**Skill Development Building for Success:**

**Refining Your Tier 2 Programming Through a Systems-Based Lens**

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 **Your notes**

**Reflection: In your role, how do you support the delivery of Tier 2 programming for your school/district/state?**

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Today’s goals:

* Learn strategies to organize Tier 2 systems and problem-solving conversations
* Identify steps for planning, implementing, and evaluating a Tier 2 system Select outcome measures to support coaching efforts
* Describe specific school examples of systems to maximizing the effectiveness of tier 2 interventions

My goal for this session is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The purpose (or outcomes?) of Systems conversations are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 The purpose (or outcomes?) of Problem-Solving Conversations are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Succesful Tier 2 Systems include:

* Team formed
* Progress monitoring plan established
* Fidelity measurement of intervention implementation developed and scheduled

How do states build Tier 2 capacity?

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What outcome measures can be used to determine Tier 2 effectiveness?

**How do I want to measure fidelity and impact of professional development and coaching on Tier 2 implementation?**

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**What strategies learned from schools? List some of the school example big ideas here**

* Organizing people resources

**How might you apply the information from today’s presentation to address challenges you have with the effective Tier 2 implementation?**

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**Change for Tier 2, these are PTR**

 **Additional Resources**

Delaware Positive Behavior Support Project: http://wh1.oet.udel.edu/pbs/tier-3-forms-and-tools/

Iovannone, R. and Romer, N. (2015). The FBA/BIP Technical Adequacy Tool For Evaluation (TATE): Applications for Improving Practice. Retrieved from: <https://new.apbs.org/sites/default/files/conference-2016/presentations/h7-iovannone_christiansen_romer-apbs2015.pdf>

**PTR Manuals**

Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C., 2010. Prevent-Teach-Reinforce: The school-based model of individualized positive behavior support. Baltimore, MD: Paul H. Brookes. (Second edition coming soon)

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2013). Prevent-Teach-Reinforce for young children: The early childhood model of individualized positive behavior support. Baltimore, MD: Paul H. Brookes.

**Journal Articles**

Barnes, S., Iovannone, R., Blair, K. S. W., Crosland, K., & Peshak-George, H. (under review). An evaluation of the Prevent-Teach-Reinforce model within a multi-tiered intervention system. Journal of Positive Behavior Interventions.

DeJager, B. W., & Filter, K. J. (2015). Effects of Prevent-Teach-Reinforce on academic engagement and disruptive behavior. Journal of Applied School Psychology, 31, 369-391.

Dunlap, G., Iovannone, R., Wilson, K., Kincaid, D., & Strain, P. (2010). Prevent-Teach-Reinforce: A standardized model of school-based intervention. Journal of Positive Behavior Interventions, 12, 9-22.

Dunlap, G., Lee, J. K., Joseph, J. D., & Strain, P. (2015). A model for increasing the fidelity and effectiveness of interventions for challenging behaviors: Prevent-Teach-Reinforce for young children. Infants & Young Children, 28, 3-17.

Iovannone, R., Anderson, C. M., & Scott, T. M. (2013). Power and control: Useful functions or explanatory fictions? Beyond Behavior,

Iovannone, R., Greenbaum, P., Wei, W., Kincaid, D., & Dunlap, G. (2014). Interrater agreement of the Individualized Behavior Rating Scale Tool. Assessment for Effective Intervention, 39, 195-207.

Iovannone, R., Greenbaum, P., Wei, W., Kincaid, D., Dunlap, G., & Strain, P. (2009). Randomized controlled trial of a tertiary behavior intervention for students with problem behaviors: Preliminary outcomes. Journal of Emotional and Behavioral Disorders, 17, 213-225.

Kulikowski, L. L., Blair, K. S. C., Iovannone, R., & Crosland (2015). An evaluation of the Prevent-Teach-Reinforce (PTR) model in a community preschool classroom. Journal of Behavior Analysis and Supports, 2, 1-22.

Sears, K. M., Blair, K. S. C., Iovannone, R. & Crosland, K. (2013). Using the Prevent-Teach-Reinforce model with families of young children with ASD. *Journal of Autism and Developmental Disorders, 43, 1005-1016*. doi:10.1007/s10803-012-1646-1.

Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-Teach-Reinforce: Addressing problem behaviors of students with autism in general education classroom. Behavior Disorders, 36, 160-171.