



BRANCHING
MINDS

The Tier 2 Behavior Intervention Guide

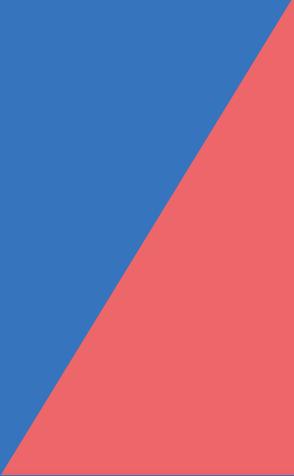


Table of Contents

- 1 [Intro](#)
- 2 [A Multi-Tiered System of Supports for Behavior: PBIS](#)
- 3 [Tier 2 Strategic Behavior Support](#)
 - ◆ [Features of Effective Strategic Support](#)
 - ◆ [Tier 2 Behavior Intervention Programs](#)
- 4 [Initiate, Sustain, and Continuously Improve Tier 2 Strategic Behavior Supports](#)
 - ◆ [The Tier 2 Behavior Intervention Team](#)
 - ◆ [Screening for Behavior and SEL Needs](#)
 - ◆ [Decision Rubrics](#)
 - ◆ [Data Based-Decision Making](#)
 - ◆ [Goal Setting and Progress Monitoring](#)
 - ◆ [Checking Fidelity of Implementation](#)
 - ◆ [Staff Professional Development](#)
- 5 [Conclusion](#)
 - ◆ [References](#)
- 6 [Appendices](#)

Introduction

Teachers are reporting an increase in the amount and the intensity of behavioral challenges in schools. According to the National Center for Education Statistics (NCES), 84% of schools report a negative impact on student behavioral development due to the pandemic, and 87% report a negative impact on students' socio-emotional development (NCES, 2022). It is imperative that schools find ways to support all students in developing positive behavior skills, and implement additional supports for students who are struggling. A Multi-Tiered System of Supports (MTSS) provides the framework necessary to build a community of support that can collaborate, problem-solve, and intentionally intervene as student needs are identified.

However, building this system of support for behavior takes some expertise not just in student behavior but in the logistics of running campus-wide programs, communication, data analysis, professional development, and more. With the right background knowledge and tools, there are step-by-step actions that school teams can take to develop their expertise and implement behavioral support programs that are effective and sustainable. This guide provides an overview of Tier 2 behavior intervention, specifically how Positive Behavior Interventions and Supports (PBIS) and strategic behavior support fit within a Multi-Tiered System of Supports. Next, we describe the characteristics and needs of students with mild to moderate behavioral challenges along with intervention options for supporting these needs. Finally, the guide includes directions for initiating, sustaining, and continually improving Tier 2 behavior intervention practices.

A Multi-Tiered System of Supports (MTSS) for Behavior: PBIS

The Multi-Tiered System of Supports (MTSS) framework is a nationally recognized, evidence-based framework for effectively integrating academic and behavioral interventions. This involves:

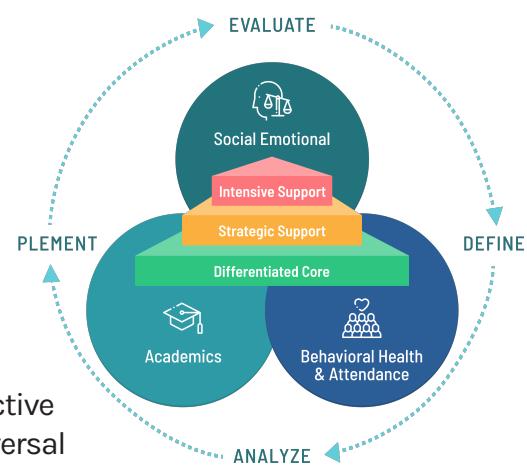
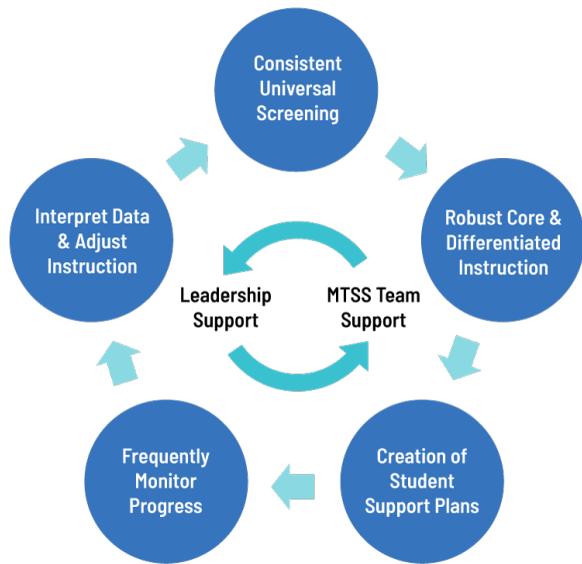
- ★ Improving student achievement
- ★ Targeting learning loss recovery
- ★ Monitoring student progress
- ★ Improving teacher effectiveness and efficiency

The MTSS framework helps schools organize and leverage their resources to meet the needs of all students, including behavioral needs.

The MTSS framework, when applied to behavior, is called **“Positive Behavior Interventions and Supports”** or **PBIS**. PBIS schools organize a system of universal, targeted, and intensive behavior interventions to meet the needs of all students. This framework and its continuous improvement cycle enables schools to be preventative and to respond to student needs as they change.

- ▶ Clear school-wide behavior expectations and procedures
- ▶ Positive school climate
- ▶ Effective classroom management training and coaching
- ▶ Universal screening
- ▶ A continuum of interventions for students in need of additional support

All students deserve accessible, differentiated, and effective Tier 1 behavior and social-emotional support. These universal practices are particularly important for students who struggle with behavior challenges, because tiered behavioral interventions are always “layered” onto this foundation. When Tier 1 is strong, school climate is positive, and behavior expectations are clear, this provides a level of structure that prevents many behavior problems in the first place and allows for easier identification of students who truly need additional support. The Tier 2 and Tier 3 interventions will then build additional layers of instruction, feedback, and reinforcement around these expectations.



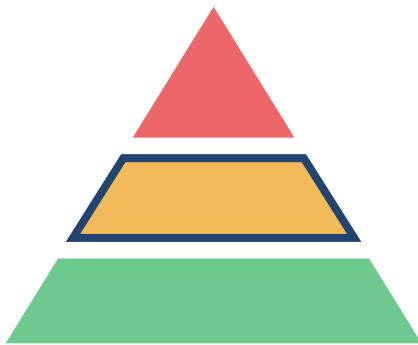
Tier 2 Strategic Behavior Support

◆ Students Who Need Tier 2 Support - Common Characteristics

Students who exhibit a missing skill or repeated mild-to-moderate misbehavior will be identified as needing additional support through a campus screening process and decision rules. These students tend to be impulsive and disorganized, may have trouble making friends, and very often, they have academic deficits, perhaps because of their behavior or as a driver of their behavior.

Some common behaviors of students who benefit from Tier 2 support are:

- ▶ Habitual minor classroom disruptions
- ▶ Disregarding instructions
- ▶ Using inappropriate language
- ▶ Acting out with friends
- ▶ Frequently off-task
- ▶ Poor attendance



Typically, these behaviors lead to students showing up in data trends for referrals, suspensions, attendance, and staff requests for assistance. Think of the average student with behavior problems...several teachers on campus know who they are and that they are struggling with their behavior inside or outside the classroom. However, if behaviors have become extremely disruptive or dangerous, strategic intervention will not be sufficient – those students need more intensive and individualized Tier 3 intervention.

◆ Features of Effective Strategic Behavior Support

Tier 2 behavior supports provide these critical features for students:

- ★ Increased adult attention and positive interactions
- ★ Increased structure and predictability
- ★ Increased supportive feedback and correction
- ★ Additional instruction and practice in missing skills

(Algozzine et al., 2019)

In addition to these critical features, Tier 2 intervention programs are most successful when they:

- ▶ Are consistently and uniformly implemented
- ▶ Allow students to have rapid access to the intervention (within 72 hours)
- ▶ Use progress monitoring of student behavior or outcomes for decision making
- ▶ Are low effort in referral and participation by teachers
- ▶ Layer on top of Tier 1 supports. School-wide expectations must still be accessible and taught to the students receiving Tier 2 supports (students can still participate in Tier 1 features such as receiving acknowledgments and rewards)
- ▶ Are based on student needs and behavior assessment. For example, a withdrawn student might not benefit from a CICO, which provides teacher attention that the student shies away from. Using a guide to choose an available intervention matched to student needs is more likely to succeed. [Targeted Intervention Reference Guide \(PBIS.org\)](#)
- ▶ Encourage student voice and ownership

◆ Tier 2 Behavior Intervention Programs

Because there are a variety of needs and skill deficits underlying student behavior, a menu of readily-available intervention programs are needed. We've included some of the most common and effective interventions here. Each link will take you to a summary that describes the what, why, who, and how of each intervention option. Many of these interventions have possible modifications to better meet the needs of the students in the intervention. For example, Breaks are Better is an evidence-based modification of Check-In/Check-Out and is included below.

- 🔗 [Check-In/Check-Out \(Appendix A\)](#)
 - ↳ [Breaks are Better \(Appendix C\)](#)
- 🔗 [Focused Social Skills Groups \(Appendix D\)](#)
- 🔗 [Structured Mentoring \(Appendix E\)](#)
- 🔗 [Structured Breaks \(Appendix F\)](#)
- 🔗 [Meaningful Work \(Appendix G\)](#)

These interventions can be used in combination with each other and in conjunction with Tier I opportunities like leadership clubs, structured student social opportunities, and community service. For example, a student may benefit from both CICO and a social skills group. This student may need daily accountability checks to improve their behavior while having the opportunity to learn a specific social skill in a group with their peers.

Another example would be a student who is working to build friendship-making skills. This student may be placed in structured mentoring and encouraged to join a school leadership club. The adult mentor can discuss goals and the application of positive social skills and the mentee and try the strategies with the leadership club group members.

Initiate, Sustain, and Continuously Improve Tier 2 Strategic Behavior Supports

As you develop your team and procedures for Tier 2 strategic behavior support, capture the work in a handbook that is easily accessible and can be updated as needed. We've included a simple template here:

 [Tier 2 Behavior Handbook](#)

◆ Tier 2 Behavior Intervention Team

The Campus Tier 2 Behavior Intervention Team oversees standard intervention programs that are readily available to students in need of additional structure, feedback, reinforcement, skills instruction, relationship-building, and/or school connection. The team tracks the progress of students receiving targeted supports, identifies students in need of additional supports, and coordinates problem-solving meetings.

Team Leader

The lead must be knowledgeable about PBIS and supporting teachers and interventionists. They are trained in the Tiered Fidelity Inventory (TFI) or other system assessment models to lead the team in checking fidelity of practice and action planning.

Administrator

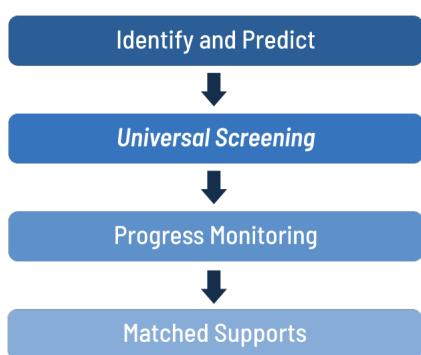
A principal, vice principal, or dean of students will lead this work and assist with policy and protocol decision-making. This person can also act as a liaison between the campus leadership team/PBIS Team and the Tier 2 Behavior Intervention Team.

Individuals with applied behavioral expertise

A school counselor, social worker, behavior specialist, or school psychologist can be on the team to help assess student behavior needs more effectively.

Targeted Intervention Program Coordinators that oversee specific strategic supports on your campus, such as Check In Check Outs, Social Skills Instruction, Mentorship, etc.

◆ Screening for Behavior and SEL Needs



Screening is conducted to identify or predict students who might benefit from additional behavior and/or SEL support. Universal screening assessments are typically brief and conducted by the school leadership/PBIS team. The results of these universal screeners and the need for more in-depth screening for identified students are communicated to the Tier 2 Team, along with requests for assistance from teachers or parents. Behavior incident data, attendance, and academic needs can also be considered.

Options for SEL screeners:

- ▶ Devereux Student Strengths Assessment (DESSA)
 - ▶ DESSA assesses eight social and emotional competencies and is intended to help educators plan instruction, document students' strengths and areas of need, inform progress monitoring, and evaluate program outcomes.
 - ▶ Teacher-facing K-8, Student-facing 9-12
- ▶ Social Emotional-Learning Skills Assessment (SECA)
 - ▶ The SECA is a student-facing survey for grades 5-12
- ▶ Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)
 - ▶ Grades Kindergarten through 12th Grade
 - ▶ Teacher and student facing depending on the grade level

◆ Decision Rubrics

The Tier 2 team creates a decision-making rubric that includes cut scores and at-risk factors. This allows the team to determine tier placement and decide about intensifying, fading, or graduating students from support. An MTSS software platform, such as Branching Minds, allows for the assessments, universal screeners, and behavior incidents to be visualized all in one place for bulk tiering and decision-making.

Data/Criteria	LOW RISK (0)	AT RISK (1)	HIGH RISK (2)
SUSPENSIONS	0	1	2 OR MORE
ATTENDANCE/TARDY	<5 TARDIES TO CLASSES (NOT 1 ST PERIOD)	6-11 TARDIES	>12 TARDIES
ATTENDANCE/ABSENT	<3 ALL DAY ABSENCES	4-9 ALL DAY ABSENCES	> 10 ABSENCES
STAFF/PARENT (RFA)	N/A	1	2 OR MORE
STAFF VISTS	0-3	4-9	10 OR MORE
ACADEMICS	1-1 F 2.0 GPA OR ABOVE	2-3 F 1.3 TO 1.9 GPA	4 OR MORE <1.3 GPA
REFERRALS	0-1	2-5	>6

◆ Data Based-Decision Making

A regular cycle of data collection, analysis, and action planning is critical in responding to individual student needs and ensuring the fidelity of overall intervention implementation.

- ◆ *Goal Setting and Progress Monitoring*

At the Tier 2 level, goal setting for students is typically tied to school-wide expectations, such as safe, respectful, and responsible behavior. Specific skills and goals can be targeted to help the student meet those expectations. Goals should be measurable and reasonable.

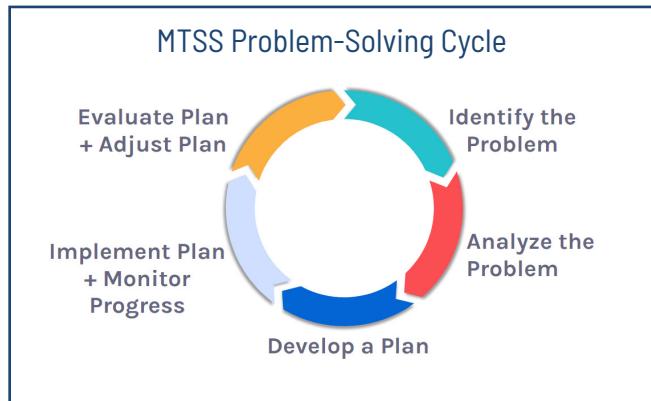
The progress monitoring criteria created by the team are made with these measurable goals in mind. Student data is examined at each meeting to identify students needing intensified or faded supports. Tracking students in various interventions and recommending them to the problem-solving team in order to adapt intervention plans is a major role of the Tier 2 Team.

- ◆ *Checking Fidelity of Implementation*

There are two main ways a team can assess its Tier 2 practice:

- ▶ First, assess the strategic behavior intervention system as a whole. The team can use the Tier 2 section of the [SWPBIS Tiered Fidelity Inventory \(TFI\)](#) or other system assessment models to determine if the implementation level is adequate to positively affect student success. This assessment can be completed 2 to 3 times per year to allow for action planning and adjustments to meet the needs of the educators, parents, and, ultimately, the students in the specific context. Again a framework will continuously be adapted to improve practice over time.
- ▶ Second, assess the implementation fidelity of each behavior intervention program through direct observation of practice and examining outcome data of the intervention programs as a whole, separate from specific student data. This Tier 2 and 3 Behavior Intervention Tracker is a resource for examining the outcomes of the intervention programs.

- ⌚ [Tier 2 and 3 Behavior Intervention Tracker](#)



◆ Staff Professional Development

In addition to being trained in school-wide behavior practices, all staff who encounter students with Tier 2 behavioral intervention plans need to be trained in their responsibilities. A formal process for teaching and coaching staff on all aspects of intervention delivery must be created to ensure up-to-date professional development of all staff who come to campus, including new staff. This includes:

- ▶ How to request assistance for a particular student or group of students
- ▶ Teacher responsibilities for each intervention
- ▶ How to monitor student progress towards the goal
- ▶ How to deliver supportive positive and corrective feedback to the student

For example, if a campus will be using Check-In/Check-Out (CICO), teachers and mentors must be trained in the interaction protocol and be reminded that the daily progress monitoring is linked to the student's goal. A one-pager might be created for teachers to have in their substitute teacher folders in case a student is in the CICO intervention and the teacher is absent.

For continued buy-in, teachers need to be provided updates on when students enter and exit interventions, as well as usage and outcome levels of the site's implemented intervention. Keeping staff informed of progress, successes, and changes in the Tier 2 behavioral intervention program is an outward recognition that this is a team effort and that everyone has an important role to play in student success.

Conclusion

When building a system for Tier 2 behavior intervention, it is important to integrate all of the components in a Multi-Tiered System of Supports. This includes universal behavior support for all students, and attention to each component needed for success:

- ▶ An understanding of student behavioral needs
- ▶ Research-based interventions that address those needs
- ▶ A team approach
- ▶ Universal screening and decision rubrics
- ▶ Progress Monitoring
- ▶ Data Based-Decision Making
- ▶ Fidelity of implementation
- ▶ Staff professional development and coaching

With a solid foundation, the Tier 2 behavior intervention practice on your campus can continue to improve and adapt. You will be able to provide additional interventions to meet a wider range of needs, improve problem-solving with colleagues and stakeholders, and expand the capabilities of teachers and mentors to support students with behavior challenges. It is hard work, but worthy work. Students with behavior challenges can and do thrive when they get the strategic behavior support they need!

.....

◆ References

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Branching Minds (2023). The MTSS Meetings Guide and Toolkit. <https://www.branchingminds.com/the-mtss-meetings-guide-and-toolkit>

Center on PBIS (2020). References for the Evidence Base of PBIS. Eugene, OR: University of Oregon. Retrieved from <https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis>

NCES. More than 80 Percent of U.S. Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development. National Center for Education Statistics. (2022). Retrieved from https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp

Appendices

Check-In/Check-Out (CICO)

WHAT

Check-in/check-out, also known as CICO, incorporates research-based practices into one intervention. CICO is one of the most comprehensive and versatile Tier 2 interventions. Student goals are typically linked to Tier 1 school-wide behavior expectations. This intervention dramatically increases access to positive interactions with mentors and teachers and creates opportunities for students to practice academic conversations and social skills for real-world success. CICO also enables the student to have additional direct instruction, re-teach opportunities for their behavior, and reinforcement for meeting goals.

Check-In Check-Out (CICO) Description		
Daily Check-In	CICO Mentor	Mentor + Student set intentions and goals; instructional Component
Teacher Feedback/ Rating	CICO Raters	Teacher rates student on goals using a rubric/points card; provides supportive feedback to the student
Daily Check-Out	CICO Mentor	Mentor + Student review points card, determine roadblocks, identify solutions: Instructional Component
Weekly Data Review	CICO Mentor	CICO Mentor shares weekly data with CICO coordinator, teachers, family, and provides celebration and reinforcement for meeting goals.

Students who begin to meet goals regularly can be faded off the support, moved to self-monitoring, and then graduate from the program. If there is little or no behavior change, an additional or different intervention may need to be chosen. The program typically runs at least 6-8 weeks and should be assessed regularly using data to ensure the intervention is meeting the student's needs.

WHY

- ◆ Connects students with a positive adult on campus, building a sense of belonging
- ◆ Increases structure, positive and corrective feedback
- ◆ Creates opportunities for students to build self-awareness and accountability
- ◆ Allows the student to learn how to self-monitor and self-correct their behavior

Check-In/Check-Out (CICO) cont.

WHO

Students:

- ◆ Exhibit mild to moderate behavioral problems
- ◆ Have lagging executive functioning
- ◆ Are not responding to in-class interventions
- ◆ Are seeking adult connection and attention

HOW

- ◆ Create a standard points form or electronic system for collecting teacher feedback
- ◆ Inform parents and seek consent and collaboration
- ◆ Use a data tracking system to see student progress in CICO. Provide teacher and mentor training
- ◆ Start small, and create a pilot group of students whose function of behavior is matched by the CICO program. Piloting the intervention allows you to adjust the form for data collection purposes, ensure students are able to participate, and creates a system with longevity.

Reference

Maggin, D. M., Zurheide, J., Pickett, K. C., & Baillie, S. J. (2015). A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors. *Journal of Positive Behavior Interventions*, 17(4), 197-208. <https://doi.org/10.1177/1098300715573630>

Optional Visual Representations



Name		Date				
Period	Ready	Respectful (Behavior)	Responsible (Classwork)	Tardy?	Teacher Signature	
1	2 1 0	2 1 0	2 1 0	Yes	No	
2	2 1 0	2 1 0	2 1 0	Yes	No	
3	2 1 0	2 1 0	2 1 0	Yes	No	
4	2 1 0	2 1 0	2 1 0	Yes	No	
5	2 1 0	2 1 0	2 1 0	Yes	No	
6	2 1 0	2 1 0	2 1 0	Yes	No	
2	Met expectations (Great job!)					
1	Met some expectations (Good work!)					
0	Met few or no expectations (Room for improvement)					
Check in Points	Attends check-in	1 0				
	Was prepared	1 0				
Check out Points	Attended check-out	1 0				
	Teacher completed ratings	1 0				
Today's Goal	Today's Total		Goal Met?	Yes	No	
Parent Signature						

Breaks are Better (CICO Modification)

WHAT

Breaks are Better (BrB) is a modification of the CICO program designed for students whose function of behavior is either escape or avoidance. These students typically become overwhelmed in the classroom space and either act out or elope from the situation. Students check in during a short morning meeting with their CICO facilitator, track their daily progress through a point card filled out by teachers during feedback conversations, and review the day with their facilitator at the end of the day check-out meeting. The main difference is that the points card will include a section to mark off breaks and details of the break routine that the student is encouraged to follow as needed. (See the Structured Break intervention for more details).

As with all interventions, the student will need to be taught how to use the BrB protocol and be supportive of feedback and reinforcement at the intervention's beginning. Students who begin to meet goals regularly can be faded off the support, moved to self-monitoring, and then graduate from the program.

WHY

- ◆ Encourages students to replace escape or avoidance behaviors with productive breaks
- ◆ Connects students with a positive adult on campus, building a sense of belonging
- ◆ Creates opportunities for students to build self-awareness and accountability
- ◆ Provides meaningful feedback for students to learn successful habits

WHO

Students:

- ◆ Exhibit mild to moderate behavioral problems
- ◆ Are seeking to escape or avoid certain activities, places, or people
- ◆ Are not responding to in-class interventions
- ◆ Are seeking adult connection and attention

Mentors:

- ◆ Are not the student's classroom teacher
- ◆ Are preferred by the student and available every day
- ◆ Can support one or several students, depending on other responsibilities

HOW

- ◆ Create a standard points form with the addition of breaks that can be requested
- ◆ Inform parents and seek consent and collaboration
- ◆ Use a data tracking system to see student progress with goals and breaks
- ◆ Provide teacher and mentor training
- ◆ Start small, and create a pilot group of students whose function of behavior is matched by the BrB program. Piloting the intervention allows you to adjust the form for data collection purposes, ensure students are able to participate, and create a system with longevity.

Reference

Boyd, R. J., & Anderson, C. M. (2011). Breaks are Better: Implementation Manual. University of Oregon, College of Education. <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/5007/BrB-Implementation-Manual.pdf>

Focused Social Skills Groups

WHAT

Focused groups are formed to help students with similar skill deficits. High-quality social-emotional curriculum, including instruction, modeling, and practice, help the students learn the new skill. Specific problems to address can vary widely:

- ◆ Managing Emotions
- ◆ Accepting Feedback
- ◆ Following Directions
- ◆ Attendance Issues
- ◆ Social Skills or Study Skills Development
- ◆ Others identified by the team

WHY

- ◆ Increases self-confidence, self-concept, and self-esteem
- ◆ Teaches students to follow the rules, expectations, procedures, etc.
- ◆ Helps students improve daily social functioning
- ◆ Helps students make friends
- ◆ Teaches students essential life skills

WHO

Students:

- ◆ Behavior shows a trend related to a specific need
- ◆ Identified by the universal screener as needing support

Facilitator:

- ◆ A counselor, school psychologist, or could be any team member that is trained in SEL and restorative practices

HOW

Create a letter home to inform parents. This letter should be sent or delivered promptly, notifying parents when students enter Tier 2 support. Select high-quality curriculum and activities targeted to the specific needs identified through screening. Start small with a pilot group that exhibits similar needs. Choose a facilitator who can work with students to reflect, learn new skills, and practice in a safe, nonjudgmental environment. The focus groups typically meet 1-3 times weekly for a cycle, which can be anywhere from 4 to 6 weeks or a quarter.

TIPS

- ◆ Ensure that data is used to identify students.
- ◆ Be mindful of students' academic needs when scheduling group times. Check with your team administrator at your site for the best days and times.
- ◆ Ensure teachers and parents understand and can reinforce the skills being taught.

Reference

<https://www.pbisworld.com/tier-2/teach-social-skills/>

Structured Mentoring

WHAT

In structured mentorship, adults make themselves available on a consistent, reliable basis to make connections and build relationships. Consider asking the student if there is someone on campus they like or feel close to and want to work with. There is a set of goals and a schedule to make sure the intervention is taking place. Consider migrating students from CICO to mentoring for those who have graduated from CICO but still need some consistency and predictability.

WHY

- ◆ Increases student morale
- ◆ Improves student motivation
- ◆ Creates a source of accountability, encouragement, support, and advocacy

WHO

Students:

- ◆ Significant issues getting along with others
- ◆ Exhibits low motivation and effort
- ◆ Needs adult connection and support
- ◆ Graduated from the CICO program and needs continued accountability

Mentors:

- ◆ Can commit to meeting with students on a regular basis.
- ◆ Consistency is key to continuous effectiveness and success

HOW

Identify students in need of additional support by using universal screeners, decision rubrics based on individual student data, and a request-for-assistance (RFA) referral system. Mentors can be adults within the school or from the community. The key is a mentor the student enjoys who will consistently provide supportive, encouraging feedback and engagement with the student. Mentors can meet with their mentees once a day to once a week to help students to set goals, plans, and solutions.

Reference

<https://www.pbisworld.com/tier-2/mentoring/>

Structured Breaks

WHAT

Some students benefit from a chance to remove themselves from the high demand of the classroom space before becoming frustrated and losing control. Students who need regular redirection or often get overwhelmed with content or peer interaction are given the opportunity to ask for a break in the classroom through a predictable method and move to a predetermined “take-a-break” space in or away from the classroom for a set amount of time, typically 3-5 minutes. Students are trained in how to ask for a break, activities they are permitted to engage in during the break, and how to re-integrate back into the classroom once the timer goes off.

WHY

- ◆ Students in stressful situations are provided with a positively structured escape
- ◆ It helps teachers and students avoid power struggles
- ◆ It provides students with the cool-down time, fidgets, or sensory breaks they need

WHO

Students:

- ◆ Exhibit mild to moderate behavioral problems
- ◆ Frequently become overwhelmed, frustrated, or upset
- ◆ Attempt to escape certain activities, places, or people
- ◆ Often off task or disruptive

Facilitator:

- ◆ A teacher or Tier 2 facilitator can teach the student how to ask for a break, activities they are permitted to engage in during the break, and how to re-integrate back into the classroom once the timer goes off.
- ◆ The teacher needs to know how to honor the break request and track the use of the breaks to ensure they are not being abused.

HOW

Students meet with a teacher or Tier 2 facilitator to discuss the intervention. Parents are informed about the intervention being provided and are shown the structured break protocol if possible. A laminated card with the protocol and the work break is given to the student. In addition, the student will need a timer or access to a timer in the classroom. The student goes to the designated “take-a-break” space in the classroom for no more than five minutes. Then, the student returns to work when the timer goes off. The teacher should thank the student and reinforce the appropriate use of the structured break protocol.

TIPS

- ◆ Students will need to be intentionally weaned from this intervention with plenty of positive reinforcement as they need fewer or shorter breaks.

Reference

<https://www.pbisworld.com/tier-2/breaks>

Meaningful Work

WHAT

Meaningful Work is an intervention that provides supervision and connection with a positive adult and potentially peer role models (if conducted as a group intervention). Students engage in a campus-based job on a daily or weekly basis with a caring adult as a supervisor. The intervention provides a break from regular classwork and an alternative space to learn and excel at school, and creates connectedness and belonging to the school. The student develops higher levels of self-monitoring, real-life work experience, and connection to their supervisor and “work colleagues” on campus.

WHY

- ◆ Provides opportunities for involvement so students have a contributing role on campus
- ◆ Provides an additional adult connection at school
- ◆ Develops the skills to be successful in a work environment
- ◆ Allows for young people to be recognized for their skills and contributions

WHO

Student:

- ◆ Low-level but consistent problem behaviors
- ◆ Needs adult connection and support
- ◆ Function of behavior may be escape/avoidance or adult/peer attention

Supervisor:

- ◆ Willing to monitor students and guide their work experience
- ◆ Connects well with students to build positive relationships
- ◆ Consistently available

HOW

Universal screeners, data decision rubrics, and request-for-assistance (RFA) referrals are the best methods for identifying students who would benefit from the intervention. Once selected, the student and their families are informed and given the option to participate. The student is connected with a mentor/supervisor who they enjoy spending time with. The supervisor oversees the student’s work and completes a daily or weekly “evaluation” that can be shared with parents. Teachers can also be asked to provide information about the student’s in-class performance at least weekly. The supervisor and the student set goals for increased performance in their job completion and in-class performance. Over the next 10 or more weeks, the student’s progress is graphed and monitored for positive growth.

Reference

http://kentisdpbis.pbworks.com/w/file/fetch/65626697/PBIS_tier2%20overview%20excellent.pdf

Sprick, Randall S. Meaningful Work: Changing Student Behavior with School Jobs. Pacific Northwest Publishing, 2011. Accessed 15 February 2023.

Tier 2 Behavior Intervention Handbook

Members of the Tier 2 Behavior Intervention Team

Team Leader:

Administrative Representative:

Targeted Intervention Program Coordinators:

- ◆ Check In Check Out:
- ◆ Social Skills Instruction:
- ◆ Mentorship:
- ◆ Other:
- ◆ Other:

Behavioral Expert:

Problem-Solving Team Representative:

Other:

Calendar and format for meetings:

Screening process for strategic supports:

Data analysis/referral process for Problem-Solving Team:

Fidelity check process:

Targeted Behavior Intervention Programs

Title and Description of Intervention Program

Staff - Who oversees this program, and who are the adult leaders/mentors that will provide direct intervention to students?

- ◆ **Leader/Mentor Training** - How will you recruit and train leaders/mentors for this intervention program?
- ◆ **Teacher Training** - What information do teachers need to know about this intervention? What role will they play?
- ◆ **Student Training** - How will you introduce the intervention to students and provide instruction and practice?
- ◆ **Parent Involvement** - How will you provide information, obtain consent, and partner with caregivers?

Supplies Needed - What resources, budget, software, reinforcements, etc., are needed to maintain this program?

Daily/Weekly Routine - How, when, and where will intervention occur each day and/or each week?

Data Collection and Documentation - What system will be used for data, analysis, and documentation? Who is responsible?

Reinforcement Details - How will you encourage students to use new behavior skills?

Tier 2 and 3 Behavior Intervention Tracker

Example

Total Enrollment: 985

Tier 2 Interventions	Participating	Responding	Response Rate	Example: Students Received 80% or better on Daily Progress Report for 4 consecutive weeks.	Rate of Use by Enrollment (5-15% for Tier 2)
Check-in/Check-out	17	13	76.47%	Students are completing form daily and growing consistently towards 90% or above on their daily goal.	1.32%
Structured Mentoring	5	4	80.00%	Students who are placed with a one-on-one mentor showed improved levels of belonging in the SEL data. Student performance indicators (rubric) are showing improvement monthly.	0.41%
Strategic Social Skills Groups	60	46	76.67%	Based on Individual Group Goals/Decision Rules	4.67%

Total Usage Rate:

6.40%

Tier 2 Intervention Fidelity

100.00%

75.00%

50.00%

25.00%

0.00%

Check-in/Check-out Structured Mentoring Strategic Social Skills Groups

Tier 2 and 3 Behavior Intervention Tracker

Example

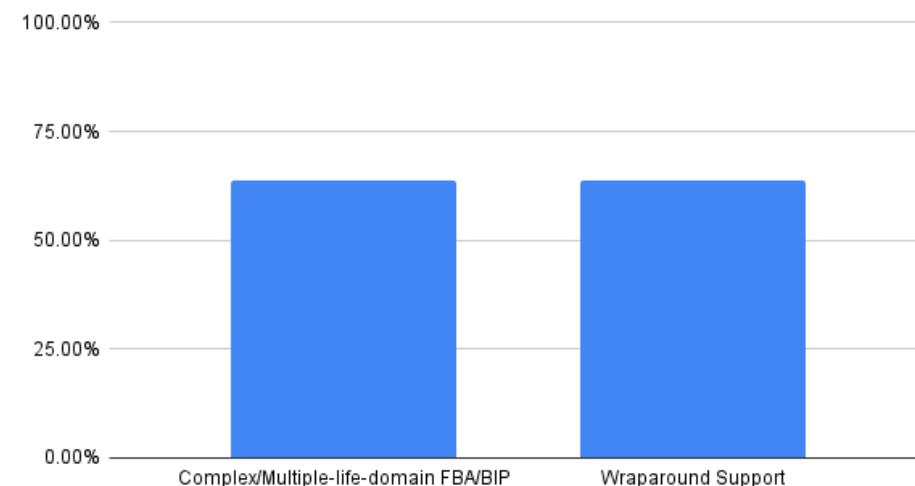
Total Enrollment: 985

Tier 3 Interventions	Participating	Responding	Response Rate	Example: Students Received 80% or better on Daily Progress Report for 4 consecutive weeks.	Rate of Use by Enrollment (1-5% for Tier 3)
Complex/Multiple-life-domain FBA/BIP	11	7	63.64%	Rules and decisions decided based on each individual plan's goals.	1.12%
Wraparound Support	11	7	63.64%	Rules and decisions decided based on each individual plan's goals.	1.12%

Total Usage Rate:

2.23%

Tier 3 Intervention Fidelity



About the Author



Morgan Goering

Morgan Goering is an MTSS Education Consultant for Branching Minds. As a former middle school math teacher, climate and culture coach, and assistant director of student support services, she has over 10 years of experience working with students, teachers, staff members, and administrators. Her passion for PBIS and MTSS implementation have allowed her to support the creation of student support systems in various schools across the country. She holds a Bachelor's in Mathematics, a Master's degree in Instruction and Curriculum Development, and a Specialist Degree and Licensure in K-12 Principal Leadership. Her desire to be a lifelong learner is evident as she pursues her Doctorate in Teaching and Learning. She is a passionate educator seeking a platform for creating positive change in education.



BRANCHING MINDS

About the Branching Minds Solution

Branching Minds is an MTSS/RTI system-level education platform that brings together innovative, easy-to-use technology with the latest insights from the learning sciences to help drive student and school success, while making teachers and administrators work easier and more effective. Branching Minds connects data, systems, interventions, and stakeholders so that educators, administrators, and families can work better together to support students' holistic needs.



Branching Minds Helps Educators

Understand school health and wellness across the district

Target approach to strengthen Behavior/SEL intervention practice

Avoid overidentification or underreferral of student subgroups