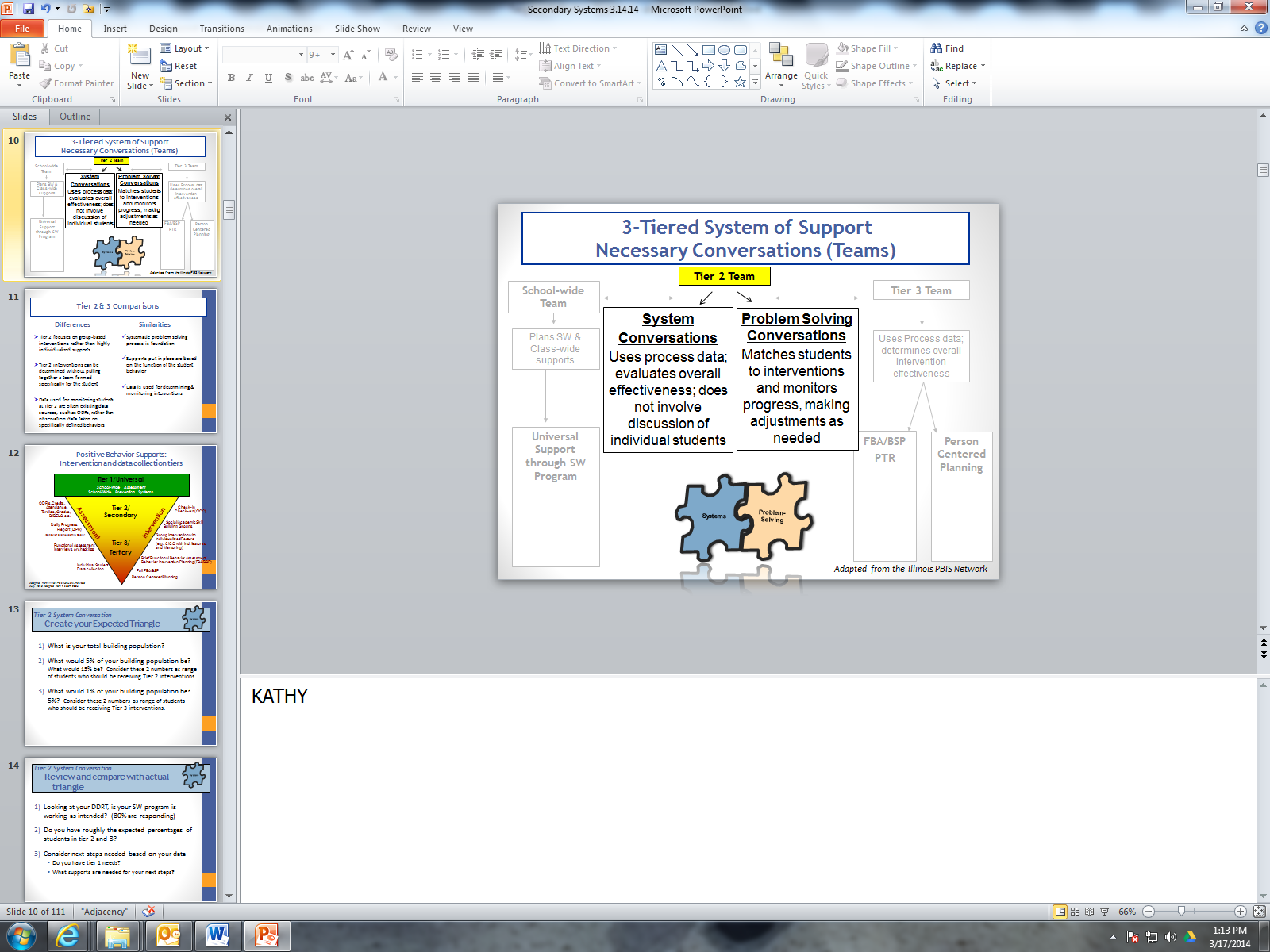
**Designing Tier 2 Systems for Implementing Targeted Interventions**

**Reflection Packet**

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Leader/Contact Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Tier 2 – Targeted Systems**

Create your Expected Triangle

1. What is your total building population? \_\_\_\_\_\_\_\_\_\_\_
2. What would 15% of your building population be? \_\_\_\_\_\_\_\_\_\_\_ What would 5% be? \_\_\_\_\_\_\_\_\_\_\_ Consider these 2 numbers as range of students who should be receiving Tier 2 interventions.
3. What would 5% of your building population be? \_\_\_\_\_\_\_\_\_\_\_ What would 1% be? \_\_\_\_\_\_\_\_\_\_\_ Consider these 2 numbers as range of students who should be receiving Tier 3 interventions.

Review and compare - Expected vs. Actual Triangle

1. Looking at your DDRT, is your SW program is working as intended? (80% are responding) \_\_\_\_\_\_\_\_\_\_\_
2. Do you have roughly the expected percentages of students in Tier 2 and 3? \_\_\_\_\_\_\_\_\_\_\_
3. Consider next steps needed based on your data.
   1. Do you have tier 1 needs?
   2. What supports are needed for your next steps?

Are you ready?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **In place** | **Partially In Place** | **Not In Place** | **Discussion/Follow up** |
| Team members agree that SW-PBS in place and consistently implemented by teachers |  |  |  |  |
| Administrator is regularly attending the SW-PBS meetings |  |  |  |  |
| SW-PBS Team routinely using data to guide implementation |  |  |  |  |
| 80% of your students are responding to your SW interventions |  |  |  |  |

Are you willing?

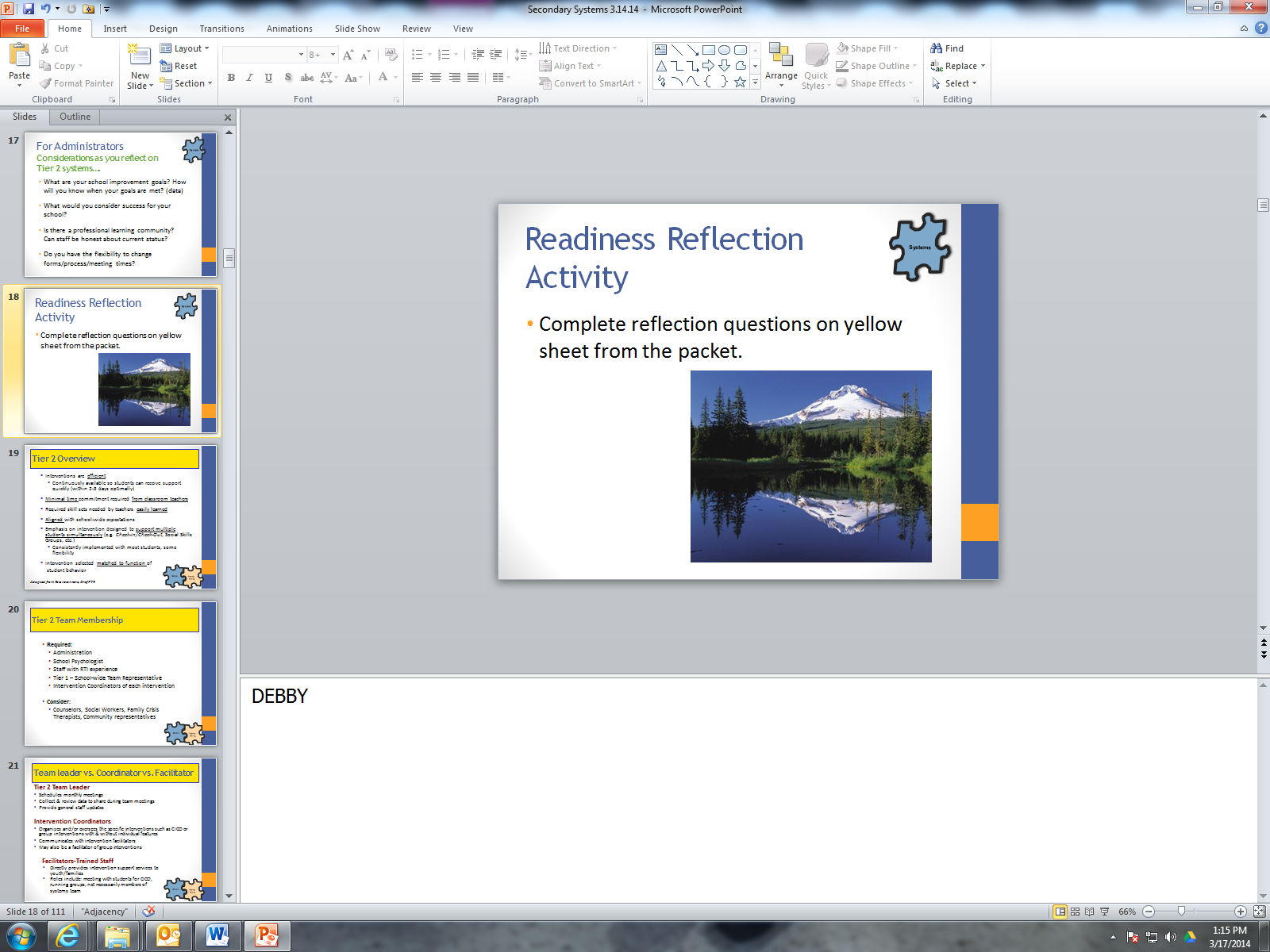
*Tier 2 Team*

1. Is there willingness to study the existing system, meeting structure, and effectiveness of current programming?
2. Is the team willing to use progress monitoring tools to track fidelity of program, and impact on student behavior/skill acquisition?

*Administrators*

1. What are your school improvement goals? How will you know when your goals are met? (data)
2. What would you consider success for your school?
3. Is there a professional learning community? Can staff be honest about current status?
4. Do you have the flexibility to change forms/process/meeting times?

**Systems Conversation**



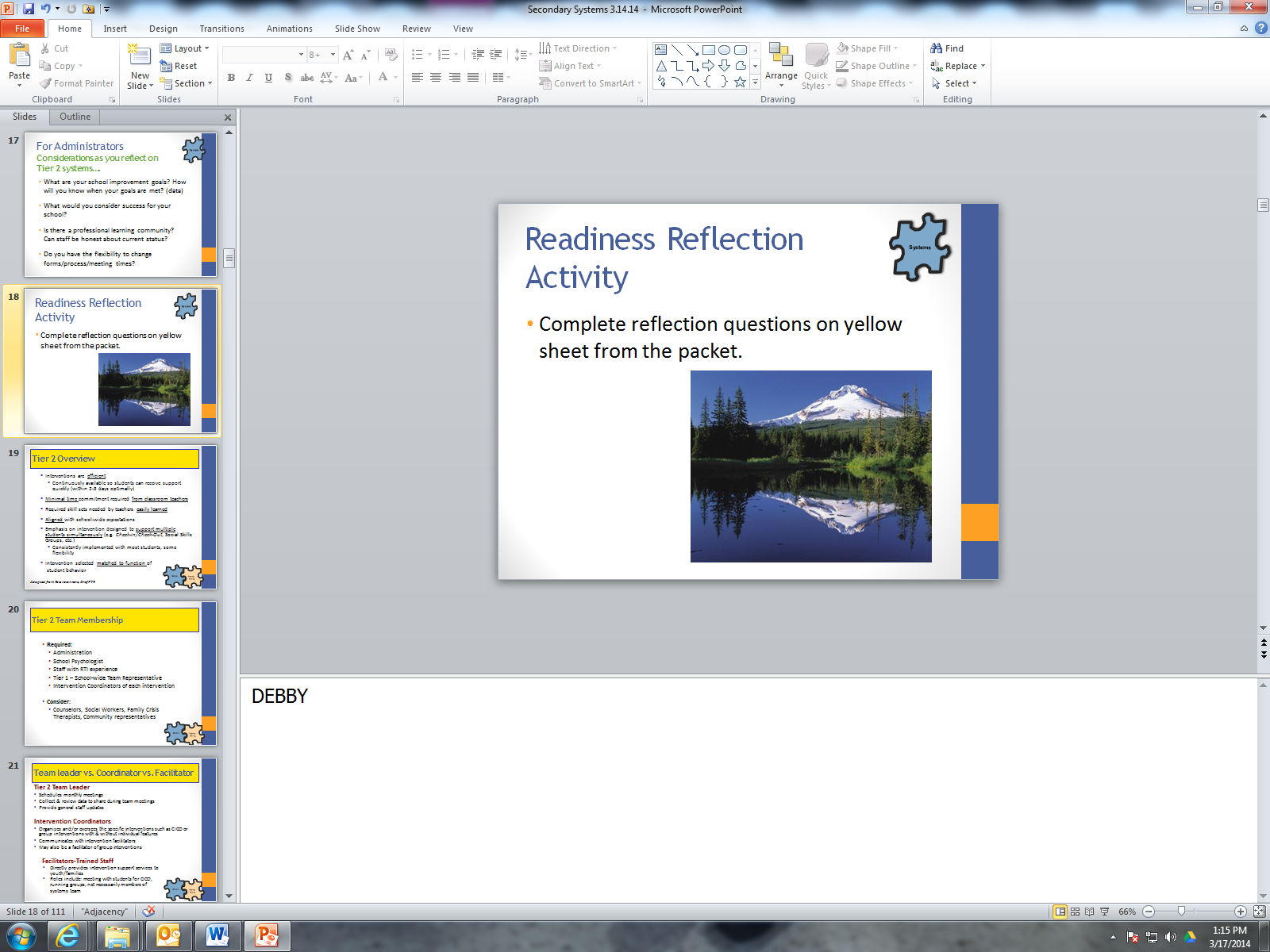
*Logistics*

1. Reflect on current Tier 2 team. Do we have who we need? Data person, team leader?
2. When will we meet for systems conversations? Will our schedule be supported to allow for meeting time?

*Set Up*

1. How are students identified as in need of Tier 2 Interventions (by data-based decision-rule/s, teacher request for assistance and/or universal screening)?
2. What are the Tier 1 data sources used to identify this need (i.e. ODR – Triangle data, Universal screening, attendance, grades etc.)?
3. Develop 1 data indicator for Tier 2 team review. (E.g.- Students with 3 Major ODRs will be identified by team and reviewed through a problem-solving conversation)
4. Do you have an existing request for support form from which you can work?

**Systems Conversation**



*Monitoring*

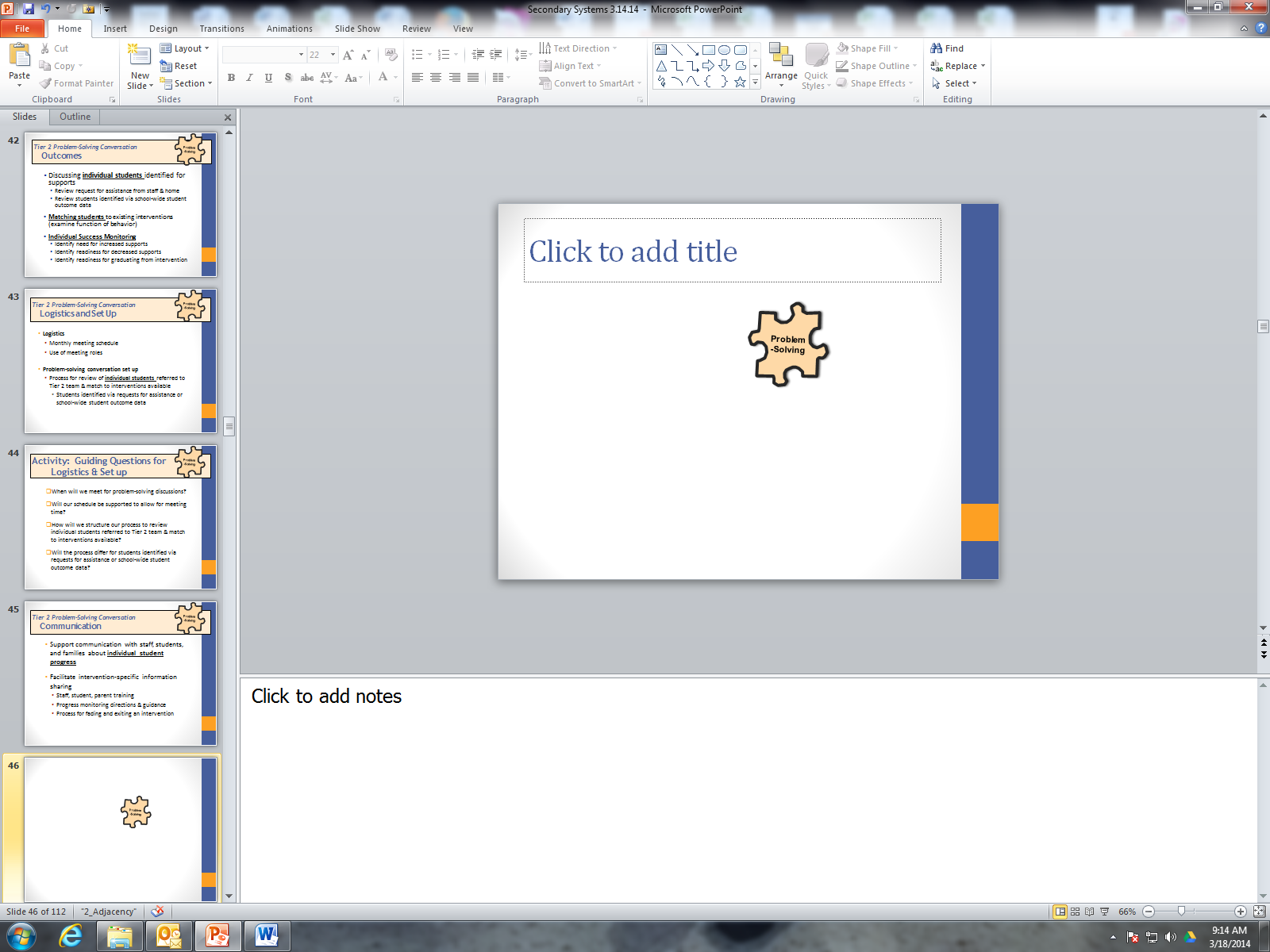
Select ONE current Tier 2 interventions used in your school.

1. What types of student progress data are used? (*If not using data currently, what data could be used?*)
2. How do you know the intervention is effective?
3. What is the rule for intervention fading & transition?

*Communication*

1. Identify one method in which you communicate with all STAFF about an overall intervention success. (*If not currently doing, what ideas do you have?*)
2. Identify one method in which you communicate with all FAMILIES about an overall intervention success? (*If not currently doing, what ideas do you have?*)

**Problem-Solving Conversation**



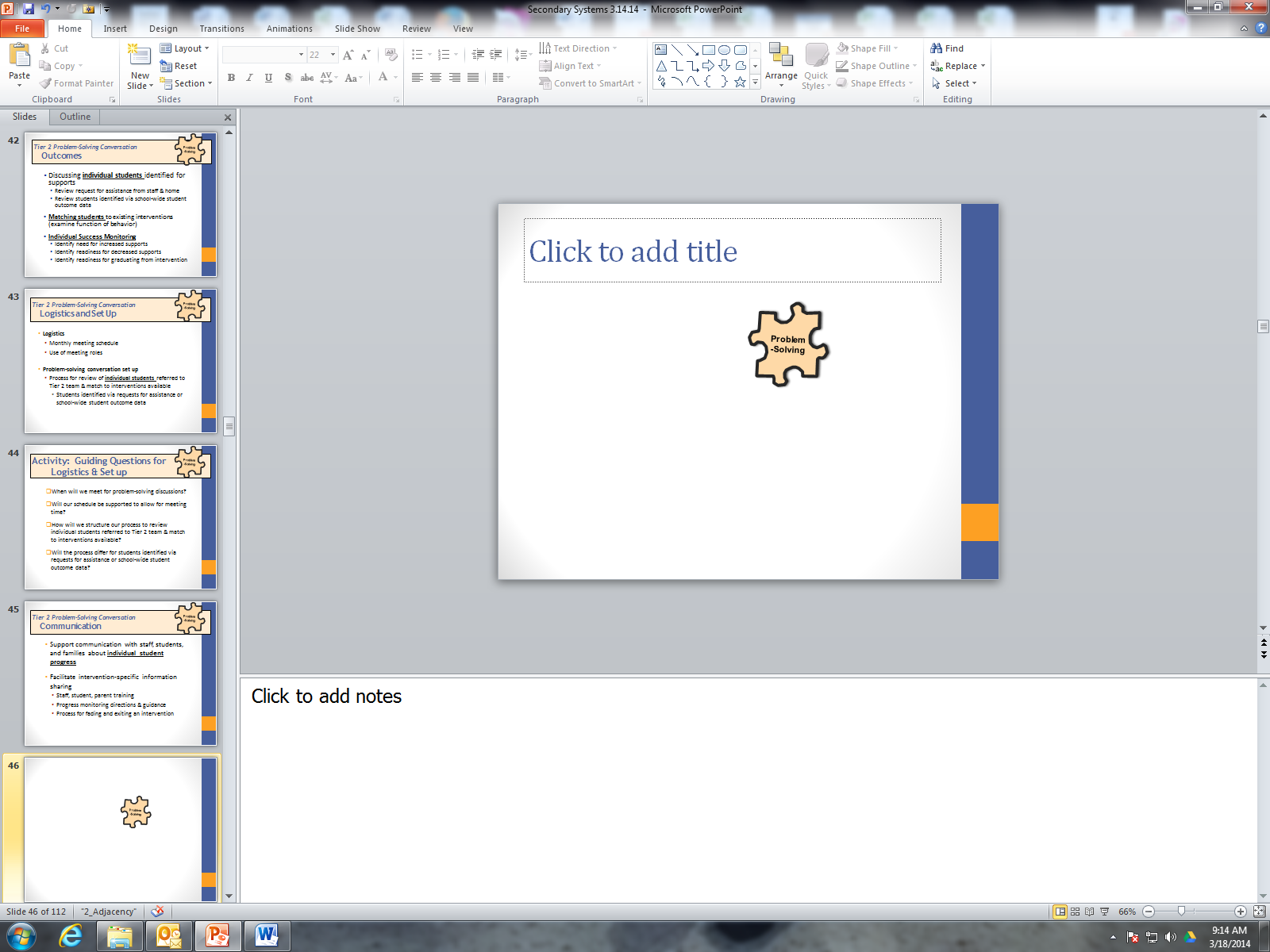
*Logistics*

1. When will we meet for problem-solving discussions? Will our schedule be supported to allow for meeting time?

*Set Up*

1. How will we structure our process to review individual students referred to Tier 2 team & match to interventions available?
2. Will the process differ for students identified via requests for assistance or school-wide student outcome data?

**Problem-Solving Conversation**



*Monitoring*

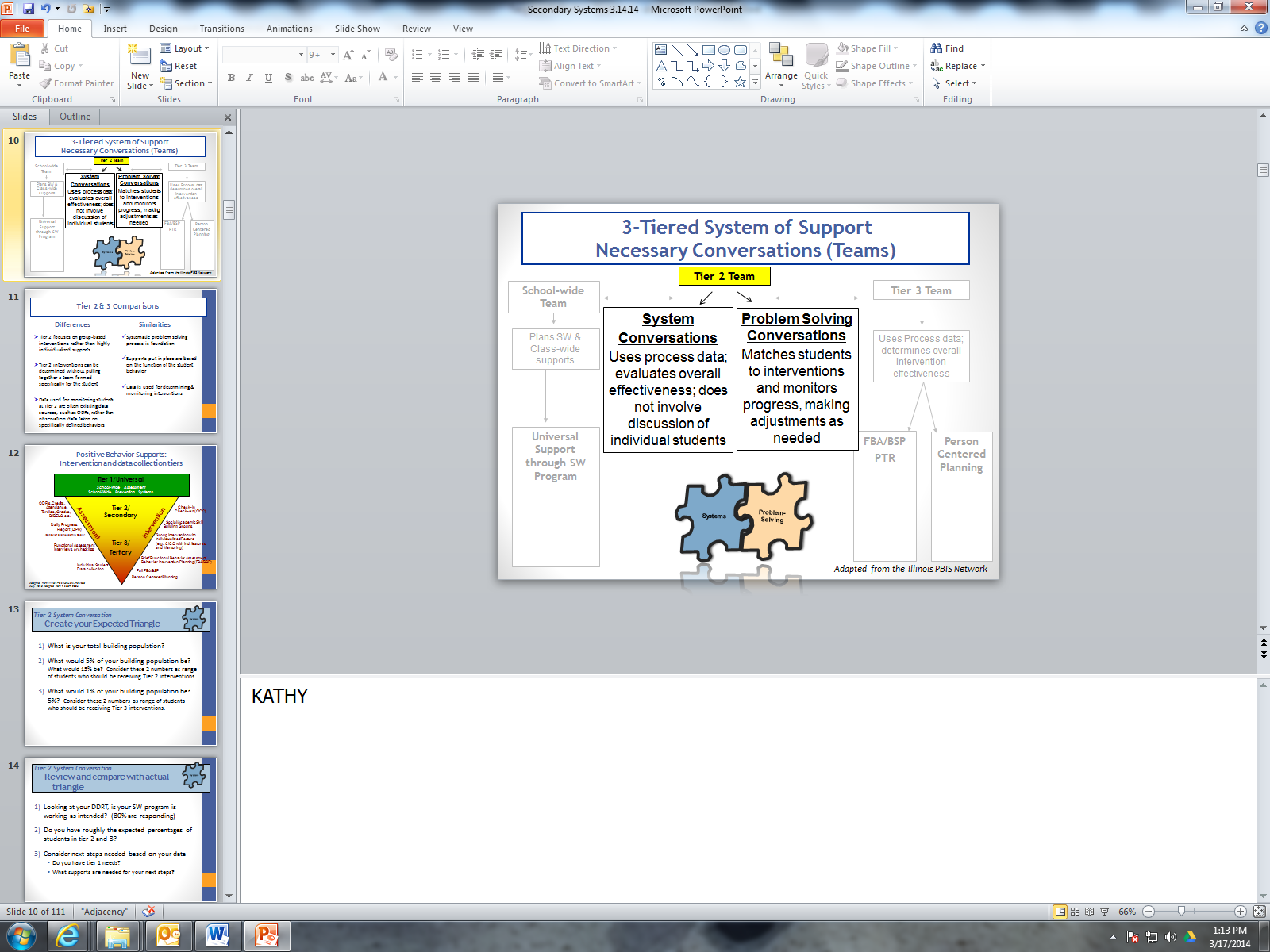
Revisit the ONE current Tier 2 interventions used in your school. Think about a *student* accessing that intervention.

1. What types of data are collected for that student?
2. Who currently reviews this data and how often?
3. Has the intervention been effective? If not, what steps have been taken?
4. When will you know the student is ready for decreased supports or graduation? How would you accomplish that in a supportive manner?

*Communication*

1. Identify one method in which you communicate with STAFF when one of their students is receiving an intervention. (*If not currently doing, what ideas do you have?*)
2. Identify one method in which you communicate with FAMILY of the student about intervention progress? (*If not currently doing, what ideas do you have?*)

**Tier 2 – Targeted Systems**



Based on everything you’ve just heard about Tier 2 - system and problem-solving conversations, what changes will be needed in your current Tier 2 activities to align it to the information just discussed?

What are your next steps?