VTPBIS Tier II/III Networking Activity

*Based on the Tiered Fidelity Inventory*

In small groups, read the “Big Idea” and address the related questions by answering the following: What works for you? What are some strategies for improvement? Record action steps on the TFI Action Plan

*Tier Two - Implementation*

***Big Idea: A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.***

1. Are there multiple Tier II interventions readily available? Do they have an evidence base of effectiveness with students?
2. Can CICO be modified for different interventions? Eg., CICO for peer attention? CICO for homework avoidance? CICO for anxiety? CICO for trauma informed?
3. Do Tier 2 interventions focus on student success rather than to simply control/remove the student?

***Big Idea: Tier II supports should focus on improving the skills and context needed for student success.***

1. Do all Tier II interventions include additional instruction/time for student skill development?
2. Do all Tier II interventions include additional structure/predictability?
3. Do all Tier II interventions include increased opportunities for feedback?

***Big Idea: Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.***

1. Is there a formalized process to select Tier II supports?
2. Does the process take into account student need and contextual fit?

***Big Idea: Tier II supports are more effective when layered within Tier I.***

1. Are the school’s Tier II supports linked/layered/aligned with the school-wide universal system?
2. Do students receiving Tier II supports have full access to Tier I systems?

***Big Idea: Effective Tier II supports require participation of many adults in the school.***

1. Are there scheduled trainings for school team members?
2. Is there a faculty-wide orientation led by the Tier II Team?
3. Is there a scheduled annual orientation for new faculty?
4. Are there documented strategies for orienting substitutes or volunteers?
5. Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?

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*Tier III – Team, Resources, and Support Plans*

***Big Ideas: Each student receiving Tier III supports benefits from having an individualized team comprised of relevant stakeholders.***

1. Does each student receiving Tier III supports have a unique support team?
2. Is membership of the team representative of all relevant stakeholders (i.e., case manager, teacher, family, etc.)?

***Big Idea: Each Tier III student support team needs a person responsible for coordinating implementation efforts.***

1. Is there designated personnel with the responsibility of coordinating student-specific, Tier III teams?
2. Is there personnel assigned to facilitate implementation of Tier III supports for students?

***Big Idea: Accessing external supports and resources, as needed, can enhance individual student support plans.***

1. Is there a person responsible for connecting with external agencies?
2. Does the school have a process for accessing external resources?

***Big Idea: Effective implementation of Tier III supports requires that relevant staff have the knowledge base necessary for success.***

1. Are there scheduled trainings for Tier III team members?
2. Is there a process to train/coach Tier III staff on basic behavioral theory?
3. Is there a process to train/coach Tier III staff on function of behavior?
4. Is there a process to train/coach Tier III staff on function-based interventions?

***Big Idea: Intensive student support plans should capitalize on skill strengths and include student/family perspectives.***

1. Do Tier III support plans include student strengths and skills?
2. Do Tier III support plans include quality of life needs defined by the student/family?

***Big Idea: Effective implementation of Tier III supports requires that relevant staff have the knowledge base necessary for success.***

1. Are there scheduled trainings for Tier III team members?
2. Is there a process to train/coach Tier III staff on basic behavioral theory?
3. Is there a process to train/coach Tier III staff on function of behavior?
4. Is there a process to train/coach Tier III staff on function-based interventions?