

Tier 2 in Positive Behavior Interventions and Supports (PBIS)

Q&A

Maggie Schulze
Sound Supports, PBIS Trainer and Coach

Question:

Is the recommendation that there are 3 different teams (one for each tier) or can you have one "behavior" team depending on resources? (Lisa M.)

Answer:

You can absolutely have two teams (Tier 1 and Tier 2/3) or 3 teams. It depends on resources and meeting structure. You need to have a contextually specific team structure to meet the needs of students at Tiers 1, 2, and 3. Refer to diagrams in the PowerPoint of this presentation that illustrates different models.

Question:

Do you have an example of a meeting agenda on how effective meetings are ran? (Pam K.)

Answer:

I think Team Initiated Problem Solving (TIPS) is the way to go for meeting models at Tiers 1, 2, or 3. I would look for TIPS on [PBIS.org](https://www.pbis.org) to see examples of how you can use this TIPS problem solving protocol to support data-decision making at any tier.

Question:

Is it useful to tie a check in check out system (CICO) to a behavior contract? (Jenny V.)

Answer:

It is important to start with the least restrictive intervention and then add layers as needed. If CICO itself is not as effective as we'd like based on progress monitoring criteria, it is appropriate to intensify the intervention. Adding another intervention (e.g., a behavior contract) is one way to do that.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Question:

The small group suggestion for peer attention...should this be led by a counselor/social worker or could it be handled by a teacher? (Christi M.)

Answer:

In most schools that I've worked with, it is someone like a counselor, social worker, or behavior interventionist that is leading small groups. The general education teacher role is to provide precorrection, acknowledgment, and coaching as needed to support generalization of these skills.

Question:

For SEL curricula that builds upon itself or has several phases of skills to teach at different points, how could this program be made continuously available for students to get plugged into (if they happen to come up later and have potentially missed lessons/practices for certain skills)? (Ivonne N.)

Answer:

I understand the concern of having students enter in the middle of a social skills group that runs for 6-8 weeks, missing some of the key foundational pieces, and also potentially upsetting the group dynamic. If you are teaching a structured social skill sequence where the above is the case and a student comes on the docket with Tier 2 needs, I would consider seeing if you can find another intervention that also might meet the student need (e.g., positive peer reporting or group CICO for peer attention).

Question:

This may be a premature question. What would you consider the appropriate number of times to implement the same intervention for a single student? I realize it's relative. (Kristi S.)

Answer:

I would say that if an intervention is not successful for a student per the progress monitoring data, and you know it has been implemented with fidelity, then that intervention may not be a good functional match. If this question is more about a student regressing after the intervention is withdrawn, I would consider a slower fade-out plan and ensure you celebrate success when the student graduates from the intervention. Consider having that student become a "program assistant" to support training other students.

Question:

Who should be included in a Tier 2 team? How often should the team meet? (Jenny V.)

Answer:

The Tier 2 team should be a group of individuals with more behavioral expertise. Typically, it is 4-6 individuals and generally includes the counselor, an administrator, and interventionists. Special education teachers are valuable to have on the team because of their FBA/BIP



knowledge. General education teachers with solid behavior management experience are also great additions.

Question:

I appreciate the idea of "Tier 2 Readiness"- but greater student needs exist whether we are ready or not. Please speak to emphasizing developing Tier 1 practices/capacities while responding to real-time higher-level needs- (Kevin F.)

Answer:

Just because you do not have Tiers 2 and 3 built out absolutely does not mean that you are not responding to the needs of these students! The larger message is that Tier 1 must be solidly in place to successfully build efficient and effective Tier 2 and 3 systems and to successfully support 80-90% of students in your context. Sometimes we tend to put all of our energy into reacting to students with more intensive needs. It is really important to remember that we must allocate sufficient resources to both build and maintain Tier 1 systems.

Question:

I really enjoyed your presentation and your use of relevant, concrete examples for your points. I understand the Tiers so much better now. I teach high school, do you have sample docs or check lists that are more for academic learning rather than behavioral? Thank you for your presentation. (Barbara H.)

Answer:

The academic continuum under the MTSS umbrella is often referred to as Response to Intervention (RTI). I would look at rtinetwork.org or rti4success.org for more resources related to this.

Question:

I often hear "Check in/Check out" and "Check and Connect" used interchangeably. How do you distinguish those? (Lisa M.)

Answer:

Check and Connect is a formal mentoring program from the University of Minnesota and it is separate from Check in/Check out (CICO). You can find information about Check and Connect at checkandconnect.umn.edu.

Question:

Can you have a Tier 2 team that addresses both academic and behavior interventions? (Julie K.)



Answer:

Absolutely. MTSS is about how these different continuums (academic, behavior, SEL, etc.) interact and inform one another such that we are focusing on the whole student. Some schools keep the teams separate, some start with them separate and then integrate, some start with full integration.

Question:

How do you encourage your team to move to Tier 2? I feel like our building is stuck. People keep wanting to change or make Tier 1 better? (Gail A.)

Answer:

There can be any number of reasons why people are reluctant to implement an intervention. If you can figure out why people are reluctant, that can help you target the issue. In general, however, giving staff a clear road map and information is very helpful. That is, explaining what Tier 2 is, how it builds on Tier 1, how it supports students, what their role will be, etc. Data is also powerful. If you can show that Tier 1 is solid (i.e., supporting 80-90% of your student population), that often can help people take the next step.

