**Positive Behavior Support**

**Tier 2: Targeted Team**

**Examples & Resources**

Delaware Positive Behavior Support Project

[www.delawarepbs.org](http://www.delawarepbs.org)

September 2018

Tier 2: Targeted Team Examples and Resources

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**Section 1: Team**

|  |
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| **SAMPLE TIER 2: SYSTEMS Conversation**  **Agenda Items** |

1. **Review summary data most recent Tier 2 Tracking Tool for each intervention**
   * + *Review intervention steps and fidelity*
     + *Determine if more training is needed.*
     + *Determine if facilitators needs more materials or other type of support*
2. **Intervention #1: Social Skills/Friendship Circle** 
   1. % of students responding = \_\_\_\_\_\_\_
   2. % of students graduating = \_\_\_\_\_\_\_
   3. % of students not responding = \_\_\_\_\_\_\_
   4. Based on data determine if changes are needed (ie. Fewer than 70% of students in intervention are responding)
      * *Share # of Requests for Assistance or # of students who met the data-based decision-rule*
      * *Determine if appropriate and refer to problem-solving conversation*
   5. Review new students potentially entering this intervention
   6. Determine who and how to share this data at the April staff meeting
3. **Intervention #2: Organization Group \_\_\_\_\_\_\_\_\_\_\_\_\_**
   1. % of students responding = \_\_\_\_\_\_\_
   2. % of students graduating = \_\_\_\_\_\_\_
   3. % of students not responding = \_\_\_\_\_\_\_
   4. Based on data determine if changes are needed (ie. Fewer than 70% of students in intervention are responding)

* *Teacher shout-outs for intervention help*
* *PPT slides? (due April 2, 2014)*
  1. Review new students potentially entering this intervention
  2. Determine who and how to share this data at the April staff meeting

1. **Discuss roll-out of new Tier 2 intervention: Check-In/Check-Out (CICO) intervention**
2. Complete **Tier 2: Initial Training Checklists (staff, student, family)**
3. Determine who will coordinate staff, student and family information dissemination
4. Determine coordinator and facilitators

**III. Discuss possible interventions for *~~anger management students~~ cursing in class to avoid work***

1. Review the data – Does it warrant a new Tier 2 strategy?
   * DDRT data = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Review teacher, student and/or parent requests for assistance = \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Review the potential strategies and reach consensus on additional strategies to adopts
   * **The 10 Critical Features**
2. Determine how to share intervention ideas with staff (April staff mtg.?)
3. FUTURE TO DO: If staff and administration is a go, we’ll need coordinator and facilitators (start thinking now)

|  |
| --- |
| **SAMPLE TIER 2: SYSTEMS Conversation**  **Agenda Items** |

1. **Make sure all coordinators have updated the Tier 2 Tracking Tool for each intervention**
2. **Intervention #1: Social Skills/Friendship Circle** 
   1. # of students responding
   2. # of students graduating
   3. #of students not responding
      * Determine if we want to send **Interventions Change** to teachers
      * Consider reviewing the **Classroom Student Interview** with the student
      * Other ideas?
3. **Intervention #2: Organization Group** 
   1. # of students responding
   2. # of students graduating
   3. #of students not responding
      * Determine if we want to send **Interventions Change** form to teachers
      * Consider reviewing the **Classroom Student Interview** with the student
      * Other ideas?
4. **Process new Tier 2 requests and newly identified students for Tier 2 support**
   1. Review data and match to intervention
   2. Identify who will meet with student
5. **Discuss next steps for the new Tier 2 Intervention: CICO**

|  |
| --- |
| **Sample Teacher’s Request for Assistance** |

Student Name/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area(s) of Concern (check as many as apply):

\_\_\_\_\_\_\_\_\_ Academic \_\_\_\_\_\_\_\_\_\_Attendance

\_\_\_\_\_\_\_\_\_ Behavior \_\_\_\_\_\_\_\_\_\_Health

\_\_\_\_\_\_\_\_\_ Other

Please briefly describe your primary concern. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the parent’s view of the concern?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Convenient times for you to meet:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consultant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from Instructional Consultation Teams Delaware PBS Project

Laboratory for IC-Teams, University of Maryland June, 2007

|  |
| --- |
| **Sample Parent/Guardian’s Request for Assistance** |

Student Name/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area(s) of Concern (check as many as apply):

\_\_\_\_\_\_\_\_\_ Academic \_\_\_\_\_\_\_\_\_\_Attendance

\_\_\_\_\_\_\_\_\_ Behavior \_\_\_\_\_\_\_\_\_\_Health

\_\_\_\_\_\_\_\_\_ Other

Please briefly describe your primary concern. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who is your child’s primary teacher? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What have you shared about your concern with the teacher?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Convenient times for you to meet:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

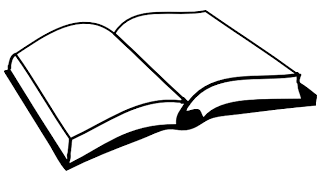
Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consultant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from Instructional Consultation Teams Delaware PBS Project

Laboratory for IC-Teams, University of Maryland June, 2007

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**Creating A Tier 2 Info Booklet**

***The following are pages from a Tier 2 booklet template found at delawarepbs.org. You can add information about your Tier 1 and Tier 3 programming to create a MTSS booklet for your school community.***

|  |
| --- |
| **Sample Tier 2 Booklet – Sample Table of Contents** |

|  |  |
| --- | --- |
| **Sections** | **Page(s)** |
| **Overview of Tier 2 Programming at the school** |  |
| * Purpose of Tier 2 interventions within multi-tiered system of support |  |
| * Team member names |  |
| * How to become involved |  |
| * *[Any other important “big picture” info]* |  |
|  |  |
| **List *[& Brief Descriptions?]* of All Current Tier 2 Interventions** |  |
|  |  |
| **Detailed Description of Tier 2 Academic Intervention(s)** |  |
| * The purpose of the intervention |  |
| * How students get into and out of the intervention |  |
| * Steps to the intervention |  |
| * How data is collected |  |
| * Important forms specific to this intervention |  |
| * *[Any other important intervention info]* |  |
|  |  |
| **Detailed Description of Tier 2 Behavior Intervention(s)** |  |
| * The purpose of the intervention |  |
| * How students get into and out of the intervention |  |
| * Steps to the intervention |  |
| * How data is collected |  |
| * Important forms specific to this intervention |  |
| * *[Any other important intervention info]* |  |
|  |  |
| **Forms** |  |
| * *[Tier 2 referral form(s)]* |  |
| * *[Letters to parents about interventions]* |  |
| * *[Student, staff, family questionnaires]* |  |
| * *[Student Monitoring Sheets]* |  |
| * *[Sample student data]* |  |
| * *[Other form(s)]* |  |

|  |
| --- |
| **Overview of Tier 2 Programming**  **at [Insert Your School Name]** |

**Purpose of Tier 2 interventions within our multi-tiered system of support**

* [insert text here]

**Team member names**

[insert text here]

**Meeting times and Information**

[insert text here]

**How to become involved**

* [insert text here]

[Other important “big picture” information]

* [insert text here]

|  |
| --- |
| **Our Current Tier 2 Interventions**  **at [Insert Your School Name]** |

**List of Our Tier 2 Academic Interventions** [& Brief Descriptions?]

* [Suggestion: list most common to least common]

**List of Our Tier 2 Behavior Interventions** [& Brief Descriptions?]

* [Suggestion: list most common to least common]

|  |
| --- |
| **Detailed Descriptions of Each Tier 2 Academic Intervention:**  ***[Start with your most common interventions]*** |

**[Insert Intervention Name here]**

**The purpose of the intervention**

* [insert text here]

**How students get into and out of the intervention**

* [insert text here]

**Steps to the intervention**

* [insert text here]

**How data is collected**

* [insert text here]

**Important forms specific to this intervention**

* [List here]

**[Other important intervention information:]**

* [insert text here]

|  |
| --- |
| **Detailed Descriptions of Each Tier 2 Behavior Intervention:**  ***[Start with your most common interventions]*** |

**[Insert Intervention Name here]**

**The purpose of the intervention**

* [insert text here]

**How students get into and out of the intervention**

* [insert text here]

**Steps to the intervention**

* [insert text here]

**How data is collected**

* [insert text here]

**Important forms specific to this intervention**

* [List here]

**[Other important intervention information:]**

* [insert text here]

|  |
| --- |
| **Tier 2 Related Forms** |

**[List Them Here and Attach in Listed Order]**

* **[Tier 2 referral form(s)]**
* **[Letters to parents about interventions]**
* **[Student, staff, family questionnaires]**
* **[Student Monitoring Sheets]**
* **[Sample student data]**
* **[Other form(s)]**

**Section 2: Interventions**

**10 Critical Features of Tier 2 Interventions**

**Name of Your Tier 2 Intervention :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
|  | 1. Intervention linked directly to school wide expectations and/or academic goals. |
|  | 2. Intervention continuously available for student participation. |
|  | 3. Intervention is implemented within 3 school days of determining the student is in need of the intervention |
|  | 4. Intervention can be modified based on assessment and/or outcome data |
|  | 5. Intervention includes structured prompts for what to do in relevant situations. |
|  | 6. Intervention results in students receiving positive and corrective feedback from staff (with emphasis on positive). |
|  | 7. Intervention includes a school-home communication exchange system at least weekly. |
|  | 8. Orientation process and introduction to materials is provided for students as they begin the intervention |
|  | 9. Orientation to and materials provided for staff/sub’s/volunteers who have students using the intervention. Ongoing information shared with staff. |
|  | 10. Systematic attention to generalization and fading of supports. |

**Tier 2 Interventions: Points to Remember**

* Tier 2 Systems information and should be shared with and understood well by all staff
* All staff should be informed on a regular basis of Tier 2 systems Intervention Outcome Data
* Tier 2 Team makes sure there is ongoing communication with SW Team and vice versa
* Secondary Systems Conversation evaluates intervention not individual students and must occur at least monthly
* Teams need to establish data-based decision rules

**Tier 2 Teams have….**

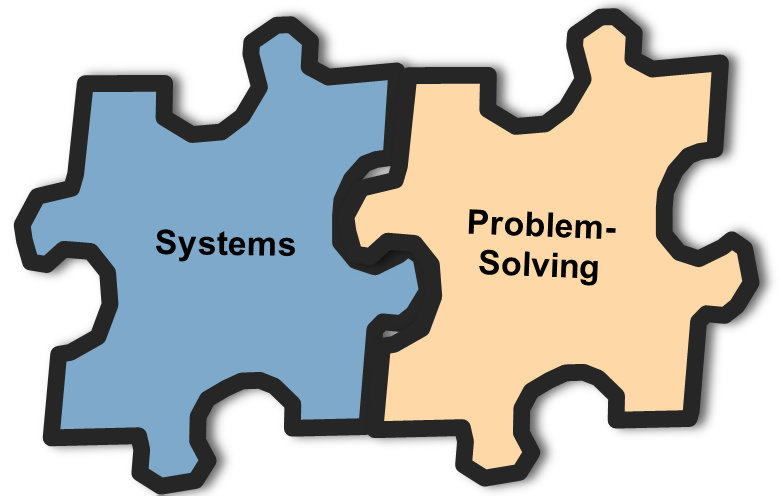
**Problem Solving Conversations**

Matches students to interventions and monitors progress, making adjustments as needed

**System**

**Conversations**

Uses process data; evaluates overall effectiveness; does not involve discussion of individual students



**Tier 2: Initial Training Checklists**

**Directions:** For each Tier 2 intervention you implement, we recommend that you make sure the following school members receive training in relation to the intervention:

* Teachers/Staff
* Families/Parents
* Students

**In this packet, you’ll find:**

* Preformatted “Initial Training Checklists” for the Check-In/Check-Out Tier 2 Intervention

These checklists will help support your systems and problem-solving communication efforts. You can create your own checklists to meet your school context.

**Tier 2: Initial Training Checklist - Teachers/Staff**

**Intervention Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Instruction: \_\_\_\_\_\_\_\_\_\_ Number in attendance: \_\_\_\_\_\_\_\_\_ (attach sign in sheet)**

|  |  |
| --- | --- |
| **Instruction for Teachers/Staff** | **Teachers/Staff**  **Received**  **Instruction:**  (place check after each item is taught) |
| 1.Characteristics of students who are good candidates for this intervention |  |
| 2. Parent role in this intervention |  |
| 3. How to make a nomination for intervention |  |
| 4. Data collection tools & How to use them |  |
| 5. Collecting Baseline Data |  |
| 6. Providing feedback |  |
| 7. Basic information about fading the intervention |  |
| 8. Recognition/celebrations for participating students |  |
| 9. Frequently asked questions regarding implementation |  |

Adapted From: Missouri Schoolwide Positive Behavior Support’s *CICO Initial Training Checklist- Teacher* and Crone, D. A.,   
Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.

**Intervention Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tier 2: Initial Training Checklist - Student**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Instruction: \_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Instruction for Participating Students | Student Received  Instruction:  (place check after each item is taught) |
| 1. Purpose of the intervention |  |
| 2. Where and what time to meet with facilitator for intervention |  |
| 3. Behavioral expectations |  |
| 4. Data to be collected (and when) |  |
| 5. Progress Check with facilitators |  |
| 6. Getting feedback from teachers (as applicable) |  |
| 7. Reinforcement system   * What happens when goals are met? * How to handle disappointment if goal is not met. |  |
| 8. Plan for fading   * Discuss graduation and alumni parties |  |

Adapted From: Missouri Schoolwide Positive Behavior Support’s *CICO Initial Training Checklist- Teacher* and Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.

**Tier 2: Initial Training Checklist - Parent**

**Intervention Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Contact: \_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Instruction for Participating Parents | Parent Received  Instruction:  (place check after each item is taught) |
| 1. Purpose of the intervention |  |
| 2. Expectations for their child’s daily participation |  |
| 3. Documents for parent involvement |  |
| 4. Any additional reinforcement at home (if applicable) |  |
| 5. Plan for fading |  |
| 6. Troubleshooting and frequently asked questions |  |

Adapted From: Missouri Schoolwide Positive Behavior Support’s *CICO Initial Training Checklist- Parent* and Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.

**TIER 2 Intervention Rating Form**

**Name of Intervention** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Need/function addressed by intervention:** *Relationship-building* (obtain adult attention) *Relationship-building* (obtain peer attention) *Skill-building* (avoid difficult tasks) *Skill-building* (behavior is not in repertoire) *Skill-building* (obtain feeling of control) *Skill-building* (increases pre-correction and structure for “what to do” throughout day) *Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **No** | **Partially** | **Yes** | **Can areas of concern be addressed?**  **If so, how?** |
| **EVIDENCE-BASED**  Is the intervention evidence-based? |  |  |  |  |
| **FEASIBILITY**  How feasible (e.g., time, money, staffing, space) is it for staff to implement this intervention at your school? |  |  |  |  |
| **BENEFIT**  To what extent do you think some students with behavior problems would benefit from this intervention? |  |  |  |  |
| **WILLINGNESS**  How willing do you think staff would be to implement this intervention as a TIER 2 intervention for students who continue to have behavior problems? |  |  |  |  |

**Also: What do you like and dislike about this intervention? Will you pursue?**

*Adapted from Diana Browning Wright*

**Section 3: Evaluation**

|  |
| --- |
| ***Evaluation and Monitoring Progress: Tips*** |

When looking at your system of data collection around your Tier 2 programming, consider these questions:

1. How are you collecting data for each intervention used at your school? Data should be focused on the skills being taught and the student being able to generalize them. There are many existing data collection strategies and tools to consider. For example:
   1. Look for and use data collection tools included in any structured, packaged Tier 2 intervention.
   2. Other common tools to collect data before, during-, and after a Tier 2 intervention:
      1. Daily point cards/progress reports
      2. Student and/or teachers surveys
      3. Office Discipline Referrals
      4. Goal Attainment Scale/ Individualized Behavior Rating Scale Tool (IBRST)
      5. Participation points in group activity
      6. Student completion of assigned tasks within/after Tier 2 lesson
      7. Observation of student(s) within/after Tier 2 lesson
2. How can technology be used to support your data collection system? Determine computer application to use to track student progress. For example, consider how you can use…
   1. Excel files
   2. I-tracker features
   3. Other programs like Google documents (see district policies)
3. What are your IN, ON, OUT decision rules for your interventions? They should be tied to the outcomes you want for your students and be data-based. For example, consider:
   1. Number or percentage of points earned on Daily Point Cards
   2. Number of total or certain ODRs student receives
   3. Number of points for engagement in intervention (e.g., PEERS®)
   4. Scores on pre and post surveys with student, staff, and/or families
4. How can you track the overall effectiveness of your Tier 2 programming? For example, consider:
   1. Having intervention coordinators provide intervention overviews monthly that include data summaries (or some statement like this. I worry that “overview” could be interpreted as “things are going well.”
   2. Utilizing the Intervention Tracking Tool (Delawarepbs.org)

|  |
| --- |
| Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool |

**School Name:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Interventions | Check-in Check-out (CICO) | | Social/Academic Instructional Groups | | Simple Tier 2 Interventions with indiv. features (e.g. CnC) | | Simple Function-based Interventions | | Complex/Multiple-life -domain FBA/BIP | | Wraparound Support | |
| # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding | # Students Participating | # Students Responding |
| July |  |  |  |  |  |  |  |  |  |  |  |  |
| August |  |  |  |  |  |  |  |  |  |  |  |  |
| September |  |  |  |  |  |  |  |  |  |  |  |  |
| October |  |  |  |  |  |  |  |  |  |  |  |  |
| November |  |  |  |  |  |  |  |  |  |  |  |  |
| December |  |  |  |  |  |  |  |  |  |  |  |  |
| January |  |  |  |  |  |  |  |  |  |  |  |  |
| February |  |  |  |  |  |  |  |  |  |  |  |  |
| March |  |  |  |  |  |  |  |  |  |  |  |  |
| April |  |  |  |  |  |  |  |  |  |  |  |  |
| May |  |  |  |  |  |  |  |  |  |  |  |  |
| June |  |  |  |  |  |  |  |  |  |  |  |  |

**Definition of response** (Please list below how your school defines ‘response’ at each of the six levels of intervention):

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

Responding to Simple Tier 2 Interventions with individual features (Check-N-Connect, etc.):

Responding to Simple Function-based Interventions:

Responding to a Complex/Multiple-life -domain FBA/BIP:

Responding to Wraparound Support:

*Illinois PBIS Network: Tertiary Demo Document: Draft 05.19.08*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Tier 2 Intervention Tracking Tool** | | | | | | **School:**  **SAMPLE SCHOOL** | | | | | | | | | | | | **SY:**  **2014-15154201-15** | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Directions:** On a monthly basis, please track the # of students participating and positively responding to each intervention. Calculate the corresponding **% Responding** and **%Not Responding** and determine which interventions should be celebrated and/or examined more carefully. ***Please leave columns without data blank.*** | | | | | | | | | | | | | | | | | | | | | | |
| **Interventions:** | **#1: Check In - Check Out (CICO)** | | | | **#2: MENTORING PROGRAM A** | | | | | **#3: MENTORING PROGRAM B** | | | | **#4: Academic Remediation – READING and PHONICS** | | | | | **#5: CREDIT RECOVERY PROGRAM** | | | |
| **Months** | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** | # Students Participating | | # Students Responding | **% Responding** | **% Not Responding** | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** | | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** |
| September | 14 | 8 | **57%** | **43%** | 33 | | 22 | **67%** | **33%** |  |  |  |  | 114 | 24 | **21%** | **79%** | | 66 | 64 | **97%** | **3%** |
| October | 7 | 4 | **57%** | **43%** | 38 | | 29 | **76%** | **24%** |  |  |  |  | 173 | 43 | **25%** | **75%** | | 68 | 61 | **90%** | **10%** |
| November | 27 | 21 | **78%** | **22%** | 49 | | 33 | **67%** | **33%** | 11 | 8 | **73%** | **27%** | 179 | 90 | **50%** | **50%** | | 75 | 71 | **95%** | **5%** |
| December | 31 | 26 | **84%** | **16%** | 51 | | 39 | **76%** | **24%** | 14 | 9 | **64%** | **36%** | 183 | 93 | **51%** | **49%** | | 79 | 73 | **92%** | **8%** |
| January | 33 | 29 | **88%** | **12%** | 55 | | 41 | **75%** | **25%** | 14 | 11 | **79%** | **21%** | 184 | 98 | **53%** | **47%** | | 80 | 76 | **95%** | **5%** |
| February | 33 | 31 | **94%** | **6%** | 55 | | 46 | **84%** | **16%** | 16 | 11 | **69%** | **31%** | 176 | 103 | **59%** | **41%** | | 83 | 80 | **96%** | **4%** |
| March | 25 | 22 | **88%** | **12%** | 55 | | 51 | **93%** | **7%** | 17 | 14 | **82%** | **18%** | 189 | 107 | **57%** | **43%** | | 83 | 80 | **96%** | **4%** |
| April | 35 | 30 | **86%** | **14%** | 49 | | 44 | **90%** | **10%** | 17 | 16 | **94%** | **6%** | 193 | 111 | **58%** | **42%** | | 83 | 82 | **99%** | **1%** |
| May | 27 | 21 | **78%** | **22%** | 45 | | 39 | **87%** | **13%** | 15 | 11 | **73%** | **27%** | 181 | 119 | **66%** | **34%** | | 75 | 70 | **93%** | **7%** |
| June | 27 | 24 | **89%** | **11%** | 40 | | 37 | **93%** | **8%** | 12 | 11 | **92%** | **8%** | 170 | 103 | **61%** | **39%** | | 74 | 72 | **97%** | **3%** |

**Team conversations per month:**

1. Which intervention(s) meet the criteria for an effective intervention (70% or more students are responding to the intervention)?
   * Next Steps: The team with administration may want to publicly acknowledge this positive trend and/or those involved.
2. Which intervention(s) do/es not meet the criteria for effective intervention (less than 70% students are responding to the intervention)?
   * Next Steps: The team with administration should problem-solve around these interventions. See list of possible problem-solving questions.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interventions:** | **#6: SOCIAL GROUP A**  **(Skill = Anger Management)** | | | | **#7: SOCIAL GROUP B**  **(Skill = Anger Management)** | | | | **#8: Academic Remediation – MATH (ALGEBRA)** | | | | **9: SUMMER ACADEMY**  **(AT –RISK STUDENTS)** | | | | **10: [Add Intervention Name Here]** | | | |
| **Months** | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** | # Students Participating | # Students Responding | **% Responding** | **% Not Responding** |
| September | 6 | 2 | **33%** | **67%** |  |  |  |  | 89 | 74 | **83%** | **17%** | 7 | 4 | **57%** | **43%** | 3 | 1 | **33%** | **67%** |
| October | 6 | 4 | **67%** | **33%** | 7 | 2 | **29%** | **71%** | 96 | 83 | **86%** | **14%** | 12 | 7 | **58%** | **42%** | 6 | 4 | **67%** | **33%** |
| November | 6 | 5 | **83%** | **17%** | 7 | 5 | **71%** | **29%** | 99 | 86 | **87%** | **13%** | 12 | 9 | **75%** | **25%** | 9 | 7 | **78%** | **22%** |
| December | 8 | 3 | **38%** | **63%** | 7 | 6 | **86%** | **14%** | 105 | 93 | **89%** | **11%** | 14 | 12 | **86%** | **14%** | 15 | 8 | **53%** | **47%** |
| January | 8 | 4 | **50%** | **50%** | 9 | 3 | **33%** | **67%** | 118 | 104 | **88%** | **12%** | 18 | 14 | **78%** | **22%** | 19 | 11 | **58%** | **42%** |
| February | 8 | 6 | **75%** | **25%** | 9 | 4 | **44%** | **56%** | 125 | 105 | **84%** | **16%** | 22 | 17 | **77%** | **23%** | 22 | 13 | **59%** | **41%** |
| March | 10 | 4 | **40%** | **60%** | 9 | 7 | **78%** | **22%** | 134 | 111 | **83%** | **17%** | 18 | 14 | **78%** | **22%** | 27 | 17 | **63%** | **37%** |
| April | 10 | 7 | **70%** | **30%** | 5 | 2 | **40%** | **60%** | 155 | 119 | **77%** | **23%** | 13 | 9 | **69%** | **31%** | 34 | 18 | **53%** | **47%** |
| May | 10 | 9 | **90%** | **10%** | 5 | 2 | **40%** | **60%** | 141 | 132 | **94%** | **6%** | 7 | 4 | **57%** | **43%** | 48 | 22 | **46%** | **54%** |
| June |  |  |  |  | 5 | 4 | **80%** | **20%** | 123 | 115 | **93%** | **7%** | 6 | 5 | **83%** | **17%** | 52 | 29 | **56%** | **44%** |

**Team conversations per month:**

1. Which intervention(s) meet the criteria for an effective intervention (70% or more students are responding to the intervention)?
   * Next Steps: The team with administration may want to publicly acknowledge this positive trend and/or those involved.
2. Which intervention(s) do/es not meet the criteria for effective intervention (less than 70% students are responding to the intervention)?
   * Next Steps: The team with administration should problem-solve around these interventions. See list of possible problem-solving questions.

**Tier 2 Intervention Tracking Tool** 

|  |
| --- |
| **interv** |
| **Implementation Integrity**  **Direct Observation Checklist** |

|  |  |  |
| --- | --- | --- |
| **Teacher:** | | **Date:** |
| **Grade Level:** | **Location:** | **Group Size:** |
| **Intervention Level: 🞏 Primary 🞏Secondary 🞏Tertiary** | | |
| **Intervention Assessed:** | | |

*Note: If the step is not applicable, write N/A in the “+” column and do not include in the calculation of fidelity.*

|  |  |  |  |
| --- | --- | --- | --- |
| **+** | **-** | **STEP** | **CHECKLIST** |
|  |  | 1 |  |
|  |  | 2 |  |
|  |  | 3 |  |
|  |  | 4 |  |
|  |  | 5 |  |
|  |  | 6 |  |
|  |  | 7 |  |
|  |  | 8 |  |
|  |  | 9 |  |
|  |  | 10 |  |

**\_\_\_\_\_ (# of +) / \_\_\_\_\_ (# of + and -) x 100 = \_\_\_\_\_ %**

***Adapted from Various Sources***