Positive Behavioral Interventions and Supports: Tier 2 Intervention Summaries

INCREASE IN TEACHING with opportunities to practice

FIDELITY

PROGRESS MONITORING

INCREASED HOME-SCHOOL CONNECTION

ENTRANCE & EXIT CRITERIA

ADULT FEEDBACK

Wisconsin RtI Center
Wisconsin PBIS Network
IDEA CFDA 84.027
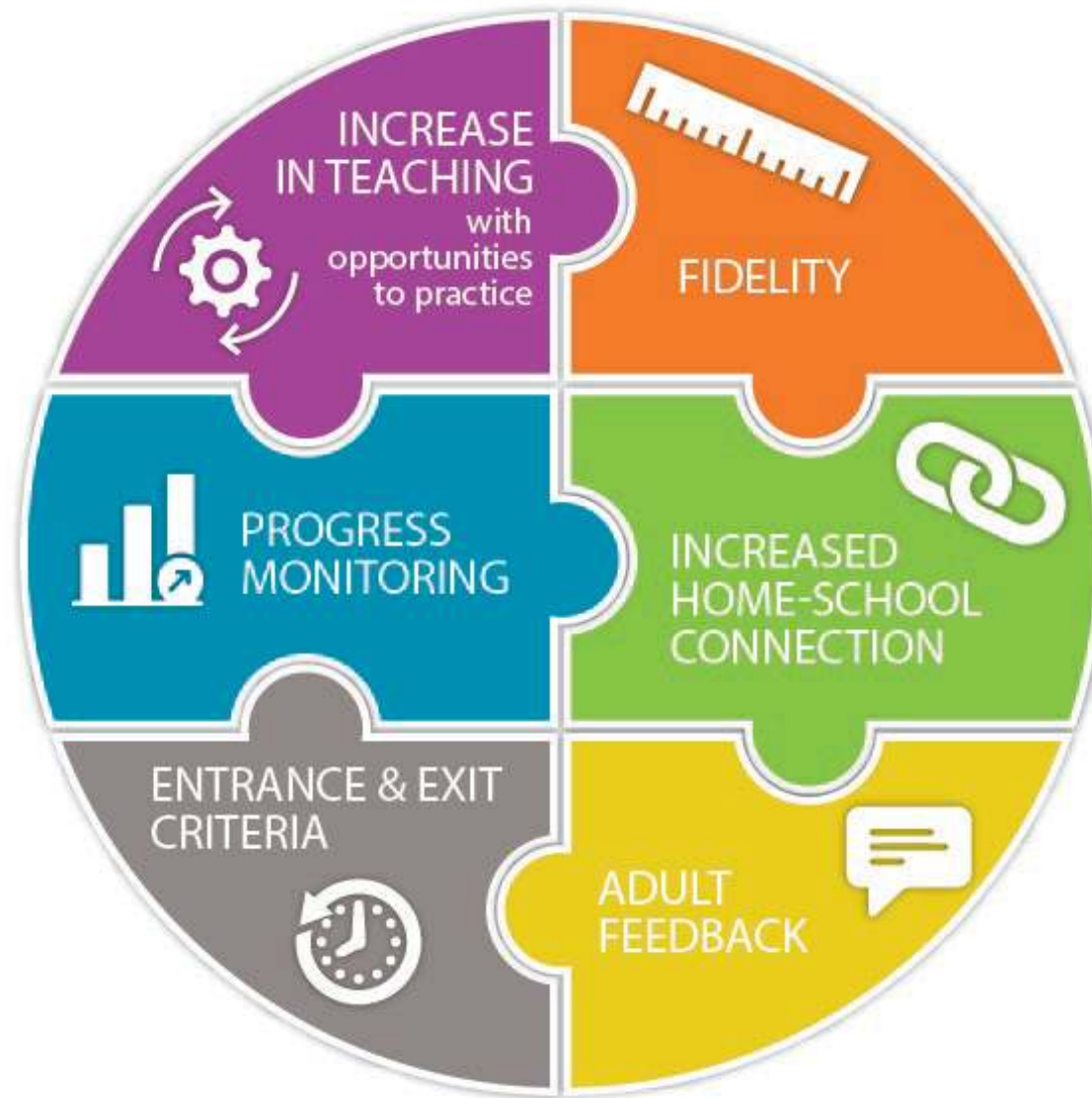
Intervention Name: Check-In Check-Out (CICO)

Purpose of the intervention: Primary intervention that provides additional prompting, feedback, and opportunities to practice skills in addition to tier 1 instruction and differentiated support. It prevents and reduces the severity of behavioral errors by building on school and class-wide expectations with a focus on students demonstrating appropriate behavior.

Feature	Meaning	Evidence	In CICO

Entry & Exit Criteria
 	
ENTRANCE & EXIT CRITERIA
	• Determine when additional support is needed
	 • Determine when adjustments at tier 1 are needed
	 • Include family voice
	 • Determine when and how the intervention will be faded back to differentiated tier 1 supports
		• Data rules established and adhered to
		 • Fidelity of tier 1 implementation
		 • Family communication plan
			• Entry Criteria
			   o 3 in a month for the same behavioral error
			   o 1 major
			   o Other tier 1 data sources
			 • Exit Criteria
			   o 6-8 weeks of sustained improvement AND
			   o Improvement in original entrance criteria
			   o Faded over time with increased self-monitoring
			 • Approximately 15% of students may access CICO throughout the year

Increase in Teaching with Opportunities to Practice INCREASE IN TEACHING with opportunities to practice	• Prompts and cues align to tier 1 instruction • Supported in all environments by all staff • Use of skill in natural environments • Skill must have been taught to fluency at tier 1	• Family prompts student in the morning • Greeter reviews school-wide expectations in the morning • Teachers provide proactive prompts throughout the day • Student practices skills in natural environment • Greeter and family celebrate successes at end of day	• Teaching is provided through tier 1 instruction • Student receives regular intervals of prompting by adults in the natural environment
Increased Adult Feedback ADULT FEEDBACK	• Specific, proactive, positive • Connected to skill building and generalization	• Staff provide feedback at regular intervals based on student performance of expected behaviors • Greeter reviews progress and celebrates any positives at day's end • Families provide positive feedback on daily progress	• Feedback given each transition period on how well student demonstrated the expected skills • If error correction is needed, it is brief and instructional in nature

Increased Home-School Connection	• Families play an active role in the intervention • Communication with (not just to) about strengths and needs • Best and legal practice with consent	• Conversation with family members to learn how to bridge skill gaps and honor family values • Team facilitates dialogue on perceived progress on a regular basis (i.e. monthly) • Daily Progress Report details	• Family is asked about student strengths and perception of the problem • Family is provided an overview of CICO when student is identified, the family role in it, and how communication will proceed • Family understands CICO process and next steps in process (i.e. fading to exit or layering supports if needed)

Progress Monitoring	• Assess students' performance
	• Measure student response to interventions/challenges
	• Evaluate the effectiveness of interventions/challenges
		• Daily Progress Report completed regularly by relevant staff to measure progress over time
		• Monitor criteria that initially identified the student for CICO
		• Overall response rate is monitored for 70%
			• Scoring is developmentally appropriate and for the incremental time-period:
			  o 0 = Did not demonstrate the expectation (i.e. Be Safe)
			  o 1 = Demonstrated the expectation somewhat
			  o 2 = Demonstrated the expectation typical for peers

Fidelity	• The extent to which the intervention is delivered in a way that is consistent with how it was intended to be delivered.
	• It is the result of effective, ongoing training and ongoing support with stakeholders
		• System:
		  o Initial training for stakeholders
		  o Gather and respond to stakeholder perceptions, understanding, and skill through feedback and communication
		  o Provide ongoing support
		• Practice:
		  o Student perception of CICO
		  o All intervention features are present
			• Identify stakeholder (students, staff, and family) perceptions, understanding, and skill needs to tailor professional development
			  o Consider knowledge, skills, and expertise needed to effectively provide increased teaching, increased adult feedback, increased home-school connection, and progress monitor

Intervention Name: Modified CICO

Purpose of the intervention: Secondary intervention that applies generic, pre-designed enhancements to Check-In Check-Out to provide additional support and meet student-specific needs. The six features generally reflect CICO in evidence and application (refer to CICO), but specificity may be added to modify CICO in the areas of Increased Teaching with Opportunities to Practice, Increased Adult Feedback, and Increased Home-School Connection.

Feature	Meaning	Evidence	In Modified CICO

Entry & Exit Criteria	• Determine when additional support is needed
	• Determine when adjustments at tier 1 are needed
	• Include family voice
	• Determine when and how the intervention will be faded back to CICO then differentiated tier 1 supports
		• Fidelity of tier 1 practices
		• Minimal or no progress for four weeks in a previous intervention (i.e. CICO) as evidenced by:
		  o Progress monitoring or
		  o Continued rate of entry criteria / student outcome data
		  o Behavioral errors have increased in severity during CICO
			• Determine modifications needed through:
			  o Progress monitoring data
			  o Entrance criteria (rate, type, etc…)
			  o Function of behavior / possible motivation
			  o Reverse Request for Assistance
			  o Communication with home
			• Fade by reducing intensity and frequency of Increased Teaching with Opportunities to Practice and Increased Adult Feedback

Increase in Teaching with Opportunities to Practice	• Prompts and cues align to tier 1 instruction
	• Supported in all environments by all staff
	• Use of skill in natural environments
	• Skill must have been taught to fluency at tier 1
		• Family prompts student in the morning
		• Greeter reviews school-wide expectations in the morning
		• Teachers provide proactive prompts throughout the day
		• Student practices skills in natural environment
		• Greeter and family celebrate successes at end of day.
			• Potential modifications may include:
			  o Higher rate of prompting
			  o More specificity and focus on one skill related to the broad expectation (i.e. Be Responsible: Bring Needed Materials to Class)
			  o Peer support
			  o Change in greeter location

Increased Adult Feedback	• Specific, proactive, positive
	• Connected to skill building and generalization
		• Staff provide feedback at regular intervals based on student performance of expected behaviors
		• Greeter reviews progress and celebrates any positives at day's end
		• Families provide positive feedback on daily progress
			• Potential modifications may include:
			  o Higher rate of positive feedback
			  o Specific feedback for one skill added in addition to the general feedback on expectations
			  o Peer feedback
			  o Differentiated use of tier 1 reinforcement

Increased Home-School Connection	• Families play an active role in the intervention
	• Communication with (not just to) about strengths and needs
	• Best and legal practice with consent
		• Conversation with family members to learn how to bridge skill gaps and honor family values
		• Team facilitates dialogue on perceived progress on a regular basis (i.e. monthly)
		• Daily Progress Report details
			• Potential modifications include:
			  o Change in communication methods
			  o Dialogue on perceived progress and unmet needs

Progress Monitoring	• Assess students' performance
	• Measure student response to interventions/challenges
	• Evaluate the effectiveness of interventions/challenges
		• Daily Progress Report completed regularly by relevant staff to measure progress over time
		• Monitor criteria that initially identified the student for CICO
		• Overall response rate is monitored for 70%
			• If the team decides to focus on a specific skill related to a broad expectation:
			  o Progress monitor the one specific skill (i.e. Be Responsible: Bring Needed Materials to Class)
			  o Continue generally progress monitoring the other expectation areas (i.e. Be Respectful, Be Safe)

Fidelity	• The extent to which the intervention is delivered in a way that is consistent with how it was intended to be delivered.
	• It is the result of effective, ongoing training and ongoing support with stakeholders
		• System:
		  o Initial training for stakeholders
		  o Gather and respond to stakeholder perceptions, understanding, and skill through feedback and communication
		  o Provide ongoing support
		• Practice:
		  o Student perception of Modified CICO
		  o All intervention features are present
			• Any modifications made will require communication, training, and ongoing support with relevant staff, families, and students

Intervention Name: Social Academic Instruction Group (SAIG)

Purpose of the intervention: Secondary intervention provided as an additional layer to CICO and differentiated tier 1. SAIG assists students in acquiring and building fluency in appropriate behaviors and is most appropriate for students who need to acquire additional social skills that are missing from their repertoire. SAIG teaches skills that are connected with and supplemental to the universal curriculum. The six features generally reflect CICO and Modified CICO in evidence and application with a focus on Increase in Teaching with Opportunities to Practice and Increased Adult Feedback.

Feature	Meaning	Evidence	In SAIG

Entry & Exit Criteria	• Fidelity of tier 1
	• Minimal or no progress for four weeks in a previous intervention (i.e. CICO and/or Modified CICO)
		• Fidelity of tier 1 practices
		• Minimal or no progress for four weeks in a previous intervention (i.e. CICO and/or Modified CICO) as evidenced by:
		  ○ Progress monitoring or
		  ○ Continued rate of entry criteria / student outcome data
			• Determine SAIG needs by examining:
			  ○ Progress monitoring data
			  ○ Entrance criteria (rate, type, etc…)
			  ○ Function of behavior / possible motivation
			  ○ Reverse Request for Assistance
			  ○ Communication with home
			• Based on data, not life events
			• Fade by reducing intensity and frequency of Increased Teaching with Opportunities to Practice and Increased Adult Feedback

Increase in Teaching with Opportunities to Practice	• Instruction should occur in the natural environment as often as possible • Instruction should be provided by the adult typically in charge of the setting • Amount of time and duration will vary by need • Tier 1 lesson plan format focused on discrete skills	• Direct instruction with opportunities to generalize the learning to all settings is provided • Instruction is an extension of what is already taught to all students to fluency at tier 1	• Skills taught and developed in SAIG are directly linked to skills outlined in school-wide and classroom matrices (expectations and indicators) (i.e. Be Responsible: Bring Needed Materials to Class)
Increased Adult Feedback	• Specific, proactive, positive • Connected to skill building and generalization • Provided by all relevant adults across settings	• Staff provide feedback at regular intervals based on student performance of expected behaviors • SAIG Facilitators provide additional feedback during instruction • Greeter reviews progress and celebrates any positives at day's end • Families provide positive feedback on daily progress	• Adult feedback is focused on the specific skills needed (i.e. Be Responsible: Bring Needed Materials to Class) • Plan for generalization of the skill for practice and increased feedback in the natural environment • Increased access to universal reinforcement • Team communicates with relevant adults which skills the student is working on so specific feedback can be provided

Increased Home-School Connection	• Families play an active role in the intervention • Communication with (not just to) about strengths and needs • Best and legal practice with consent	• Conversation with family members to learn how to bridge skill gaps and honor family values • Team facilitates dialogue on perceived progress on a regular basis (i.e. monthly) • Daily Progress Report details	• Communicate with family for insight on skills needed for school environments
Progress Monitoring	• Assess students' performance • Measure student response to interventions/challenges • Evaluate the effectiveness of interventions/challenges	• Daily Progress Report completed regularly by relevant staff to measure progress over time • Monitor criteria that initially identified the student for SAIG • Overall response rate is monitored for 70%	• If SAIG will focus on a specific skill related to a broad expectation: ○ Progress monitor the one specific skill (i.e. Be Responsible: Bring Needed Materials to Class) • Continue generally progress monitoring the other expectation areas (i.e. Be Respectful, Be Safe)

Fidelity	• The extent to which the intervention is delivered in a way that is consistent with how it was intended to be delivered.
	• It is the result of effective, ongoing training and ongoing support with stakeholders
		• System:
		  ○ Initial training for stakeholders
		  ○ Gather and respond to stakeholder perceptions, understanding, and skill through feedback and communication
		  ○ Provide ongoing support
		• Practice:
		  ○ Student perception of SAIG
		  ○ All intervention features are present
			• Identify stakeholder (students, facilitators, staff, and family) perceptions, understanding, and skill needs to tailor professional development to implement
			• Consider knowledge, skills, and expertise needed to effectively provide increased teaching, increased adult feedback, increased home-school connection, and progress monitor

Intervention Name: Mentoring

Purpose of the intervention: Secondary intervention provided as an additional layer to CICO and differentiated tier 1. Mentoring is most appropriate for students who need additional engagement with a supportive adult at school. Through continued involvement, the adult offers support, guidance, and assistance that are connected to the universal level.

Feature	Meaning	Evidence	In Mentoring

Entry & Exit Criteria	• Fidelity of tier 1
	• Minimal or no progress for four weeks in a previous intervention (i.e. CICO and/or Modified CICO)
		• Fidelity of tier 1 practices
		• Continued rate of entry criteria / student outcome data
		• Request for Assistance from family members
		• Limited natural connections in school
			• Determine Mentoring by examining:
			  o Student's connections in school
			  o Behavioral, social, emotional, and academic goals
			  o Reverse Request for Assistance
			• Based on data, not life events
			• May last 6-9 months or more
			• To fade, reduce goal-oriented tasks while maintaining relationship

Increase in Teaching with Opportunities to Practice	• Direct one-on-one instruction with the mentor while building a relationship
	• Student has opportunities to generalize the learning to all settings is provided and check-in with their mentor
	• Amount of time and duration will vary by need
		• Meetings and check-ins between mentor-mentees	• Mentor and student builds relationship while focusing on:
			  o Academic performance or coursework completion
			  o Improved relationships
			  o Increased attendance or class participation
			  o Increased access to school resources
			  o Reduction in behavioral errors
			• Student works on and practices steps towards achieving the goal

Increased Adult Feedback	• Specific, proactive, positive • Connected to skill building and generalization • Provided by all relevant adults across settings	• Staff continue to provide feedback at regular intervals based on student's progress towards goals identified through mentoring • Mentor provides feedback during one-on-one meetings • Greeter reviews progress and celebrates any positives at day's end • Families provide positive feedback on daily progress	• Adult feedback is focused on the specific skills needed (i.e. Be Responsible: Bring Needed Materials to Class) • Plan for generalization of the skill for practice and increased feedback in the natural environment • Increased access to universal reinforcement Team communicates with relevant adults which skills the student is working on so specific feedback can be provided

Increased Home-School Connection	• Families play an active role in the intervention • Communication with (not just to) about strengths and needs • Best and legal practice with consent	• Conversation with family members to learn how to bridge skill gaps and honor family values • Team facilitates dialogue on perceived progress on a regular basis (i.e. monthly) • Daily Progress Report details	• Communicate with family for insight on skills needed for school environments and goals identified
Progress Monitoring	• Assess students' performance • Measure student response to interventions/challenges • Evaluate the effectiveness of interventions/challenges	• Daily Progress Report completed regularly by relevant staff to measure progress over time • Monitor criteria that initially identified the student for Mentoring • Overall response rate is monitored for 70%	• If Mentoring will focus on specific skills related to a broad expectation: o Progress monitor the one specific skill (i.e. Be Responsible: Bring Needed Materials to Class) • Continue generally progress monitoring the other expectation areas (i.e. Be Respectful, Be Safe) • Improvement in original entrance criteria with increased natural supports in school • May last 6-9 months or more

Fidelity	• The extent to which the intervention is delivered in a way that is consistent with how it was intended to be delivered.
	• It is the result of effective, ongoing training and ongoing support with stakeholders
		• System:
		   o Initial training for stakeholders
		   o Gather and respond to stakeholder perceptions, understanding, and skill through feedback and communication
		   o Provide ongoing support
		• Practice:
		   o Student perception of Mentoring
		   o All intervention features are present
			• Identify stakeholder (students, mentors, staff, and family) perceptions, understanding, and skill needs to tailor professional development to implement
			• Consider knowledge, skills, and expertise needed to effectively provide increased teaching, increased adult feedback, increased home-school connection, and progress monitor

Intervention Name: Brief Behavior Intervention Plan

Purpose of the intervention: Secondary intervention provided as an additional layer to CICO and differentiated tier 1. Mentoring is most appropriate for students who need additional engagement with a supportive adult at school. Through continued involvement, the adult offers support, guidance, and assistance that are connected to the universal level.

Feature	Meaning	Evidence	In Mentoring

Entry & Exit Criteria	• Fidelity of tier 1
	• Minimal or no progress for four weeks in a previous intervention (i.e. CICO and/or Modified CICO)
		• Fidelity of tier 1 practices
		• Continued rate of entry criteria / student outcome data
		• Request for Assistance from family members
		• Limited natural connections in school
			• Determine Mentoring by examining:
			  o Student's connections in school
			  o Behavioral, social, emotional, and academic goals
			  o Reverse Request for Assistance
			• Based on data, not life events
			• May last 6-9 months or more
			• To fade, reduce goal-oriented tasks while maintaining relationship

Increase in Teaching with Opportunities to Practice	• Direct one-on-one instruction with the mentor while building a relationship
	• Student has opportunities to generalize the learning to all settings is provided and check-in with their mentor
	• Amount of time and duration will vary by need
		• Meetings and check-ins between mentor-mentees	• Mentor and student builds relationship while focusing on:
			  o Academic performance or coursework completion
			  o Improved relationships
			  o Increased attendance or class participation
			  o Increased access to school resources
			  o Reduction in behavioral errors
			• Student works on and practices steps towards achieving the goal

Increased Adult Feedback	• Specific, proactive, positive • Connected to skill building and generalization • Provided by all relevant adults across settings	• Staff continue to provide feedback at regular intervals based on student's progress towards goals identified through mentoring • Mentor provides feedback during one-on-one meetings • Greeter reviews progress and celebrates any positives at day's end • Families provide positive feedback on daily progress	• Adult feedback is focused on the specific skills needed (i.e. Be Responsible: Bring Needed Materials to Class) • Plan for generalization of the skill for practice and increased feedback in the natural environment • Increased access to universal reinforcement Team communicates with relevant adults which skills the student is working on so specific feedback can be provided

Increased Home-School Connection 	• Families play an active role in the intervention • Communication with (not just to) about strengths and needs • Best and legal practice with consent	• Conversation with family members to learn how to bridge skill gaps and honor family values • Team facilitates dialogue on perceived progress on a regular basis (i.e. monthly) • Daily Progress Report details	• Communicate with family for insight on skills needed for school environments and goals identified
Progress Monitoring 	• Assess students' performance • Measure student response to interventions/challenges • Evaluate the effectiveness of interventions/challenges	• Daily Progress Report completed regularly by relevant staff to measure progress over time • Monitor criteria that initially identified the student for Mentoring • Overall response rate is monitored for 70%	• If Mentoring will focus on specific skills related to a broad expectation: o Progress monitor the one specific skill (i.e. Be Responsible: Bring Needed Materials to Class) • Continue generally progress monitoring the other expectation areas (i.e. Be Respectful, Be Safe) • Improvement in original entrance criteria with increased natural supports in school • May last 6-9 months or more

Fidelity
 	
	• The extent to which the intervention is delivered in a way that is consistent with how it was intended to be delivered.
	• It is the result of effective, ongoing training and ongoing support with stakeholders
		• System:
		   o Initial training for stakeholders
		   o Gather and respond to stakeholder perceptions, understanding, and skill through feedback and communication
		   o Provide ongoing support
		• Practice:
		   o Student perception of Mentoring
		   o All intervention features are present
			• Identify stakeholder (students, mentors, staff, and family) perceptions, understanding, and skill needs to tailor professional development to implement
			• Consider knowledge, skills, and expertise needed to effectively provide increased teaching, increased adult feedback, increased home-school connection, and progress monitor