CHAPTER 1

Social, Emotional, and Behavioral Needs and Tier 2

Logic, Purpose, and Readiness

This chapter provides an overview of positive behavioral interventions and supports (PBIS; Lewis & Sugai, 1999), foundational Tier 1 practices, and the logic behind Tier 2 supports. We emphasize the importance of ensuring effective classroom practices are in place first, before referring students to Tier 2 or in case teachers have high numbers of students who are identified for Tier 2.

CHAPTER FOCUS

- **Learn how to ensure evidence-based classroom management practices within Tier 1 are differentiated to include praise, opportunities to respond, and choice.**
- **Understand Tier 2 readiness components that should be in place before Tier 2 training, such as teaming.**
- **Learn about important practical issues of communication, preparedness, and burnout related to Tier 2.**
- **Understand the four-step Tier 2 identification and intervention process.**

PBIS AND MULTI-TIERED SYSTEMS OF SUPPORT

PBIS is a three-tiered framework addressing social, emotional, and behavioral (SEB) competencies, and has been implemented in more than 26,000 U.S. schools to date (*www.pbis.org*). This widely used framework is often integrated with academic competencies and the response-to-intervention (RTI) framework in a combined, multi-tiered framework called *multi-tiered systems* *of support* (MTSS; McIntosh & Goodman, 2020). Core features of MTSS across academic and SEB needs include: making data-based decisions; preventing poor student outcomes through effective instruction; providing person-centered, targeted and intensive supports when indicated; and delivering evidence-based interventions with fidelity. The framework begins with Tier 1, a preventative, universal level of instruction for all students. Tier 2 involves the addition of targeted, small-group supports for students identified with risk. Finally, Tier 3 includes intensive, individualized supports for students with serious academic or SEB needs within or outside of special education.

This book provides the reader with the tools to implement a systematic approach to implementing Tier 2 for SEB needs. This area of implementation is situated within a PBIS/MTSS framework between universal prevention (Tier 1) and intensive, individualized supports (Tier 3). In this book, we provide the reader with the rationale and background for each part of the Tier 2 identification and intervention process, as well as practical implementation cues for the practitioner. Importantly, after we review the process for identifying students who require Tier 2 supports and matching their needs to a category of intervention, in the middle chapters we overview evidence-based Tier 2 interventions that effectively address needs in that intervention category. We also know that many students will have co-occurring academic and SEB needs, so we have dedicated a chapter specifically to that issue. In the final chapter, we overview important practical considerations for the practitioner to plan for prior to implementing this framework.

SEB FOCUS

With RTI addressing the academic side of prevention and intervention, PBIS focuses on the equally important SEB side of prevention and intervention. Although practitioners may think mostly of "behavioral" needs related to discipline and disrupting instruction, it is important to note that PBIS should also address social and emotional areas of need for students. While the three are often tied together, they do represent various subskills and, therefore, require different interventions—not a one-size-fits-all intervention. Across SEB skills, there are varying underlying needs that can be addressed within Tier 2. Figure 1.1 highlights the smaller "micro skills" that weave into the larger "macro skills" and larger SEB domains that should be addressed within Tier 2. In this book, we provide strategies and interventions that address conduct (or externalizing behavior), hyperactivity/inattention, social problem-solving needs, emotional (or internalizing symptoms) needs, and co-occurring academic issues. Interventions can be adapted according to school or classroom context and student characteristics ("horizontal adaptations"; see Chapter 3), and they can be adapted for intensity based on student responsiveness ("vertical adaptations"; see Chapter 9). Adapting interventions while keeping core features in place helps educators to improve the efficiency and effectiveness of the Tier 2 practices. Taken together, the reader will gain an understanding of each area of need, the underlying skills, and matched interventions to promote those skills in the school setting.

TIER 2 LOGIC

The purpose of Tier 2 is to provide targeted, efficient, evidence-based strategies and interventions to students identified as having elevated risk, and who are not responding to Tier 1 as indicated

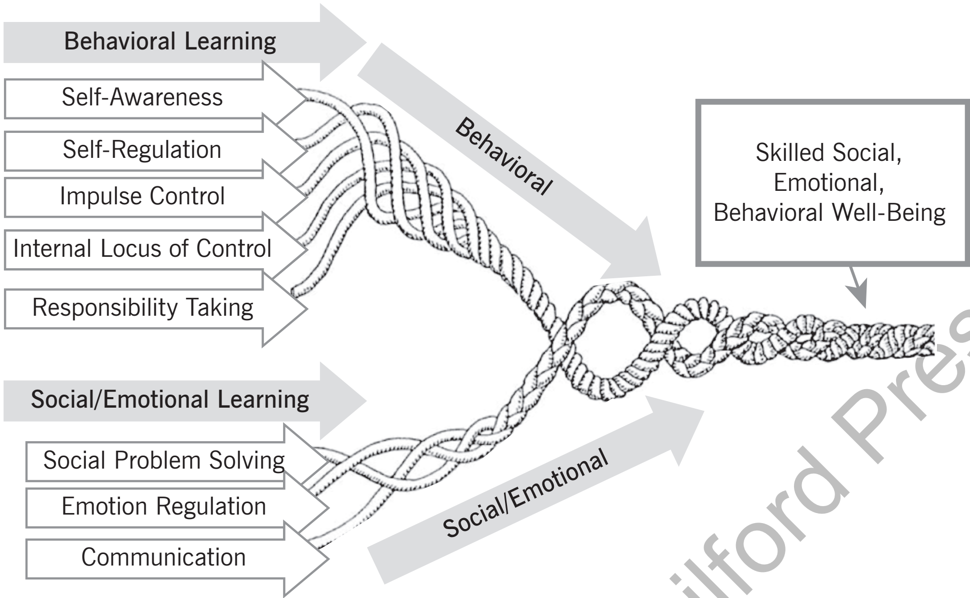

FIGURE 1.1. Braided SEB skills. Adapted from Scarborough (2001). Copyright © 2001. The Guilford Press. Used with permission.

by data (e.g., universal screener, attendance, grades, office discipline referrals [ODRs]). The catalyst for Tier 2 supports may be reactive disciplinary consequences (e.g., ODRs), but they should also be preventative or in response to an identified need without a serious disciplinary infraction occurring. The goals of implementing Tier 2 strategies and interventions are to reduce risk and to transition the student back to requiring only Tier 1 supports. If Tier 2 supports are not effective or a student's needs are more significant, teams will use a data-based decision-making process to move a student to intensive, individualized Tier 3 supports.

Tier 2 strategies and interventions should target a small number of students with similarly matched needs, be readily available, and be relatively easy to implement (i.e., not requiring a lot of personnel, time, or materials; Mitchell et al., 2015). Designed to serve approximately 15–20% of the school's population, Tier 2 systems must be in place to efficiently identify students and match effective interventions so students can quickly return to needing only schoolwide, Tier 1 strategies and practices. It is important to note that students who are identified for Tier 2 should continue to receive schoolwide supports. That is, just because a student receives Tier 2 intervention does not mean they should stop receiving Tier 1 instruction or acknowledgments for positive behaviors. Tier 2 adds to Tier 1—it does not replace it. Additionally, this framework includes problem-solving teams who use data to make decisions about possible movement to Tier 3 or special education evaluation when students are unresponsive to Tier 2 interventions. Tier 2 interventions should be short term, can be delivered in small groups, and are delivered by general educators, social workers, behavior specialists, school psychologists, counselors, or other support personnel. The foundational requirements for Tier 2 are (1) a Tier 2 problem-solving team (this can be the same as the RTI academic team, the schoolwide PBIS team, or a new team); (2) systematic assessment for identification of students in need of Tier 2; (3) reliable and valid progress monitoring; and (4) implementation of evidence-based interventions with fidelity.

SIMPLE AND MORE INTENSIVE TIER 2 INTERVENTIONS

It is important to note that Tier 2 supports will be categorized into straightforward "simple" and more complex targeted interventions throughout this book. Simple Tier 2 interventions can be implemented quickly, require minimal time and resources, and are appropriate for students who have received Tier 1 PBIS (e.g., schoolwide expectations defined and taught, recognition system) and differentiated classroom supports (e.g., access to choice, increased prompting, and constructive error corrections), but require more support. More complex Tier 2 interventions involve additional teacher and student time and resources (e.g., curricula, additional instructional time), and may also be delivered in small groups (Hawken et al., 2009). Complex, or multifaceted, Tier 2 intensive interventions may be matched to students for whom "simple" interventions have not been effective, or for those with increased risk as determined in the data-based decision-making process.

ESSENTIAL TIER 1 COMPONENTS

Schoolwide PBIS: Prevention

Tier 1, or schoolwide PBIS, is the universal tier of prevention within the three-tiered framework. This means that *all* students, regardless of risk factors, should have access to Tier 1 practices. Tier 1 requires schools to establish and teach three to five positively stated expectations, define those expectations for each setting, create and sustain a consistent recognition system and consequence system, and use schoolwide data to identify and solve problems (Lewis & Sugai, 1999). Before implementing Tier 2, it is essential to have Tier 1 in place with fidelity. That is, all key components of Tier 1 should be implemented consistently and accurately. Schools often measure fidelity using the Tiered Fidelity Inventory (TFI; Algozinne et al., 2014), which has a subscale for each of the three tiers. The cut point for implementing Tier 1 with fidelity is 70% or higher on the annual evaluation. Tier 1 is intended to serve all students in the school, and effectively prevents serious challenging behaviors for about 80% of the student population. Implementing Tier 2 without first achieving fidelity at Tier 1 may lead to an overidentification of students requiring Tier 2 supports due to a lack of consistent, fair, explicit preventative Tier 1 supports. For example, some students who are new to the building may not yet understand the schoolwide expectations and may be transferring procedures or expectations from a previous school building. These students may have a different understanding of "on time," or "respectful" behavior. As such, they may be given an ODR for a code of conduct infraction, due to a lack of understanding. Tier 1 is critical in preventing these types of skill acquisition issues. Additionally, within schoolwide or classwide supports, educators should differentiate supports for students who require minimally intensified Tier 1 supports (e.g., reteach expectations lessons, review the code of conduct, differentiate classroom supports).

Differentiated Classroom Supports

Another strategy to reduce unnecessary ODRs and overidentification for Tier 2 is to implement evidence-based differentiated classroom practices. Given a majority of ODRs occur in the classroom, it is important to remember to provide all students with differentiated strategies to support their SEB needs during instruction. Preventative, differentiated classroom supports should include providing classroom structure (e.g., predictable daily schedule and procedures), implementing feasible and predictable routines (e.g., where to turn in work, how to break into groups), teaching and reinforcing classroom expectations, developing and sustaining positive teacher–student relationships, along with six specific differentiated classroom practices.

First, classroom teachers should provide behavior-specific praise (e.g., "Great job using your inside voice," "I really appreciate you helping clean up today") when students meet classroom expectations. Rates of praise should be higher than rates of error corrections. Second, error corrections should be constructive and private, rather than public and demeaning. Third, classroom teachers should provide a high rate of varied opportunities to respond to academic instruction (e.g., call and response, response cards, private thumbs-up/thumbs-down). Fourth, when possible, classroom teachers can provide differentiated and grade-level appropriate choices for students needing additional supports (e.g., choice of pen or pencil, which task to complete first, where to sit). Fifth, students who require differentiated classroom supports also need higher rates of prompting or precorrections related to the expected classroom and schoolwide behaviors prior to the behavior expected to be displayed by that student (e.g., "Samantha, remember when we transition, we have to quickly start packing up our materials"). Precorrections or prompts help students keep the expected behavior at the forefront of their mind and reduce mistakes or unwanted behaviors. Finally, within Tier 1 differentiated classroom practices, it is important to remember that some students will require differentiated prompts, precorrects, and opportunities to review and relearn the skill they are not performing (e.g., brief reteaching of a specific routine or classwide expectation). These additional supports fall within Tier 1, effective classroom practices, and should be implemented prior to targeted, Tier 2 supports.

It is also important to note that in addition to the effective classroom practices mentioned above, instructional approaches such as pacing, grouping, differentiating academic instruction, and providing feedback should be in place prior to implementing Tier 2 supports for targeted groups of students. Student behaviors and social–emotional needs may arise because of lack of structure, instructional tasks at the frustration level, pacing that is too slow or too fast, lack of differentiated supports, and so forth. It is important to assess classroom practices, particularly when making decisions about Tier 2 intervention related to classroom-based SEB needs. Similarly, some classrooms may serve multiple students with SEB needs. If this occurs, classroom teachers may consider implementing an effective Tier 2 strategy or intervention classwide (e.g., group contingency) after ensuring there are no teacher classroom practice issues that first need to be addressed. One example is Class-Wide Function-Related Intervention Team (CW-FIT; Wills et al., 2018). In this classwide intervention, the teacher encourages prosocial behaviors with additional prompting, provides regular feedback, and increases access to contingent reinforcement for students who meet classwide expectations.

TIER 2 FOUNDATIONS: DATA, SYSTEMS, PRACTICES

In addition to implementing Tier 1 with fidelity and utilizing effective classroom practices, educators preparing to implement Tier 2 should consider the three main pillars of PBIS: data, systems, and practices.

Data

First, to develop an efficient and objective Tier 2 system, schools should be able to use a variety of data sources. This could include universal SEB screening data; attendance; ODR data; academic data (e.g., course failures, grade point average [GPA]); and potentially classroom or minor infraction data. Once Tier 2 interventions are in place, educators must have strategies for monitoring progress, which may require collecting additional SEB progress monitoring data such as Direct Behavior Ratings (DBRs; Bruhn et al., 2018; Chafouleas et al., 2013). These data are analyzed in tandem with intervention fidelity data in order to make accurate assessments about students' progress. Chapter 3 discusses these aspects of data-based decision making.

Systems

The core systems in place for Tier 2 involve personnel, resources, and professional development (Bruhn & McDaniel, 2021). While the composition and functions of the Tier 2 team will be visited later in this chapter, put simply, a problem-solving team must meet to match and assign appropriate Tier 2 strategies and interventions to students and to review progress monthly regarding each student case. Like Tier 1, buy-in from the rest of the staff is also essential. For Tier 2, buy-in will pertain to specific educator responsibilities within Tier 2 practices (i.e., screening, Tier 2 team membership, implementing strategies and interventions, monitoring progress). All staff should also have a solid understanding of the philosophy of Tier 2 strategies and interventions, how to pair consequences with instructional practices to reduce the likelihood of another infraction, and how to implement social–emotional supports to address underlying needs (e.g., disabilities, academic gaps, mental health disorders). Buy-in discussions and explaining the rationale for implementing Tier 2, and pairing consequences with instructional practices is critical to improving educators' understanding of Tier 2 and, essentially, fidelity of systems and practices. The systemic resources needed for Tier 2 include the materials for interventions and progress monitoring, data management systems, and of course, time for implementation. Finally, effective implementation requires initial and ongoing professional development to ensure educators have the knowledge, skills, and self-efficacy to intervene. You will learn more about initial training and ongoing coaching to support the initial and sustaining phases of Tier 2 implementation in Chapter 4.

Practices

As we discussed, data collected should drive decisions within the system regarding who should receive Tier 2 and how best to match and adapt Tier 2 strategies and interventions for students with an indicated SEB need. Chapter 2 provides in-depth details of available reliable and valid screeners that can be installed as a critical practice to drive Tier 2 decision making. Beyond the practice of screening, several evidence-based interventions, or practices, must be available at Tier 2. Tier 2 practices fit the targeted level of support through several core features: (1) they are implemented within a short time of the need being identified, (2) they are implemented without special education support, and (3) they can be implemented with limited resources (e.g., time, materials) and potentially in small groups (Hawken et al., 2009). Tier 2 interventions can be delivered in a flexible approach, sometimes requiring weekly meetings or completing a single form. These interventions should be reserved for students with indicated levels of need (not responding to Tier

1 implementation according to data such as a universal screener). A critical approach to improving efficiency is making precise matching decisions when determining which Tier 2 strategy or intervention to use, and how best to adapt the intervention for each student. To make data-based decisions for matching, educators should utilize available screening data that points to which area of need requires intervention.

TIER 2 READINESS: DATA, SYSTEMS, PRACTICES

In conjunction with the TFI for Tier 1, we recommend assessing your school or district's Tier 2 readiness to determine if the timing is right for implementing Tier 2 components of data, systems, and practices (see adapted Tier 2 Readiness Checklist in Figure 1.2).

Tier 2 Data Readiness

Another area of readiness to consider and planfully examine prior to requiring implementation is the readiness of Tier 2 data and systems. We have already highlighted the importance of having a reliable, valid, and useful SEB screener available to all educators. The screener should yield data pointing not only to who needs Tier 2 supports, but to which macro skills need to be addressed for intervention matching and possibly the level of intensity of supports required. Educators must also develop procedures for the screening process that explicitly state when the screener will be completed (e.g., 6 weeks after school starts); how students, families, and educators can request assistance after the screener completion time line; who will complete the screener (e.g., homeroom teacher, core academic teacher, student); how the screener will be completed (e.g., paper versus electronic) and scored (e.g., by the classroom teacher, electronically), and how those data will be shared with the Tier 2 team for students who are confirmed as having a Tier 2 need. For further reading and understanding of the screening process and logistics, we recommend *Best Practices in Universal Social, Emotional, and Behavioral Screening: An Implementation Guide* (Romer et al., 2020).

Systems Readiness

Tier 1 Fidelity

As a reminder, educators should consider whether Tier 1 is in place with fidelity first, with a minimum 70% on the Tier 1 TFI (Algozinne et al., 2014). In some cases, schools may implement both tiers simultaneously but should be on the lookout for overidentification of students for Tier 2 until Tier 1 is in place with fidelity. Second, educators should consider whether there is district, administrator, and educator buy-in for Tier 2. The district will need to provide resources for Tier 2 planning, training, and rolling out Tier 2 supports, as implementation is most effective as a districtwide effort. The local school administrator has a tremendous amount of power in determining the future success of Tier 2 implementation with their level of buy-in, similar to most new initiatives. Finally, teachers, related service providers, and other staff should understand the logic behind Tier 2 (e.g., providing instructional support to students with indicated needs, rather than punishing unwanted behaviors alone), and the tiered model prior to starting Tier 2.

Readiness Component	Response
Tier 1 TFI Score is 70% or higher.	
We consistently use data to make PBIS decisions.	
Tier 2 Team includes administrator, someone with behavioral expertise or the desire to develop it, and a grade-level teacher.	
Has the school principal committed to ensuring professional development and ongoing coaching for the whole staff related to Tier 2 PBIS for SEB needs?	
Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices?	
Do you have a Tier 2 coordinator for your school?	
Does your school or district have a universal screener for SEB needs?	
If yes above, list below:	
Does your school have any SEB evidence-based interventions for targeted groups of students?	
List all personnel who will be able to assist with delivering Tier 2 SEB interventions (who in the building has some free time to work with students with SEB needs and is skilled at doing so?).	
Does your school have a full-time behavior interventionist or something similar?	

FIGURE 1.2. Tier 2 Readiness Checklist. Adapted from National PBIS Technical Assistance Center; *www.pbis.org/resource/tier-2-systems-readiness-guide*.

Teaming

The Tier 2 problem-solving team (PST) should aim to address co-occurring targeted needs across both academic and SEB domains. In this book, we will refer to the PST as the designated Tier 2 team, who is responsible for the problem-solving process of (a) systematically identifying students requiring supports; (b) matching evidence-based supports with student need; (c) adapting supports; and (d) progress monitoring. Educators should also consider the possibility that co-occurring academic and SEB needs may be linked. For instance, a student who reads below grade level may not feel included or supported during reading period and may respond with unwanted behavior. Or, if they perceive the work to be too hard, they may act out to get out of class. Similarly, a student with chronic emotional symptoms such as anxious feelings may miss all or parts of the school day, which can lead to gaps in learning. For these reasons, it is important to discuss cases of students in one integrated academic and behavioral meeting when possible. More information on Tier 2 teaming is presented below.

Tier 2 Practices Readiness

When planning and installing new Tier 2 data, systems, and practices, it is important to start with conducting an inventory of existing and successful evidence-based practices in each school. Educators should take a comprehensive inventory of both academic and SEB practices in place and begin to organize and categorize them into a graphic organizer like Figure 1.3.

In this way, educators can decide if they fit within Tier 1 and are available to *all* students, are better suited to Tier 2 and are available to *some* students with indicated needs, or are available to *very few* students and provide intensive, individualized support in Tier 3. Fidelity of implementation and "fit" should also be discussed during this activity. Educators can determine whether the practice is implemented with fidelity and whether it continues to be a good fit for the local school. It is common for practices to be implemented with a high level of fidelity when first introduced, then for implementation drift to occur with fidelity weaning over time (Latham, 1988). It is also possible that practices introduced to a school building prior to educator and student changes over time may no longer be the proper fit for the school currently. The inventory and subsequent sorting of interventions in the MTSS triangle should be revisited on an annual basis to determine which interventions may require more training, which are effective, which need adapting, and which require data-based de-implementing, or abandoning an intervention that is no longer effective.

After completing this activity, educators should highlight areas across all three tiers and academics and SEB supports where there is redundancy, misplacement (e.g., a Tier 2 strategy that should be moved to Tier 3), and importantly, where gaps exist. This activity will help prepare the planning team to attend to those areas and remove redundancy, reorganize, and acquire a full set of practices across the tiered system. The next step is to list all available people who can implement Tier 2 interventions for SEB needs, or your "Implementer Inventory." This list should be composed of adults (or older students for peer-mediated intervention) who are (1) available consistently as required by the various interventions and (2) skilled at building and maintaining relationships with students. Remember when drafting your "Implementer Inventory" that Tier 2 interventions must be efficient and relatively easy to implement, not requiring advanced degree work in education or a related field.

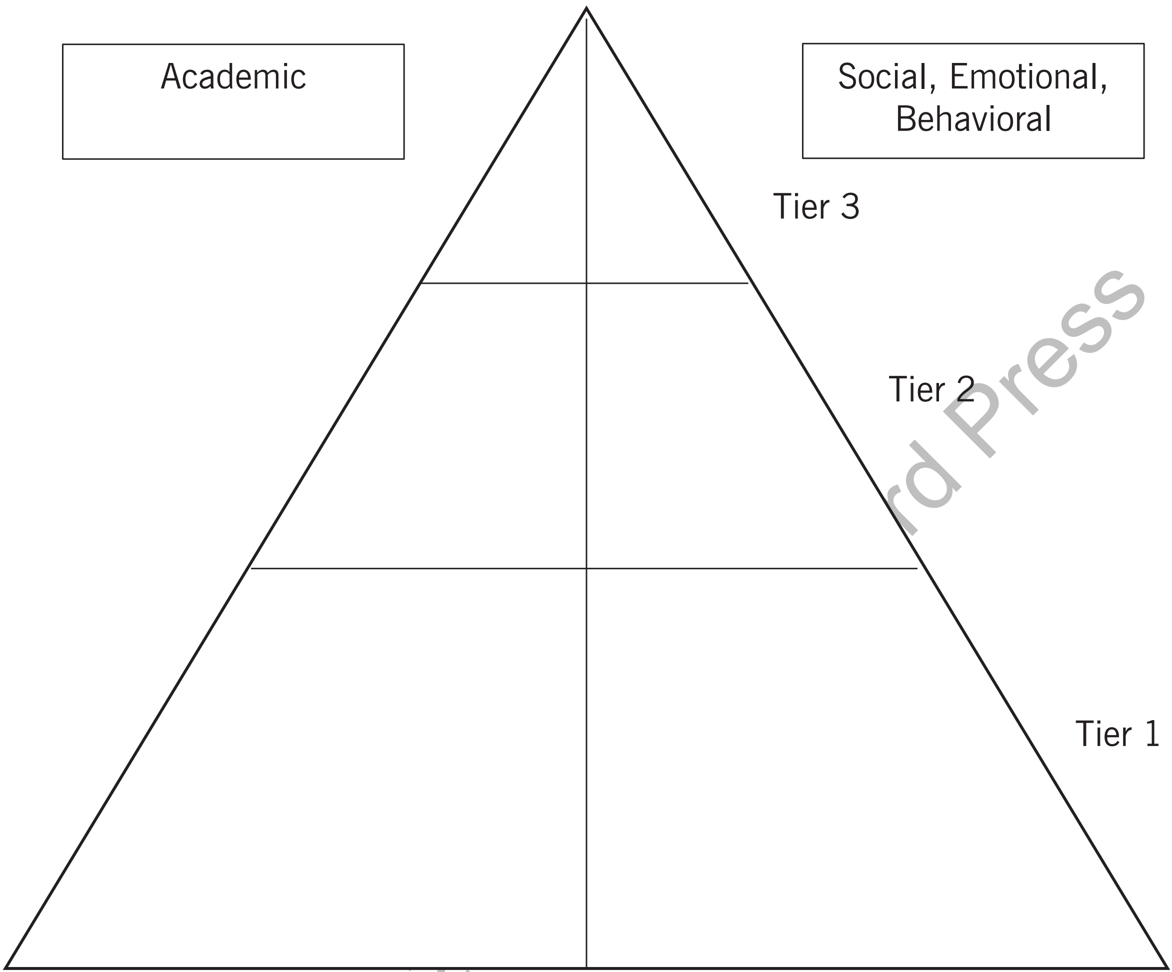

FIGURE 1.3. Double-sided MTSS triangle.

ADVANCED TIER 2 TEAMING

Beyond one integrated (i.e., academics and SEB needs) PST, it is important to develop a Tier 2 configuration that matches the needs and resources specific to each school. Many elementary schools will utilize a grade-level team as the PST. This helps with being able to discuss grade-level, age, and developmentally appropriate needs and behaviors, and often the grade-level teachers are most familiar with the students discussed. Conversely, some smaller schools use a more centralized single Tier 2 team that has a grade-level representative, administrator, and related service providers (e.g., counselor, social worker, behavior interventionist). Tier 2 teams in secondary-level school settings also vary. In secondary schools such as middle schools, where students move throughout their schedule in grade-level teams together, those team teachers can become the Tier 2 team (PST) with the representation of a counselor and administrator. In secondary schools with teams that function primarily in academic departments, intentional planning and discussion should occur in developing a Tier 2 team that includes the following: (1) administrator; (2) related service providers when possible; and (3) classroom teachers who are familiar with the students who are represented. Often, secondary schools will utilize the "homeroom" teacher as the familiar classroom teacher, but it is important to note that classroom teachers who have academic content may have a different perspective of the student across the school day than nonacademic homeroom period teachers do (Lane et al., 2021).

Meeting Frequencies, Agendas, and Roles

Typically, the Tier 2 team should meet at least monthly to discuss students receiving Tier 2 supports. In some cases where large numbers of students need to be discussed, Tier 2 teams may need to meet more than once a month to review each case. Additionally, the Tier 2 team would not meet the first month of school to discuss screening results, however they may need extended meeting times for the second meeting to process screening results after the screeners have been completed. Tier 2 teams should assign roles as needed to include a notetaker, timekeeper, and leader. Meetings should be driven by an agenda shared prior to the meeting, and notes should be comprehensive and stored in a shared location. During normal monthly meetings, Tier 2 teams will discuss student cases one by one. Student progress discussions should be guided by the Tracking and Referral Form (see Figure 1.4), or similar, which includes following standard steps: (1) review and visually represent progress monitoring data from the past month; (2) determine if progress is sufficient; (3) determine needed fading, intensifying, adapting of strategies and interventions; and (4) plan to communicate progress and changes to staff and family members. As is common with most school committees, it is important for Tier 2 membership to remain consistent across school years, with one member rolling off the committee and a new member entering the committee each year, to retain procedural knowledge on the team.

TIER 2 IDENTIFICATION AND INTERVENTION FOUR-STEP PROCESS

In this book, we detail a systematic, step-by-step process for planning and implementing Tier 2. These four steps are: (1) identifying students in need of Tier 2 and determining a category of intervention; (2) matching and adapting Tier 2 evidence-based interventions to student need; and (3) establishing data-based decision rules, and (4) data-based decision-making regarding fading, intensifying, and planning for maintenance and generalization. See Figure 1.5 for this step-by-step process.

Step 1: Identify Students in Need of Tier 2 and Areas of Need

Sometimes educators point to ODR, suspension, or attendance data to identify students who require Tier 2 supports. Educators should avoid this "wait to fail" approach in which students must first display unwanted and sometimes unsafe behavior, missing out on instructional time *before* they receive supports. Instead, using a positive, proactive approach, you should be able to identify students who need extra support without relying on reactive consequence procedures.

Individual Plan of Action (IPA): Tier 2

Student Name: ____

Student Grade: ____

Team Members: ____

____

Initial Referral Date: ____

Referral Information

This student was referred by:

- Universal screening score ☐
- Teacher referral ☐
- Caregiver referral ☐
- Student (self) referral ☐
- Other: ☐ ______________________

Intervention Planning

Results from the SDQ (fill in score and circle risk range):

Overall Score:	__________	(normal, borderline, elevated)
Conduct:	__________	(normal, borderline, elevated)
Hyperactivity:	__________	(normal, borderline, elevated)
Peer problems:	__________	(normal, borderline, elevated)
Prosocial:	__________	(normal, borderline, elevated)
Emotional Symptoms:	__________	(normal, borderline, elevated)

Student information summary (strengths, preferences, interests):

Intervention Matching

Primary Domain of Focus: ____

Least intensive strategy or intervention: ______________________________

More intensive strategy or intervention: ______________________________

Initial intervention to begin with: ______________________________________

Initial adaptations to include with this intervention: ______________________

(continued)

FIGURE 1.4. Tier 2 Tracking and Referral Form.

Secondary Domain of Focus (if applicable): ______________________________

Least intensive strategy or intervention: ______________________________

More intensive strategy or intervention: ______________________________

Initial intervention to begin with: ______________________________

Initial adaptations to include with this intervention: ______________________________

Initial Decision Rules

Individual goal statement (what does mastery look like): ______________________________

____

Who is implementing this intervention? ______________________________

What progress monitoring tool will you analyze each month? ______________________________

Will you graph these data each month? YES NO

Who will bring these data each month to analyze? ______________________________

What does progress toward mastery look like (rate, amount of time)? ______________________________

What intervention will you use if the student is progressing? ______________________________

What intervention will you use if the student is not progressing? ______________________________

How will you plan to fade the intervention back to Tier 1? ______________________________

____

What are the criteria for moving to Tier 3 assessments and supports? ______________________________

____

Who communicates progress or nonresponse to parents and other teachers and when? ______________

____

Date of initial plan: ______________

Date of intervention plan initiation: ______________

Date caregiver/parent is notified: ______________

Monthly Progress Update to Individual Plan of Action

Progress Update #1 ***Date:*** ______________

Progress Monitoring Data Summary:

- Student is responding as expected ☐
- Student has received the intervention as planned ☐
- Intervention has not been put in place as planned ☐
- Student is not responding as expected ☐

Decision Based on Data for Next Meeting:

- Stay with the intervention as planned ☐

(continued)

FIGURE 1.4. *(continued)*

Modify the intervention (circle one)

Fade Intensify Adapt: ____________________

Additional progress update notes: ____

Progress Update #2 ***Date:*** ______________

Progress Monitoring Data Summary:

Student is responding as expected ☐

Student has received the intervention as planned ☐

Intervention has not been put in place as planned ☐

Student is not responding as expected ☐

Decision Based on Data for Next Meeting:

Stay with the intervention as planned ☐

Modify the intervention (circle one)

Fade Intensify Adapt: ____________________

Additional progress update notes: ____

Progress Update #3 ***Date:*** ______________

Progress Monitoring Data Summary:

Student is responding as expected ☐

Student has received the intervention as planned ☐

Intervention has not been put in place as planned ☐

Student is not responding as expected ☐

Decision Based on Data for Next Meeting:

Stay with the intervention as planned ☐

Modify the intervention (circle one)

Fade Intensify Adapt: ____________________

Additional progress update notes: ____

Progress Update #4 ***Date:*** ______________

Progress Monitoring Data Summary:

Student is responding as expected ☐

Student has received the intervention as planned ☐

Intervention has not been put in place as planned ☐

Student is not responding as expected ☐

Decision Based on Data for Next Meeting:

Stay with the intervention as planned ☐

Modify the intervention (circle one)

Fade Intensify Adapt: ____________________

Additional progress update notes: ____

FIGURE 1.4. *(continued)*

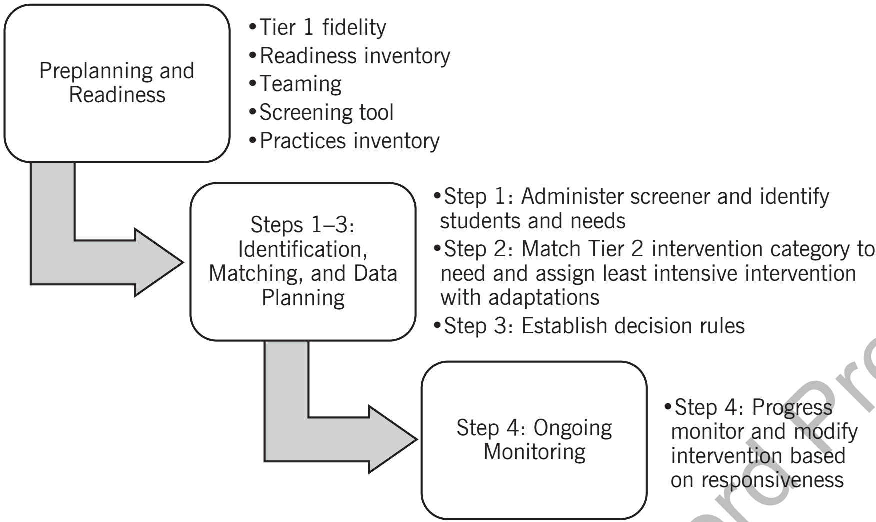

FIGURE 1.5. Tier 2 step-by-step process.

Another option educators consider is a teacher nomination approach. In application, teachers would be trained to identify social–emotional–behavioral needs. The teachers would then be able to "refer" students to Tier 2 based on their observations. This process requires consistency and follow-through at the school level in addition to the necessary training component, so teachers know what types of behavior are appropriate for referral. Students with SEB needs who require Tier 2 supports must demonstrate various symptoms and characteristics. Several concerns remain in using only teacher nomination for Tier 2 identification. First, teachers may not notice "invisible," or less obvious, internalizing symptoms. Second, teachers can have issues with bias and personal expectations of behaviors that are not aligned with school norms. Third, teachers may not use the nomination process consistently, and students who move throughout the day may not demonstrate behavioral needs in each class period. Fourth, this strategy for identifying also relies on the wait to fail, reactive approach. Finally, even though teachers may attend training on how to identify Tier 2 needs, that information may be interpreted differently depending on teacher background.

Though not perfect, the primary way to counteract the wait to fail perspective of identification is to conduct universal SEB screening as described in Chapter 2. This aligns with typical academic screening in which every student is rated each year to determine who is at risk. There are several validated systematic screeners that may already be in place.

Before we describe the specific steps to gathering, analyzing, and using need-specific information, we first discuss different types of needs that fit within Tier 2. One reason Tier 2 practices should include multiple and varying practices available is that not all interventions are aimed at addressing the same needs. For the same reason, it is important to detect precise needs beyond "internalizing" or "externalizing" behaviors, as these behaviors can be further delineated into more specific issues or categories. The five categories of needs below and matched practice highlighted are: conduct issues, hyperactivity and inattention, social skills, emotional symptoms, and co-occurring academic and SEB needs from the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). If you are using an alternate screener such as the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus & von der Embse, 2015), you may have additional categories, such as academic-related needs, which we have added below the SDQ categories.

Conduct Issues

Conduct issues generally are observable, measurable, and disruptive to school procedures, classroom instruction, the learning of the target student, and the learning of classmates. These behaviors include short or extended, non-age-appropriate temper tantrums; verbal or physical aggression; bullying; deviant behaviors such as being sneaky and telling lies, hiding information, cheating, and stealing. Deviant behaviors, however, are not always observable and so they may be harder to detect than other, more overt, conduct issues. In general, conduct issues are directed at others.

Hyperactive/Inattentive Behaviors

Next, hyperactive and inattentive behaviors can also be very disruptive to classroom instruction. These behaviors are most frequently noticed during classroom instruction, rather than throughout the whole day in common areas such as hallways. These typically academic-related behaviors include restlessness, overactivity (for age/development), difficulty sitting still for periods of time required for instruction or task completion, fidgeting, being easily distracted by typical classroom behaviors (e.g., pen clicking, sharpening pencils, chatting peers), wandering, and poor focus. These behaviors are similar to what we think of with attention-deficit disorder (ADD) and attention-deficit/hyperactivity disorder (ADHD), but this level of behavior may be less intensive, and we do not use this Tier 2 designation to diagnose students with ADD or ADHD.

Social Skills

Social skills needs typically relate to a student's inability to appropriately interact with others. This can be with a specific group of people, like peers or adults only, or can be general, where they are demonstrated across peers, adults, and younger children. In this category, we focus on students who have conflict with peers. It is important to distinguish who the student has issues associating with, so you can address that specific need during instruction. Students may have issues that include being solitary, arguing, refusing to compromise or cooperate, having few or no same-age friends, choosing to play alone, being picked on by others, failing to share with peers, getting along better with adults and even younger children, and lacking consideration for others' feelings (Goodman, 1997).

Emotional Symptoms

This category aligns with internalizing behaviors that are generally not disruptive, or even obvious. Symptoms may include somatic complaints (e.g., headaches, stomachaches), frequent requests to see the nurse, and excessive worrying or anxiety. Symptoms can also include social anxiety (e.g., being in the cafeteria or nervousness in new situations), phobias (e.g., fears of thunder or lightning or loss of confidence after disappointment or rejection), test anxiety, and difficulty with personal relationships (e.g., starting friendships or social isolation). Students who exhibit these symptoms may withdraw from situations that trigger their anxiety symptoms. They may also demonstrate persistent sadness or depressive symptoms.

Co-occurring Academic Needs

This category of intervention can be identified using the SAEBRS or regularly collected academic data like work completion, GPA, or course failures. These data can help to identify students who have needs in both an academic area and an SEB area (e.g., academic and social skills, or academic and inattention). The SEB needs may impact academic learning or vice versa. For instance, a student may have an unmet academic need that reduces their motivation to complete tasks and stay in class and that student may display disruptive behavior in an effort to be removed from class, distract the teacher, or not be required to complete academic work. This category does not serve as a specific academic diagnostic assessment but can point the PST toward a previously unidentified area of need or impact.

Step 2 requires educators to examine screening data beyond the initial confirmation for Tier 2 in the total score and analyze subscale data available to determine which category of need to focus on. After inspecting need information across the five categories, the team may notice that scores are elevated in more than one category. There are a few options to consider in this scenario. The first option is to prioritize the one social, emotional, or behavioral need that most disrupts the student's learning or the learning of others. Another option is to look for internalizing behaviors and address those before the other four categories due to the potential for unaddressed emotional symptoms worsening to harmful behaviors (e.g., self-harm, substance abuse). Third, it may be necessary to identify the first behavior that needs to be addressed that can put in motion change in other areas. For instance, it is sometimes important to address inattentive behaviors in the classroom before you can work on social behaviors such as working in a group and sharing. The final option is to combine interventions across more than one category, which we will discuss as we move through the intervention descriptions.

Step 2: Match and Adapt Tier 2 Evidence-Based Interventions to Student Need

Next, once the team determines what a student needs to address with Tier 2 intervention, the team should identify a category of interventions and then match and tailor an intervention. Each category is aligned with a need type and each category has several intervention options within it. The intervention options become important for matching the intensity of required intervention. Emotional symptom needs match to cognitive-behavioral therapies. Conduct issues match to the category of Check-In/Check-Out (CICO) variations. Hyperactivity and inattentive behaviors match to the category of self-regulation strategies. Social skills needs match to the social problem-solving category. Each intervention category has critical components that are designed to change the type of behavior identified for improvement. For instance, self-regulation strategies work to improve how students think about their behavior, track their own behavior, and set goals for their behavior. Chapter 3 overviews how to make initial matches to intervention. Chapters 4 through 8 highlight intervention categories and evidence-based interventions.

Step 3: Establish Data-Based Decision Rules

The third step requires the Tier 2 team to plan beyond the initial intervention that was selected in Step 2. In this step, the team must complete an entire action plan for each student. This includes gathering and discussing more information about the student to include strengths, preferences, and home contexts. In creating decision rules and establishing the full action plan the family should be included in communication and planning. The team will need to work with the family and other school staff to establish communication protocols that match the contextual needs of the family and the school.

Next, the team should revisit the Tier 2 "Implementer Inventory" and determine which person will facilitate the decided-upon Tier 2 intervention. This person may also require training and oversight to implement the intervention with fidelity. Next, the team will determine what criteria for success looks like (e.g., grade-level, age-appropriate attention holding). From there, the team will determine the pace of progress toward that criteria (e.g., documented improvement in Daily Progress Report score by 15% each month) that is expected. Next, the team will plan for responses if the student does not meet this pace of improvement. In some cases, students may need a different intervention, an adaptation, or an additional intervention. Then the team will discuss and plan for data-driven maintenance and generalization and fading of the intervention to require only Tier 1 supports. This is discussed in more depth in Chapter 3.

Step 4: Make Data-Based Decisions Regarding Fading, Intensifying, and Planning for Maintenance and Generalization

The Tier 2 team will make monthly decisions with the available progress monitoring data. The decision options for students who are responding positively (e.g., less off-task behavior, improved social interactions) to implemented supports are to maintain the same support, fade the support, or withdraw support and return to Tier 1, universal supports alone. Generally, teams should fade supports while also programming for maintenance and generalization of new skills to all school settings prior to withdrawing support and returning to only Tier 1 support. The decision options for students who are deemed unresponsive to Tier 2 supports are equally complex. First, the team should ensure that the intervention was implemented with fidelity, because a child cannot benefit from an intervention they did not receive. If fidelity or adherence to procedures was not achieved, the team should focus on how to improve the implementation of the strategy or intervention. Second, the team should consider the context for students not displaying improvement. It is possible that the classroom context, school climate, or other scenarios (e.g., peer bullying, changes at home, sports participation) may be preventing improvement. Third, the team should consider that in some student cases, we should expect first for the level of behavior to not improve dramatically, but also not worsen as a signal of improvement itself. In other words, when a student's behavior is not as volatile or variable, but instead levels out to a predictable and manageable level while not getting worse, this can be considered to be a sign of improvement. For students in crisis, particularly, displaying more consistent levels of behavior is indeed progress. Fourth, the team should thoroughly analyze whether the student requires adaptation or modification to specifically tailor the intervention to match student strengths and preferences, and to be more culturally responsive. Finally, teams should consider whether to intensify the current intervention or move to a new, more intense intervention. More information regarding these decisions is available in Chapter 9.

PRACTICAL EXAMPLES AND POTENTIAL PITFALLS

In many schools across the United States, when PBIS or instructional coaches step in to assist a school with "behavior" or "discipline" challenges, the team will start with discussing what interventions and supports are available at each tier. The conversation will be guided by a coach who asks, "What does everyone get?"; "What do some students get?"; and "What do very few students get?" They will also discuss what data drives those decisions. In our experience, many schools implement Tier 1 PBIS well, and understand the importance of gathering and using schoolwide data. Often the special education teachers will step up and describe their available intensive, individualized supports. What is left is an empty space of what is available at Tier 2 for students with targeted needs. This gap can easily (and incorrectly) lead to an increased reliance on punitive, exclusionary discipline as the response to students with targeted needs, when no systematic approach is available.

Second, when schools have a Tier 2 process in place for identifying students and even a Tier 2 team that reviews student data, another common occurrence is that when the PBIS coach asks "what interventions do you have available at Tier 2," the school will list a single intervention that all students who require Tier 2 receive, such as social skills training. This one-size-fits-all approach limits the ability to match intervention to specific Tier 2 needs, making it more likely that many students will not have their needs met by an intervention that was not designed for them.

Finally, many schools focus only or primarily on disruptive or defiant behaviors that interfere with instruction and lead to ODRs. In these schools, educators are utilizing a reactive approach and failing to address the social and emotional needs of students in their schools that may be less obvious or interfere less with instruction. The culture and climate in these schools may also reflect this focus. The culture may be punitive, with adults exerting and expecting control over students. The school may also have limited focus on strengths and positive behaviors.

Practitioners studying this framework and Tier 2 SEB needs should ensure that there is buy-in for Tier 2, a willingness to implement more than one intervention, and a focus on all three SEB areas of need. A school that is willing to move beyond a one-size-fits-all approach (given adequate support) is one that is likely to see positive changes. For additional considerations, make sure to read through Chapter 11 regarding avoiding deficit thinking, making contextual and culturally responsive adaptations, and building on strengths.

CONCLUSION

In this chapter we detailed the rationale for using a multi-tiered framework to prevent and address SEB needs, focusing on the targeted, Tier 2 level. Additional details described the nuances of SEB areas of need in schools. Finally, we overviewed the four-step Tier 2 process for setting up the system, identifying and planning, and progress monitoring and adapting for effective, efficient Tier 2 intervention. These steps are described in more detail in the following chapters.