**Tier 2 Systems Readiness Guide[[1]](#footnote-2)**

The purpose of this document is to provide guidance to district- and school-based leadership teams that are considering implementation of Tier 2 systems. *This document is not intended to be a prescriptive list of requirements and individual decisions about school readiness. Tier 2 implementation decisions should be based on the local context and in coordination with local coaches and TA providers.*

Implementation of Tier 2 is likely to be more effective and efficient if foundational Tier 1 systems are implemented with high fidelity to improve the accuracy with which teams identify and deliver appropriate levels of support to the most appropriate students. To increase the likelihood that Tier 2 systems will be implemented with fidelity, teams also are encouraged to purposely phase in implementation of Tier 2 systems. Regardless of when and how Tier 2 systems are implemented, schools must make every effort to ensure that the needs of all students are being supported.

Guiding questions and suggested team activities are provided for each Tier 2 implementation phase in the following table.

|  |  |  |
| --- | --- | --- |
| **Implementation Phase** | **Tier 2 Guiding Question** | **Suggested Tier 2 Team Activities** |
| Exploration | What Tier 2 support systems and procedures do we need? | * Review school-wide data * Use [Hexagon Tool](http://implementation.fpg.unc.edu/resources/hexagon-tool-exploring-context) to define need and ability to implement Tier 2 * Review available Tier 2 systems and procedures * Define implementation steps |
| Installation | Can we establish the resources needed for Tier 2 systems implementation? (e.g., team, personnel, available/supporting expertise, administrative support, re-allocation of resources) | * Implement Tier 1 with fidelity * Establish Tier 2 team * Establish resources for Tier 2 team and evaluation * Inform key stakeholders about Tier 2 (e.g., students, families, community partners) * **Participate in Tier 2 team training** |
| Initial implementation | Can we phase in Tier 2 systems within existing school-wide systems? | * Develop Tier 2 team operating procedures * Define and select one or more interventions * Develop entry and exit criteria * Develop implementation fidelity assessment procedures * Develop progress monitoring procedures |
| Full implementation and adaptation | Can we implement Tier 2 systems school-wide, while maintaining high fidelity implementation of T1? | * Implement Tier 2 team procedures school-wide * Implement Tier 2 procedures school-wide * Adjusted Tier 2 implementation based on student need and progress data * Maintain fidelity implementation of Tier 1 and 2 systems |

|  |  |  |
| --- | --- | --- |
| **Questions for Tier 2 Systems Readiness** | | |
| **1. Is Tier 1 implemented with fidelity across all settings and effective in your school?** | | |
| **Key Elements** | **Possible Data Sources** | **Criteria** |
| Critical features of Tier 1 data, practices, and systems in place, according to a validated SWPBIS fidelity measure.  ***Note***: Fidelity criteria are the minimum for beginning Tier 2 systems work. Schools should continually focus on refining and improving Tier 1 systems throughout Tier 2 implementation. | Tiered Fidelity Inventory (TFI) | Tier 1 subscale 70% |
| School-wide Evaluation Tool (SET) | 80% school-wide implementation average |
| Benchmarks of Quality (BoQ) | 70% total score |
| Self-Assessment Survey (SAS) | 80% of staff report that School-wide, Classroom, and Non-Classroom systems are in place |
| Critical Tier 1 features of in place in classrooms. | TFI: Classroom Procedures | Score of 2 on item 1.8 |
| SAS: Classroom Systems Subscale | 80% |
| Tier 1 systems effectively support the majority of students. | 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 |
| 1. **Are Tier 1 school-wide data consistently collected, reviewed, and used for decision-making?** | | |
| **Key Elements** | **Possible Data Sources** | **Criteria** |
| Regular collection, summary, and review of school-wide data by leadership team | Leadership team minutes | Monthly summary and review of school-wide data |
| TFI: Data-based Decision Making | Score of 2 on item 1.13 |
| Regular sharing of data with all staff | Faculty meeting minutes | Regular summary and review of school-wide data |
| TFI: Faculty Involvement | Score of 2 on item 1.10 |

|  |  |  |
| --- | --- | --- |
| **3. Has the school principal committed to Tier 2 implementation?** | | |
| **Key Elements** | **Possible Data Source** | **Criteria** |
| Administrator commitment to actively participate on Tier 2 Systems/Leadership team | Tier 2 planning team meeting minutes | Regular meeting attendance |
| Administrator commitment | Signature on readiness checklist |
| Adequate school resources, priority and time for Tier 2 implementation | Tier 2 planning team meeting minutes | Sufficient time and resources committed for action planning meetings and items |
| Administrator commitment | Signature on readiness checklist |
| **4. Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices?** | | |
| **Key Elements** | **Possible Data Source** | **Criteria** |
| Student social, emotional, and behavioral outcomes high priority | School improvement plan/school goals | One of top 3 goals |
| Presentation of Tier 2 implementation to entire school faculty | Faculty meeting minutes | Presentation/overview given to all staff |
| Time allocated for Tier 2 information and implementation updates at every staff meeting | Faculty meeting minutes | Standing agenda item |

|  |  |  |
| --- | --- | --- |
| **5. Has a Tier 2 Behavior Support Team been identified to attend training, guide and coordinate implementation?** | | |
| **Key Elements** | **Possible Data Source** | **Criteria** |
| Tier 2 team with appropriate authority, expertise, and representation identified to attend training and guide and coordinate implementation | Leadership team minutes | Team members have (a) behavioral expertise, (b) administrative authority, (c) student knowledge and contact, and (d) familiarity with school operations and policy |
| Signatures of team members on readiness checklist |
| TFI: Team Composition (Tier 2) | Score of 1 or 2 on item 2.1 |
| Regularly scheduled team meeting including (a) meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) current action plan | Tier 2 team meeting calendar | Plans to meet at least monthly, using regular meeting format agenda and minutes |
| Team minutes and action plan |
| TFI: Team Operating Procedure (Tier 2) | Score of 1 or 2 on item 2.2 |
| **6. Has the district committed to supporting Tier 2 implementation?** | | |
| **Key Elements** | **Possible Data Source** | **Criteria** |
| Adequate district resources, priority and time for Tier 2 implementation | District leadership team schedule and action plan | Commitment of resources for action planning and implementation (e.g., school schedules, staff FTE, staff roles.) is documented in meeting minutes. |
| District leadership statement of support (e.g., signature on readiness checklist) |
| District annual improvement plan |
| 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** | **Possible Data Source** | **Criteria** |
| School-wide data system supports regularscreening procedures and progress monitoring for reviewing status of students who should (a) receive Tier 2 interventions, (b) transition Tier 2 interventions, or (c) require different Tier 2 interventions | Request for assistance forms and referral process documentation (e.g., staff or family handbook) | **Plan** for regular (e.g., bi-weekly) summary and review of discipline referrals, teacher nomination, and other relevant data (e.g., academic, attendance, health, screening measures) |
| Review of existing behavior intervention plans | Record of interventions decisions based on data |
| TFI: Screening (Tier 2) | Score of 1 or 2 on item 2.3 |
| School-wide data system supports the collection and reporting of Tier 2 implementation fidelity data | Summaries and reports of implementation fidelity data | Evidence of data use in action planning and decision making |
| **8. Is a plan in place to identify possible Tier 2 intervention/s for implementation?** | | |
| **Key Elements** | **Possible Data Source** | **Criteria** |
| Leadership team inventory of existing Tier 2 and Tier 3 practices | Leadership team minutes | Existing Tier 2 and 3 practices are inventoried and current implementation fidelity is measured |
| TFI: Tier 2 and 3 scales |
| Leadership team review of evidence base for existing Tier 2 interventions | Targeted intervention reference guide | Interventions are:   * Empirically supported practices * Conceptually sound * Socially valid |
| Review of current behavior intervention practices and plans |

**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**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Score** | **Action Plan** | | | |
| **Action** | **Who** | **When** | **Resources** |
| 1. Is Tier 1 implemented with fidelity across all settings and effective in your school? |  |  |  |  |  |
| 1. Are Tier 1 school-wide data consistently collected, reviewed, and used for decision-making? |  |  |  |  |  |
| 1. Has the school principal committed to Tier 2 implementation? |  |  |  |  |  |
| 1. Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices? |  |  |  |  |  |
| 1. Has a Tier 2 Behavior Support Team been identified to attend training, 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. Is a plan in place to identify possible Tier 2 intervention/s for implementation? |  |  |  |  |  |

Northeast PBIS Network &

Massachusetts PBIS Academy

**Implementation Readiness Checklist:**

**Tier 2 Leadership Training[[2]](#footnote-3) Application**

To document district and school leadership readiness and commitment to PBIS training and implementation at Tier 2, please **review, complete, and initial** the following implementation readiness checklist, and **submit to Susannah Everett (**[**susannah.everett@uconn.edu**](mailto:susannah.everett@uconn.edu)**)** by July 13, 2018.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_** | **School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **Leadership** | **Print Name** | **Signature** |
| Superintendent |  |  |
| District Coordinator |  |  |
| District External Coach/Facilitator |  |  |
| School Principal |  |  |
| School Internal Coach/Facilitator |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **Score** | **NEPBIS Required Readiness Elements** | | |
| **Required Element** | **Supporting Data**  **(e.g., names, scores)** | **Superintendent Initial** |
| 1. Is Tier 1 implemented with fidelity across all settings and effective in your school? |  | Spring 2018 TFI Tier 1 Scale/Subscale Score: |  |  |
| 1. Are Tier 1 school-wide data consistently collected, reviewed, and used for decision-making? |  | Data System: |  |  |
| Frequency of review: |  |  |
| Frequency of sharing: |  |  |
| 1. Has the school principal committed to Tier 2 implementation? |  | Principal agrees to attend all team trainings |  |  |
| Principal agrees to participate in team meetings |  |  |
| Principal gives priority & resources to implementation of PBIS Tier 2 action plan |  |  |
| 1. Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices? |  | Majority (>80%) of staff agree to support PBIS Tier 2 Behavior Support Team |  |  |
| Majority (>80%) of staff agree to participate in implementation of Tier 2 PBIS action plan |  |  |
| 1. Has a Tier 2 Behavior Support Team been identified to attend training, guide and coordinate implementation? |  | Tier 2 Coach/Facilitator named (include name and email address): |  |  |
| PBIS Tier 2 Behavior Support Team (including staff with behavioral expertise, administrative authority, and student knowledge/contact) named (include names and email addresses): |  |  |
| 1. Has the district committed to supporting Tier 2 implementation? |  | District Coordinator named: |  |  |
| District Coach/Facilitator named: |  |  |
| District PBIS Leadership Team representing behavior-related personnel named: |  |  |
| District Coordinator & Coach attend team training |  |  |
| 1. Does the school-wide discipline data system support Tier 2 information? |  | District approves school use of CICO-SWIS.org[[3]](#footnote-4) |  |  |
| Principal commits to use of CICO-SWIS.org |  |  |
| Majority (>80%) of staff agree to support use of CICO-SWIS.org |  |  |
| 1. Is a plan in place to identify possible Tier 2 intervention/s for implementation? |  | ***Can be developed during training*** |  |  |

1. Suggested citation: Freeman, J., Sugai, G., Horner, R., Simonsen, B., McIntosh, K., Eber, L., Everett, S., George, H., Swain-Bradway, J., Sprague, J. (2016). Tier 2 systems readiness guide. [↑](#footnote-ref-2)
2. Ver. 25 May 2016 [↑](#footnote-ref-3)
3. An alternative may be approved if CICO-SWIS readiness & reporting requirements are met upon entering training. [↑](#footnote-ref-4)