Critical Elements
(Systems)

• Tier 2 Intervention Systems

• Tier 2 Team Roles and Responsibilities

• Universal Screening

• Tier 2 Data Based Decisions

• Tier 2 Interventions

• Tier 2 Documentation and Progress Monitoring

• Evaluation
Critical Element
Tier 2 Intervention Systems
"The Principal suspended me — School is the only place in the world where you can get time off for bad behavior."
• Define Intervention
• Identify the Essential Elements of Mississippi’s Tier 2 processes
• Describe for “Whom” and “Why” Tier 2 Interventions are Needed
Behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage the application of existing skills to a new situation.
Mississippi Department of Education Response to Intervention (RtI)


• Tier 2
  ▪ Strategic/targeted intervention and/or supplemental instruction is designed for those students who are not progressing or responding to Tier 1 efforts as expected.
Tier 2 Interventions

For students who...

- Are at risk for academic and/or social-behavioral concern
- Continues to engage in frequent problem behavior despite effective school-wide Tier 1 prevention efforts
- Need additional teaching, monitoring and feedback
- Could benefit from extra attention or support at school before they are in crisis

Crone, Hawken & Horner, 2010
### Essential Elements Tier 2

**School District:** ____________________________  **School:** ____________________________

<table>
<thead>
<tr>
<th>Element</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Evidence Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Progress monitoring of the target areas</td>
<td>___Conducts progress monitoring of some students;</td>
<td>___Conducts progress monitoring of all Tier 2 students;</td>
<td>N/A</td>
<td>___The district can provide permanent product data (i.e., probes, passages,</td>
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<tr>
<td></td>
<td>___fewer than twice weekly (less than 20 data points);</td>
<td>___twice weekly;</td>
<td></td>
<td>observation forms, etc.) including, but not limited to: fluency, reasoning,</td>
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<tr>
<td></td>
<td>___not at equal intervals;</td>
<td>___equals at least 20 data points for a minimum of 10 weeks;</td>
<td></td>
<td>percentage of behavior, mazes, cloze procedures, etc.</td>
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<td></td>
<td>___monitoring does not measure the same skills each time; and</td>
<td>___at approximate equal intervals;</td>
<td></td>
<td>___The permanent products are dated at the time</td>
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<tr>
<td></td>
<td>___does not measure all applicable skills.</td>
<td>___measures the same skills the same way each time; and</td>
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<td></td>
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<td>___measures all applicable skills.</td>
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</table>
Mississippi Department of Education
Tier 2 - Essential Elements

1) **progress monitoring** of the target area(s)

2) **documentation of progress** in targeted area(s) through a graphical display

3) appropriate decision making

7) **strategic/targeted intervention** and supplemental instruction supported by scientifically based research behavioral/emotional areas

8) documentation of intervention implementation with **integrity**

9) system of instructional support

10) system of behavioral support (**school and district**)
Key Features of Tier 2 Interventions

- **Criteria** for access to Tier 2 interventions is clearly established
  - Data Decision Rule
- All staff are **trained** on how to make a referral and how to **implement** the intervention
- **Data** are used continuously to monitor progress and to determine when a student will **exit** the intervention or when supports will be **intensified**
- System for **communicating** with participating student, staff and families is developed

Office of Special Education Programs (OSEP, 2005)
Key Features of Tier 2 Interventions

- Continuous availability & quick access to the intervention
- Similar implementation across students
- Low effort by classroom teachers
- Intervention is consistent with school – wide expectations

Office of Special Education Programs (OSEP, 2005)
Which Targeted Interventions?

Matching students to appropriate targeted supports is the key to success...

- Define the obstacle
- Generate a functional **hypothesis** as to why the problem is occurring
- Access a standard supplemental program or customize a targeted **intervention** that is linked to the hypothesis
Intervention Procedures

• Interventions are matched to presenting problem, but not highly individualized

• Progress Monitoring
  ▪ Documentation of
    ○ Process (how)
    ○ Timeline (how often)

• Evaluation
  ▪ When to adjust intervention
  ▪ When to continue intervention
  ▪ When intervention is no longer needed
  ▪ When to refer to TST
Decision Making Process for Intervention

1. Define Obstacle
2. Develop an Intervention
3. Generate Functional Hypothesis as to Why the Behavior is Occurring
4. Develop an Intervention
5. Communicate with Stakeholders
6. Implement Plan
7. Evaluate Progress Monitor
8. Data to Be Collected

How Often, Who and When

Family, Administration, Teachers and other School Committees
Action Plan!

Critical Element

Tier 2 Intervention Systems

- Complete Action Plan (24 - 34) on the Tier 2 Benchmarks of Quality and Action Plan