The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 4

Identifying Students for Tier II Interventions

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: To help districts and schools create a consistent system for identifying and referring students for Tier II interventions

Title of Training:

Module 4: Identifying Students for Tier II Interventions

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
- Tier II Modules 1, 2, and 3

Training Description:

This module is designed to give administrators, schools, districts, and other personnel information about developing a system for identifying students for Tier II interventions.

Module Sections:

Introduction: Purpose and objectives (slides 1 – 4) pgs. 5 - 9

Training Sections:

Section 1 – Assess Current Initiatives and Interventions (slides 5 – 8) pgs. 10 – 15

Section 2 – Developing a System for Identifying Students for Tier II Interventions (slides 9 – 10) pgs. 16 – 18

Section 3 – Data Decision Rules (slides 11 – 19) pgs. 19 – 29

Section 4 – Procedures for Referring Students to Tier II Interventions (slides 20 – 34) pgs. 30 – 47

Section 5 – Screening Tools (slides 35 – 38) pgs. 48 – 52

Conclusion: Summary and resources (slides 39 – 44) pgs. 53 – 59

Discussion questions, homework, resources – pgs. 60 – 61

Training Materials/Equipment:

<u>PowerPoint for Module 4: Identifying Students for Tier II Interventions</u>

- 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. 15)
- Data Decision Rules template (pg. 29)
- Teacher Nomination for Assistance (pg. 40)
- Process for Supporting Students Through PBIS (pg. 47)

Activities in this Training:

- Initiative Inventory (pg. 13)
- Identify Students for Tier II Intervention (pg. 25)
- Data Decision Rules (pg. 28)

Essential Questions:

These essential questions will be addressed in this training module:

- Why and how should schools assess initiatives, programs, supports, etc. that are in place for students with at-risk behavior?
- What is needed to develop a system for identifying students for Tier II interventions?
- How are data decision rules developed to determine eligibility for receiving Tier II interventions?
- What should be considered when developing procedures for referring students for Tier II interventions? What are the steps?
- How can screening tools be used when identifying students for Tier II?

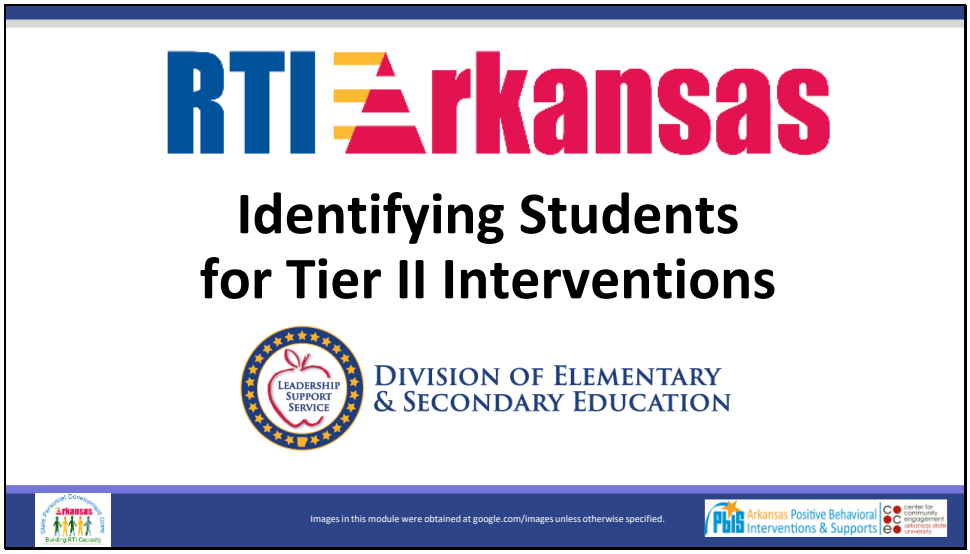
Trainer Tips:

- Consider facilitating Module 3 (Function of Behavior) along with this module, as Module 4 builds on Module 3.
    - Module 3 gives trainees some basic underlying information on why students may engage in chronic misbehavior.
    - In Module 4 we learn how we can use that information (function of behavior) to ensure students receive the proper intervention.
- This module provides a lot of opportunity for practice. It is important for participants to understand why and how we use data every step of the way when identifying and placing students in interventions.

Introduction

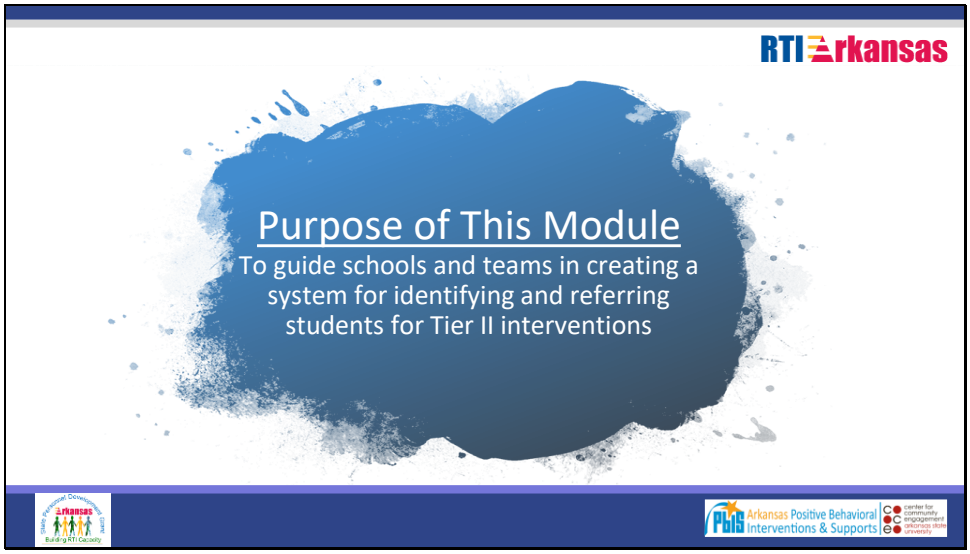
Slides 1 - 4

- Purpose of this module
- Objectives of this module



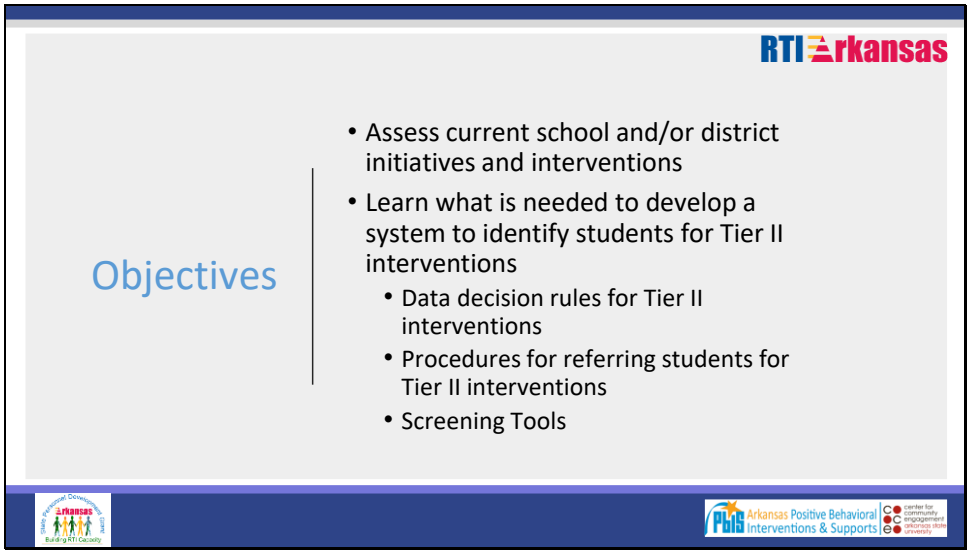
Slide #1

[Identifying Students for Tier II Interventions]



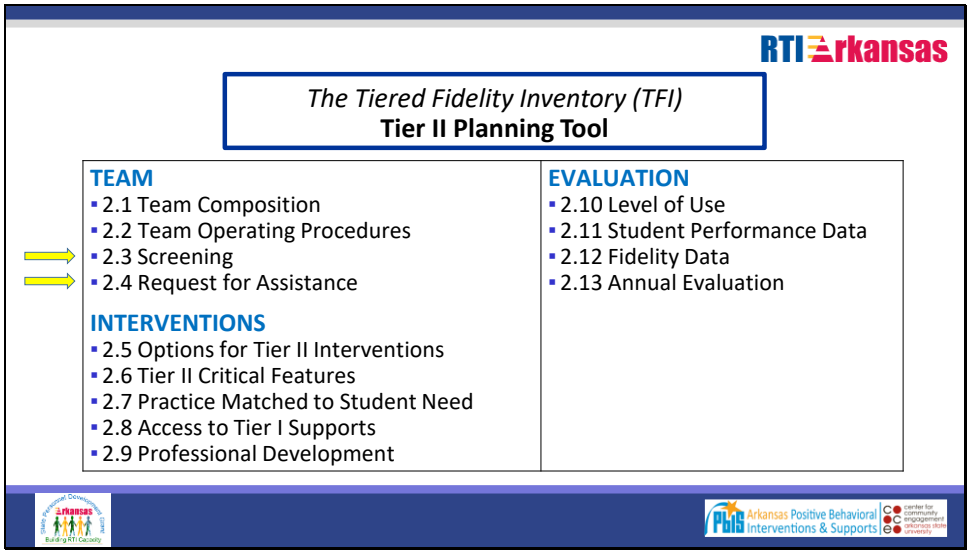
Slide #2

[Purpose of This Module]



Slide #3

[Objectives]



Slide #4

[The Tiered Fidelity Inventory (TFI)]

Trainer Notes:

- The TFI will be used throughout PBIS modules. Each module aligns with one or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, items 2.3 and 2.4 will be addressed.
- Fidelity checks will appear throughout this module at the end of content sections, as appropriate.

Training Section One

Assess Current Initiatives and Interventions

Slides 5 - 8

Goals

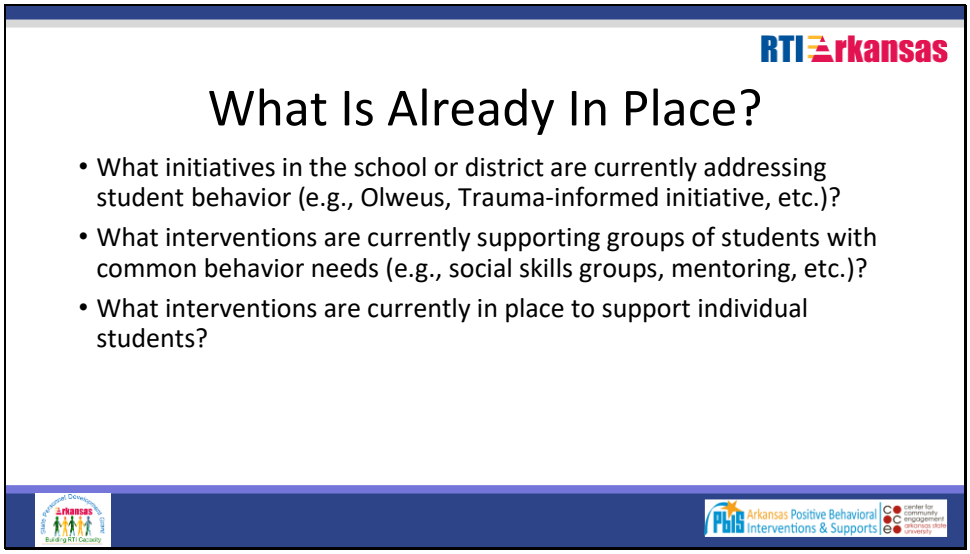
Participants will learn about assessing and streamlining programs, initiatives, interventions, etc. that are currently in place for groups of students with similar at-risk behavior.

Slide #5

[Assess Current Initiatives and Interventions]

Trainer Notes:

- This section will help guide schools in looking at what initiatives, programs, interventions, etc. are already in place in the school (or district) that support students who need extra support – group and individual interventions.

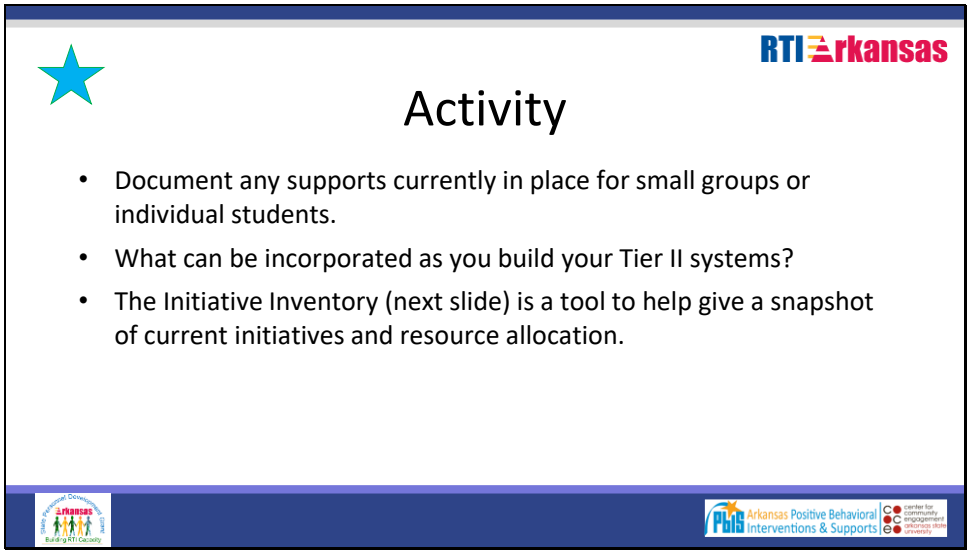


Slide #6

[What Is Already In Place?]

Trainer Notes:

- For the first bullet above, consider whether, besides PBIS, there are programs or initiatives that address behavior, such as bullying, social skills, or something else?
- For the second bullet above, consider whether schools have any type of social skills groups, mentoring/buddy programs, or a special room or location for students to go when they need extra support?
- For the third bullet above, some examples of individualized interventions would be intensive mentoring (such as Check and Connect), tutoring, or counseling.



Slide #7

[Activity]

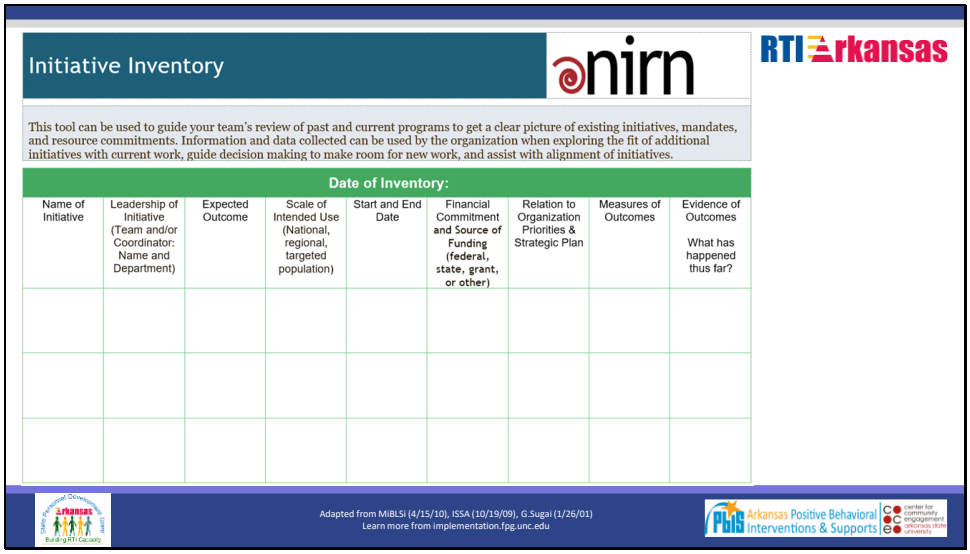
Trainer Notes:

- This is a good exercise for Tier II teams to do as they prepare or begin to implement Tier II.
- The inventory on the next slide will give schools/teams a "big picture" of what has already been tried, what is currently going on in the school, and where resources are currently committed.

ACTIVITY

Initiative Inventory

- Advance to the next slide and present the Initiative Inventory. A copy of the inventory is on page 15, or it is downloadable here: http://cce.astate.edu/pbis/wp-content/uploads/2019/01/NIRN-Initiative-Inventory-3-1.docx
- Have participants spend a short amount of time (10-15 minutes) listing any initiatives that have been tried or are currently in place for students with at-risk behavior.
- Encourage participants to complete the inventory (preferably as a Tier II team exercise) before they begin developing Tier II systems and interventions. There may be things they can build upon and/or things that don't serve a clear purpose or have a clear outcome.



Slide #8

[Student Office Discipline Referral Data]

Trainer Notes:

- This tool can be used to guide the Tier II team's review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Document: https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN%20Initiative%20Inventory.docx
- Definition of **Initiative:** *Initiatives are priority efforts, strategies, or projects in which an agency is directly engaged to produce change that results in desired outcomes (e.g. improved outcomes for learners)*.
- Information and data collected can be used to explore 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 MiBLSi (4/15/10), ISSA (10/19/09), G.Sugai (1/26/01)
    - The Active Implementation (AI) 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; implementation.fpg.unc.edu

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)

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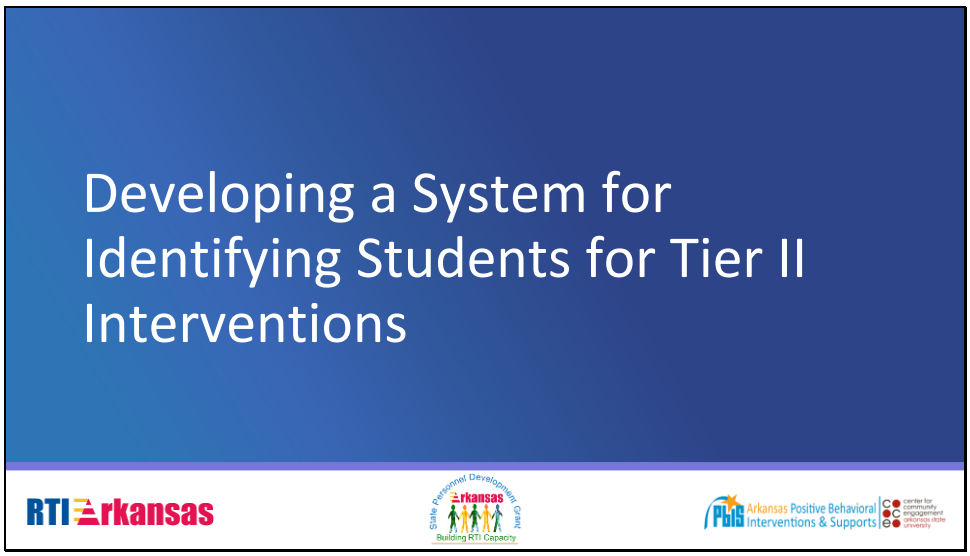
Training Section Two

Developing a System for Identifying Students for Tier II Interventions

Slides 9 - 10

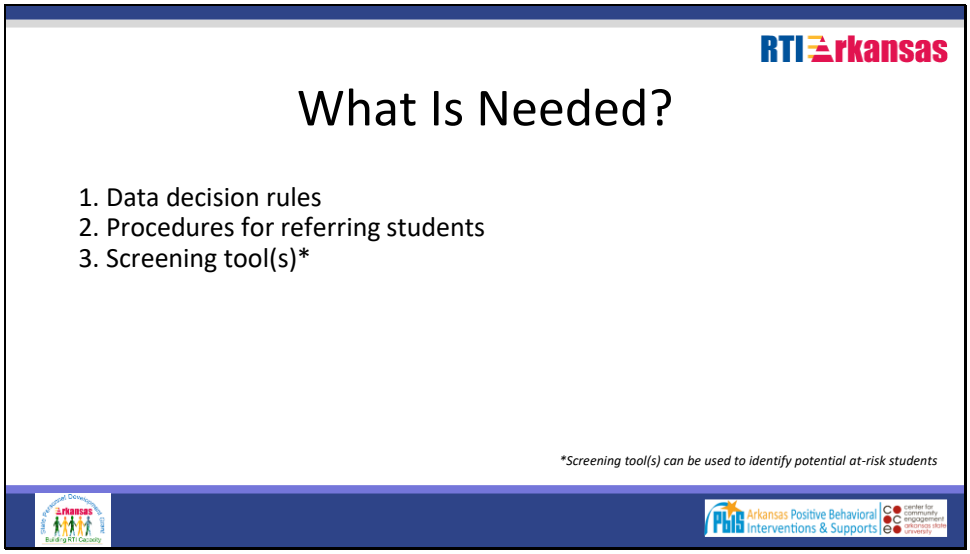
Goals

Participants will learn what is needed to develop a system for identifying students for Tier II interventions.



Slide #9

[Developing a System for Identifying Students for Tier II Interventions]



Slide #10

[What Is Needed?]

Trainer Notes:

- In this section, we will talk about developing each of the above bullets.
- Teams will establish criteria (data decision rules) that students must meet to receive Tier II interventions. These criteria will be based on data from various sources, such as office referrals, absences, out of classroom time, etc.
- Teams will establish forms and procedures for staff and others to use when suggesting a student for interventions. Teams will be responsible for informing staff and others of the process (e.g., where the forms are located, what data must accompany the referral, who receives the referral form, etc.).
- Schools may also want to identify a screening tool or tools that classroom teachers can also use to further determine if students warrant interventions and also what type of interventions might be right for the students.

Training Section Three

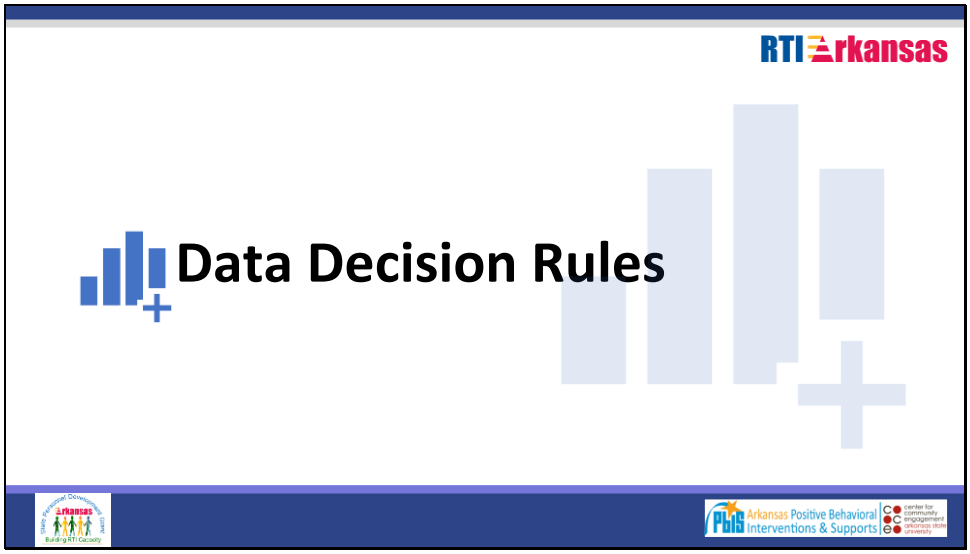
Data Decision Rules

Slides 11 - 19

Goals

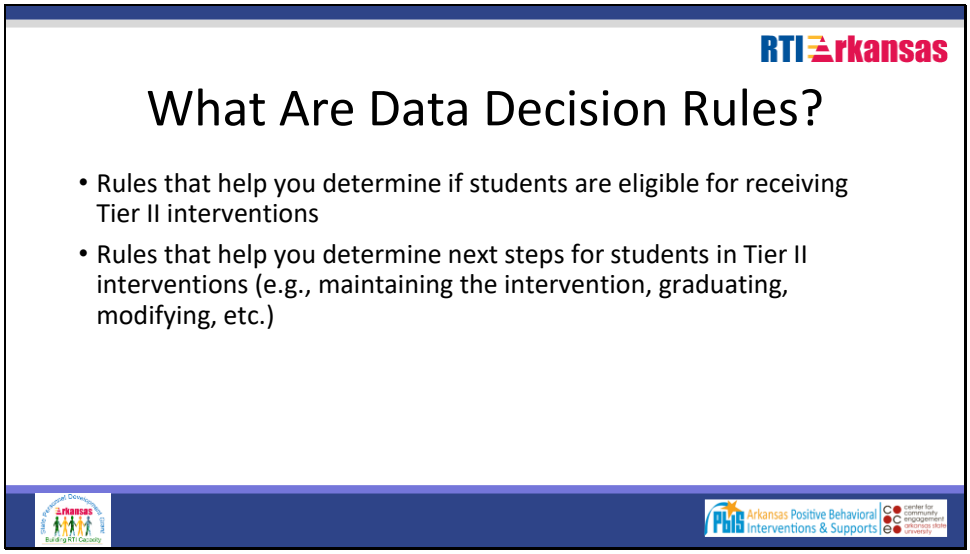
Participants will learn

- What are data decision rules
- How to develop data decision rules



Slide #11

[Data Decision Rules]

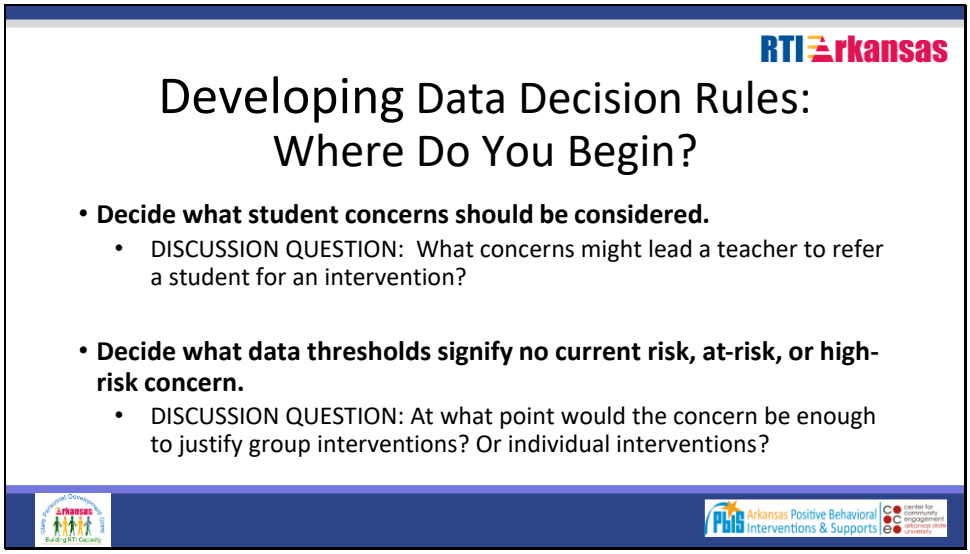


Slide #12

[What Are Data Decision Rules?]

Trainer Notes:

- There will be more examples in a few slides, but a very common data rule is that students with two to five office referrals are considered for Tier II supports.
- Rules for determining next steps would include data that indicate if the student is responding positively or negatively to the intervention. This will guide teams in deciding if the student should start graduating from an intervention (positive response) or if they need to modify/change the intervention or even refer the student for Tier III (negative response).

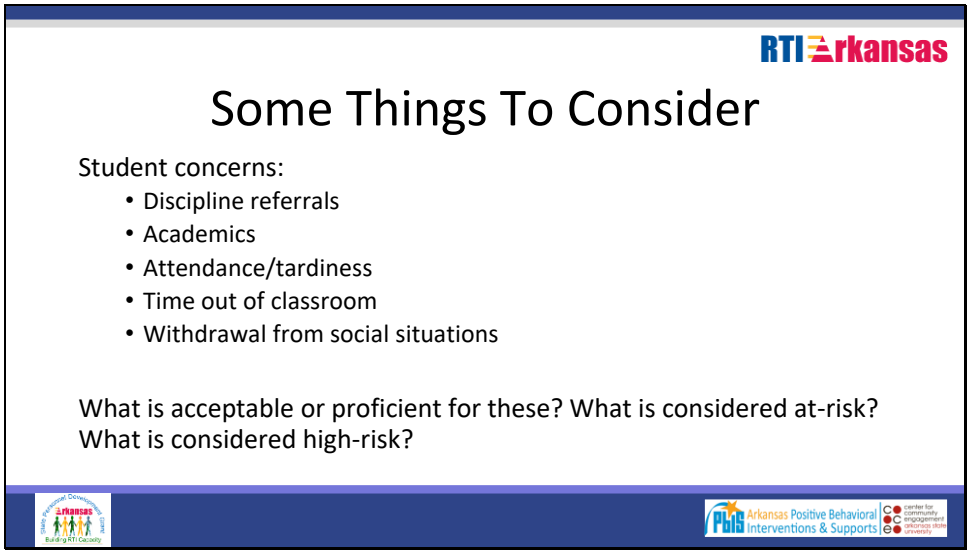


Slide #13

[Developing Data Decision Rules: Where Do You Begin?]

Trainer Notes:

- This slide is animated.
- Generate some discussion. What concerns would lead a teacher or the PBIS team to consider referring a student for a group intervention?
- Schools are already looking at school-wide data. These data can also help reveal students with a high number of infractions so that teams can consider if those students need additional supports. We will discuss this more in the next sub-section on “Procedures for Referring Students to Tier II Interventions”.
- Teams will be tasked with determining parameters for students to be eligible for group interventions. Once the various concerns are determined, teams will decide what data indicate that a student is at-risk of escalating.

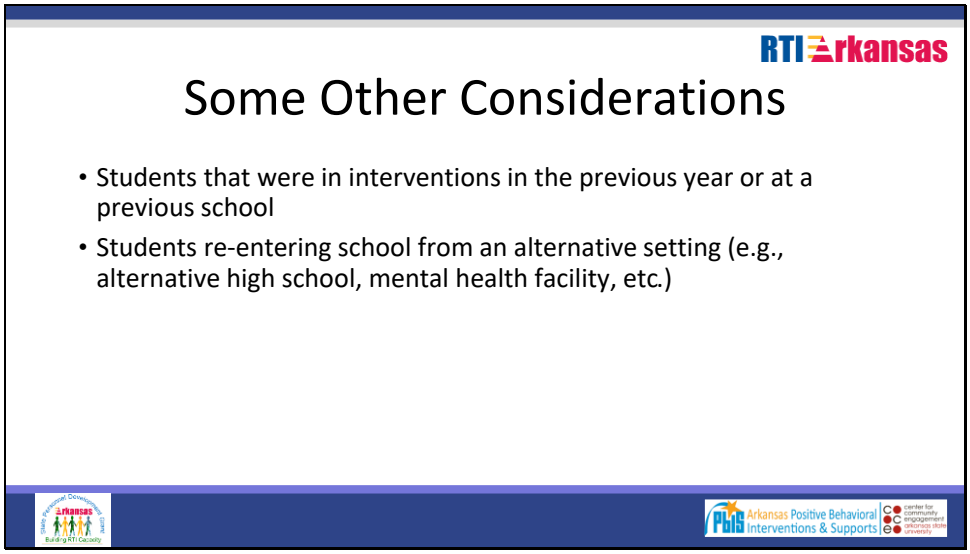


Slide #14

[Some Things To Consider]

Trainer Notes:

- School teams should decide what range or combination of "red flags" warrant consideration for Tier II interventions. Think of these rules as "gates" for getting into Tier II interventions.
- Above are some concerns that teams may want to consider. (Discussion from the last slide may add to this list.)
- By creating data decision rules that define what is acceptable, what is at-risk, and what is too serious for Tier II (e.g., how many referrals, how many absences, how many low grades, etc.), schools can efficiently identify students and get them into Tier II interventions more swiftly.

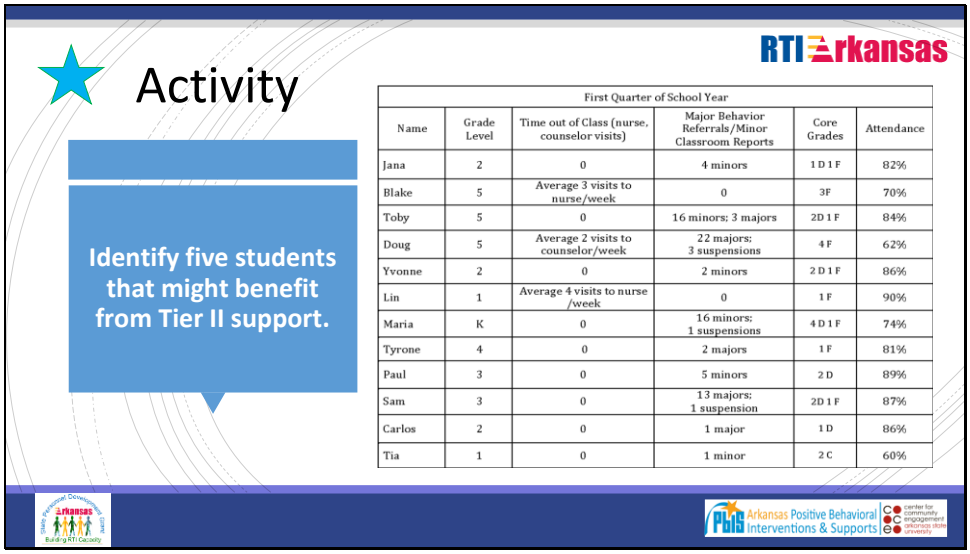


Slide #15

[Some Other Considerations]

Trainer Notes:

- Students that were being supported the previous year will need follow up to determine if they still need support.
- Students new to the school that were being supported at their previous school will need support, especially when they first enter the school.
- Students that are re-entering school after being placed in an alternative setting will need support as they get accustomed to being in a school setting again.



Slide #16

[Activity]

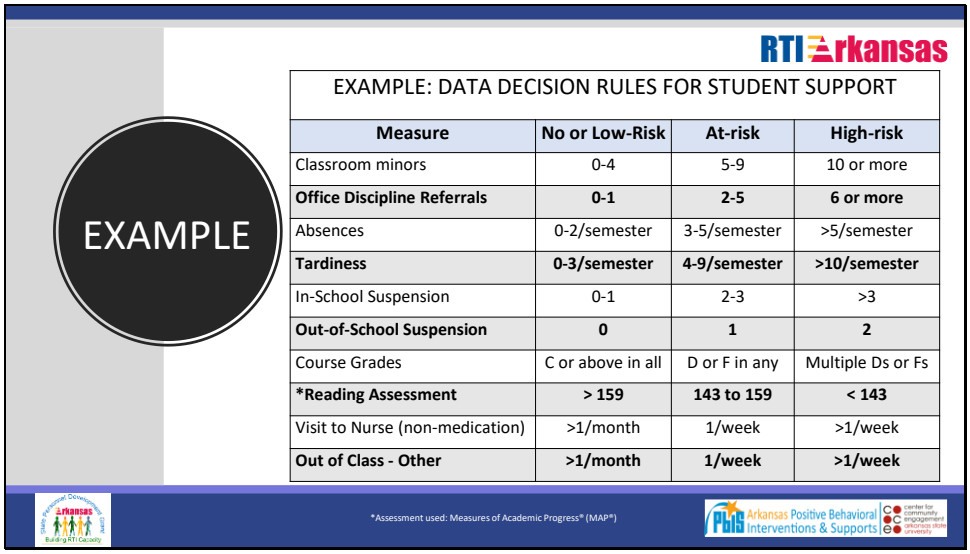
Trainer Notes:

- The outcome of this activity is to help teams begin to establish data decision rules or "gates" for access to Tier II interventions.
- Ask participants to identify five students they would enroll in a Tier II intervention.
- Create a discussion by asking what made them choose those five.
  - Were they chosen based on just one factor, or a combination of factors?
- Guide the discussion by reminding participants that Tier II interventions are for:
  - Students displaying frequent, but minor problem behaviors, across multiple locations
  - Students needing enhanced Tier I supports to prevent escalating behavior
  - Students with internalizing or externalizing behaviors

ACTIVITY/DISCUSSION

Identify Students for Tier II Intervention

- Using the example on the slide, ask participants to choose students they think may be candidates for Tier II interventions and have them explain their reasons. Encourage everyone to discuss why they agree or not.
- This exercise will help prepare teams to create their data decision rules.
- The next slide shows an example of data decision rules used at a fictional school.

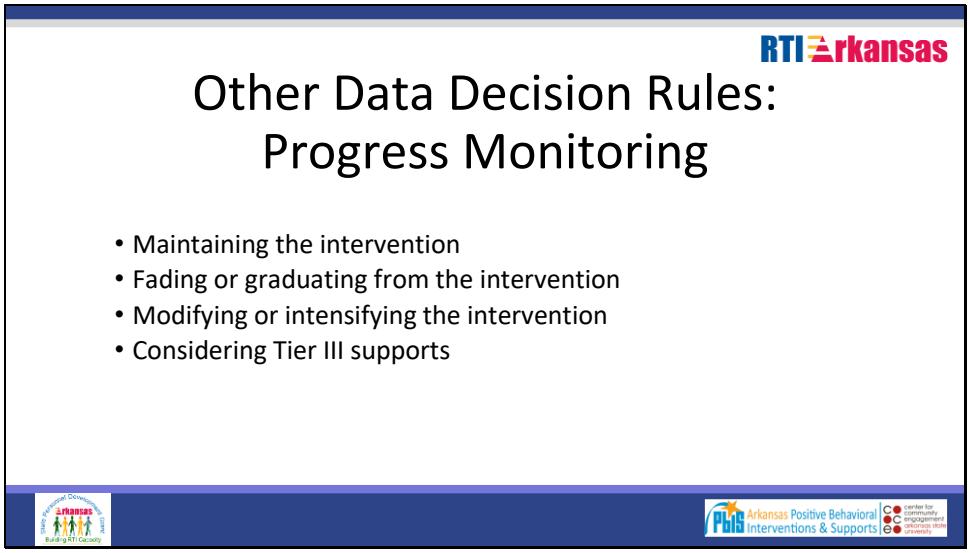


Slide #17

[Example]

Trainer Notes:

- This is an example showing the data guidelines that a fictional Arkansas school uses to identify students for Tier II and III interventions (at-risk and high risk). Note that they also have a column showing what is considered no risk or low risk for each measure. Share and ask for feedback as time allows.
- If possible, steer discussion towards looking at all of these student data to get a snapshot, or "big picture".
- Remind schools to consider the context and culture of their own schools when developing their data decision rules.
- *Measures of Academic Progress® (MAP®) scores will vary from grade to grade and from classroom to classroom. An explanation of scoring for this assessment can be found here: https://www.nwea.org/resource-library/research/2015-normative-data-3
  - The example above is from page 3, the 2015 Reading student status norms table, using the second grade begin-year data:
    - No or low risk was assessed to be -1 standard deviation or above (score of 160 or greater)
    - At-risk was between -2 and -1 standard deviations (score of 143-159)
    - High risk was lower than -2 standard deviations (score of 142 or lower)

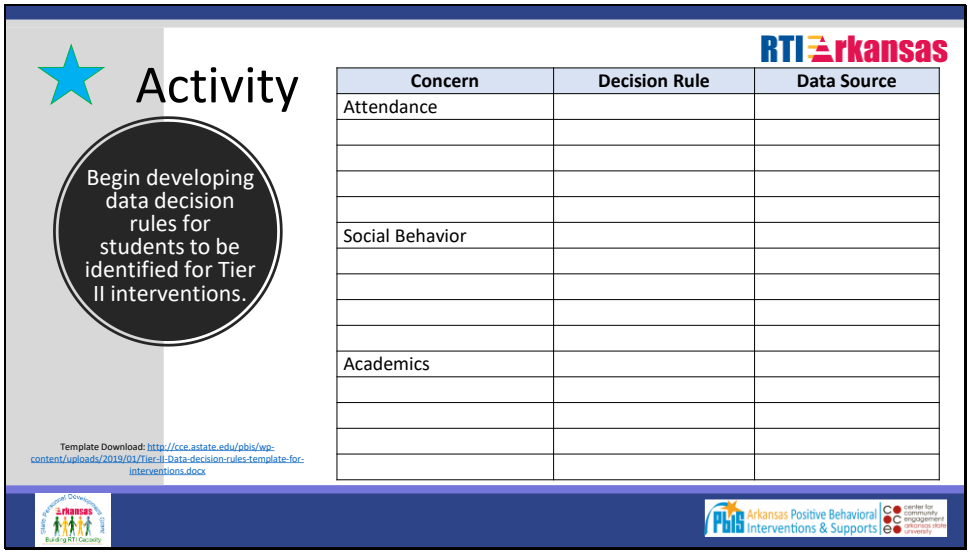


Slide #18

[Other Data Decision Rules: Progress Monitoring]

Trainer Notes:

- Once students are in interventions and teams are progress monitoring, there will need to be data decision rules for what the next steps will be.
- Teams will need to determine guidelines for the following:
  - When a student has progressed sufficiently and is ready to graduate from an intervention or begin a fading period
  - When a student is not making sufficient progress and may need a modification or more intense version of the intervention
  - When a student should be considered for Tier III supports, after not making progress with Tier II interventions



Slide #19

[Activity]

Trainer Notes:

- Teams or participants can use this template to begin creating their data "gates" for entering Tier II interventions.
- This template is included on the next page and can be used as a handout. It is also available to download here: http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Tier-II-Data-decision-rules-template-for-interventions.docx

ACTIVITY

Data Decision Rules

- Give participants a copy of the template on this slide (handout on pg. 29 or downloadable version noted above).
- Have participants begin working on their data decision rules:
  - Begin by deciding what types of concerns will be considered when deciding if a student needs Tier II intervention (the three listed are just examples).
  - Next decide what parameters will define no risk, at-risk, or high risk for each concern.
  - Finally, list the source(s) of the data for each concern. For example, will you look at both classroom and office discipline referrals?

Data Decision Rules

Concern	Decision Rule	Data Source
Attendance		
Social Behavior		
Academics		

Training Section Four

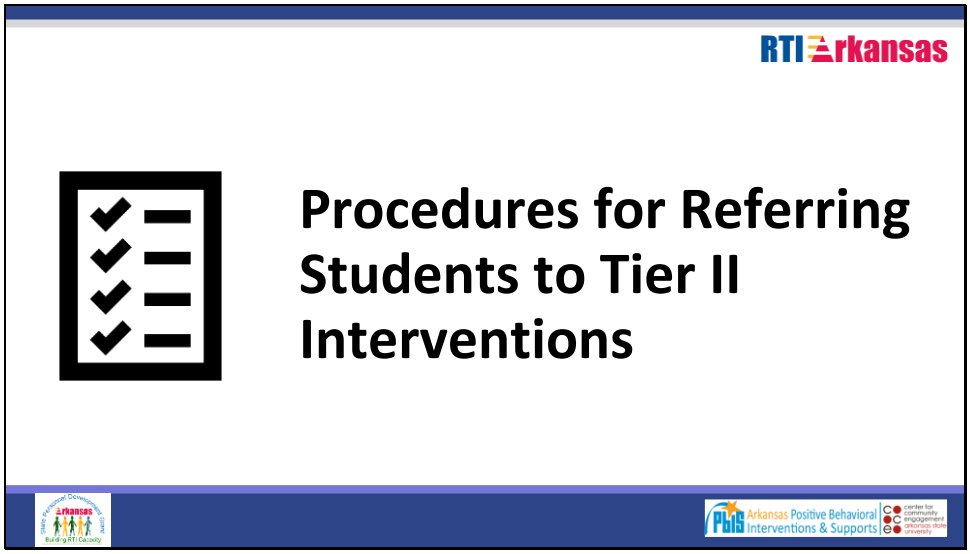
Procedures for Referring Students to Tier II Interventions

Slides 20 - 34

Goals

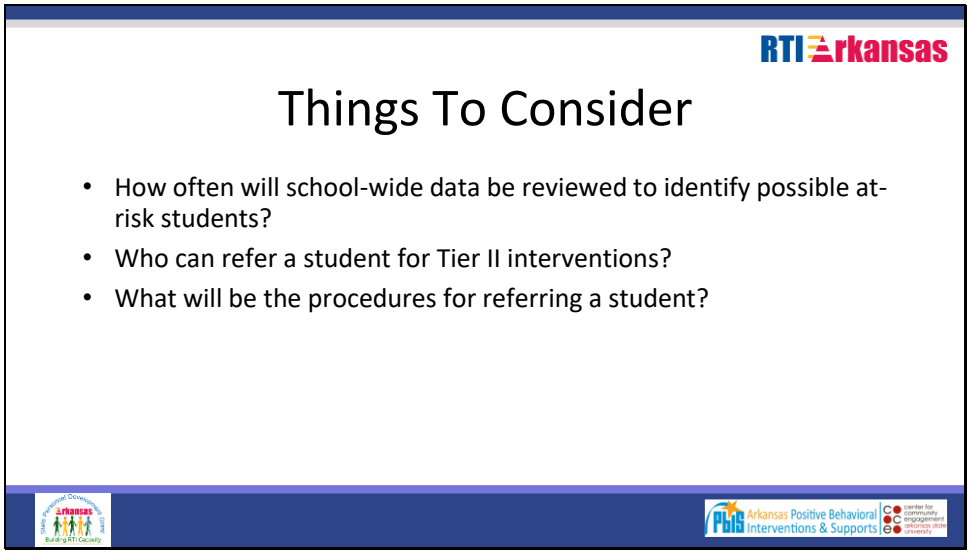
Participants will

- Learn how to develop procedures for referring students for Tier II interventions
- See examples of procedures and documents used in the referral process



Slide #20

[Procedures for Referring Students to Tier II Interventions]

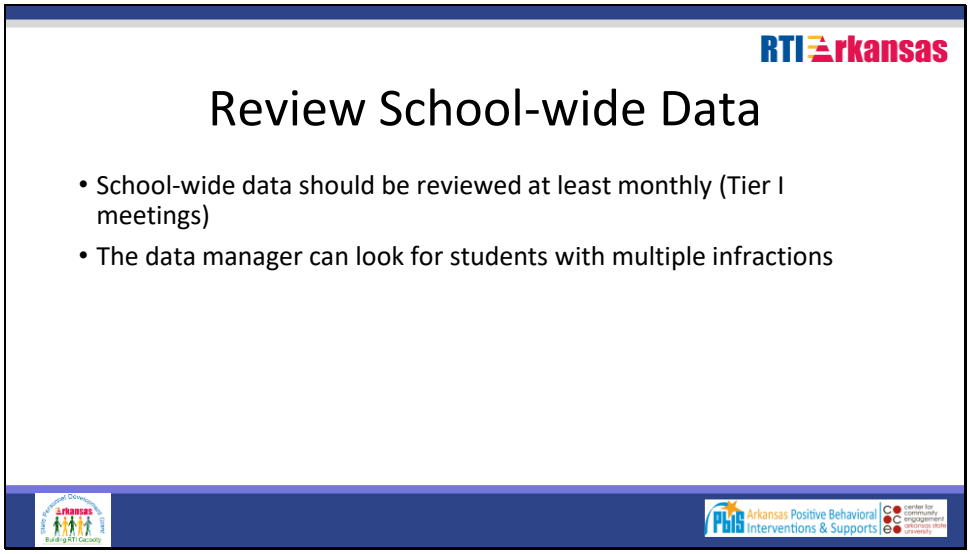


Slide #21

[Things To Consider]

Trainer Notes:

- These three bullets will be discussed in the next several slides.

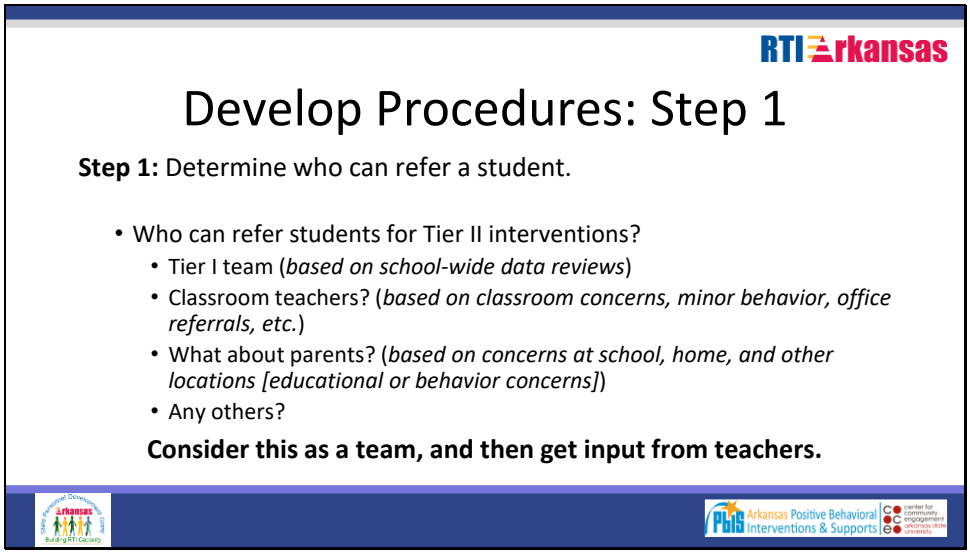


Slide #22

[Review School-wide Data]

Trainer Notes:

- Since teams are already looking at school-wide data on a regular basis, the data manager, the person that brings data to the team meetings, can begin looking for groups of students that have had multiple infractions over a given period of time (team can decide what this timeframe will be).

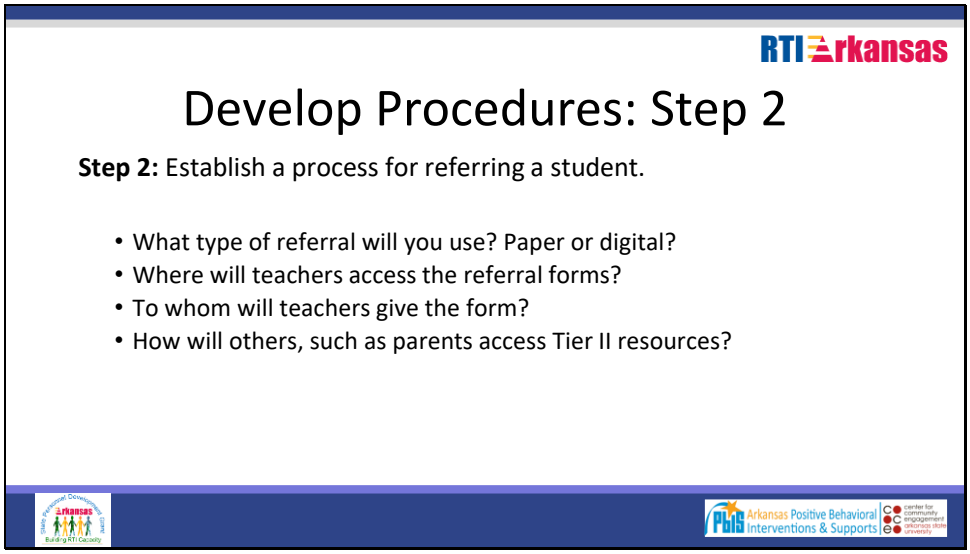


Slide #23

[Develop Procedures: Step 1]

Trainer Notes:

- This can be an activity if time permits. See the facilitator guide for more information.
- There will be six steps in the process to develop procedures. Each step will be on a separate slide. The facilitator guide will include a handout with all of the steps (a guide for implementers).
- Step 1: Who will refer students for Tier II interventions? Just teachers? Parents? Others?

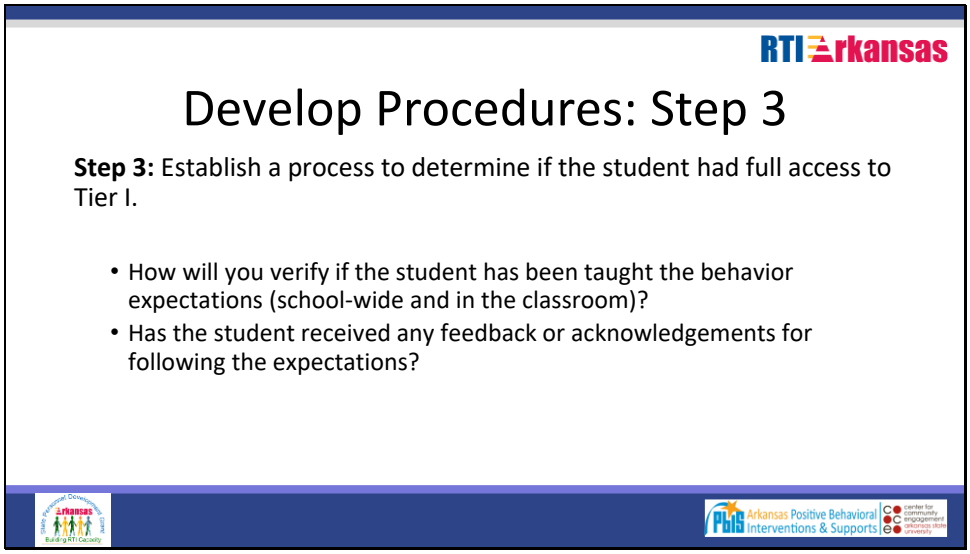


Slide #24

[Develop Procedures: Step 2]

Trainer Notes:

- Step 2: What type of referral will you use? Paper or digital? Where will the teacher access the referral forms? To whom will the teacher give the form? How will others, such as parents access Tier II resources?
- Many schools implementing Tier II have some type of form called a Request for Assistance or Student Nomination form. There will be an example on slide 28.

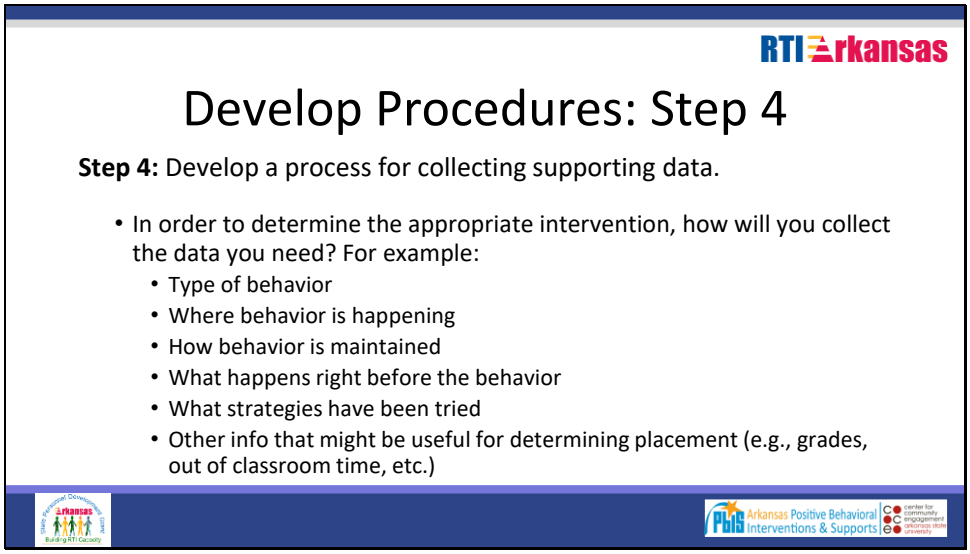


Slide #25

[Develop Procedures: Step 3]

Trainer Notes:

- Step 3: Before going any further in the investigation, it is important to determine if the student has been taught the behavior expectations (school-wide and in the classroom), and if the student received any feedback or acknowledgements for following the expectations.

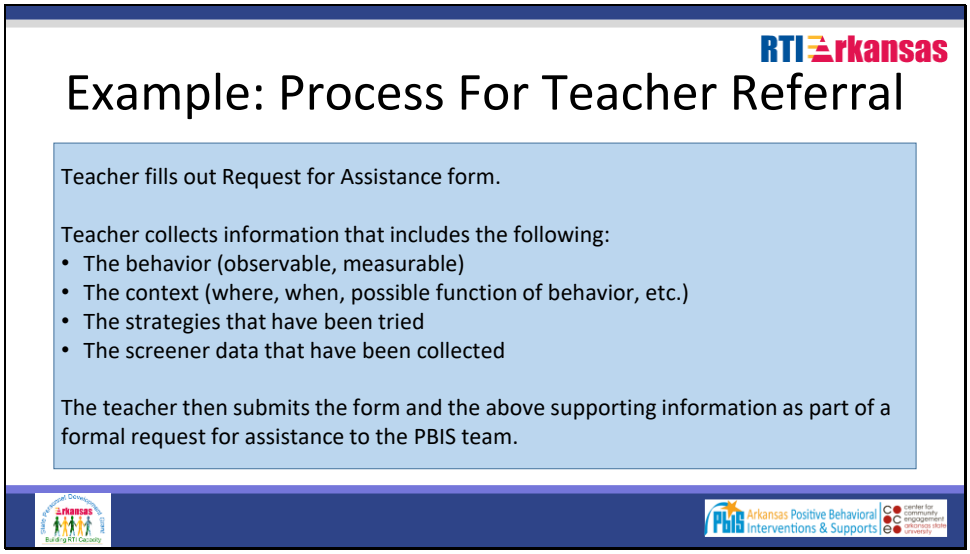


Slide #26

[Develop Procedures: Step 4]

Trainer Notes:

- It is important to collect additional data to determine the appropriate intervention for a student.
- In Module 3, there is a form called ABC, or Antecedent – Behavior – Consequence Form. This can be used to record observational data, such as what happens right before the behavior (antecedent) and what is the response to the student's behavior (consequence). This form and an example of a Request for Assistance form will be included in the next few slides.

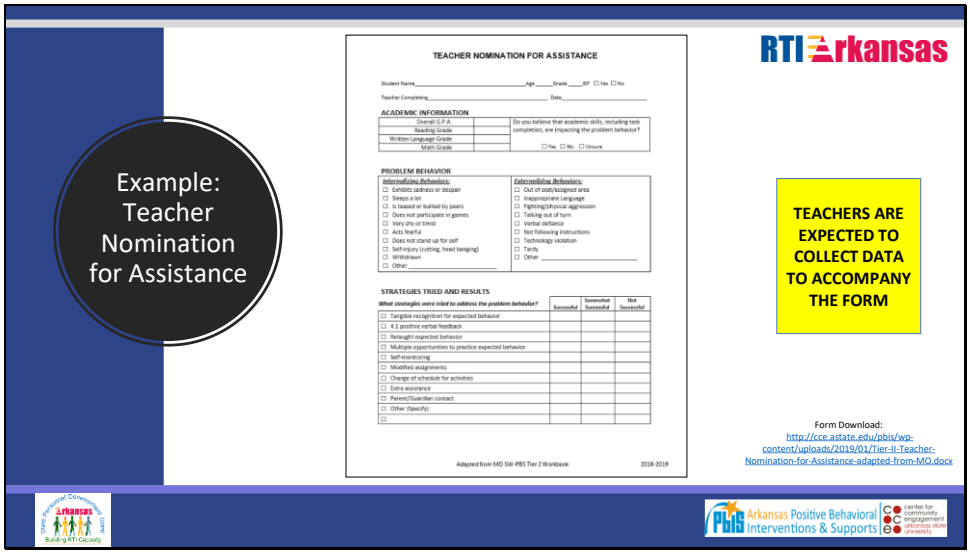


Slide #27

[Example: Process For Teacher Referral]

Trainer Notes:

- The idea is to create a process for referrals that everyone will be able to follow consistently.
- The teacher example above includes information the teacher needs to make available to the PBIS team when they submit a request.
- The next two slides show examples of forms (including the Request for Assistance that is referenced above) that can be used to record all the data and information that need to be submitted with the request.



Slide #28

[Example: Teacher Nomination for Assistance]

Trainer Notes:

- A teacher nomination form is something teams will need to decide on – either create their own, use this one, or adapt another one. (Note: in PBIS literature, the words nomination and referral are used interchangeably here.)
- Schools may also decide to have forms for parents or others to nominate students.
- This form is included in the accompanying facilitator guide and is downloadable here: http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Tier-II-Teacher-Nomination-for-Assistance-adapted-from-MO.docx
- See the next slide for an example of a form staff can use to collect observational data to accompany this form.

EXAMPLE

Teacher Nomination for Assistance

See page 40 for this example of a nomination form.

Teacher Nomination for Assistance

Student Name_____Age _____Grade _____IEP ☐ Yes ☐ No

Teacher Completing_____ Date_____

ACADEMIC INFORMATION

Overall G.P.A.		Do you believe that academic skills, including task completion, are impacting the problem behavior?
Reading Grade		
Written Language Grade		
Math Grade		☐ Yes ☐ No ☐ Unsure

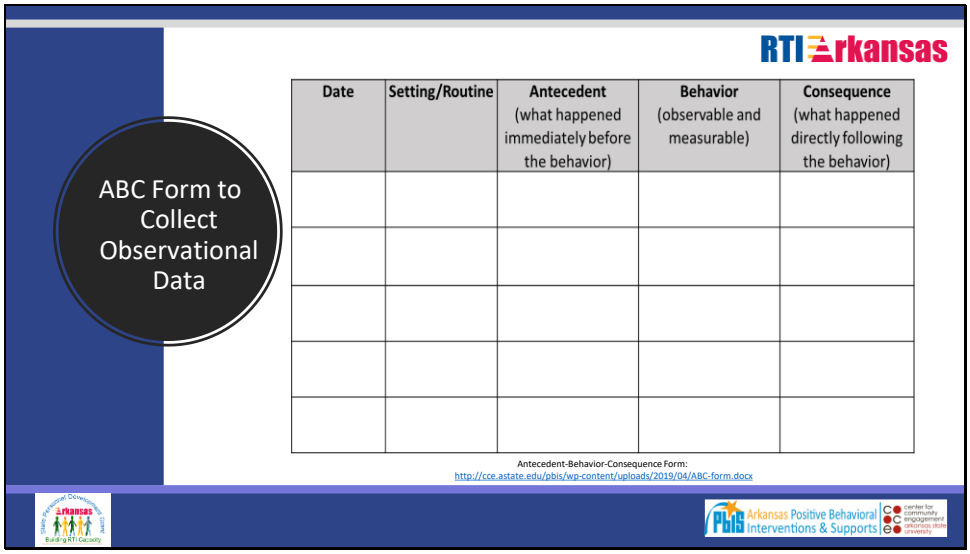
PROBLEM BEHAVIOR

Internalizing Behaviors:	***Externalizing Behaviors:***
☐ Exhibits sadness or despair	☐ Out of seat/assigned area
☐ Sleeps a lot	☐ Inappropriate Language
☐ Is teased or bullied by peers	☐ Fighting/physical aggression
☐ Does not participate in games	☐ Talking out of turn
☐ Very shy or timid	☐ Verbal defiance
☐ Acts fearful	☐ Not following instructions
☐ Does not stand up for self	☐ Technology violation
☐ Self-injury (cutting, head banging)	☐ Tardy
☐ Withdrawn	☐ Other _____
☐ Other _____	

STRATEGIES TRIED AND RESULTS

What strategies were tried to address the problem behavior?	**Successful**	**Somewhat Successful**	**Not Successful**
☐ Tangible recognition for expected behavior			
☐ 4:1 positive verbal feedback			
☐ Retaught expected behavior			
☐ Multiple opportunities to practice expected behavior			
☐ Self-monitoring			
☐ Modified assignments			
☐ Change of schedule for activities			
☐ Extra assistance			
☐ Parent/Guardian contact			
☐ Other (Specify):			
☐			

Adapted from MO SW-PBS Tier 2 Workbook

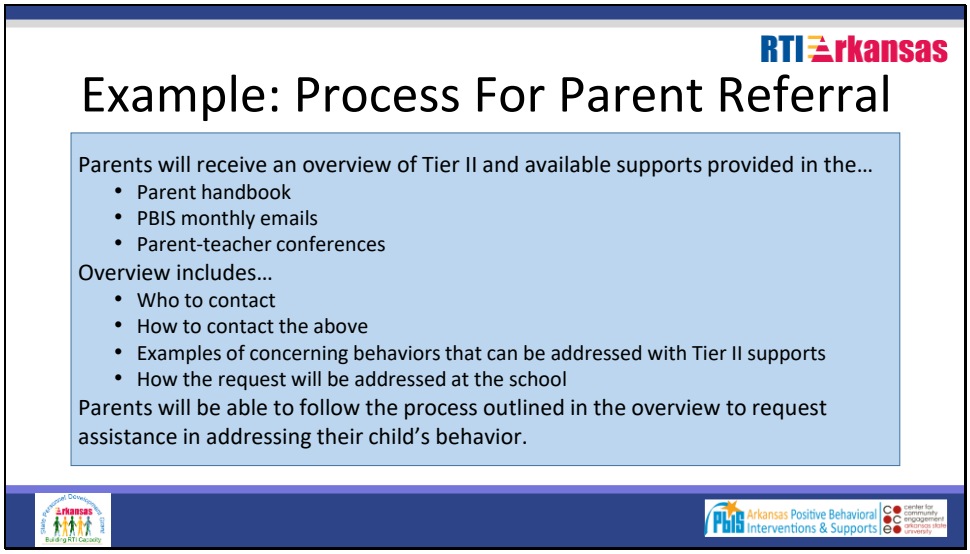


Slide #29

[ABC Form to Collect Observational Data]

Trainer Notes:

- In Module 3, this form called ABC, or Antecedent – Behavior – Consequence Form is introduced.
- This can be used to record observational data, such as what happens right before the behavior (antecedent) and what is the response to the student's behavior (consequence).
- This is included as a handout in the facilitator guide for Module 3.
- Link for download: http://cce.astate.edu/pbis/wp-content/uploads/2019/04/ABC-form.docx

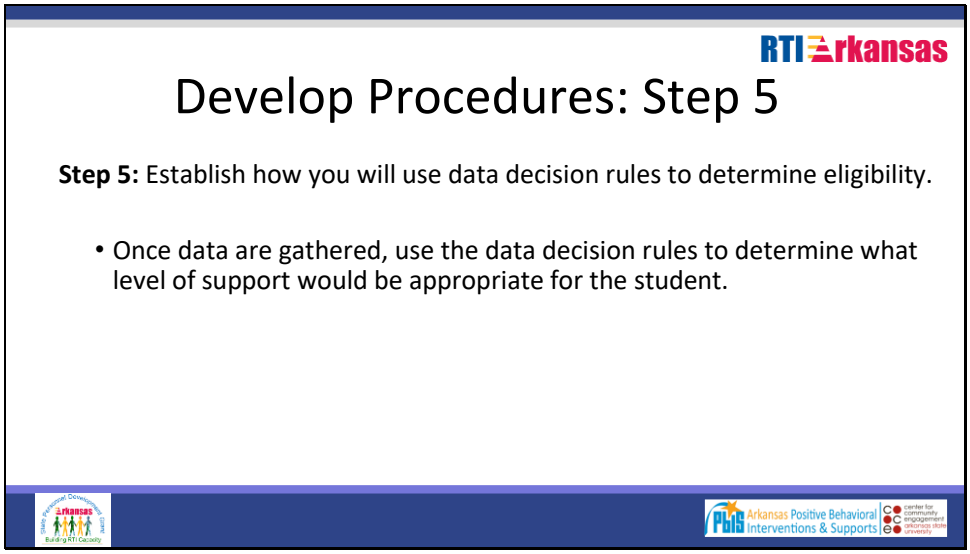


Slide #30

[Example: Process For Parent Referral]

Trainer Notes:

- This parent example shows how the parents would get information about Tier II and how they can address their concerns about their child with the school.
- There are multiple ways the information is distributed.
- The information includes some examples that will help guide parents in determining what types of behaviors might be concerning.

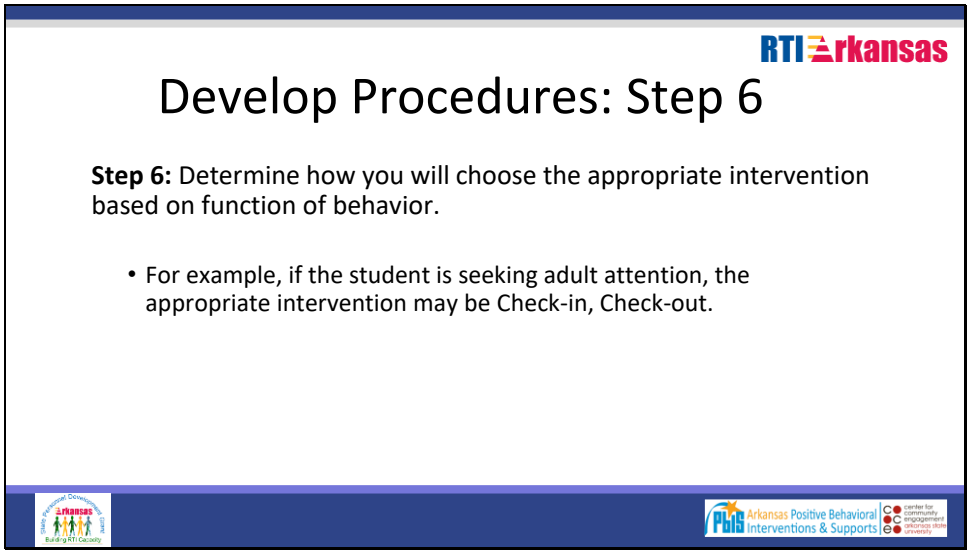


Slide #31

[Develop Procedures: Step 5]

Trainer Notes:

- Students may have multiple signs of at-risk behavior, so the team needs a process or guidelines for determining when Tier II supports are appropriate. For example, if a student has six minor classroom behavior write-ups, two office referrals, and a D in math, would this be an indication that the student needs Tier II support?
- What would indicate that the behavior is beyond the scope of Tier II interventions?

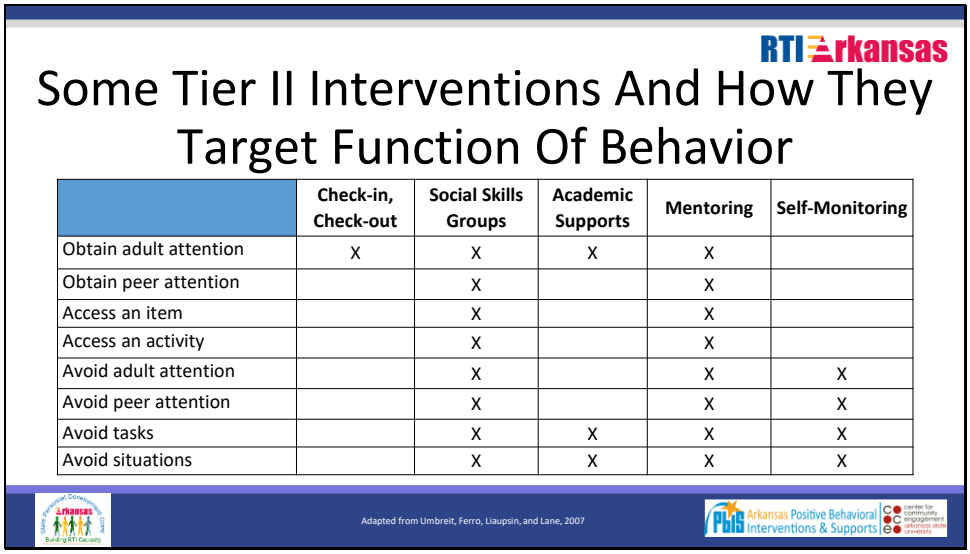


Slide #32

[Develop Procedures: Step 6]

Trainer Notes:

- Module 3: Function Based Thinking… goes into more detail about determining function of behavior and using that information to choose the appropriate intervention.
- The next slide shows how function aligns with different interventions.



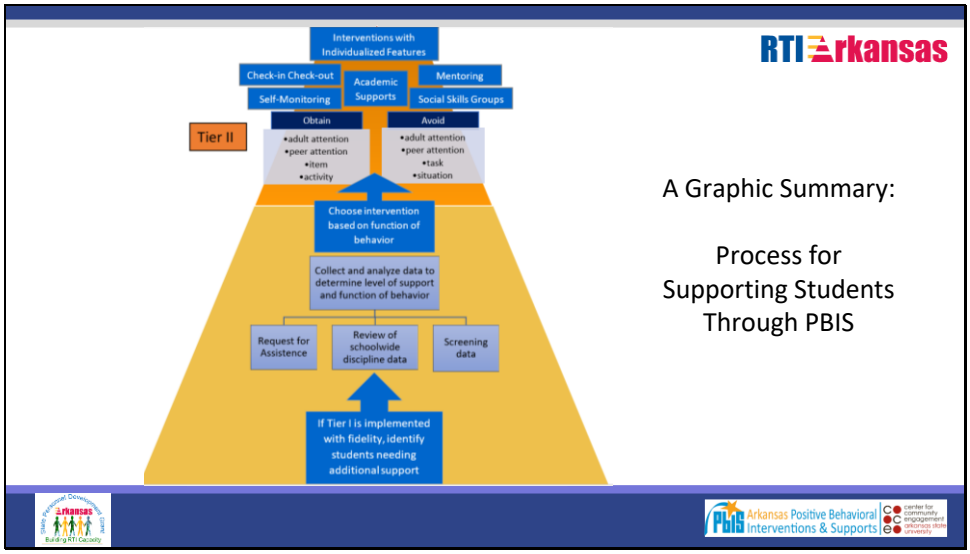
	Check-in, Check-out	Social Skills Groups	Academic Supports	Mentoring	Self-Monitoring
Obtain adult attention	X	X	X	X	
Obtain peer attention		X		X	
Access an item		X		X	
Access an activity		X		X	
Avoid adult attention		X		X	X
Avoid peer attention		X		X	X
Avoid tasks		X	X	X	X
Avoid situations		X	X	X	X

Slide #33

[Some Tier II Interventions And How They Target Function Of Behavior]

Trainer Notes:

- This matrix shows some Tier II interventions and the function(s) of behavior that they address.
- In Module 3: Function Based Thinking and Overview of Tier II Interventions the basic functions of behavior are defined. Behavior serves the function of helping students obtain or access something or avoid something.
- Self-monitoring can also be used as a fading tool from other interventions, such as Check-in, Check-out.

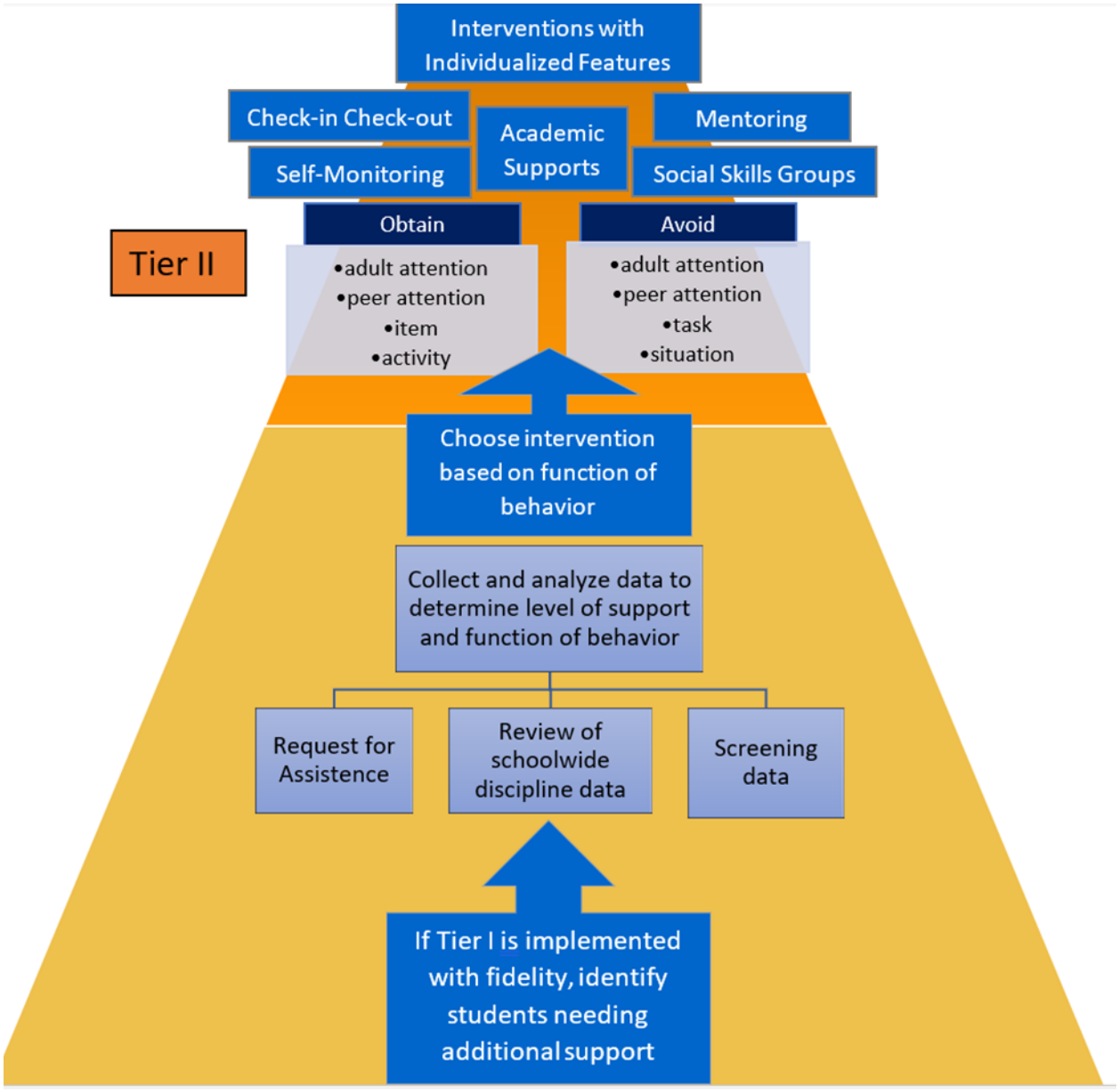


Slide #34

[Process for Supporting Students Through PBIS]

Trainer Notes:

- This is an animated slide.
- The first graphic that appears shows how students are supported through each tier of PBIS. This will be available as a handout in the facilitator guide on the next page (pg. 47).
- When you advance, the graphic zooms in on the Tier II portion of the process.
- This basically sums up the steps we have talked about in this section of the PowerPoint.


Interventions with Individualized Features
Check-in Check-out
Academic Supports
Mentoring
Self-Monitoring
Social Skills Groups
Obtain
Avoid
Tier II
•adult attention
•peer attention
•item
•activity
•adult attention
•peer attention
•task
•situation
Choose intervention based on function of behavior
Collect and analyze data to determine level of support and function of behavior
Request for Assistence
Review of schoolwide discipline data
Screening data
If Tier I is implemented with fidelity, identify students needing additional support

Training Section Five

Screening Tools

Slides 35 - 38

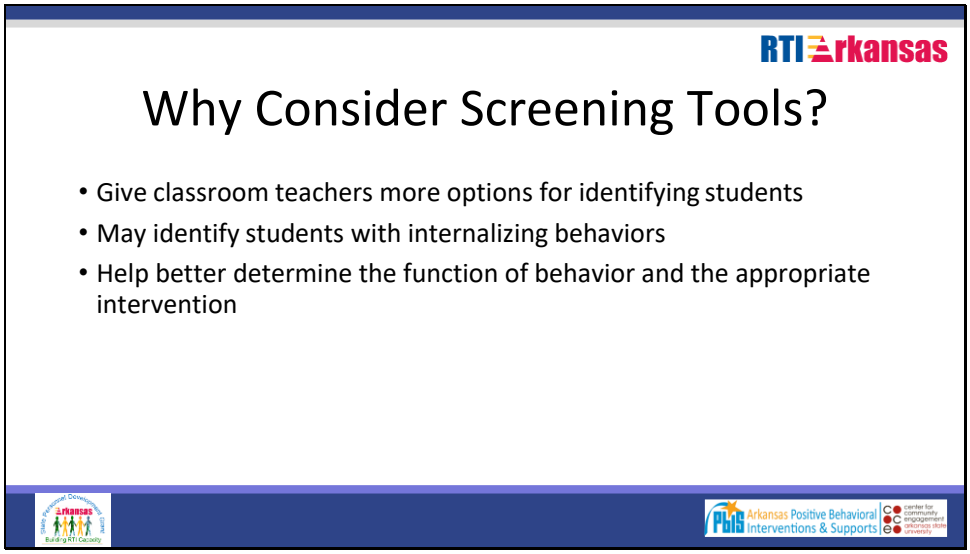
Goals

Participants will learn

- How screening tools can be helpful when identifying students for Tier II interventions
- About a screening tool and resources for other tools

Slide #35

[Screening Tools]

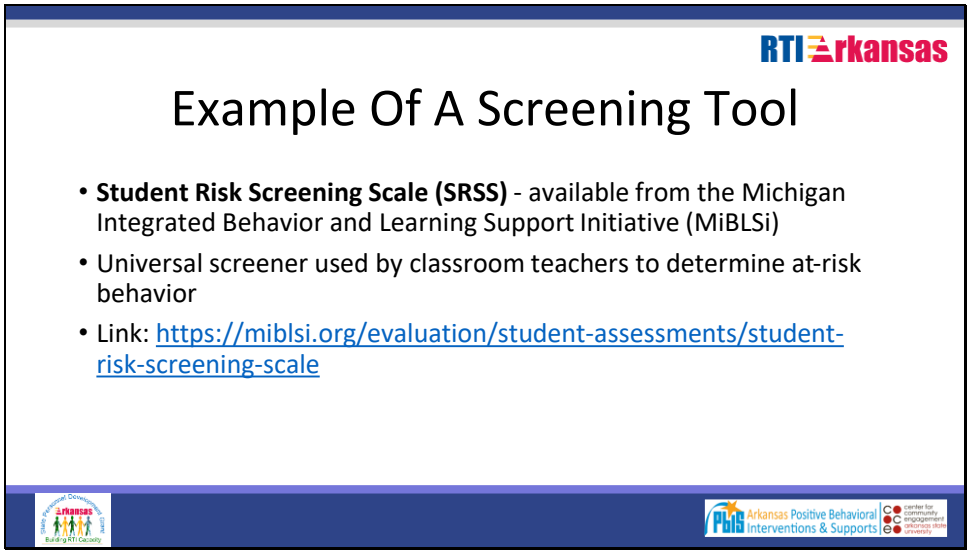


Slide #36

[Why Consider Screening Tools?]

Trainer Notes:

- Screening tools can be very helpful in determining which students might need more support, as well as how to support them. Keep in mind that a system needs to be in place to support students if you're going to screen them.
- Schools and districts have different policies and will have to decide if using behavior screeners is something they want to do.
- This section will give more information and resources to schools for consideration.

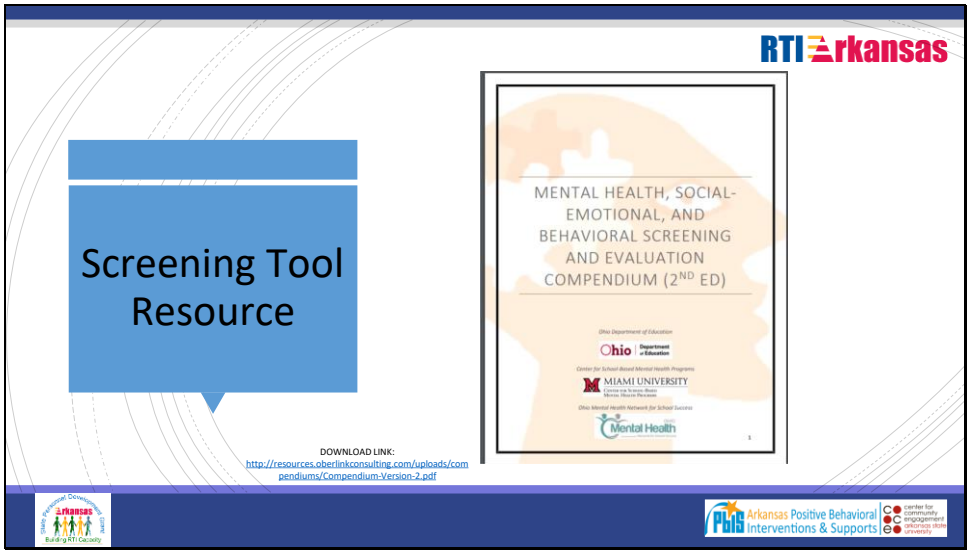


Slide #37

[Example Of A Screening Tool]

Trainer Notes:

- "The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk." *(MiBLSi)*



Slide #38

[Screening Tool Resource]

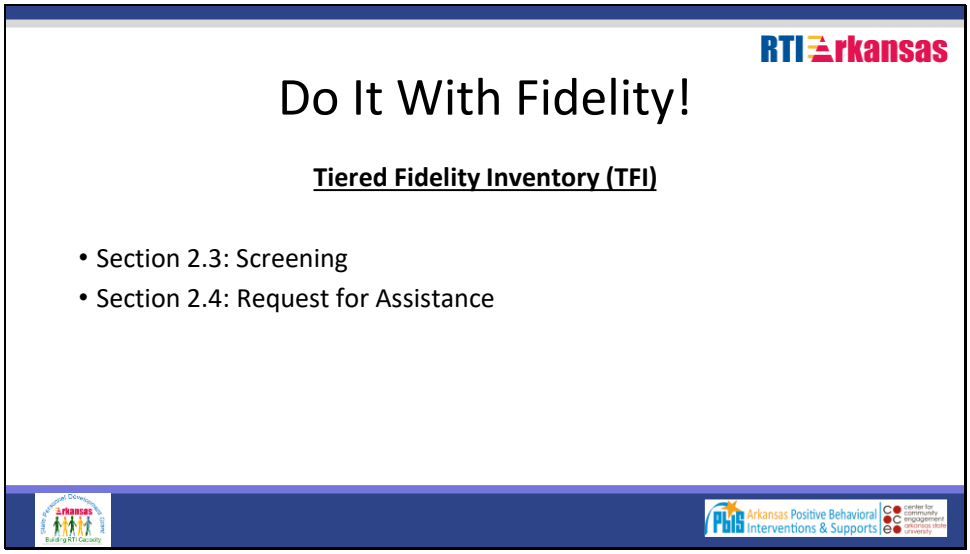
Trainer Notes:

- This resource compares a long list of no-cost screeners, as well as some that are at-cost.
- The document includes information on screeners, including: author, year, description, target population, length, etc.
- Link: http://resources.oberlinkconsulting.com/uploads/compendiums/Compendium-Version-2.pdf

Conclusion

Slides 39 - 44

- Summary
- Resources

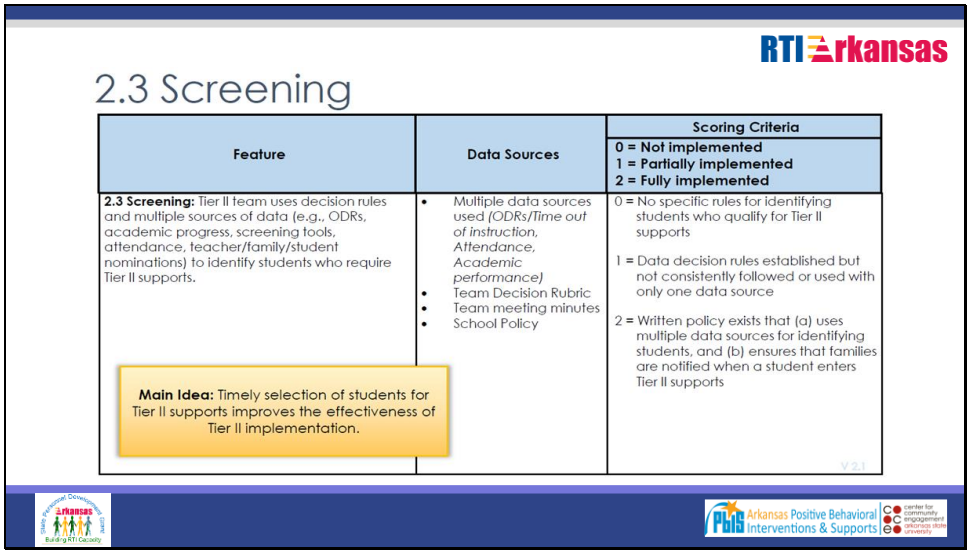


Slide #39

[Do It With Fidelity!]

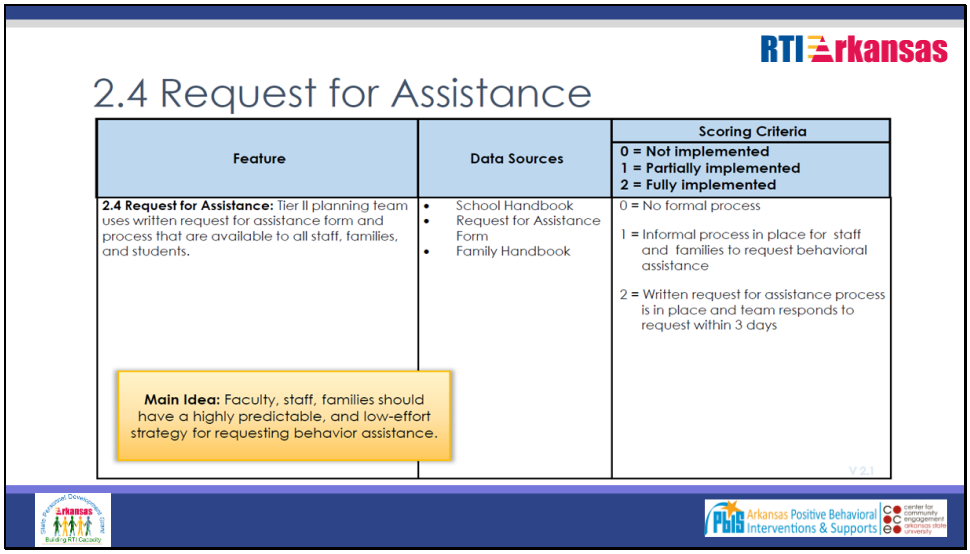
Trainer Notes:

- Have attendees review TFI items 2.3 and 2.4 and assess where they are right now.
- Record any actions that need to be taken to improve their score for each item.



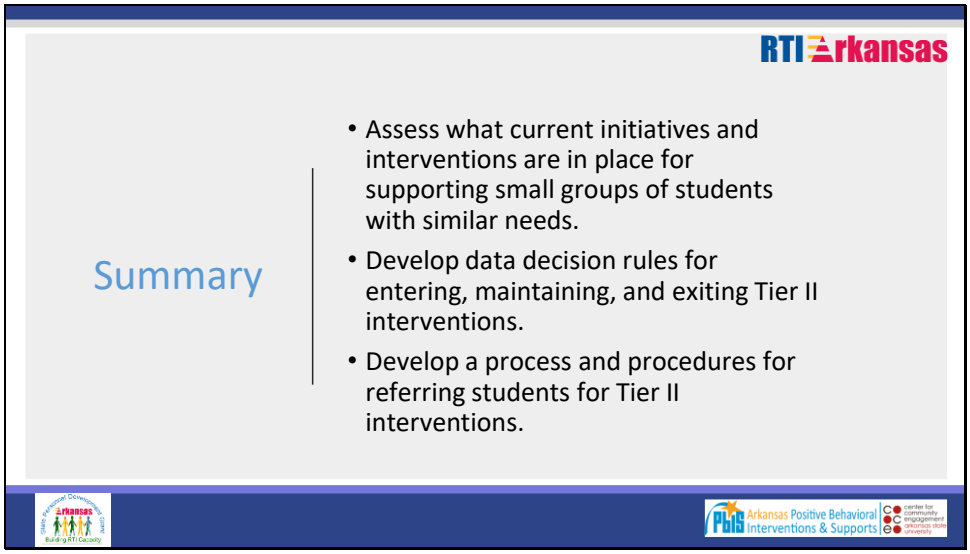
Slide #40

[2.3 Screening]



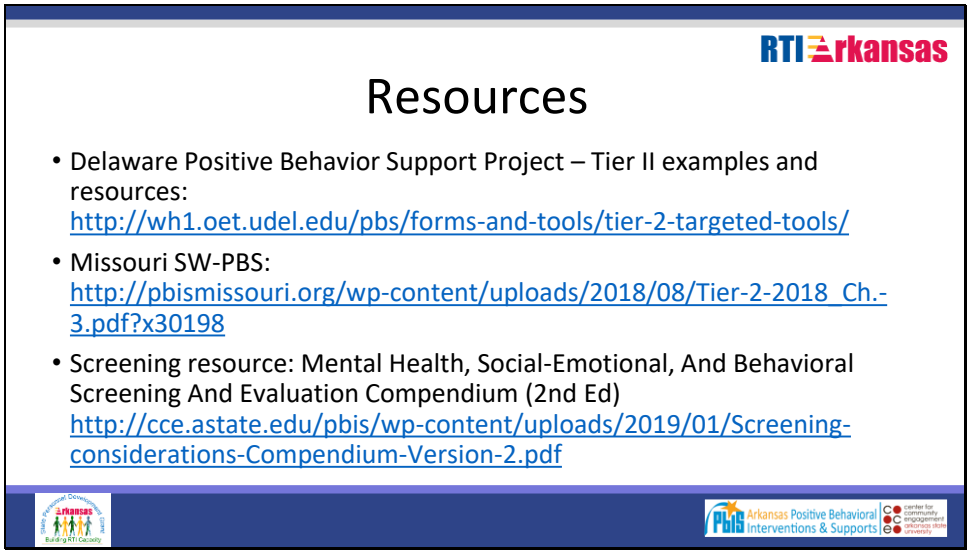
Slide #41

[2.4 Request for Assistance]



Slide #42

[Summary]



Slide #43

[Resources]

Slide #44

[Thank You!]

Discussion Questions:

The following questions will help schools prepare for developing their system for identifying students for Tier II interventions. 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 current programs or supports in place at your school can be built upon and weaved into your PBIS Tier II systems? Think about programs or interventions that support groups of students with similar needs.

2. How will you develop data decision rules for eligibility for Tier II interventions? Who will provide input?

3. What procedures will you create for the Tier II referral process? What forms will you use?

4. Who will refer students for Tier II interventions? How will you inform staff, parents, and others about Tier II and the referral process?

5. Will you use screening tools in the identification process for Tier II? Which tool(s) will you use?

Homework:

1. Assess current supports in place for small groups of students with at-risk behavior. Make decisions on how (or if) these would fit with PBIS Tier II.

2. Develop data decision rules that will determine if students are eligible for Tier II interventions. Consider follow-up measures for when students don't meet the qualifications but are moving that direction (e.g., monitor student discipline data, suggest classroom strategies for teacher).

3. Create processes and procedures for referring a student for Tier II interventions.
    a. Who? (e.g., classroom teachers, parents, students self-refer, etc.)
    b. How? (e.g., paper referral, electronic referral)
    c. What data are required? (e.g., ABC form, classroom discipline reports, strategies already tried, screener data, etc.)

4. Create a process and procedures for determining the appropriate intervention (refer to Module 3: Function-Based Thinking for more information on determining function of behavior).
    a. Who will be involved?
    b. What data will be used to make decisions?

Resources:

The following resources will give attendees more information:

- Arkansas State University CCE PBIS Resource Center:
    - http://cce.astate.edu/pbis/resources/tier-ii-resources/

Next Module:

The suggested next module is Module 5: Check-in, Check-out (CICO) Intervention.