

Take 2

Overcoming barriers to effective Tier 2
implementation

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Queensland
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Learning objectives

- Understand Tier 2 core elements and the systems needed to establish and sustain effective Tier 2 behaviour supports in schools.
- Explore how essential elements of Tier 2 systems can be broken down to provide a blueprint and resources for school implementation.



Overview

- Tier 2 critical features
- Barriers to implementation
- A revised training model
- Queensland experiences



Research on Tier 2

- Limited in comparison with Tier 1 (Anderson & Borgmeier, 2010; Bruhn & McDaniel, 2021)
- CICO most widely used, followed by behaviour contracts, mentoring and social skills (Rodriguez et al., 2016)
- Positive outcomes documented for CICO, social skills, self-management interventions (McDaniel & Bruhn, 2019).

Tier 2 essential features

1. Universal strategies in place with high fidelity
2. Commitment from school administrators and a specialised behaviour support team
3. A proactive early intervention process for student identification
4. A process for matching intervention with student need
5. Selection and use of research-based interventions
6. Regular monitoring of student progress
7. Coordinated decision-making to determine student level of support within the multi-tiered system

Mitchell et al., 2016

Implementation guidelines

- Student identification, intensification of T2 interventions, assessment and progress monitoring (Lane et al., 2014)
- Key components (Mitchell et al., 2016)
- 5 step implementation framework (McDaniel & Bruhn, 2019)

Must haves for Tier 2 interventions

- Explicit teaching
- Structured prompts
- Practice opportunities
- Feedback

Anderson & Borgmeier (2010)

Challenges

- Establishing effective Tier 2 systems of support in schools
- Variability in implementation and monitoring
- Too broad a range of Tier 2 interventions used
- Limited research support for some interventions

(Mitchell et al., 2016; Rodriguez et al., 2016)

Tiered Fidelity Inventory



Tier II: Targeted SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II 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.	<ul style="list-style-type: none"> School organizational chart Tier II team meeting minutes 	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%
2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier II team meeting agendas and minutes Tier II meeting roles descriptions Tier II action plan 	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier 2: Tiered Fidelity Inventory

1. Team composition
2. Team operating procedures
3. Screening
4. Request for assistance
5. Options for T2 interventions
6. T2 critical features
7. Practices matched to student need
8. Access to T1 supports
9. Professional development
10. Level of use
11. Student performance data
12. Fidelity data
13. Annual evaluation



Teams



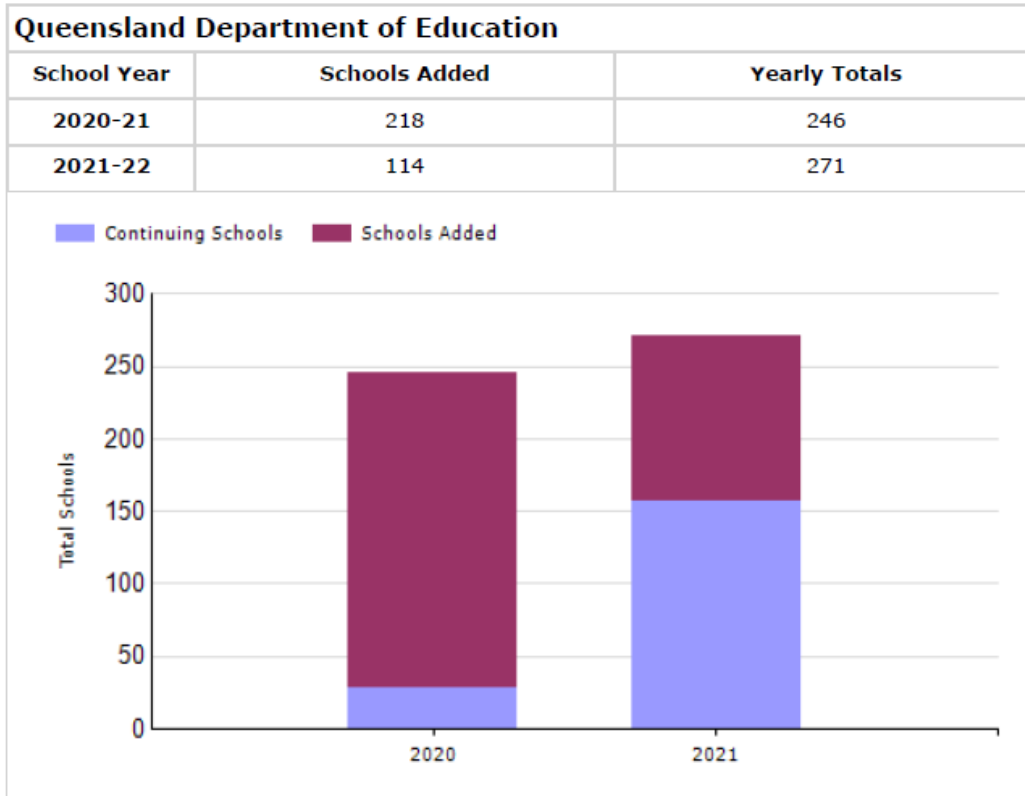
Interventions



Evaluation

Tiered Fidelity Inventory

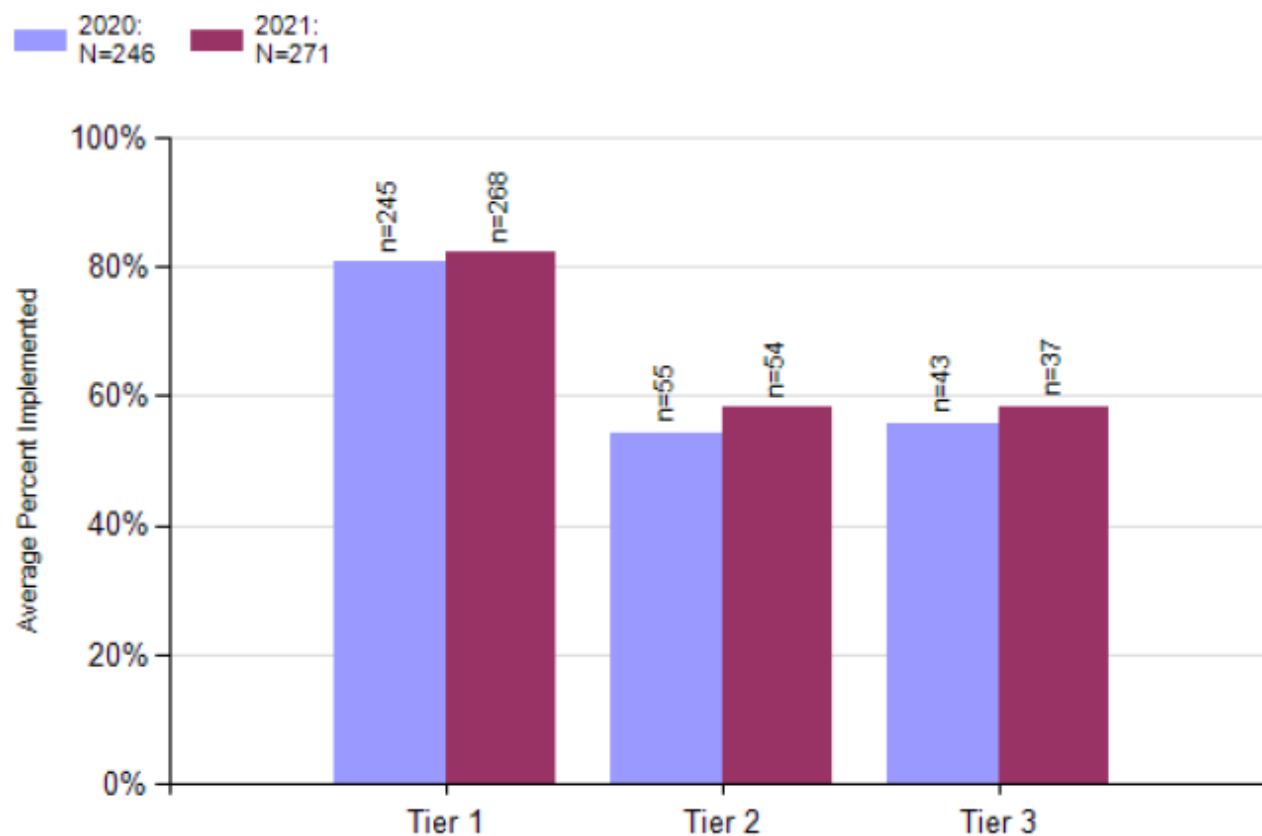
Summary of TFI Schools



TFI Tier Report

Queensland Department of Education

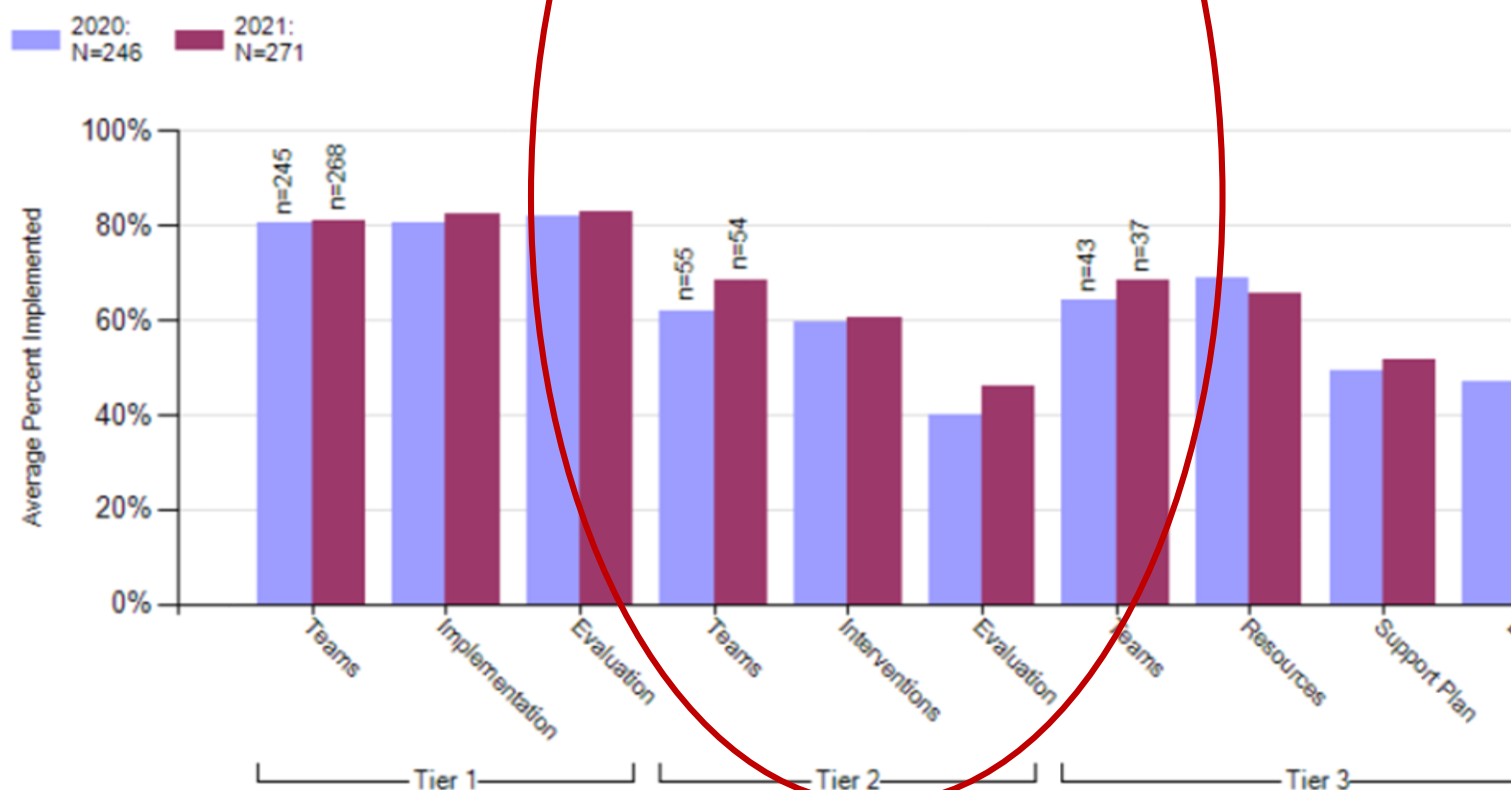
School Year	Tier 1	Tier 2	Tier 3
2020-21	80.72%	54.34%	55.75%
N=246	n=245	n=55	n=43
2021-22	82.18%	58.26%	58.35%
N=271	n=268	n=54	n=37



TFI Subscale Report

Queensland Department of Education

	Tier 1			Tier 2			Tier 3	
School Year	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources
2020-21 N=246	80.31% n=245	80.32%	81.84%	62.05% n=55	59.64%	40.00%	63.95% n=43	68.99%
2021-22 N=271	81.06% n=268	82.11%	82.88%	68.29% n=54	60.19%	45.83%	68.24% n=37	65.77%



Queensland schools

- Scatter-gun approach
- Misunderstanding of Tier 2
- Poor use of data to identify students
- Lack of progress monitoring
- Lack of evaluation



We're
already
doing it

Queensland T2 training model

Pre 2021

- *1 – 2 days*
- *Face-to-face*
- *Limited follow-up*
- *Prerequisites - > 80% SET/EBS/Triangle*

Day 1: Readiness/Tier 1 review

Day 2: Tier 2 interventions (main focus on Check In Check Out)

Recent research recommendations

- Need for comprehensive and explicit training with ongoing coaching
- Emphasis on key components
- Screening (SDQ)
- Use of data
- Start with one intervention
- District support

5 step framework

- Identifying specific needs
- Matching need to intervention
- Matching level of intensity
- Progress monitoring
- Modifying, maintaining, generalising and fading

Bruhn & McDaniel, 2021

Revised training model

2021-2022
<ul style="list-style-type: none">• <i>Over 6 – 18 months</i>• <i>Online or face-to-face</i>• <i>Coaching scheduled</i>• <i>Prerequisites – Classroom PBL, Understanding Function</i>

Module 1

Overview of Tier 2

(aims, team, foundations, systems)

Module 2

Tier 2 interventions

(Classroom, Daily Check-In, Social Skill Groups, Self-Management)

Module 3

Data-based decision making

(student identification, team meetings, progress monitoring, fading/graduation, evaluation)

Tier 2 pre-requisites

Foundations

Universal checklist

Is a supportive and inclusive school culture evident?	Referral rates School opinion survey
Have expectations for behaviour been established and taught?	SET/TFI Effective Behaviour Support Survey
Do all students receive regular positive acknowledgment?	SET/TFI Effective Behaviour Support Survey
Are teacher responses to behaviour consistent and educative?	Referrals Walkthroughs
Is differentiated teaching and learning in place across all classrooms?	Walkthroughs Classroom PBL data
Is proactive classroom management in place across all classrooms?	Walkthroughs Classroom PBL data
Are school referral processes established and followed?	Referral flowcharts SET/TFI
Are most students meeting academic benchmarks?	Academic data
Has a system for identifying students for additional support been established?	PBL Handbook Student Code of Conduct
Has a team been formed to manage the intervention process/monitor student progress?	Team roles and responsibilities

Classroom supports

Is proactive classroom management in place?

- Positive relationships
- Classroom organisation
- Differentiated teaching and learning
- Behavioural expectations
- Explicit teaching of social skills
- Positive reinforcement
- Active engagement
- Active supervision
- Consistent and fair consequences



Functional understanding

- Behaviour ABCs
- Reinforcement
- Summary statements
- Competing behaviour pathways
- Function of behaviour
- Functionally-related strategies

Revised training

Queensland case study

Timelines

When/What	How	Why	Who
<i>Weeks 1-2</i> Clarification of aims and commitments	<ul style="list-style-type: none"> • Initial meeting/ information (45 minutes) • Conduct baseline TFI (1 – 2 hours) 	Clarification to ensure schools understand: <ul style="list-style-type: none"> • Overall aims • Commitments • Steps • Timelines 	<ul style="list-style-type: none"> • School contacts • PBL regional advisers
<i>Weeks 3 - 6</i> Establishing the team	<ul style="list-style-type: none"> • Provide guidelines on team membership • Streamline existing teams • Select committed staff • Allocate time to meet 	<ul style="list-style-type: none"> • A school team needs to establish and manage the Tier 2 process • Time needs to be allocated for a fortnightly Tier 2 team meeting 	<ul style="list-style-type: none"> • School contacts • PBL regional advisers
<i>Weeks 7 - 8</i> Overview of Tier 2 and Tier 2 interventions	<ul style="list-style-type: none"> • Online PD (3 hours) • Templates • Follow-up meeting 	<ul style="list-style-type: none"> • Build understanding of Tier 2 components • Explain the interventions to be piloted 	<ul style="list-style-type: none"> • PBL Project Manager • PBL regional advisers • School team

When/What	How	Why	Who
<p><i>Week 12</i></p> <p>Tier 2 data-based decision making</p>	<ul style="list-style-type: none"> • Online PD (3 hours) • Allocate time for follow-up planning • Action plan for implementation 	<p>Schools need to establish clear and efficient processes for student identification and monitoring of outcomes and intervention fidelity:</p> <ul style="list-style-type: none"> • Student identification • Tracking tools • Evaluation 	<ul style="list-style-type: none"> • PBL Project Manager • PBL regional advisers • School team
<p><i>Over 2 terms:</i></p> <p>Pilot of one intervention</p> <p>Ongoing technical assistance and coaching</p>	<ul style="list-style-type: none"> • Systems documented • Communication pathways established • Staff PD planned • Regional adviser follow-up 	<p>All staff need to understand their role in implementation:</p> <ul style="list-style-type: none"> • Continuum of supports • Proactive classroom management • Functional approach • Interventions 	<ul style="list-style-type: none"> • School Tier 2 team • PBL regional advisers
<p><i>After 2 terms:</i></p> <p>Evaluation</p> <p>Scaling up</p>	<ul style="list-style-type: none"> • Submit Milestones and pilot data • Follow-up TFI completed • Scale up plan 	<p>The same process can be used to develop and implement subsequent interventions:</p> <ul style="list-style-type: none"> • Did we do what we said we would? • Did it work? 	<ul style="list-style-type: none"> • PBL Project Manager • PBL regional advisers • School team

School commitments

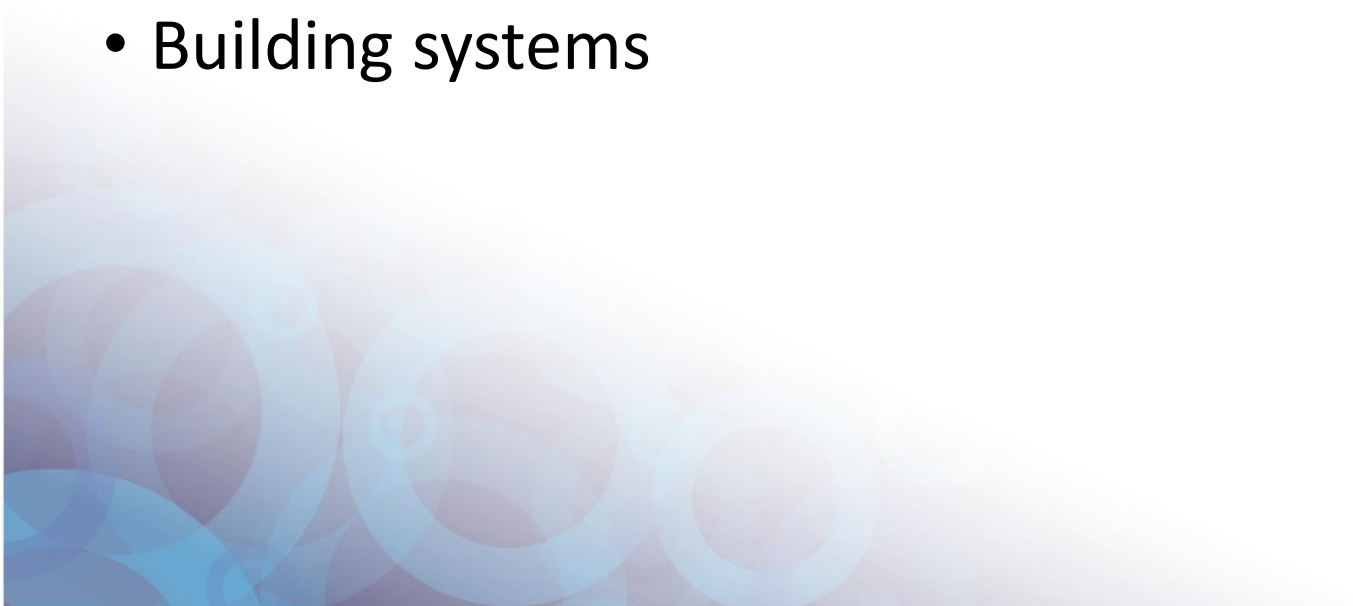
- Principal involvement and support
- Form a team
- Allocate time for meetings
- Allocate time for PD
- Document systems and processes
- Communicate with stakeholders
- Collect and use data for decision-making
- Conduct TFI annually

Team formation

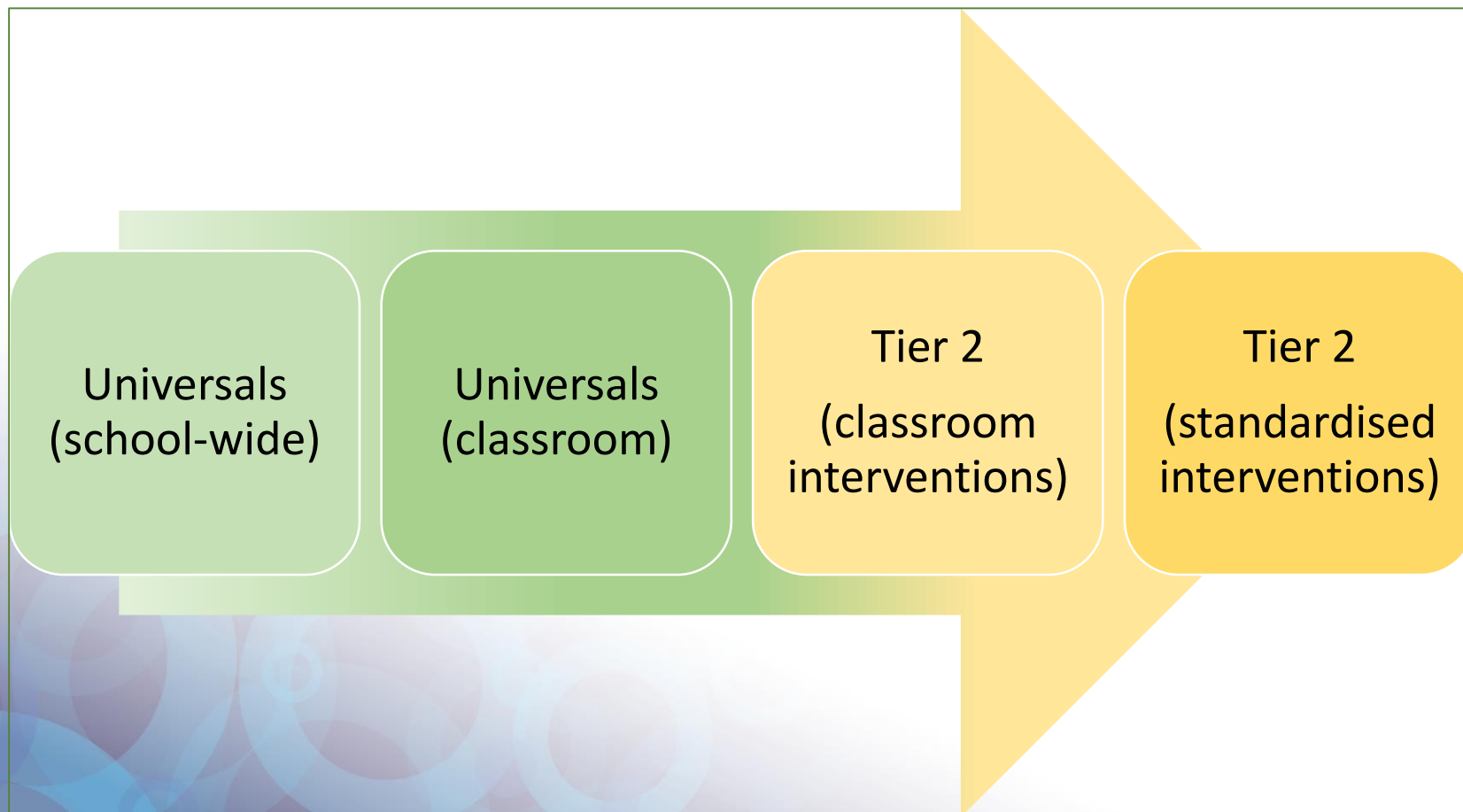
- Decision-making authority
- Roles and responsibilities
- Behavioural expertise
- Instructional expertise
- Connection to Tier 1 team
- Intervention co-ordinators

Module 1

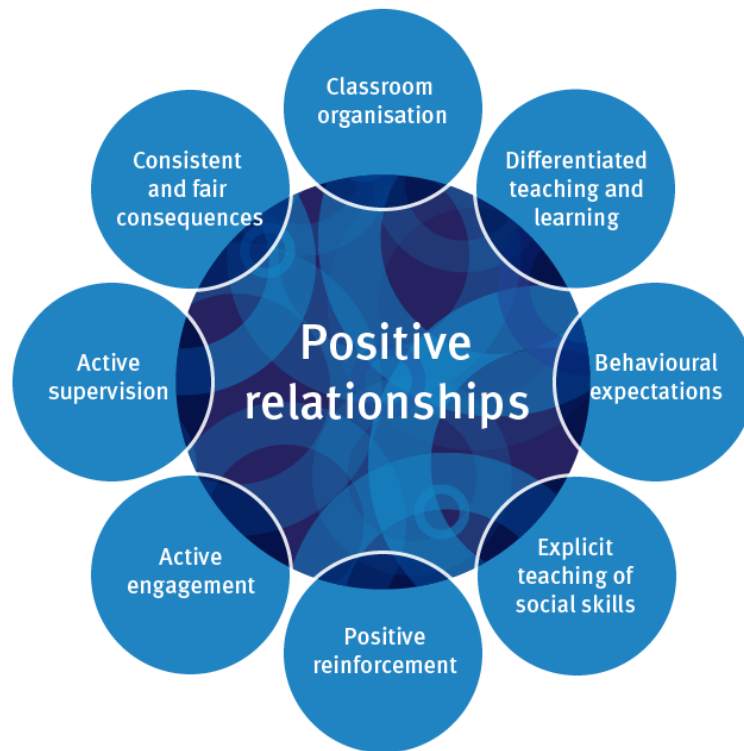
- Aim of Tier 2
- The Tier 2 team
- Foundations for targeted support
- Building systems



Intensification of support

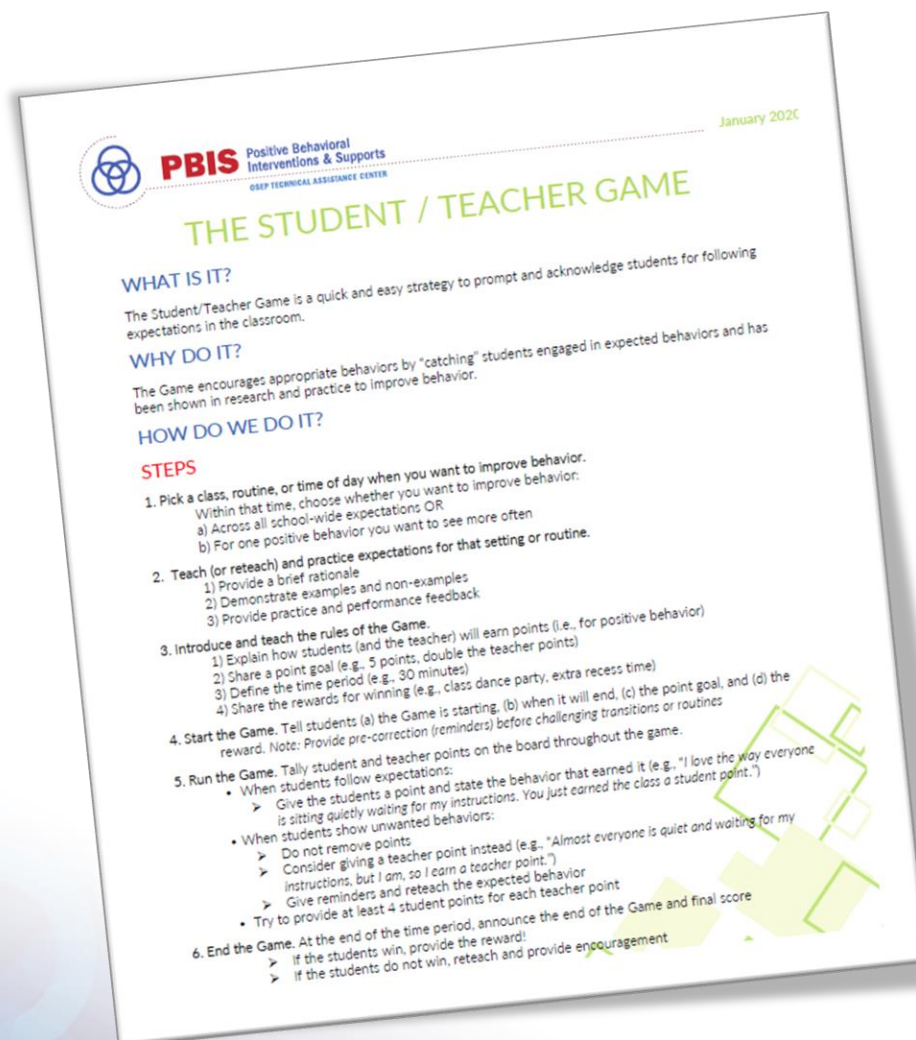


Classroom strategies



The Student-Teacher Game

Classroom based intervention



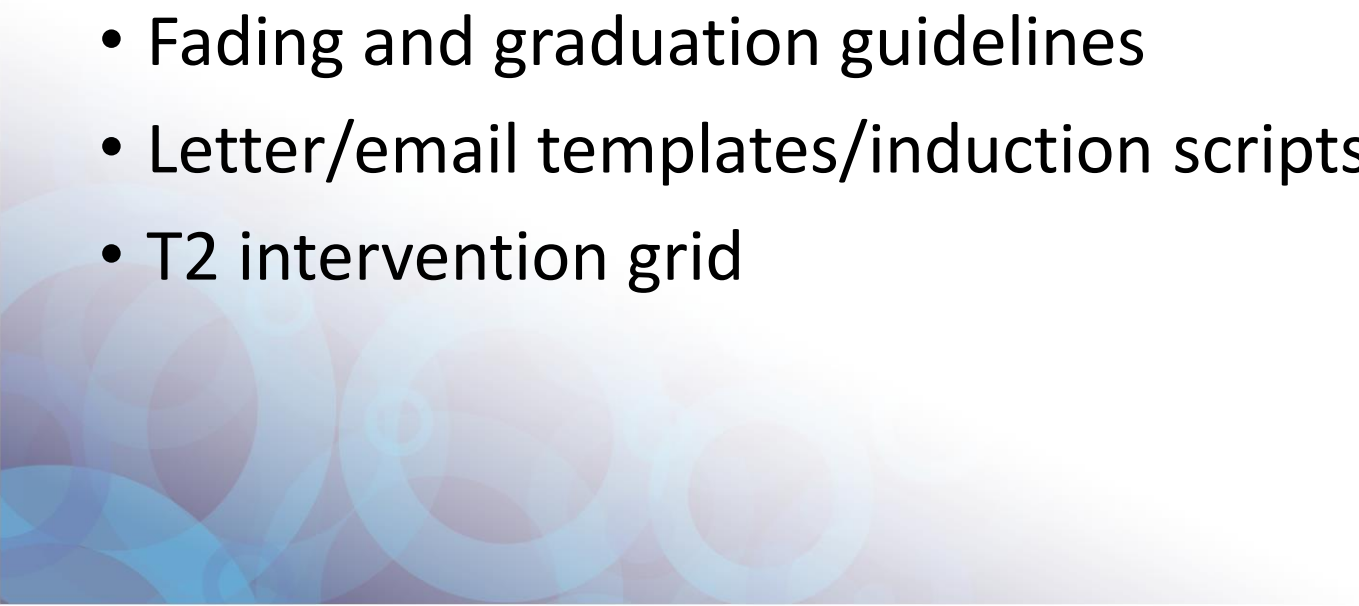
Module 2

- Features of effective Tier 2 interventions
 - Daily check-in
 - Social/SEL skills groups
 - Self-management
- Tools and resources
 - Roles and responsibilities
 - Intervention overviews
 - Context analysis

Module 3

- Student identification
- Communication
- Team meetings
- Progress monitoring
- Fading and graduation
- Evaluation

Tools and resources

- Strengths and Difficulties Questionnaire
 - Team meeting agenda
 - Pre-meeting organiser
 - Fading and graduation guidelines
 - Letter/email templates/induction scripts
 - T2 intervention grid
- 

Monitoring tools

Fidelity	Social validity	Student outcomes
<ul style="list-style-type: none">• Checklist for each intervention• Milestones checklist	<ul style="list-style-type: none">• Staff or family interview• Student interview	<ul style="list-style-type: none">• Daily progress report• Weekly progress report• Individual Behaviour Rating Scale (IBRST)• Self-monitoring checklist• T2 tracking

Scaling up

- Other behavioural interventions
- SEL/mental health interventions
- Academic interventions

Student identification

Intervention overview

Coordination/communication/PD

Baseline data/monitoring tools

Fading and graduation plan

Fidelity and fit checks

Lessons learned

Phase	Features	Lessons
Initial pilot	<ul style="list-style-type: none"> • Partnership with 1 region • Led by Assistant Regional Director (ARD) • 4 schools (self-nomination) • No pre-requisites 	<ul style="list-style-type: none"> • Principal involvement is non-negotiable • Upfront commitment • Team make-up • Misconceptions must be addressed first • Readiness
Phase 2 pilot	<ul style="list-style-type: none"> • Schools nominated by regional advisers (2 regions) • Led by PBL state manager • 3 schools • Team roles established • Pre-requisites • Baseline TFI 	<ul style="list-style-type: none"> • Longer time between modules needed • Between session coaching • Time to build systems • Tools and templates • Streamlining is harder than starting from scratch

No
implementation

Slow but
steady
progress

“Changing our pre-existing team to the Tier 2 team protocols has been a challenge because so many people are set on the current format.” (HOD, Phase 2)

“We were not ready to move forward with Tier 2 until we ensured a strong review of Tier 1 had happened.” (Principal, Phase 1)

“I like that it’s not a round table discussion about what happened with the students in a week. With these tools we can actually sit down and identify the data, which will make our team meetings so much more meaningful.” (GO, Phase 2)

“We never used to track or monitor students in the intervention before so this will be a good starting point to collect data.” (Year Level Coordinator, Phase 2)

“Staff need to ensure they have the basics covered within the classroom at a Tier 1 level, before we can start moving forward into the Tier 2 space, because how can they intensify something that isn’t in place?” (Deputy Principal, Phase 1)

Follow up

- TFI
- Documentation of systems
- # of students/% success

Baseline TFI Phase 2 schools	
Teams	42%
Interventions	30%
Evaluation	17%
Total	30%

PBL Tier 2 – Setting up systems		
Milestones		
Use as a checklist to guide implementation.		
Tier 2 components	Evidence	Date
First intervention selected	N/A	Training
Team established	Team roles/responsibilities – SSTM – need greater focus on academic & behavior Intervention overview – social skills, 4R	Pre existing Start of term.
Intervention logistics planned: • Coordinator – Cherene • Staff allocated – all PBL team – 10 classes + small groups: • Resources – 4R Learning materials. • Implementation – push in model with preferred time. • Monitoring – currently anecdotal decreases – SDQ (baseline)	Overview for staff/PD presentations PBL team – provided materials Script – introduction to program SDQ and group goal in smaller groups Script/letters/other – sent message Letter sent home with opt out.	Start of term Start of term Start of term Start of term
Orientation/PD for staff	Meeting schedule/agenda template/ SSTM minutes/pre-meeting organiser	Start of term
Student orientation	Data-decision rules, teacher request for assistance/SDQ/ABC forms – SSTM referral form	Start of term
Family orientation/templates	Baseline data/student tracking sheet – to be developed.	T&D
Meeting protocols	Checklists, coordinator observations – to be developed	T&D
Student identification process	Interview forms (staff, family, student)	T&D
Student monitoring system	Advanced tiers spreadsheet/student graphs	T&D
Fidelity monitoring/coaching	Summary of #students total/currently involved/graduated/referred for Tier 3	ongoing
Social validity		
Monitoring outcomes		
Staff updates		

References

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