**2013 Cadre Summer Retreat Tier 2 Resources**

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| **Retreat Topic:** | Tier 2  |
| **Intervention:** | **Organizational Check-up** |
| **Author(s):** | Evans, Schultz, White, Brady, Sibley, Van Eck (2009) |
| **Brief overview:** | A Tier 2 intervention that facilitates a student’s organization and promotes a student’s ability to sort and store paperwork, identify assigned homework, and locate completed assignments when they are due. The intervention includes consistent monitoring and routine check-ups of three target areas (binder, book bag and locker) using checklists and tracking forms. Frequent reinforcement is provided for maintenance of organizational skills. The intervention initially requires weekly check-ins which are eventually faded once the student’s success is established. |
| **Recommendations for implementation:** | Appropriate for students who turn in homework assignments and projects less than an average of 90% of the time across classes. The link below outlines the implementation procedures and provides the organizational checklist. |
| **Online resources are available:** | <http://www.swpbs.org/inservice/files/organization-check-up-module.pdf>  |

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| **Retreat Topic:** | Tier 2 |
| **Intervention:** | **Tier 2 Academic Seminar or the Behavior Education Program (HS-BEP)** |
| **Author(s):** | Judy Kerner (teacher) and Jessica Swain-Bradway (researcher) |
| **Brief overview:** | In this packet, you will two materials. First, you will find slides outlining the Academic Seminar program at Churchill High School. The slides explain how the seminar is structured. Second, you will find a copy of the handbook for this seminar. This program incorporates the CICO strategy.  |
| **Recommendations for implementation:** | This program was implemented in a high school and it was used as a drop-out prevention program for students with and without disabilities who were considered to need Tier 2 services and met the following general criteria: * Teacher recommendations, and
* One or more “F” grades on report card
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| **Online resources are available:** | Google “HS BEP” and/or “Jessica Swain-Bradway” and you’ll find these documents |

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| **Retreat Topic:** | Tier 2 |
| **Intervention:** | **Check and Connect** |
| **Author(s):** | Sandra Christenson, Martha Thurlow, Mary Sinclair, Camilla Lehr, Colleen Kaibel, and Amy Reschly |
| **Brief overview:** | This research-based intervention is designed to increase student engagement through relationship building, problem solving, and persistence. It involves a “monitor” who develops positive relationships between students, families, and the school, and regularly meets with a student to check in. During each “check-in,” the student’s progress is reviewed and discussed, and the monitor provides feedback to the student. This monitor also intervenes when problems occur (such as by developing academic or behavioral interventions to support the student), advocates for the student, and coordinates services.  |
| **Recommendations for implementation:** | The staff members involved in this intervention have the primary job role of “monitor,” meaning that this role is filled by a staff member with allocated time and willingness.  |
| **Online resources are available:** | <http://checkandconnect.umn.edu/> provides additional information including supporting research and implementation details. |