**Tier 2 Readiness Guide**

*The purpose of this document is to provide guidance to district and school based leadership teams regarding implementation readiness for Tier 2.* Although the implementation of advanced tiers is likely to be more effective and efficient if Tier 1 is implemented with sustainable high fidelity prior to implementing Tier 2, schools may need to provide Tier 2 supports to meet student needs prior to full Tier 1 implementation. Teams can increase the likelihood that Tier 2 practices will be implemented with fidelity by starting small and piloting Tier 2/3 interventions. Like Tier 1, Tier 2 implementation will follow the stages of implementation, most likely in an earlier stage than Tier 1 (e.g., Full Implementation in Tier 1 and Installation in Tier 2).

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| **Stage** | **Guiding Question** | **Team Activities** |
| Exploration | Do we need Tier 2 support systems and procedures? | * Use [Hexagon Tool](http://implementation.fpg.unc.edu/resources/hexagon-tool-exploring-context) to define need, ability to implement Tier 2 * Review Tier 2 systems and procedures available for adoption * Define steps for implementation |
| Installation | Can we establish the resources needed for T2 implementation? (e.g., team, personnel, available/supporting expertise) | * **Tier 1 is implemented with fidelity (questions 1+2)** * Establish resources for Tier 2 team, Tier 2 evaluation |
| Initial T2 implementation | Can we pilot T2 implementation within existing schoolwide systems? | * **T2 team attends training after questions 3-6 are addressed and with a plan for addressing 7-8** * T2 team is fully established, intervention/s selected and piloted. |
| Full T2 implementation and adaptation | Can we implement T2 schoolwide, and is T1 being implemented with fidelity? | * T2 team fully established and implementation activities are expanded schoolwide and adjusted based on data to meet student needs * T1 is implemented with full fidelity and T1 team is focused on systems to support sustained implementation. |

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| **Tier 1 Implementation** | | |
| **1. Is Tier 1 implemented with fidelity?** | | |
| **Key Elements** | **Suggested Data Sources** | **Criteria** |
| Critical features of Tier 1 data, practices, and systems are in place.  *Note*: Fidelity criteria are the minimum for beginning Tier 2 work, schools should continue to focus on refining and improving Tier 1 systems | Tiered Fidelity Inventory (TFI) | Tier 1 subscale 70% |
| Schoolwide Evaluation Tool (SET) | 80% schoolwide implementation average |
| Benchmarks of Quality (BoQ) | 70% total score |
| School discipline data system (e.g., SWIS) | 85% or more students in the 0-1 ODR range or under 1 ODR per day/100 students |
| Self-Assessment Survey (SAS) | 80% of staff report that Schoolwide, Classroom, and Non-Classroom systems are in place |
| 1. **Are Tier 1 schoolwide data consistently collected, reviewed, and used for decision-making?** | | |
| **Key Elements** | **Suggested Data Sources** | **Criteria** |
| Regular collection, summary, and leadership team review of schoolwide data | Leadership team minutes | Monthly summary and review of schoolwide data |
| Tiered Fidelity Inventory Tier 1 Implementation and Evaluation Subscales | 70% |
| Regular sharing of data with all staff | Faculty meeting minutes | Monthly summary and review of schoolwide data |
| Tiered Fidelity Inventory Tier 1 Implementation and Evaluation Subscales | 70% |

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| **Tier 2 Systems Readiness** | | |
| **3. Has the school principal committed to Tier 2 implementation?** | | |
| **Key Elements** | **Suggested Data Source** | **Criteria** |
| Active participation on leadership team | Tier 2 meeting minutes | 100% meeting attendance |
| School resources, priority and time for Tier 2 implementation are adequate | Tier 2 meeting minutes | Adequate time and resources committed for action plan items |
| **4. Are all school faculty members aware of Tier 2 implementation and alignment with existing practices?** | | |
| **Key Elements** | **Suggested Data Source** | **Criteria** |
| Student social/emotional/behavioral outcomes a top 3 schoolwide priority | School improvement plan/school goals | One of top 3 goals |
| Presentation to school faculty | Faculty meeting minutes | Standing agenda item |
| Review of existing Tier 2 and Tier 3 practices | Leadership team minutes | Review at least monthly |
| **5. Has a Specialized Behavior Support Team been established to guide and coordinate implementation?** | | |
| **Key Elements** | **Suggested Data Source** | **Criteria** |
| Team includes Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs | Tier 2 meeting minutes | Team members have (a) behavioral expertise, (b) administrative authority, (c) student knowledge and contact, and (d) familiarity with school operations and policy |
| Tiered Fidelity Inventory Tier 2 Teams subscale | 70% |
| Team plans to meet regularly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan | Tier 2 team meeting agenda, minutes, and action plan | Plans to meet at least monthly, using regular meeting format agenda and minutes |
| Tiered Fidelity Inventory Tier 2 Teams subscale | 70% |
| **6. Has the district committed to supporting Tier 2 implementation?** | | |
| **Key Elements** | **Suggested Data Source** | **Criteria** |
| District resources, priority and time for Tier 2 implementation are adequate | * District leadership team schedule and action plan * District leadership statement of support * District annual improvement plan | Adequate time and resources committed for action plan and annual improvement plan items |
| District Capacity Assessment | 80% on Systems Alignment and Action Planning subscales |
| **7. Does the school-wide discipline data system support Tier 2 information?** | | |
| **Key Elements** | **Suggested Data Source** | **Criteria** |
| **Plan** for developing screening materials and procedures for reviewing status of students who (a) might benefit from Tier 2 interventions, (b) should be transitioned off Tier 2 interventions, or (c) no longer require Tier 2 interventions  **Plan** for establishing decision rules to prioritize and match students to interventions using multiple data sources (e.g., Office discipline referrals, behavioral screening results, teacher referrals) | * Team decision rubric * Team meeting minutes * School Policy * Request for assistance form * Intervention plans | * At least monthly summary and review of discipline data and teacher nominations * Record of intervention decisions based on data |
| Tiered Fidelity Inventory Tier 2 Teams subscale | 70% |
| **Plan** for developing progress-monitoring tools for measuring student progress on specific skills | * Tier 2 Enrollment data * Tier 2 Progress monitoring tools * Tier 2 meeting minutes * Tier 2 procedural handbook | * Continuous progress monitoring tool of school-wide expectations and specific behaviors * Data decision rules to alter (intensify or fade) support |
| Tiered Fidelity Inventory Tier 2 Evaluation subscale | 70% |
| **Plan** for developing procedures for collecting, summarizing, and using data | Summaries and reports of student data | Weekly and monthly reports |
| **8. Have specific Tier 2 intervention/s been selected for implementation?** | | |
| **Key Elements** | **Suggested Data Source** | **Criteria** |
| **Plan** for selecting interventionsmatched to student need AND adapted to improve contextual fit | * Universal screening data * Behavioral assessment data * Behavior intervention practices and plans | * Aligned with behavioral assessment data * Aligned with language, ethnicity, culture, etc. of students and families * Aligned with implementation setting and context |
| Tiered Fidelity Inventory Tier 2 Interventions subscale | 70% |
| **Plan** for selecting Interventions that are evidence based (e.g., academic support, self-management/Check-In, Check-Out, small group social skills instruction) | * Targeted intervention reference guide * Behavior intervention practices and plans | * Empirically supported practices * Conceptually sound * Socially valid |
| Tiered Fidelity Inventory Tier 2 Interventions subscale | 70% |

**Tier 2 Readiness Action Planning Guide**

Using the key elements and criteria in the tables above, rate each of the following questions for your school. For each question that scores a 0 or 1 develop action plan items to address any missing key elements. **0= No key elements in place, 1= Some key elements in place, 2= All key elements in place**.

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| **Question** | **Score** | **Action Plan** | | | |
| **Action** | **Who** | **When** | **Resources** |
| 1. Is Tier 1 implemented with fidelity? |  |  |  |  |  |
| 1. Are Tier 1 schoolwide data consistently collected, reviewed, and used for decision-making? |  |  |  |  |  |
| 1. Has the school principal committed to Tier 2 implementation? |  |  |  |  |  |
| 1. Are all school faculty members aware of Tier 2 implementation and alignment with existing practices? |  |  |  |  |  |
| 1. Has a Specialized Behavior Support Team been established to guide and coordinate implementation? |  |  |  |  |  |
| 1. Has the district committed to supporting Tier 2 implementation? |  |  |  |  |  |
| 1. Does the school-wide discipline data system support Tier 2 information? |  |  |  |  |  |
| 1. Have specific Tier 2 intervention/s been selected for implementation? |  |  |  |  |  |