

Tier 2 Handbook: Creating a Template to Sustain Any Tier 2 Program




Handout

#PBISaz

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Participate

- A** Ask-Answer questions
- B** Bestow confidence
- C** Collaborate positively
- D** Discuss opportunities






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Welcome

- Who is in the audience today?

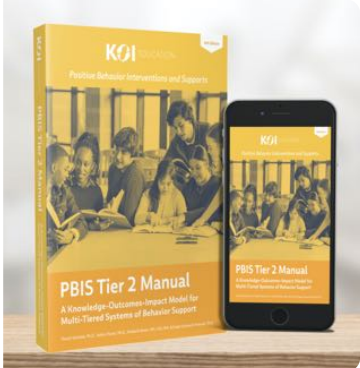
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Presenter

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Free Template

- At the end of the presentation we'll share a QR code to download the universal **Tier 2 Handbook Template** in Google Doc and Docx format.
- Free + editable**



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You're now accessing PBIS Tier 2 Resources

Free Resources
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Template Preview

Tier 2 Handbook: Template

Substitute 'Template' with the name of the Tier 2 intervention in the Title and Document Name

In order to have a successful Tier 2 system of behavior support, Tier 1 Positive Behavior Interventions and Supports (PBIS) should be implemented with high fidelity so that schools can accurately identify those students who are not fully responding to Tier 1 and need additional Tier 2 support.

Some students may need one or more Tier 2 interventions layered on top of a high-fidelity Tier 1 system. This Handbook outlines how our school implements **NAME OF INTERVENTION**.

This Handbook contains five elements:

1. Description of Intervention
2. Benefits of Intervention
3. System Elements
4. Training Elements
5. Sample Letters

This Handbook will help our school sustain **NAME OF INTERVENTION** when the individual personnel or team members who started this intervention inevitably change or are assigned to another school.

1. Description of Intervention


Provide a brief description of the intervention so that a person who has never heard of this intervention has a general picture of what it looks like. Identify:

- Grade or age level
- Goals of intervention
- Staff characteristics
- Behaviors that are a good match for this intervention

2. Benefits of Intervention

List the documented benefits to students, schools and/or families from participating in this intervention.

- Benefit 1




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Objectives

1. Identify 5 Common Elements of All Tier 2 Programs
2. Document System Elements
3. Document Training Elements



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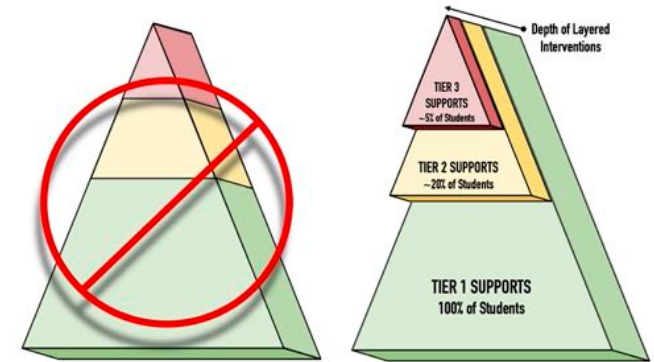
Identify 5 Common Elements of All Tier 2 Programs



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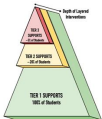
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PBIS = Layers of Support



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Critical Features of Tier 2 Interventions

- Linked directly to SW Expectations
- Continuously available
- Implemented within 3 days of determination
- Can be modified based on outcome data
- Includes prompts for 'what to do' + daily practice
- Results in positive feedback from staff
- Includes school-home communication
- Includes student orientation material + info
- Includes staff/sub orientation material + info

ISSET - Targeted Intervention Checklist (p.19)



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Examples of Tier 2 Interventions

- Check-in/Check-Out - CICO
- Check, Connect, and Expect - CCE
- Bullying Preventions
- Social Skills
- Social Emotional Learning
- Trauma Informed Care
- Restorative Practice
- Mindfulness
- Yoga
- Suicide Prevention
- Academic Groups
- Counseling Groups

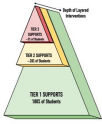


Some of these are programs, some are interventions, some can be used across tiers.



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Tier 2 Handbook

Five common elements required for EVERY intervention handbook to sustain fidelity across staff and across years:

1. Description of Intervention
2. Benefits of Intervention
3. System Elements
4. Training Elements
5. Sample Letters



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I. Description of Intervention

Provide a brief description of the intervention so that a person who has never heard of this intervention has a general picture of what it looks like.

Identify:

- Grade or age level
- Goals of intervention
- Staff characteristics
- Behaviors that are a good match for this intervention



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2. Benefits of Intervention

List the documented benefits to students, schools and/or families from participating in this intervention.

CICO Benefits:

- Provides increased structure
- Creates student accountability
- Increases feedback to student on SW Expectations
- For students with 2+ ODR's



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Document System Elements



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3. System Elements

- a) Personnel
- b) Time
- c) Materials and Supplies
- d) Progress Monitoring



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3a: Personnel

- List the people, by role, required to manage and run this intervention.
- Briefly describe the role and responsibilities.
- Create a training and responsibility checklist in the *Training Elements* section of the Handbook.

Examples:

- Coordinator
- Facilitator
- Teacher
- Student



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CICO
Example

3b: Time

- Document the location, frequency, and duration of the intervention.
- If there are multiple groups of students receiving the same intervention, specify how many intervention groups the school has capacity to support.

CICO Example:

- 5 Facilitators check students in/out from Counselors office at 7:35 and 2:15 daily.
- 1-2 min./student
- Max. 8 students per facilitator



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CICO
Example

3c: Materials & Supplies


- Document the material required for this intervention.
- Material may include the curriculum manual, protocols for activities, reproducible handouts, website url/login, pens/pencils/markers, etc.

CICO Example:

- Daily Progress Report (DPR)
- Extra pens/pencils to borrow
- Reinforcement menu for meeting goal



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3d: Progress Monitoring

- Entry Criteria
- Progress Monitoring Data
- Exit Criteria


CICO Example:

- SRSS-IE of moderate or high risk; 3 or more ODR Referrals
- DRP signed by the teacher and a parent daily.
- Above 80% success on DPR for three consecutive weeks



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3d: Progress Monitoring

Describe how to use the DPR:


- Describe who creates the DPR (Coordinator or Facilitator) for the student
- Describe how to score the DPR
- Describe how to share DPR with the Coordinator
- Attach/Insert sample DPR in the Appendix.

ProMo: Progress Monitoring Tool
<https://youtu.be/wbPpG4qnaWE>




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Document Training Elements




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4. Training Elements

- a) Coordinator
- b) Facilitator
- c) Teacher/Staff
- d) Student
- e) Parent/Guardian
- Staff Orientation
- Student Orientation
- Family Orientation



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4. Training Elements

- Everyone involved in the intervention instruction will need initial and annual training, and may need refreshers throughout the year.
- Specify or script what needs to be taught to each person involved in this intervention.
- Provide a checklist of their responsibilities.



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CICO
Example

4a: Coordinator

- The Coordinator is part of the Tier 2 team and manages the CICO program.
- You are responsible for knowing how to implement the intervention, training all facilitators and students and reporting progress to the Tier 2 team.
- Responsibilities:
 - list
 - list



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CICO
Example

4b: Facilitator

- Students that are in Check-In, Check-Out need to work on the specific expectations from our matrix.
- As a facilitator, your role is to help the student start the day right, coach them to have a great day, provide strategies/tips for success and provide supportive feedback at the end of the day whether they meet their DPR goal or not.
- Responsibilities:
 - list
 - list



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CICO
Example

4c: Teacher/Staff

- CICO helps the student and teacher focus on short term goals aligned to our school Expectations.
- Greet the student at the beginning of class and record student behavior on their DPR at the end of each period/class.
- Responsibilities:
 - list
 - list



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CICO
Example

4d: Student

- Teach Students when, where, and how to check-in with the CICO Facilitator.
- Teach Students how to check-in at each class or period with the teacher.
- Teach Students when, where, and how to check-out with the CICO Facilitator.
- Student Responsibilities:
 - list
 - list



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CICO
Example

4e: Parent/Guardian

- Make a phone call home to the parent using this script:
- “We are excited to announce that *STUDENT NAME* has been chosen for our Check In, Check Out program. CICO is designed to help students who need...
- Parent Responsibilities:
 - list
 - list

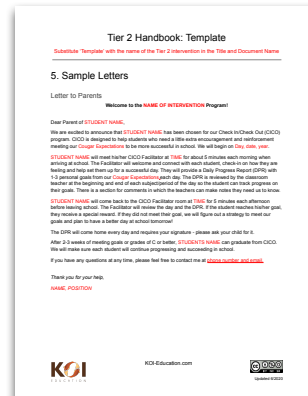


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5. Sample Letters

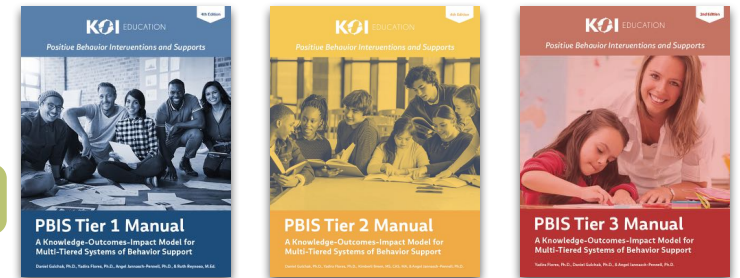
- Include sample letter to send to parents
- Include sample letter to send to teachers



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PBIS Manuals



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Tier 2 Handbook Template

Google Doc or Docx




All Tier 2 Resources

tinyurl.com/2dntfyhw




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