- A variety of strategies to increase students' opportunities to respond are used (e.g., track who has been called on, choral responses, guided notes, response cards, etc.).
- Activity sequencing and choice are offered in a variety of ways (e.g., providing shorter tasks among longer more difficult tasks, order, materials, partners, location and type of desk).
- A variety of strategies are used to modify difficult academic tasks and to ensure academic success, based on students' academic levels.

Training Section Five

Next Steps: Preparing for Tier II
Slides 32 - 41

Goals

Participants will learn
- How to create a strong Tier II team
- How to document commitment for Tier II
- How to action plan around readiness for Tier II

Slide #32

[Next Steps: Preparing for Tier II]

Slide #33
[Preparing for Tier II]

Trainer Notes:
- This section will help teams begin preparing for Tier II implementation.
- The next few slides talk about assembling a strong Tier II team.
- Following that, there are examples of commitment surveys for district and school levels.
- The final few slides include instructions and a guide for developing an action plan for getting ready for Tier II.

Slide #34
[Tier II Team Expertise Needed]

Trainer Notes:
- If schools don't have this expertise among staff, look at staff who have some abilities/skills in these areas and are willing to develop expertise.
- Look at the district for support, too.

Slide #35

[Where might you find this expertise?]

Trainer Notes:

- Schools have different available staff and will have to assemble a team who has the expertise and authority needed to carry out Tier II implementation and monitoring.
- Just like with Tier I, it is important to have a diverse group of people who will provide good discussion around problem solving and making decisions.

Slide #36
[General Information About the Tier II Team]

Trainer Notes:
- Every school has a different situation, different size, and different staff available.
- The team needs to be sufficiently large enough to fill a variety of roles and to have discussion around action plans involving both the Tier II systems and the individual students, but not so large that the meetings are inefficient.
- Schools have a lot of options.
  - They can continue with their existing Tier I PBIS team and simply add more expertise that will do the problem solving around individual students.
  - Monthly, everyone can discuss the progress of Tier II and the interventions, just as Tier I is reviewed.
  - More often, the problem-solving group will have to meet to discuss student progress (at least every two weeks).

Slide #37

[District Commitment Survey (Example)]

Trainer Notes:

- This survey is an example of a district commitment survey that can serve as both an intent to commit to Tier II and a checklist in preparing for Tier II.

Tier II School Commitment Survey

| 1. The school principal and staff have verified that Tier II readiness criteria are in place. *(Yes or No)* |
| 2. The school principal has agreed to establish a Tier II Team and designate time for it to meet. *(Yes or No)* |
| 3. The school principal has agreed to attend training meetings with team members. *(Yes or No)* |
| 4. The school principal has agreed to (re)direct financial and personnel resources toward implementation. *(Yes or No)* |
| 5. The school faculty members (>80%) have agreed to implement Tier II practices and systems. *(Yes or No)* |

Download link: http://cce.astate.edu/pbis/wp-content/uploads/2018/12/Tier-2-Commitment-Survey-MO.docx

(Everett et al., 2011, p.16)

Slide #38
[Tier II School Commitment Survey]

Trainer Notes:

- The Tier II commitment survey is a survey that includes key questions to consider prior to development of Tier II (Everett, Sugai, Fallon, Simonsen, and O'Keeffe, 2011).
    - Item #1 can be obtained through the Readiness Checklist from the last slide in this presentation.
    - Item #2 can be a team that already exists if the school already has a team in place that deals with student behavior.
    - For item #5, the school will have to survey or poll the faculty and document this.
- Download link: http://cce.astate.edu/pbis/wp-content/uploads/2018/12/Tier-2-Commitment-Survey-MO.docx

Tier II Readiness Guide

- Using the Tier II Readiness Guide (next slide), determine the status of each item for your school.

- Think about what sources/documentation you can use for evidence.

- Develop action plans to address readiness.

- **Update the action plans throughout the readiness process.**

Slide #39
[Tier II Readiness Guide]

Trainer Notes:

- This is a team activity, but individual attendees can do a quick assessment to get an idea of where they are. They can continue the action planning with their school team.
- Be sure to draw attention to the need for documentation showing status of each item.

Slide #40
[Tier II Readiness Guide with Action Planning]

Trainer Notes:
- This is page one of the Tier II Readiness Guide.
- This is a screenshot, so in order to show the links in the document, you will have to download the document first and then use the links on the document.
- This guide is on the CCE PBIS website here: http://cce.astate.edu/pbis/wp-content/uploads/2019/03/Tier-II-Readiness-Guide-with-Action-Planning-FINAL-3-22-19-1.docx

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⭐ **ACTIVITY**

Assessing Readiness and Action Planning

Advance to the next slide and provide the Readiness Guide to attendees.
Explain how the guide works:

- Use the guiding questions to assess readiness. Provide status updates in the second column.
- The Possible Data Sources column gives teams some ideas for data sources that can document their status.
- The last column is where teams can provide any supporting notes and action plan steps.

Slide #41
[Tier II Readiness Guide with Action Planning, Cont'd]

Trainer Notes:

- This is page two of the Tier II Readiness Guide.
- Readiness Guide is on the next 2 pages.
- This guide is available for download here: http://cce.astate.edu/pbis/wp-content/uploads/2019/03/Tier-II-Readiness-Guide-with-Action-Planning-FINAL-3-22-19-1.docx

Tier II Readiness Guide with Action Planning

Note: Tier II implementation decisions should be based on local context and in coordination with local coaches and technical assistance providers.

Below is an interactive guide (helpful resources are hyperlinked) to help schools determine readiness for Tier II. It is important to have data to substantiate your responses, so *some* possible data sources are listed below.

Guiding Questions	Status/Update	Possible Data Sources	Notes, Action Plans
What is our WHY? Why do we want to implement Tier II?			
Are administration and staff committed to implementing Tier II?		Commitment survey	
Do we have resources to implement Tier II? (e.g., personnel, expertise, resource allocation for interventions, etc.)		• School Improvement Plan priorities • Mental health partners • Initiative Inventory	

Recommended Tier II Readiness Criteria:

- 70% or higher on the Tiered Fidelity Inventory (TFI)
- 80% or higher on the Self-Assessment Survey (SAS)
- 80% of students with 1 or fewer discipline referrals
- Effective classroom practices are being implemented

RTI Arkansas

Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement, Arkansas State University

Guiding Questions	Status/Update	Possible Data Sources	Notes, Action Plans
How well are we implementing Tier I?		• Tiered Fidelity Inventory (TFI) • Self-Assessment Survey (SAS) • Student outcomes	
How many students are following the school-wide expectations most of the time?		School-wide discipline data	
Are we regularly collecting and reviewing school-wide discipline data and sharing with stakeholders?		• Communication Plan • Team meeting minutes	
Are effective classroom practices being implemented widely?		• Classroom Checklists	
Are classroom minor data being documented?			
Is our current data system capable of supporting Tier II data?			

Conclusion
Slides 42 – 46

- Summary
- Resources

Slide #42

[Summary and Resources]

Slide #43
[Summary]

Slide #44

[Summary, Cont'd]

Slide #45
[Resources]

Slide #46

[Thank You!]

Discussion Questions:

The following questions will help schools start thinking about the first steps involved in Tier II implementation. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. What is your plan for determining readiness for implementing Tier II?

2. How will you ensure and document commitment to implementing Tier II?

3. Who will serve on your Tier II district and/or school team?

4. How will you introduce Tier II to your district and/or school staff?

Homework:

- Use the Readiness Guide to develop any action items needed to prepare for implementing Tier II.
- Identify personnel for your Tier II team (district and/or school building level).
- Review discipline data and complete any assessments needed to determine status of Tier I.
- Take inventory of initiatives, programs, committees, etc. in your district or school and see how PBIS Tier II will fit into your plans and strategies. Take this opportunity to streamline things or discontinue things that do not have clear goals or outcomes.

Resources:

The following resources will give attendees more information on Tier II.

- Arkansas State University CCE PBIS Resource Center:
  - http://cce.astate.edu/pbis/tier-ii/
- OSEP Technical Assistance Center on PBIS:
  - https://www.pbis.org/pbis/tier-2
- Missouri Schoolwide Positive Behavior Support:
  - https://pbismissouri.org/tier-2-overview/

Next Module:

The suggested next module is Module 2: The Tier II Leadership Team.