



Tier 2 Interventions – How do we make this work?

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- Understanding Tier 2 in an MTSS Framework
- Function-based thinking & matching interventions
- A *how-to* from Callie
 - Using your team
 - Using your resources
 - Using your data
- Effectively Implementing Tier 2 interventions & Data Collection


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What is Tier 2?

Understanding Tier 2 in an MTSS Framework

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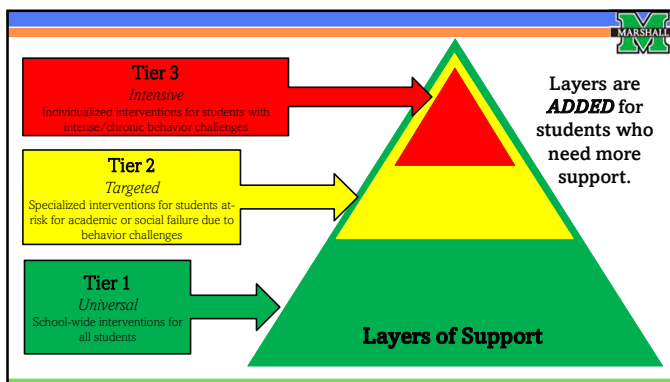


Multi-Tiered System of Support

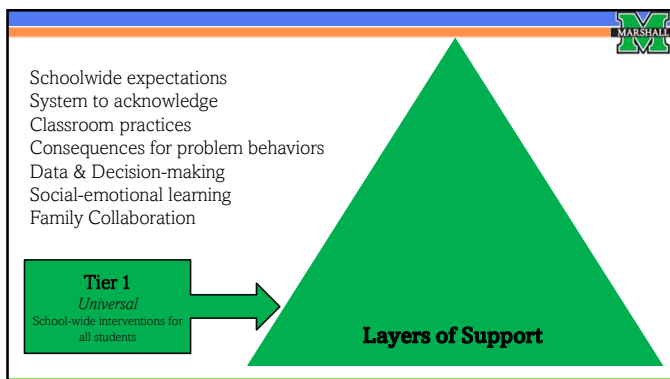
- is a **data-driven, problem-solving framework** to **improve outcomes** for students.
- relies on **a continuum of evidence-based practices** matched to student needs.

PBIS is an *example* of an MTSS centered on **Social Behavior**.

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Key Practices of Tier 2

pbis.org

- Increased instructional practice with self-regulation, social skills, expectations, and academics
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Increased focus on possible function of problem behavior
- Increased access to academic supports
- Increasing prompts and reminders (pre-corrections)
- Increased school – family connection

Increase Intensify

<https://pbisforum.pathable.co/?openNativeApp=true>

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Tier 2 Systems

- More than Tier 1 but less than Tier 3
- Intensifying Tier 1 (that's why Tier 1 is so important)
 - Do teachers have the basics especially when we are asking them to intensify?
 - More explicit instruction on the expectations, more quality relationships
 - More frequent feedback, more detailed and more frequent data
- Standardized interventions
- Prevent and/or Decrease Problem Behaviors
- Efficient, Effective, and Equitable

MO SW-PBS

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The “How to” of Tier 2

Who?

Identifying students


What?

A bank of interventions

Now, What?

Continue, modify, fade or intensify

12



Overview:

Who?

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What it means...

From Tier 1, use your multiple sources of data.


- ODRS
- Academic Progress
- Screening Tools
- Attendance

Have a written plan on how to get students into Tier 2:

- Universal Screeners
- Request for assistance – nominations
- Data Decision Rules – monitoring data

Identifying students

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Overview:

What?

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What it means...

Identified bank of interventions – continuously available

Be linked to Tier 1 – increased, intensified

Be linked to function, development, culture – feed the need or fill the skill

A bank of interventions

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Overview:

Now, What?

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What it means...


A written way of knowing who is benefitting from Tier 2.

We know student outcomes of Tier 2:

- What percentage of students are successful with each intervention
- We have outcome data to make "Now, what?" decision rules
- We have a plan for what to do

Continue, modify, fade or intensify


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Function-based thinking

Matching interventions

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Function-Based Thinking

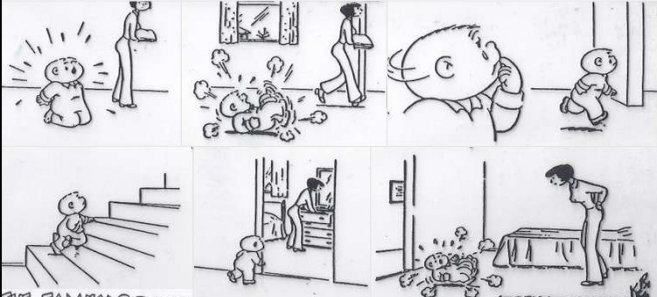
A model for thinking and a systematic process for *defining problem behaviors* and *selecting interventions that match* the function of behavior.

Why FBT?

- More effective disciplinary responses
- Earlier intervention can stop new onset behaviors from becoming entrenched
- Time savings for teachers and administrators due to reduced problem behaviors
- Using FBT as a precursor to FBA can make FBA process more efficient and accurate

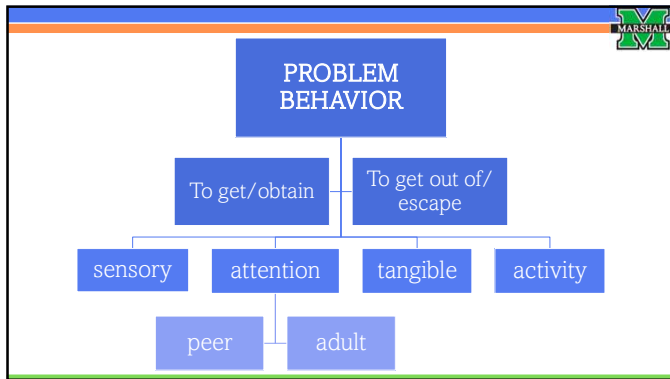
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What's the function?



THE FAMILY CIRCUS®

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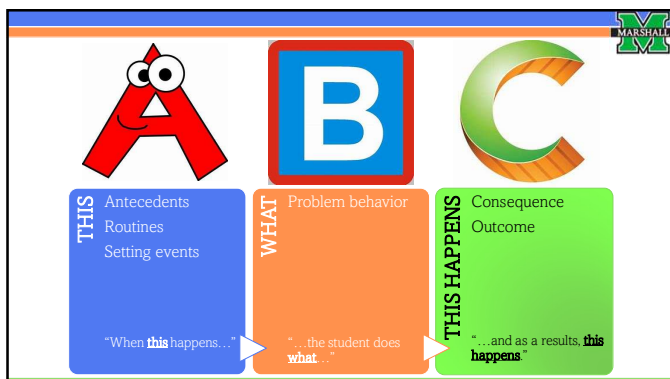
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Common functions in School settings

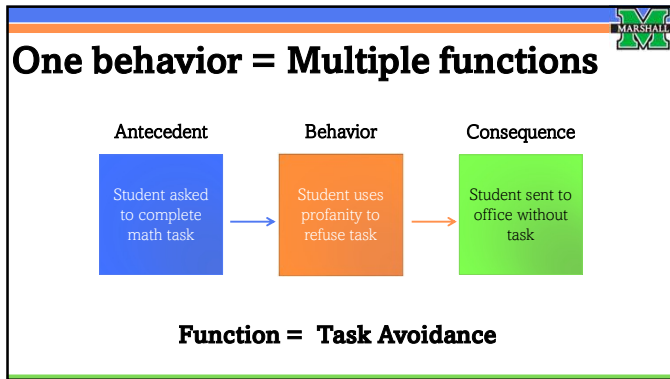
<p>Obtain/Access:</p> <ul style="list-style-type: none"> • Peer <u>attention</u> • Adult <u>attention</u> • Desired activity • Desired object/ items • Sensory? 	<p>Avoid/ Escape:</p> <ul style="list-style-type: none"> • <u>Difficult Task</u> • Boring Task • Easy Task • Physical demands • Non-preferred activity • Peer or Adult <u>attention</u> • Sensory?
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M. K. Strickland-Cohen (2011) ECS, University of Oregon

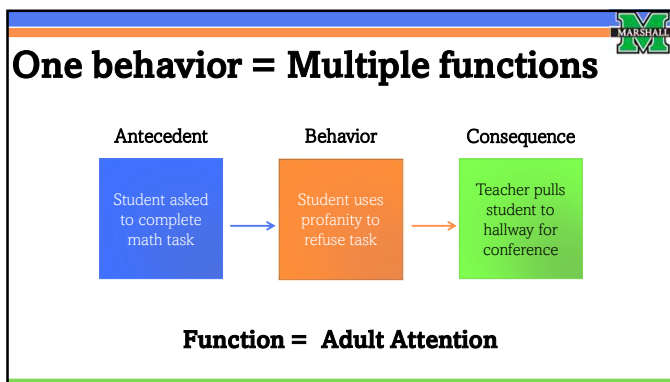
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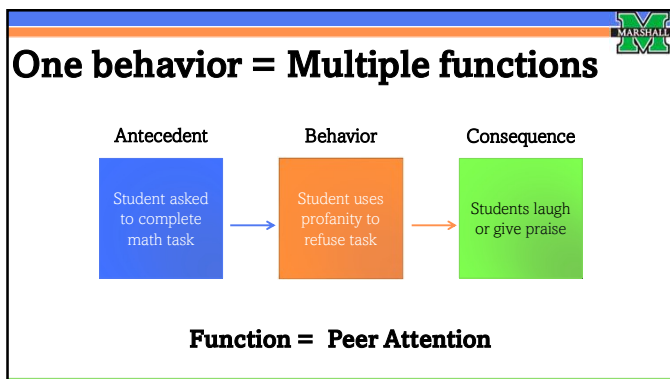
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Tier 2 in Action



Wirt County Schools

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Context

<p>Wirt County High School</p> <p>9th – 12th Grade</p> <p>270 Students</p> <p>CTE Integration</p> <p>PRO Officer</p> <p>Communities in Schools</p>	<p>Wirt County Middle School</p> <p>5th – 8th Grade</p> <p>260 Students</p> <p>Access to Behavior Interventionist 2x weekly*</p> <p>No additional staff</p>
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Approach: WCHS

- Established Tier 1 Team
- Communities in Schools – Avenue for Tier 2
 - Biweekly Meetings with Tier 2 Team Members
 - CIS, Admin, Tier 1 Rep, Special Education, PRO Officer, Counselor
- The "List" - Green, Yellow, Red
- Identified Interventions
- Assigned Mentor for each Student

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MARSHALL

Approach: WCMS





- Established Tier 1 Team (longer meeting times)
- Counselor – Avenue for Tier 2
 - Monthly Grade Level Meetings with all teachers to review Tier 2/3 Students
 - Assigned individual mentors for students
- Interventions:
 - Established small groups (social skills, grief, ...)
 - Behavior Reteach
- Intensive Monitoring of Classroom Level Behaviors via Classroom Warning System

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MARSHALL

How To Do the Data

- Tier 1 Individual Student Data Collection (Positive and Negatives)



Google Forms

Google Sheets

Copy of our Google Form: <https://docs.google.com/forms/d/1951K6Mh6WaF9FdZ9TDA05GRxI2u84qvaaQeIGxOp4/copy>

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MARSHALL

Timestamp	Time Only	Term	Per iod	Week	Month	Combined	ID	M / F	Grade
5/19/2025 10:34:30	10:34:30 AM	4th Nine Weeks	4th	35	5			M	5th
5/19/2025 12:48:10	12:48:10 PM	4th Nine Weeks	7th	35	5			M	5th
5/20/2025 8:54:15	8:54:15 AM	4th Nine Weeks	2nd	35	5			F	5th
5/20/2025 9:23:17	9:23:17 AM	4th Nine Weeks	Breakfast	35	5			M	6th
5/20/2025 9:40:30	9:40:30 AM	4th Nine Weeks	3rd	35	5			F	7th
5/20/2025 14:54:17	2:54:17 PM	4th Nine Weeks	9th	35	5			M	5th
5/21/2025 10:34:35	10:34:35 AM	4th Nine Weeks	4th	35	5			M	5th
5/21/2025 11:39:08	11:39:08 AM	4th Nine Weeks	5th	35	5			M	5th
5/21/2025 11:47:26	11:47:26 AM	4th Nine Weeks	5th	35	5			M	5th
5/21/2025 12:44:35	12:44:35 PM	4th Nine Weeks	7th	35	5			M	5th
5/21/2025 14:16:57	2:16:57 PM	4th Nine Weeks	9th	35	5			M	5th
5/23/2025 8:23:39	8:23:39 AM	4th Nine Weeks	1st	35	5			M	8th

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Where?	Single Teacher Formula	Which BEHAVIOR are you receiving the warning for...	Combined Explanation
Classroom		2. Disruptive Behavior	Excessive Talking
Classroom		4. Inappropriate Language	Curse Words
Classroom		8. Damaging/Misuse of School Property	Technology - Inappropriate Use of Computers (inappropriate)
Classroom		7. Failure to Follow Classroom Procedures	Playing a unsinsed game
Classroom		4. Inappropriate Language	Name Calling or Degrading/Disrespectful Comments
Classroom		7. Failure to Follow Classroom Procedures	Not doing work
Classroom		9. Not Keeping Hands, Feet & Objects to Yourself	
Classroom		2. Disruptive Behavior	Excessive Talking
Classroom		4. Inappropriate Language	Name Calling or Degrading/Disrespectful Comments
Cafeteria/Rec		9. Not Keeping Hands, Feet & Objects to Yourself	
Classroom		7. Failure to Follow Classroom Procedures	Staying in the locker room
Classroom		9. Not Keeping Hands, Feet & Objects to Yourself	

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MARSHALL
M

OF STUDENTS IN
RECESS
SELF-REFLECTION

0001

COUNTS BY WEEK FOR INDIVIDUAL STUDENTS

COUNTA of Which BEHAVIOR are you receiving the warning for...

Combined

32

33

34

35

Grand Total

18

1

24

12

3

5

24

9

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A	B	C	D	E	F	G
Count of Warnings by Month		63	124	162	117	63
# of Students in Intensive Reteach		1	2	14	5	3
COUNTA of Which BEHAVIOR are you receiving the warning for...	Month					
Which BEHAVIOR are you receiving the w. Combined		1	2	3	4	5
1. Cheating/Deceit						1
				1		
					1	
			1		1	
				1		
				1		

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What We Want to Improve

- **Better Parent Communication/Notification**
- **Improved Consistency**
- **3 Warnings in a Month = Reteach?**
- **More Data Automation**
- **Better Tier 2/3 Real Time Data Monitoring (Check In Check Out)**
- **Improved Tier 2/3 Data Analysis**

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Tier 2 Interventions

Effectively implementing interventions & Data Collection

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Interventions should:

Provide **additional** instruction and opportunities for students to develop lacking skills

Add structure and predictability

Increase feedback

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CONTINUE

MODIFY

FADE

INTENSIFY

TPI 2.7: Practices Matched to Student Need
 TPI 2.8: Access to Tier 1 Supports

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Examples of Tier 2 Interventions based on function

Check-in/Check-out (CICO)

Breaks are Better

Check & Connect

Self-Monitoring

Meaningful Work

Structured Mentoring

Structured Breaks

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Check-in/Check-out (CICO)

WHO
Coordinator, Facilitator, 10 to 15 students

- Requires moderate prep work to begin from CICO Coordinator. Classroom teachers can implement in less than 5-10 minutes per day.
- School-home communication & family participation
- Preschool & High School adaptation available

WHAT
CICO with Facilitator, Teacher feedback

- Behavioral expectations for the student are defined and documented on a Daily Progress Report (DPR).
- Student receives a regular cycle of prompts & feedback.

NOW WHAT
Continue, Modify, Intensify, Fade

- Modify by revisiting the function of behavior
- Intensify by identifying behavior for each expectation
- Fade to Self-Monitoring

Students most likely to benefit:

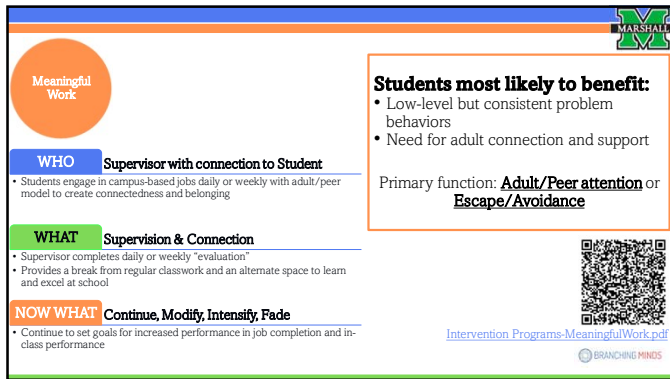
- Demonstrate consistent patterns of problem behavior across multiple settings
- Low level disruptions
 - Talking out, talking back, off-task, out of seat

Primary function: **Adult attention**

Tier-2-2018_Ch-5.pdf
 MO SW-PBS

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Meaningful Work

WHO **Supervisor with connection to Student**

- Students engage in campus-based jobs daily or weekly with adult/peer model to create connectedness and belonging

WHAT **Supervision & Connection**

- Supervisor completes daily or weekly "evaluation"
- Provides a break from regular classwork and an alternate space to learn and excel at school

NOW WHAT **Continue, Modify, Intensify, Fade**

- Continue to set goals for increased performance in job completion and in-class performance

Students most likely to benefit:

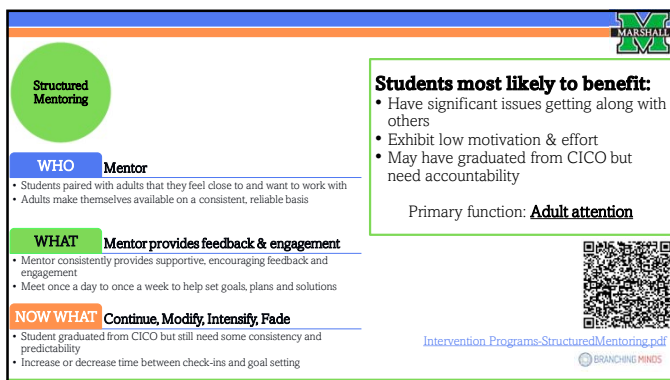
- Low-level but consistent problem behaviors
- Need for adult connection and support

Primary function: **Adult/Peer attention** or **Escape/Avoidance**

[Intervention Programs-MeaningfulWork.pdf](#)

BRANCHING MINDS

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Structured Mentoring

WHO **Mentor**

- Students paired with adults that they feel close to and want to work with
- Adults make themselves available on a consistent, reliable basis

WHAT **Mentor provides feedback & engagement**

- Mentor consistently provides supportive, encouraging feedback and engagement
- Meet once a day to once a week to help set goals, plans and solutions

NOW WHAT **Continue, Modify, Intensify, Fade**

- Student graduated from CICO but still need some consistency and predictability
- Increase or decrease time between check-ins and goal setting

Students most likely to benefit:

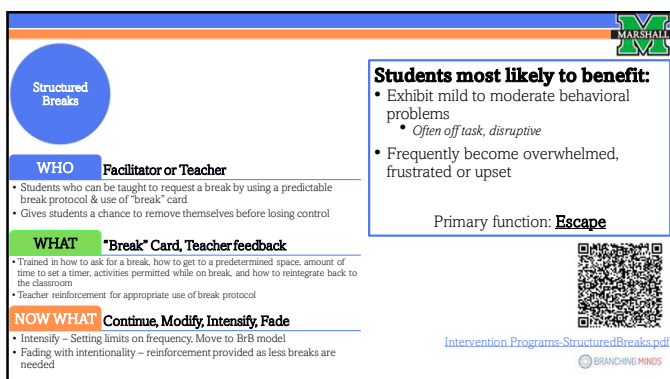
- Have significant issues getting along with others
- Exhibit low motivation & effort
- May have graduated from CICO but need accountability

Primary function: **Adult attention**

[Intervention Programs-StructuredMentoring.pdf](#)

BRANCHING MINDS

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Structured Breaks

WHO **Facilitator or Teacher**

- Students who can be taught to request a break by using a predictable break protocol & use of "break" card
- Gives students a chance to remove themselves before losing control

WHAT **"Break" Card, Teacher feedback**

- Trained in how to ask for a break, how to get to a predetermined space, amount of time to set a timer, activities permitted while on break, and how to reintegrate back to the classroom
- Teacher reinforcement for appropriate use of break protocol

NOW WHAT **Continue, Modify, Intensify, Fade**

- Intensify – Setting limits on frequency, Move to BrB model
- Fading with intentionality – reinforcement provided as less breaks are needed

Students most likely to benefit:

- Exhibit mild to moderate behavioral problems
 - Often off task, disruptive
- Frequently become overwhelmed, frustrated or upset

Primary function: **Escape**

[Intervention Programs-StructuredBreaks.pdf](#)

BRANCHING MINDS

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Social Skills Intervention Groups (SSIG)

WHO

Intervention Coordinator, Facilitators

- Smaller number of students with access to high rates of adult attention
- Positive peer models
- Grouped based on deficit

WHAT

Facilitator led small groups, Feedback

- Situated learning & Systemic, explicit instruction
- Describe skill to be learned, model, practice, provide positive & corrective feedback, plan for generalization and maintenance

NOW WHAT

Continue, Modify, Intensify, Fade

- Modify by manipulating antecedent conditions or consequence conditions
- Intensify with more practice, more feedback
- Successful demonstration – Fade to self-management & celebrate

Students most likely to benefit:

- Deficient social skill functioning
 - Lack of knowledge (*acquisition deficit*)
 - Lack of practice (*performance of fluency deficit*)
 - Lack of understanding social cues or reinforcement for appropriate behaviors
 - Competing problem behaviors
- Performance deficits
 - Know the skill but do not demonstrate it

[6.0-MO-SW-PBS-Tier-2-Workbook-Ch-6-SSIG.pdf](#)

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Skillstreaming (SSIG)

WHO

Facilitators or Classroom Teachers

- Early Childhood, Elementary, Adolescent, High-functioning Autism
- Categories include classroom skills, friendship making skills, dealing with feelings, alternatives to aggression, and dealing with stress

WHAT

Facilitator led large/small groups, Feedback

- Task analysis
- Direct instruction
- Modeling, role-playing, performance feedback and generalization

NOW WHAT

Continue, Modify, Intensify, Fade

- Can be done with whole class
- Modify by teaching suggested skills needed for selected skill
- Intensify by reviewing skill with specific small group

Access & Cost:

- One program book: \$60
- Product bundles: \$255-\$360
- Program books, skill cards, lesson plans & activities, student workbooks, student manuals, skill posters

<https://www.skillstreaming.com>

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Boys Town (SSIG)

WHO

Facilitators or Classroom Teachers

- Under Behavior, categories include aggression/conflict, grit/perseverance & resiliency, impulsivity, problem solving, responsibility

WHAT

Facilitator led large/small groups, Feedback

- Task analysis
- Direct instruction
- Modeling, role-playing, performance feedback

NOW WHAT

Continue, Modify, Intensify, Fade

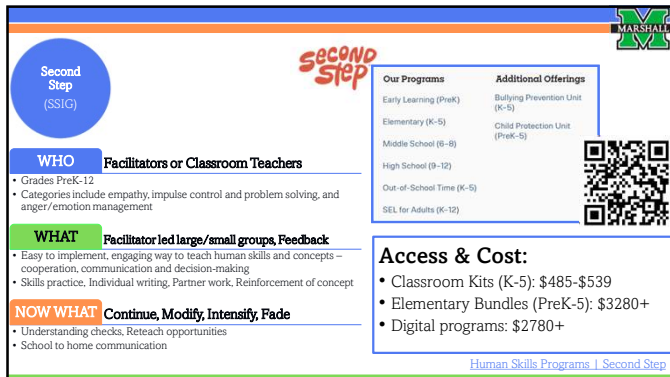
- Can be done with whole class
- Intensify by reviewing skill with specific small group

Access & Cost:

- Teaching Social Skills to Youth: \$40
- Other social skills books: \$7-\$50
- Book sets, lesson plans, posters, etc.

[Boys Town Press: Spotlighting Social Development, Positive Behavior, & Emotional Resilience](#)

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Second Step (SSIG)

WHO **Facilitators or Classroom Teachers**

- Grades PreK-12
- Categories include empathy, impulse control and problem solving, and anger/emotion management

WHAT **Facilitator led large/small groups, Feedback**

- Easy to implement, engaging way to teach human skills and concepts – cooperation, communication and decision-making
- Skills practice, Individual writing, Partner work, Reinforcement of concept

NOW WHAT **Continue, Modify, Intensify, Fade**

- Understanding checks, Reteach opportunities
- School to home communication

Our Programs

- Early Learning (PreK)
- Elementary (K-5)
- Middle School (6-8)
- High School (9-12)
- Out-of-School Time (K-5)
- SEL for Adults (K-12)

Additional Offerings

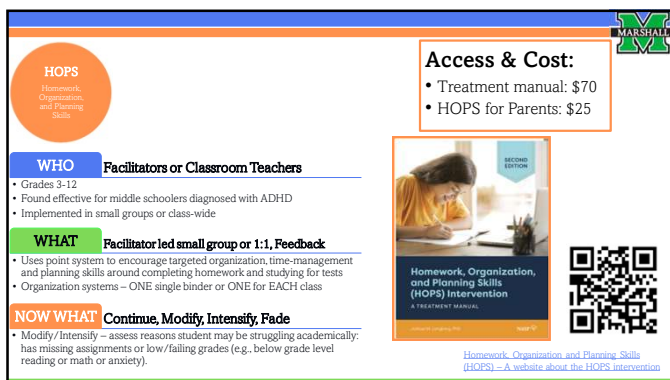
- Bullying Prevention Unit (K-5)
- Child Protection Unit (PreK-5)

Access & Cost:

- Classroom Kits (K-5): \$485-\$539
- Elementary Bundles (PreK-5): \$3280+
- Digital programs: \$2780+

[Human Skills Programs | Second Step](#)

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HOPS
Homework, Organization and Planning Skills

WHO **Facilitators or Classroom Teachers**

- Grades 3-12
- Found effective for middle schoolers diagnosed with ADHD
- Implemented in small groups or class-wide

WHAT **Facilitator led small group or 1:1, Feedback**

- Uses point system to encourage targeted organization, time-management and planning skills around completing homework and studying for tests
- Organization systems – ONE single binder or ONE for EACH class

NOW WHAT **Continue, Modify, Intensify, Fade**

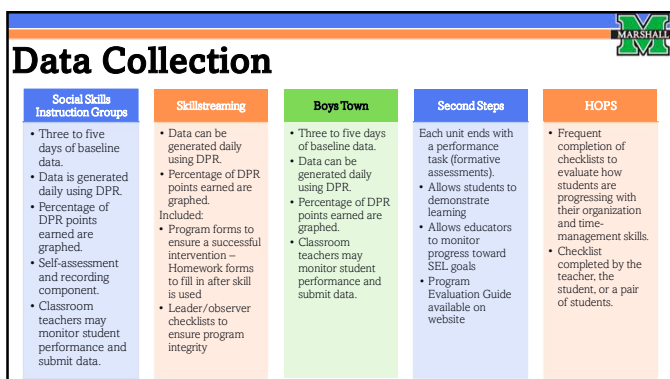
- Modify/Intensify – assess reasons student may be struggling academically: has missing assignments or low/failing grades (e.g., below grade level reading or math or anxiety).

Access & Cost:

- Treatment manual: \$70
- HOPS for Parents: \$25

[Homework, Organization and Planning Skills \(HOPS\) – A website about the HOPS intervention](#)

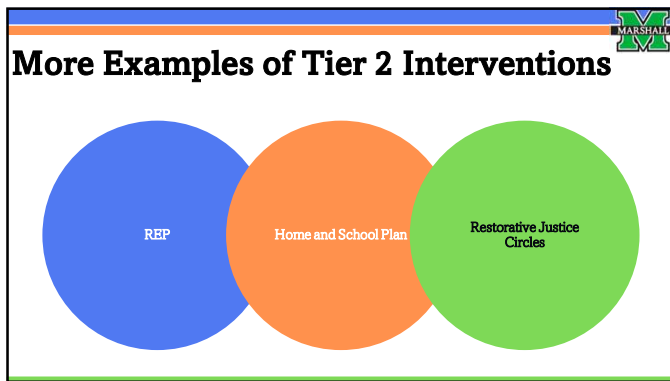
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Data Collection

Social Skills Instruction Groups	Skillstreaming	Boys Town	Second Steps	HOPS
<ul style="list-style-type: none"> Three to five days of baseline data. Data is generated daily using DPR. Percentage of DPR points earned are graphed. Self-assessment and recording component. Classroom teachers may monitor student performance and submit data. 	<ul style="list-style-type: none"> Data can be generated daily using DPR. Percentage of DPR points earned are graphed. Program forms to ensure a successful intervention – Homework forms to fill in after skill is used Leader/observer checklists to ensure program integrity 	<ul style="list-style-type: none"> Three to five days of baseline data. Data can be generated daily using DPR. Percentage of DPR points earned are graphed. Classroom teachers may monitor student performance and submit data. 	<p>Each unit ends with a performance task (formative assessments).</p> <ul style="list-style-type: none"> Allows students to demonstrate learning Allows educators to monitor progress toward SEL goals Program Evaluation Guide available on website 	<ul style="list-style-type: none"> Frequent completion of checklists to evaluate how students are progressing with their organization and time-management skills. Checklist completed by the teacher, the student, or a pair of students.

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WHO **Facilitator, CICO Mentor, 3-5 students**

- Grades 4-8
- For students at risk for internalizing concerns such as depression and anxiety

WHAT **CICO with Mentor, Regular Teacher feedback**

- Three major components: Cognitive-Behavioral Instruction (small groups, 5 lessons to teach coping & problem-solving skills), CICO, Resilient families

NOW WHAT **Continue, Modify, Intensify, Fade**

- Families/caregivers given resources to support their child at home
- Modify – Booster sessions to problem solve barriers
- Intensify – Booster sessions for additional skill practice

Access & Cost:

- Free PDF downloads on website

[REP Home – School Mental Health Collaborative](#)

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WHO **School, Family, Student**

- Student, Classroom teacher, Parent(s)/Guardian(s)

WHAT **Regular Teacher feedback**

- School team shares observations and replacement behaviors being taught
- Family helps identify rewards and consequences that will be followed-up at home


NOW WHAT **Continue, Modify, Intensify, Fade**

- Alignment between teachers and parents

TALKING TO PARENTS TIPS:

- Talk to the parents in private.**
- View the parents as teammates.**
 - They are the more qualified teammate when it comes to understanding their child's behavior and determining solutions.
- Ask the parents for more context.**
 - Problem behavior is communication. Ask the parents if they know of any major events at home or school that might contribute to their child's challenging behavior.
- Serve the parents a "compliment sandwich."**
 - Start and finish with a positive (the bread) and slip the negative in the middle (the meat).
- Give the parents updates in the following weeks.**
 - If the child's behavior has changed for the better, let the parents know that. If there's still work to be done, let them know that too!
 - The follow up shows parents that you care and are committed to helping their child through the challenge.

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Restorative Justice Circles

WHO **Facilitator – Classroom teacher, Counselor**

- Peer-mediated small group meetings where students meet to talk through conflicts
- The offender, the victim, adult supervisor

WHAT **Facilitator, offender, victim**


- The offender – to understand the harm their words/actions inflict and take responsibility
- The victim – chance to heal & the recognition of harm they have endured

NOW WHAT **Continue, Modify, Intensify, Fade**

- GOAL: develop empathy and develop a plan for repair
- Beyond circles in the classroom: community-building activities, conflict resolution strategies, social-emotional learning

Step	Description
Set Expectations	Establish ground rules for respectful communication, ensuring equity.
Opening	Set the tone.
Check-in Round	Each participant briefly shares feelings or responds to a prompt, building connection.
Dialogue/ Circle Activity	Discuss the main topic using a talking piece, ensuring equitable participation.
Closing	End with a reflection or activity, providing closure and reinforcing community.


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Data Collection

REP	Home & School Plan	Restorative Justice Circles
<ul style="list-style-type: none"> • Data is generated daily using DPR. • Percentage of DPR points earned are graphed. • The Internalizing Behavior Observation Protocol - used to progress monitor student response to REP over time. • Review of Measures for Student Identification and REP Evaluation - A list of measures that can be used to either (a) identify students who would benefit from REP or (b) evaluate student response to REP (e.g., progress monitors). 	<ul style="list-style-type: none"> • Data can be generated daily using a DPR at school and at home. • Percentage of DPR points earned are graphed. • Results used to monitor progress & make intervention decisions. 	<ul style="list-style-type: none"> • Research suggests restorative justice can improve classroom relationships and reduce discipline issues.

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Why would interventions not work?

Address Implementation Issues

- Low fidelity of implementation, Missing data collection
- The student needs more instruction on how to use the program – Student skill or Adult skill

Individualize Tier 2

- The rewards are not powerful or desirable for the student
- The program does not match the function of the problem behavior
- The student is not included in the process or given the why

Escalate to Tier 3 Support

- The student requires more intensive, individualized support

Chris Borgmeier PHD

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Thank you for joining us!



Evaluation QR code

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