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Sharing What Works: Tier 2 Systems

Positive Behavior Intervention Support
Lori Cameron

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Objectives

- ▶ Identify key elements of Tier 2, with a special focus on CICO and SAIG
- ▶ Discuss time elements involved in implementing Tier 2
- ▶ Investigate how Tier 2 can use supportive services efficiently
- ▶ Look at the impact on how Social Workers deliver their services to schools

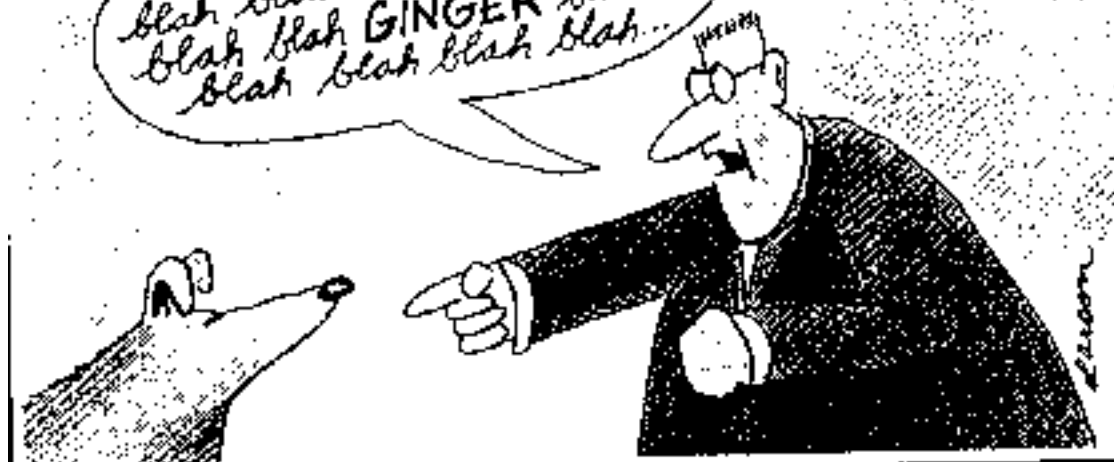
What we say to dogs

Okay, Ginger! I've had it!
You stay out of the garbage!
Understand, Ginger? Stay out
of the garbage, or else!

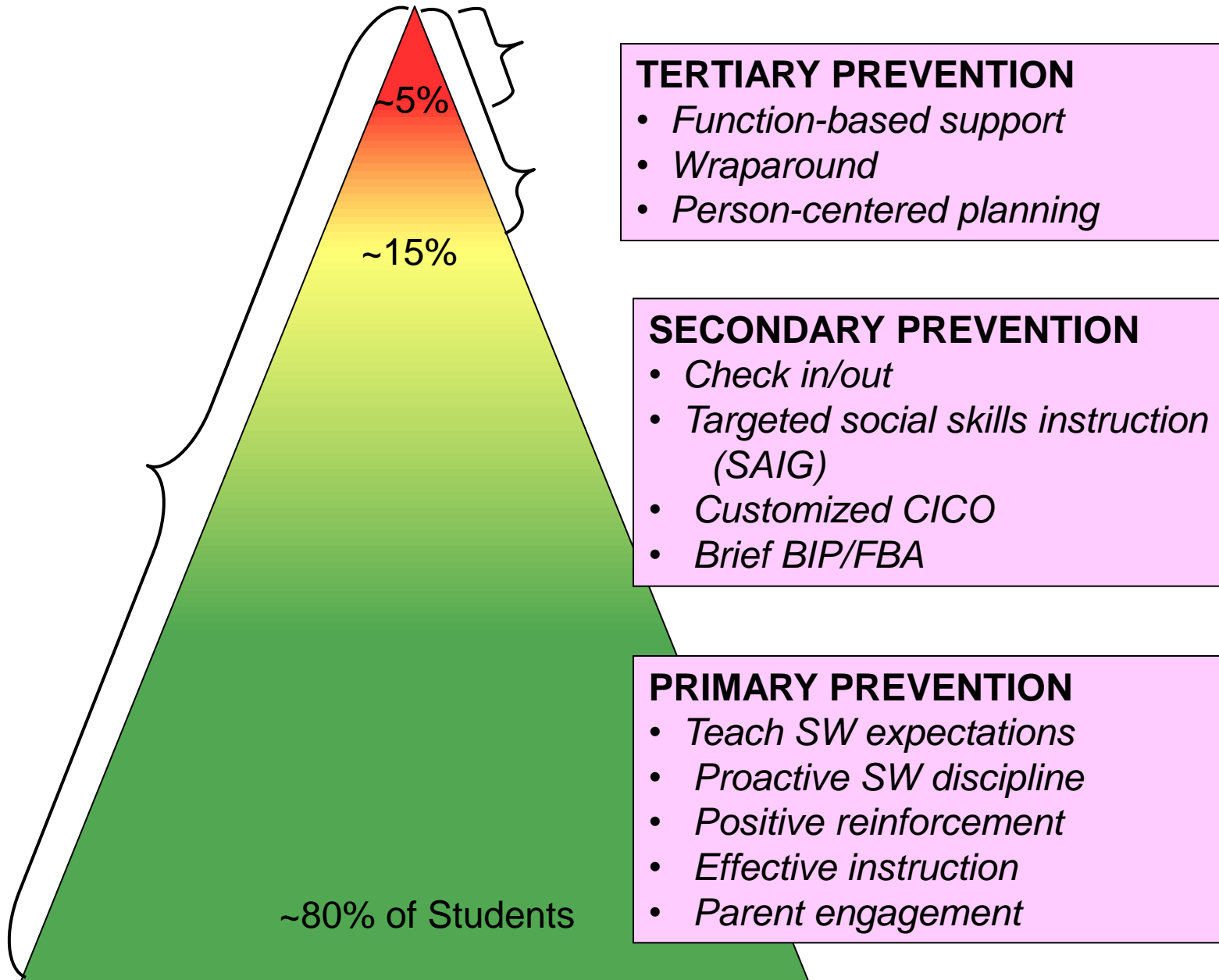


What they hear

blah blah GINGER blah
blah blah blah blah blah
blah blah GINGER blah
blah blah blah blah...



ESTABLISHING CONTINUUM of SWPBS



Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Targeted Group Interventions

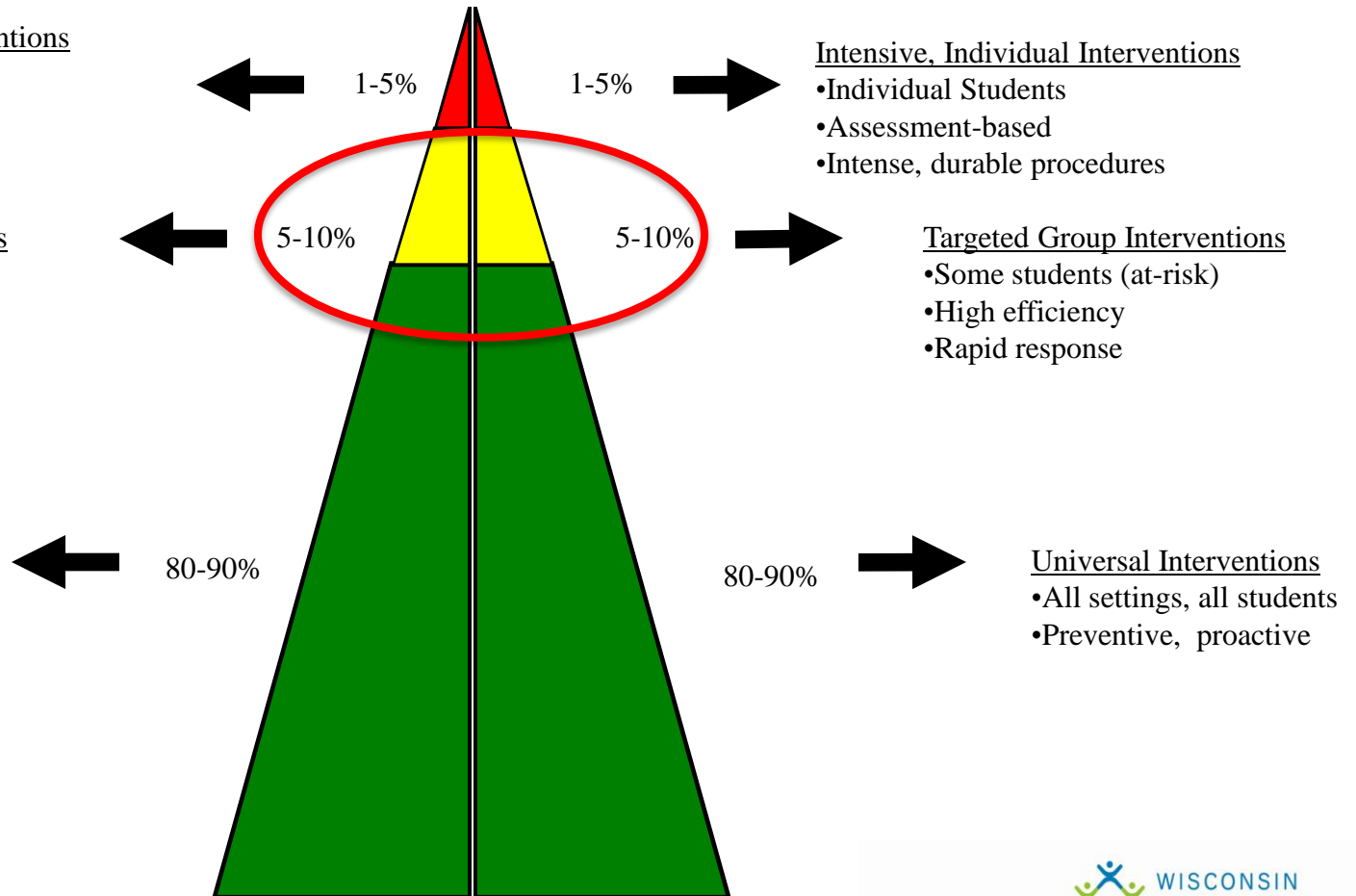
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

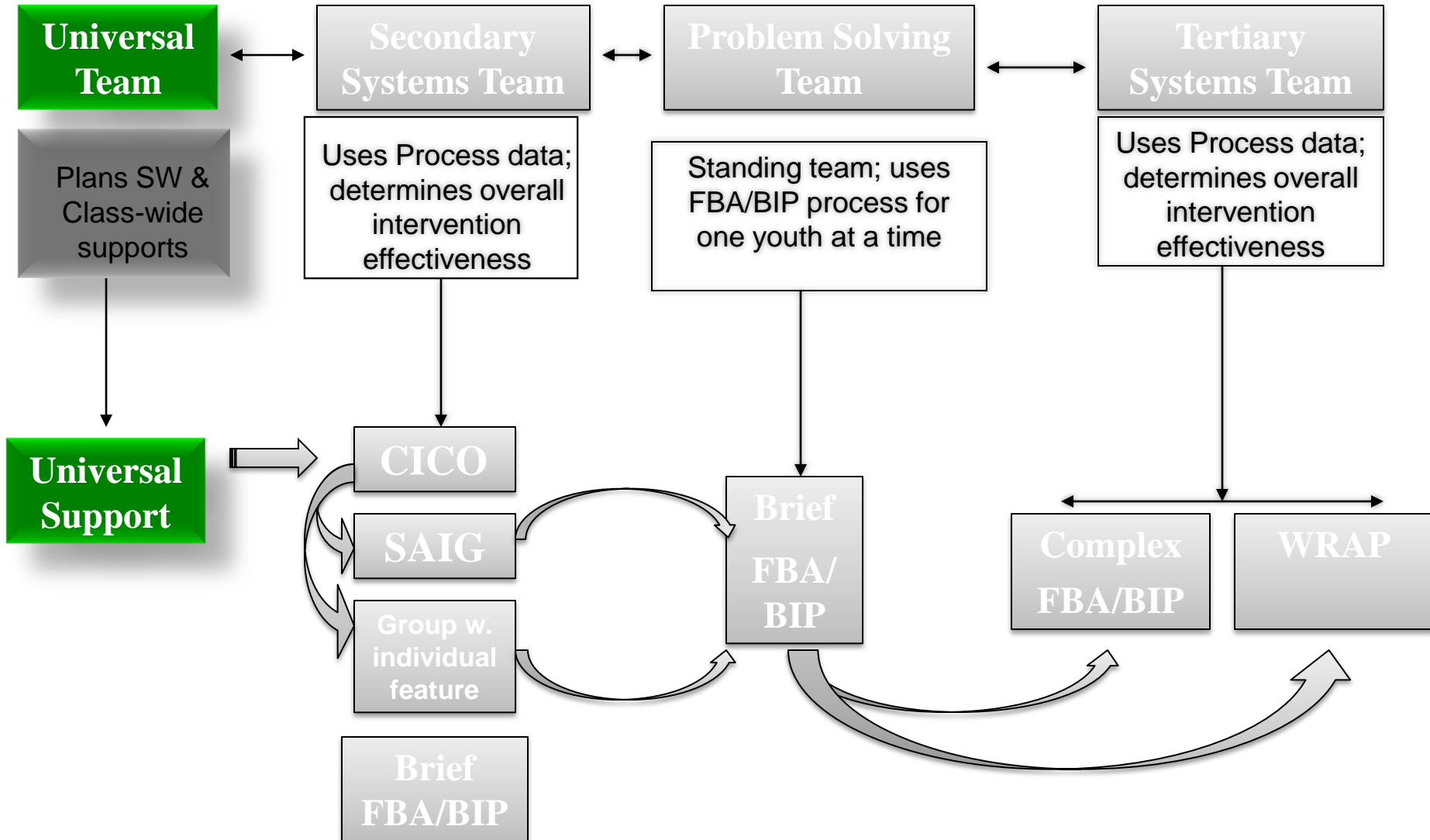
Universal Interventions

- All settings, all students
- Preventive, proactive



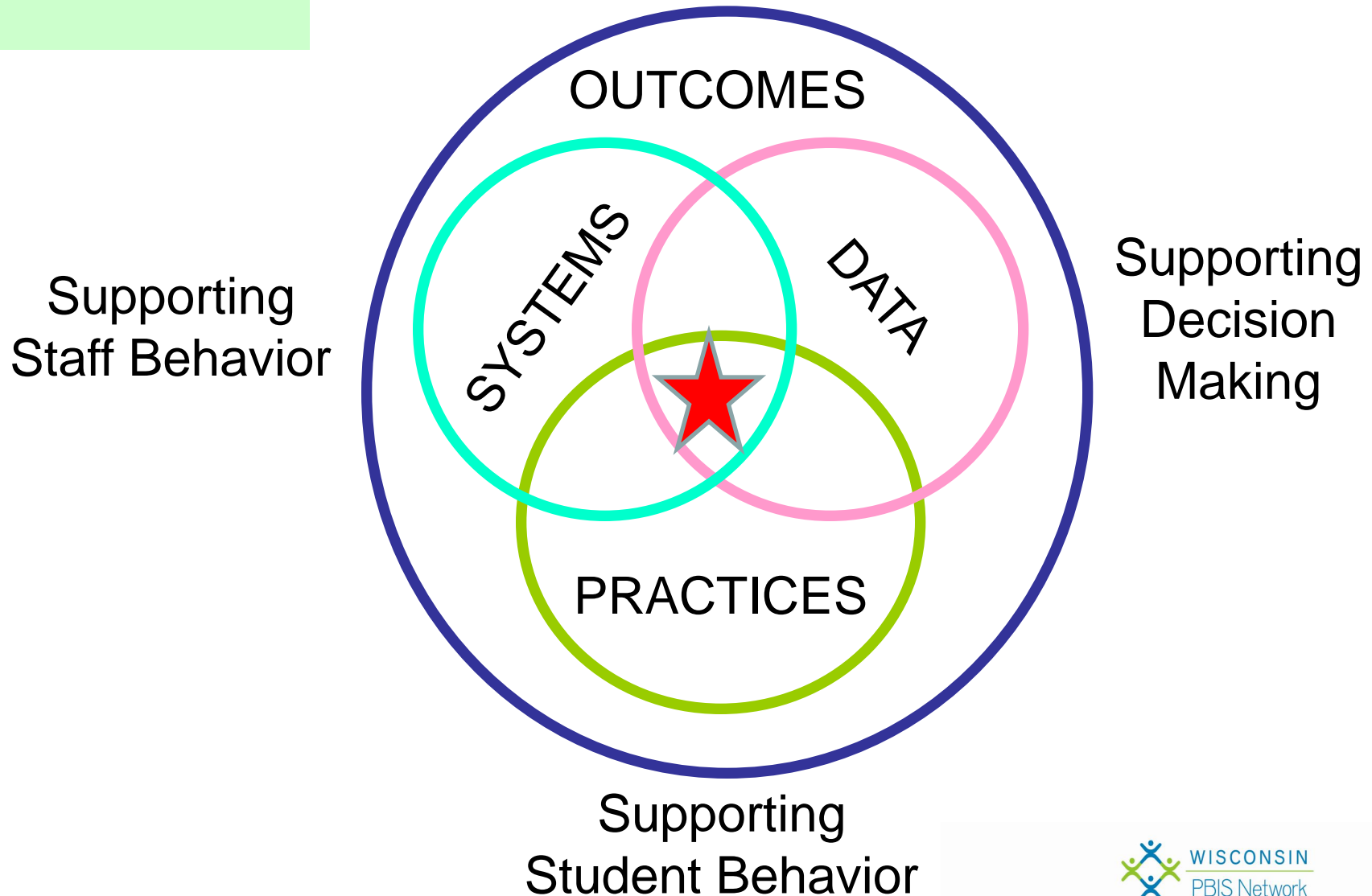
3-Tiered System of Support

Necessary Conversations (Teams)

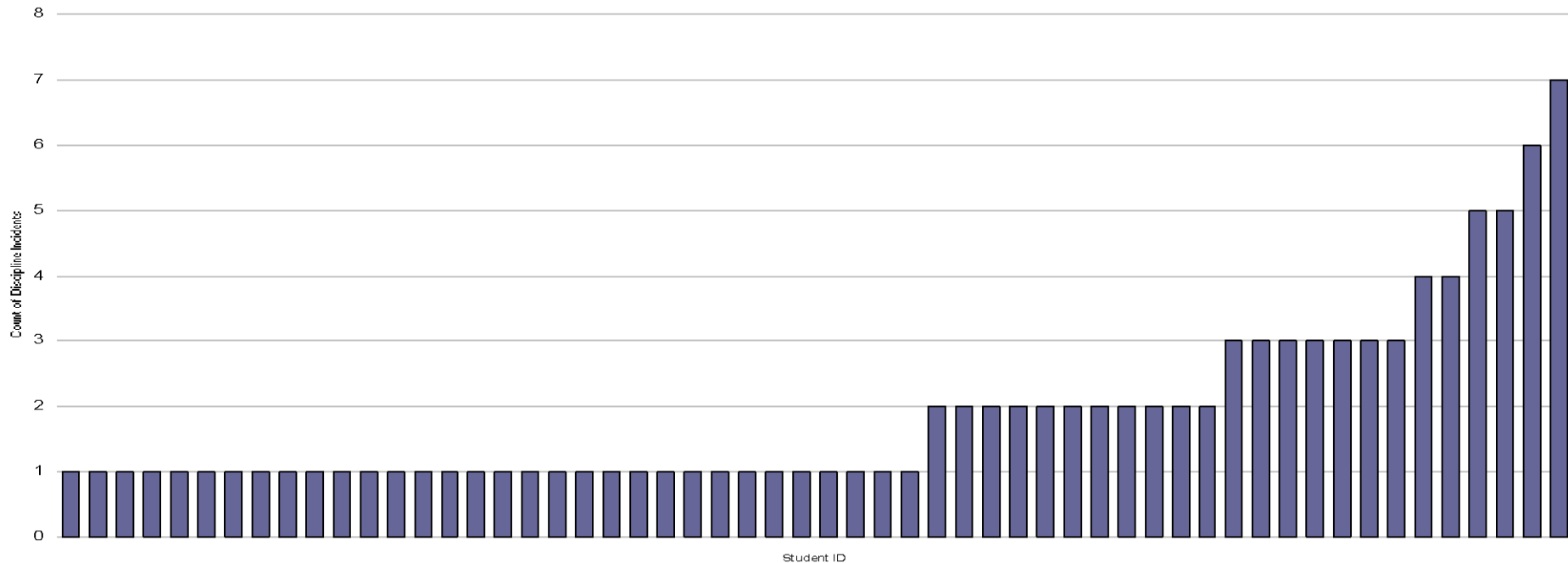


Integrated Elements

Supporting Social Competence & Academic Achievement



Number of Students Receiving an Incident Referral this Year



11% of the student body has been referred at least once.

13 students are responsible for 27% of referrals.

Those 13 students make up 3.5% of the student body.

When more than 10-15% of student body receives 3+ referrals, school must look at systems.

Criteria for Moving to Tier 2

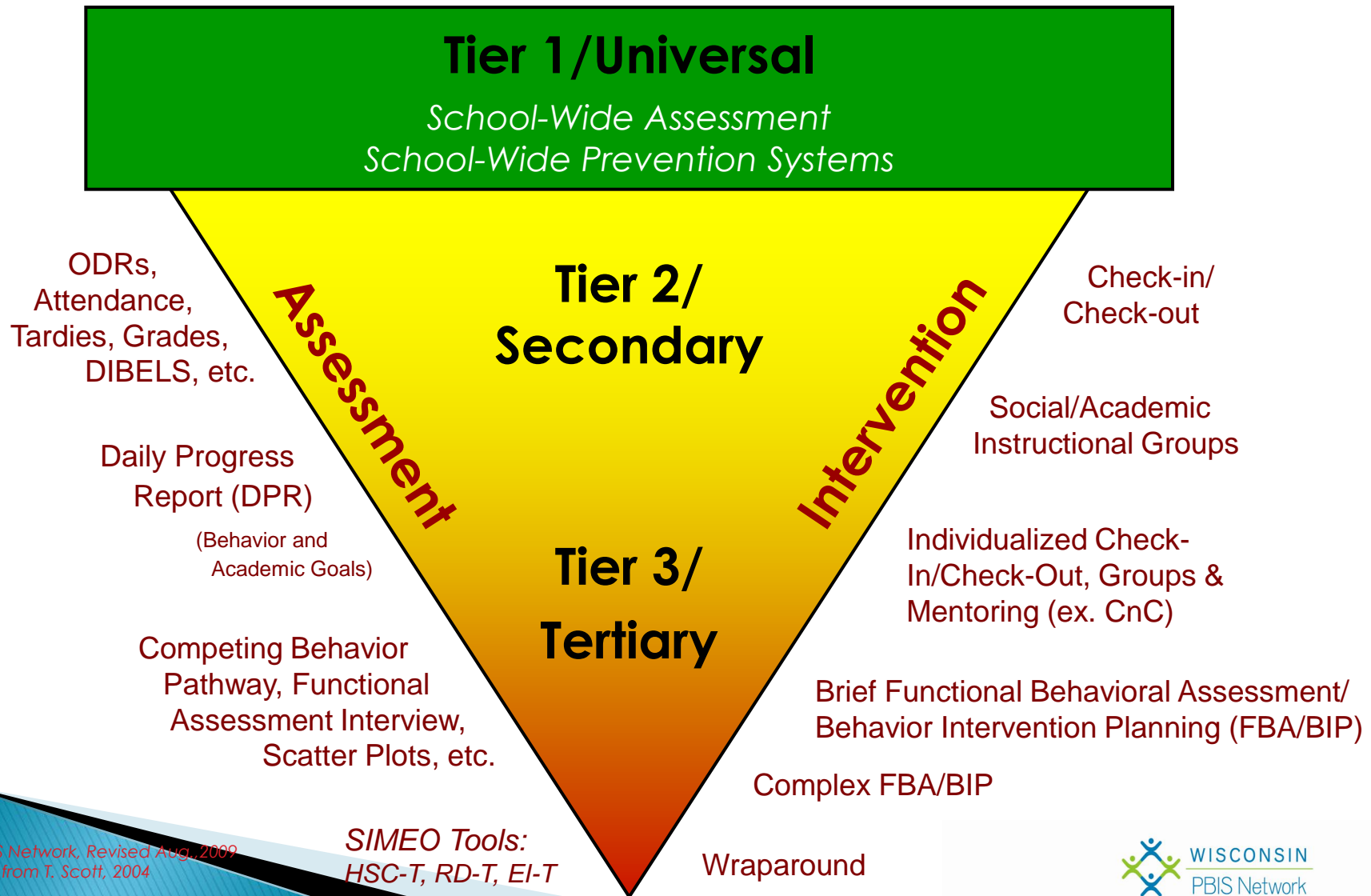
- ▶ 80% on SET and TIC
- ▶ 70% on Benchmarks of Quality (BOQ)
- ▶ No more than 15 – 20% of students receive more than 2 referrals

Why the 15 – 20% Cut Off ? ! ? !

- ▶ Tier 2 requires a solid Tier 1 to work.
- ▶ Tier 2 requires more time from support staff and classroom teachers.

Note: It is easier to institute 1 program for all students than have more than 20% of your students on individual plans.

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Why the 15 – 20% Cut Off ? ! ? !

Numbers higher than 15 – 20% indicate:

- ▶ There are school wide systems that still need to be improved;
- ▶ Classroom management within classes needs improvement.

When Tier 1 is not solid, schools end up discontinuing their Tier 2 systems!!!

Tier 2 Teams

- ▶ 3 – 5 staff
- ▶ Different staff from Tier 1 team
- ▶ School Psych or Social Worker; SEN teacher; principal; classroom teacher
- ▶ Meet 2 – 4 times a month
- ▶ Liaison: attends both Tier 1 and Tier 2 meetings

Panel Discussion

- ▶ How does Tier 2 work in your school?
- ▶ What were some of the challenges you faced?
- ▶ How has this impacted service to students who need a bit more support to succeed?
- ▶ How has working on Tier 2 impacted the role of Social Workers?

QUESTIONS of the PANEL