



# TIER 2 TEAMS

## Snapshot

**“Never doubt that a small group of thoughtful, committed people can change the world; indeed, it’s the only thing that ever has.”**

Margaret Mead

### Tiered Fidelity Inventory

#### 2.1 Team Composition:

Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.

#### 2.2 Team Operating Procedures:

Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

### T2 Team Responsibilities

- ▲ Develop procedures and data-based rules for referring students to interventions
- ▲ Provide specialized behavioral assessment strategies, interventions, and supports
- ▲ Provide training and support to school personnel, students, and families regarding intervention programs
- ▲ Meet regularly (weekly) to review intervention programs, monitor individual student progress and review new referrals
- ▲ Summarize and review data to address the following questions:
  - Are appropriate students being referred?
  - Are data reviewed on a regular basis?
  - Have data-based decision rules been established for accessing, monitoring progress and fading interventions?
  - Are interventions implemented as planned?
  - Is adequate training provided to individuals who will implement interventions?
  - Are students actively participating in the interventions?
  - Is effectiveness of interventions and supports being monitored?
- ▲ Develop data-based decision-rules for placing students, monitoring progress, and fading the intervention
- ▲ Coordinate school-wide implementation of the overall Tier 2 practices and systems

### Configuration

- ▲ Can be part of the existing PBIS leadership team
- ▲ Or an extension of the existing PBIS leadership team
- ▲ Or a stand-alone team
- ▲ Often these teams look at Tier 2 & 3 systems, practices and data
- ▲ Can also be an already existing team in your school (i.e., SST, SRT)

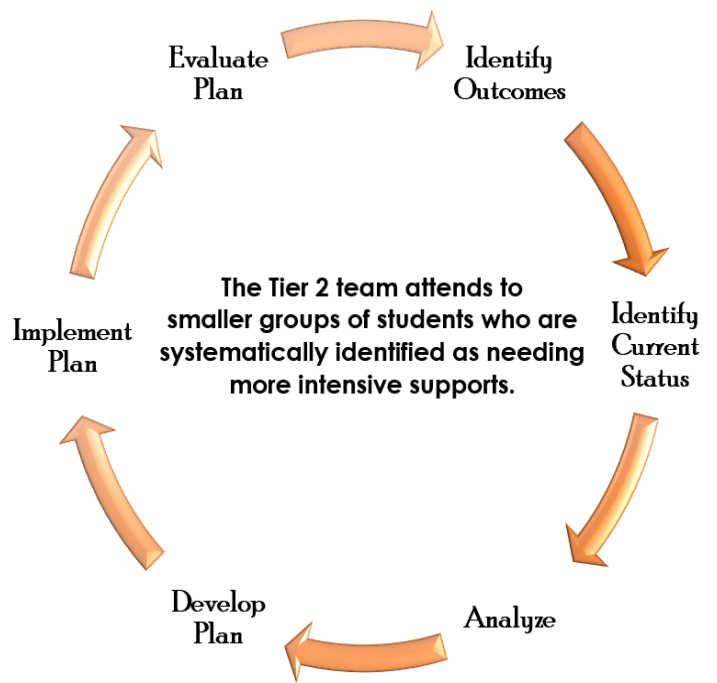
### Composition

- ▲ An individual designated to coordinate each Tier 2 intervention
- ▲ A School Administrator
- ▲ A Behavior Specialist (e.g., school counselor, school psychologist, social worker, special educator)
- ▲ A Classroom Teacher

## Administrative Leadership is the Key to Success

The need for administrative leadership, participation and support continues throughout the work at Tier 2. The role and responsibilities of the principal in the development and implementation of Schoolwide Positive Behavior Support is established in Tier 1 SWPBIS team development and continues with Tier 2 teams.

- ▲ Maintain standards for *Best Practices*
- ▲ Publicly provide support
- ▲ Maintain T1 and T2 leadership teams
- ▲ Support *Team Meeting Operating Procedures*
- ▲ Guide the problem-solving process
- ▲ Provide recognition for faculty, team and their work
- ▲ Serve as the point person for school-related groups
- ▲ Monitor implementation activities and provide feedback
- ▲ Review data and provide feedback regularly
- ▲ Ensure the Innovation is sustained
- ▲ Make a time commitment



# COMPARISON CHART

## Team Responsibilities



**Instructions:** Divide into two groups. One group reads Tier 1 responsibilities. The other group reads Tier 2 responsibilities. As a group, whip around the table to share insights.

<b>Comparison of Tier 1 and Tier 2 Teams and Responsibilities</b>	
<b>Tier 1 Team</b>	<b>Tier 2 Team</b>
Addresses and prevents problem behavior for 80 to 90% of the students.	Designs early intervention programs for the remaining 10 to 15 percent of students who are at risk for academic and behavior problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the Tier I team.
Uses school-wide data to set priorities within the school, monitor the implementation process and student outcome data.	Uses data to proactively determine which students need additional academic and/or social-behavioral supports, evaluate program effectiveness and implementation fidelity
Identifies needed strategies, current and on-going staff training and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing positive behavior supports.	Consults with and provides ongoing support for school staff who have a student with academic and/or behavior problems.
Shares school-wide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community school-wide services.	Coordinates school and community services for groups of at-risk students.



# BEHAVIORAL STYLES

## What's your animal?

#2

Which animal best reflects your behavioral style?

The results of this quiz will help you understand how you come across to others, what your communication strengths are and how you can flex your style to relate better to other people. Tick the boxes next to all the words that describe you, then click the button at the bottom.

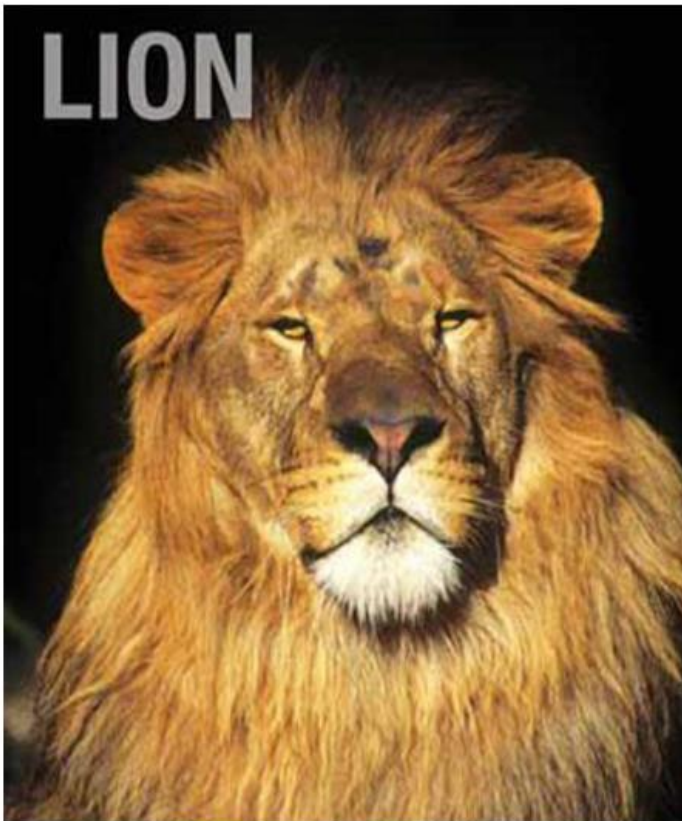
[www.speak-first.com/resources/quizzes/which-animal-are-you.aspx](http://www.speak-first.com/resources/quizzes/which-animal-are-you.aspx)

- |               |                          |              |                          |             |                          |
|---------------|--------------------------|--------------|--------------------------|-------------|--------------------------|
| Forceful      | <input type="checkbox"/> | Cautious     | <input type="checkbox"/> | Dynamic     | <input type="checkbox"/> |
| Businesslike  | <input type="checkbox"/> | Demanding    | <input type="checkbox"/> | Amiable     | <input type="checkbox"/> |
| Patient       | <input type="checkbox"/> | Emotional    | <input type="checkbox"/> | Methodical  | <input type="checkbox"/> |
| Industrious   | <input type="checkbox"/> | Decisive     | <input type="checkbox"/> | Blunt       | <input type="checkbox"/> |
| Aggressive    | <input type="checkbox"/> | Fussy        | <input type="checkbox"/> | Compliant   | <input type="checkbox"/> |
| Spontaneous   | <input type="checkbox"/> | Impatient    | <input type="checkbox"/> | Exact       | <input type="checkbox"/> |
| Warm          | <input type="checkbox"/> | Meticulous   | <input type="checkbox"/> | Outspoken   | <input type="checkbox"/> |
| Personable    | <input type="checkbox"/> | Bossy        | <input type="checkbox"/> | Excitable   | <input type="checkbox"/> |
| Agreeable     | <input type="checkbox"/> | Considerate  | <input type="checkbox"/> | Opinionated | <input type="checkbox"/> |
| Serious       | <input type="checkbox"/> | Independent  | <input type="checkbox"/> | Critical    | <input type="checkbox"/> |
| Probing       | <input type="checkbox"/> | Passive      | <input type="checkbox"/> | Steady      | <input type="checkbox"/> |
| Respectful    | <input type="checkbox"/> | Enthusiastic | <input type="checkbox"/> | Prudent     | <input type="checkbox"/> |
| Analytical    | <input type="checkbox"/> | Accepting    | <input type="checkbox"/> | Dominant    | <input type="checkbox"/> |
| Provocative   | <input type="checkbox"/> | Organized    | <input type="checkbox"/> | Empathic    | <input type="checkbox"/> |
| Reserved      | <input type="checkbox"/> | Relentless   | <input type="checkbox"/> | Verbose     | <input type="checkbox"/> |
| Unemotional   | <input type="checkbox"/> | Sociable     | <input type="checkbox"/> | Intense     | <input type="checkbox"/> |
| Shy           | <input type="checkbox"/> | Determined   | <input type="checkbox"/> | Preoccupied | <input type="checkbox"/> |
| Stimulating   | <input type="checkbox"/> | Unstructured | <input type="checkbox"/> | Relaxed     | <input type="checkbox"/> |
| Competitive   | <input type="checkbox"/> | Precise      | <input type="checkbox"/> | Restless    | <input type="checkbox"/> |
| Unpretentious | <input type="checkbox"/> | Dogmatic     | <input type="checkbox"/> | Secretive   | <input type="checkbox"/> |
| Calm          | <input type="checkbox"/> | Conforming   | <input type="checkbox"/> | Talkative   | <input type="checkbox"/> |
| Objective     | <input type="checkbox"/> | Impulsive    | <input type="checkbox"/> | Tough       | <input type="checkbox"/> |
| Persuasive    | <input type="checkbox"/> | Supportive   | <input type="checkbox"/> | Optimistic  | <input type="checkbox"/> |
| Bold          | <input type="checkbox"/> | Deliberate   | <input type="checkbox"/> | Loyal       | <input type="checkbox"/> |



## The LION Style

Lions like to get things done. They're driven, single-minded and always in motion. If they see a need to flex their style or learn new skills, they won't hesitate. Most, but not all Lions, also think they are right about everything. As a result, they don't always listen to other people because they 'know' the answer already.



### To increase your behavioral flexibility:

Practice active listening  
Pace yourself to project a more relaxed image  
Develop patience, humility and sensitivity; concern for others' needs  
Use more caution  
Verbalize the reasons for conclusions  
Identify with a group  
Be aware of existing sanctions

### Behavioral Characteristics:

Strong-willed, authoritative  
Prefers autonomy  
Wants immediate results  
Goal-orientated  
Aloof, independent and competitive  
Strong ego and dominant  
Likes challenges and solving problems  
Low tolerance for feelings, attitudes and advice of others  
Decisive actions and decisions  
Likes and seeks control  
Dislikes inaction  
Good administrative skills  
Fast, impatient pace  
Questions status quo

### Your motivations:

Results  
Track record

### Your priorities:

Task  
Results

### Irritations for you:

Wasting Time  
'Touchy-feely' behavior that blocks actions/results

### Likely behavior under stress:

*Will dictate and may appear:*

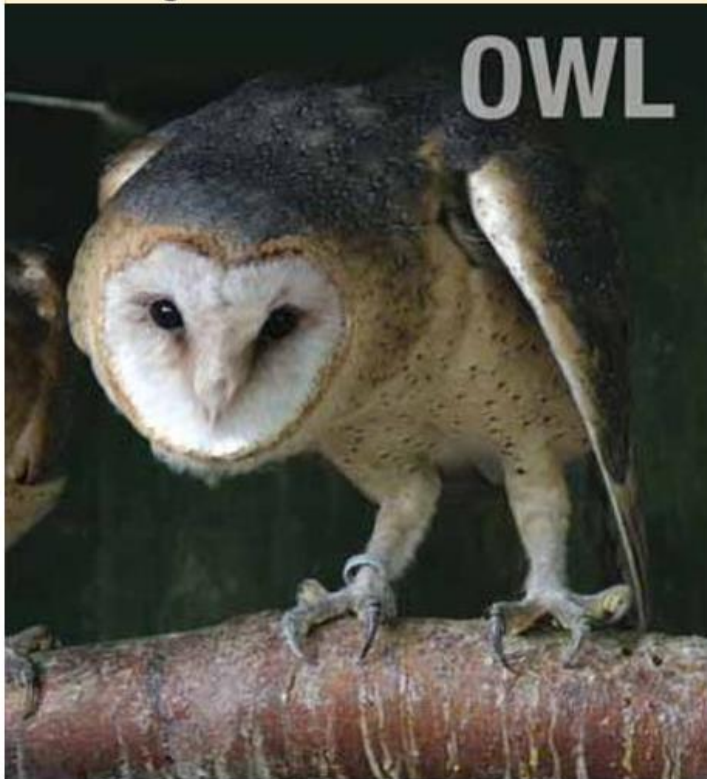
Restless  
Critical  
Blunt  
Uncooperative  
Irritable  
Aggressive  
Pushy

### Will need:

Control of situation and self  
Tangible evidence of progress  
Fast pace of moving towards goal  
Removal of any threat to accomplishment

## The OWL Style

Owls can be relied upon to get things right. They're prepared to check as many times as necessary to avoid mistakes. Their thorough, precise approach and ability to identify potential problems is invaluable to any team – even though it can frustrate the other animals.



### To increase your behavioral flexibility:

Key tips to adapt how you come across to other animals in general

- Occasionally try shortcuts and timesavers
- Try to adjust more readily to change and disorganization
- Work on timely decision making and initiating new projects
- Compromise with the opposition
- Share opinions and feelings
- Use policies as guidelines only

### Behavioral Characteristics:

- Serious, persistent, orderly
- Seeks facts and data
- Structured and organized
- Concentrates on detail
- Good problem-solving skills
- Perfectionist wants to be right
- Over-relies on data collection and proof
- Critical of others' performance
- Complies with authority
- Dislikes too much involvement
- Slow, cautious pace and decision-making
- Time-disciplined and precise
- Prefers objective, task focus
- Works alone, slowly and precisely
- Follows directions and standards
- Likes controlled circumstance

### Your motivations:

- Precision
- Accuracy

### Your priorities:

- Task
- Details
- Process

### Irritations for you:

- Surprises
- Unpredictability

### Likely behavior under stress:

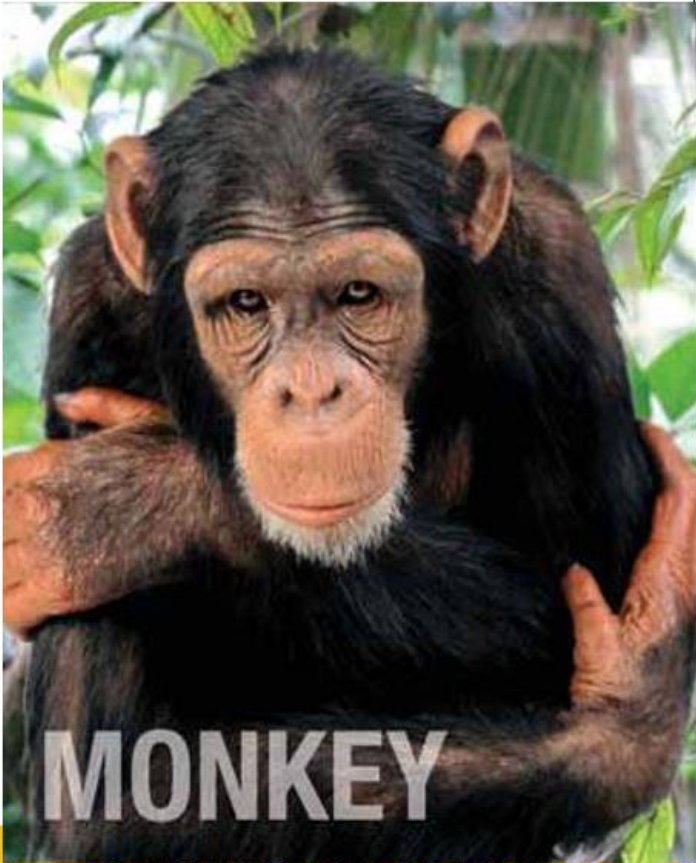
- Will withdraw and may appear:*
- Over-reliant on data/ documentation
- Resistant to change
- Slow to act
- Unable to meet deadlines
- Lacking in imagination
- Withdrawn
- Resentful

### Will need:

- Guarantees that they're right
- Understanding of principles and details
- Slow pace for 'processing' information
- Removal of any threat to accuracy

## The MONKEY Style

Monkeys tend to be optimistic and positive. They believe everything's going to work out perfectly and don't always think about potential obstacles. They may be the first to volunteer to make a presentation or speak up at a meeting but often fall down if they haven't prepared well.



### flexibility:

Key tips to adapt how you come across to other animals in general

Control time and emotions  
Develop an objective mindset  
Spend more time checking, verifying, specifying, organizing  
Improve follow through  
Concentrate on the task  
Take a more logical approach:

### Behavioral Characteristics:

Spontaneous actions and decisions  
Stimulating, dramatic options  
Talkative  
Quick pace  
Gregarious and friendly  
Jumps from one activity to another  
Shows emotions  
Operates on intuition  
Likes involvement  
Exaggerates and generalizes  
Tends to dream and get others caught up in their dreams  
Undisciplined about time  
Risk taker  
Enthusiastic and optimistic  
Good persuasive skills

### Your motivations:

Acknowledgement  
Recognition

### Your priorities:

Relationships

### Irritations for you:

Boring tasks and being alone

### Likely behavior under stress:

Will confront and may appear:  
Manipulative  
Over-eager  
Impulsive  
Inconsistent  
Superficial  
Unrealistic  
Wasteful of time

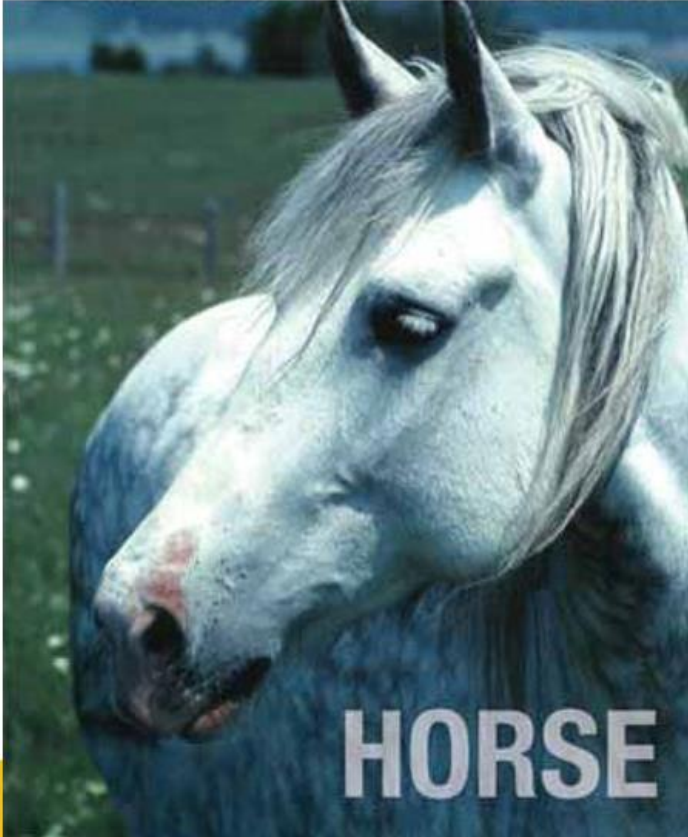
### Will need:

To get credit  
Action and interaction  
Quick pace for stimulation and excitement  
Removal of any threat to prestige



## The HORSE Style

Horses are immensely likeable people. They're great team players and sensitive to other people's needs. At meetings they tend to stay in the background, because they don't want to draw attention to themselves. When it comes to presenting they can be self-conscious and worry about what others think of them.



flexibility.

**Key tips to adapt how you come across to other animals in general**

**Say 'no' occasionally**

**Attend to completion of tasks without oversensitivity to others' feelings**

**Be willing to reach beyond your comfort zone**

**Take risks**

**Delegate to others**

### **Behavioral Characteristics:**

Warm, friendly and accepting  
Likes to check others' reaction  
Agreeable and supportive  
Steady and calm  
Doesn't always show emotions  
Accepts change slowly and reluctantly  
Supports and actively listens to others  
Approaches risk cautiously  
Slow to take action and make decisions  
Dislikes interpersonal conflict  
Great ability to gain support from others  
Patient and considerate  
Loyal and dependable  
Prefers first name/informality  
Asks many questions  
Consistent

### **Your motivations:**

Harmonious relationships

### **Your priorities:**

Relationships

### **Irritations for you:**

Pushy, aggressive behavior

### **Likely behavior under stress:**

*Will submit and may appear:*

Wishy-washy

Submissive

Passive

Dependent

Hesitant

Defensive

Indecisive

### **Will need:**

Reassurance that they're liked

Personal assurances

Slow pace for comfort and security

Removal of any threat to relationships

State unpopular opinions



# Creating a Tier 2 Team Profile



<b>Tier 2 Team Purpose:</b> Coordinate and manage Tier 2 interventions (consider integration of both academic and behavioral interventions)	<b>Team Make-Up Considerations:</b> Tier 2 Systems Coordinator, Counselor, Intervention Specialist, Pyschologist, Support Personnel, Tier 1 SWPBIS team representative, special and/or general ed teacher, administrator
<b>Meeting Frequency:</b> Every other week	<b>Student Focus:</b> Systems for specific student requiring additional support, with a primary emphasis on Tier 2 interventions

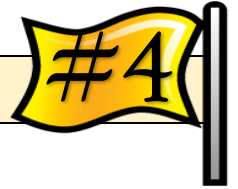
<b>Tier 2 Team Meeting Operating Procedures:</b>	
<b>T2 Systems Coordinator</b>	<ul style="list-style-type: none"> <li>▲ Provides staff development for all Tier 2 interventions</li> <li>▲ Insures fidelity of intervention implementation</li> <li>▲ Requests time on the Tier 2 folow-up meeting for sharing student data and discussing next steps</li> </ul>
<b>Meeting Facilitator</b>	<ul style="list-style-type: none"> <li>▲ Sends meeting agenda and reminder before meeting</li> <li>▲ Ensures agenda is followed</li> <li>▲ Guides discussions</li> <li>▲ Insures all team members are enaged in team mission and outcomes</li> </ul>
<b>Minute Taker</b>	<ul style="list-style-type: none"> <li>▲ Documents key actionable items</li> <li>▲ Clarifies outcomes of discussions during the meeting</li> <li>▲ Circulates meeting minutes promptly after meetings</li> </ul>
<b>Data Analyst</b>	<ul style="list-style-type: none"> <li>▲ Analyzes fidelity and outcome data before meeting</li> <li>▲ Prioritizes items for discussion (Tier 1; specific areas of challenge; Tier2/3; specific student needs for problem solving)</li> <li>▲ Brings data summaries to meeing for discussion</li> </ul>

<b>Tier 2 Team Member Profile</b>	
Name/ Animal Style Behavioral Style (animal)	Roles & Responsibilities
	<b>Administrative authority:</b> <input type="checkbox"/> applied behavior expertise <input type="checkbox"/> knowledge of students <input type="checkbox"/> knowledge of operations <input type="checkbox"/> Tier 1 Team Member liaison
	<b>Systems Coordinator</b> <input type="checkbox"/> applied behavior expertise <input type="checkbox"/> knowledge of students <input type="checkbox"/> knowledge of operations <input type="checkbox"/> Tier 1 Team Member liaison
	<b>Facilitator:</b> <input type="checkbox"/> applied behavior expertise <input type="checkbox"/> knowledge of students <input type="checkbox"/> knowledge of operations <input type="checkbox"/> Tier 1 Team Member liaison
	<b>Minute Taker</b> <input type="checkbox"/> applied behavior expertise <input type="checkbox"/> knowledge of students <input type="checkbox"/> knowledge of operations <input type="checkbox"/> Tier 1 Team Member liaison
	<b>Data Analyst</b> <input type="checkbox"/> applied behavior expertise <input type="checkbox"/> knowledge of students <input type="checkbox"/> knowledge of operations <input type="checkbox"/> Tier 1 Team Member liaison

**Team Meeting Dates**

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June

# Designing Tier 2 Team Meeting Minutes



Date: \_\_\_/\_\_\_/\_\_\_

ATTENDING Members	Name	X	Agenda Items	Next Meeting Agenda Items
Tier 2 Administrator				
Tier 2 Systems Coordinator				
Facilitator(s)				
Minute Taker				
Data Analyst				

I. **REVIEW AGENDA:** Determine whether changes are needed (2 minutes)

II. **REVIEW TASKS FROM PREVIOUS MEETING:** Document status of tasks (10 minutes)

TFI Tier 2 Action Plan (Team, Intervention, Evaluation)	Who did what? When?	Not in Place	Partially in Place	In Place
Tier 2 Communications	Who did what? When?	Not in Place	Partially in Place	In Place
<input type="checkbox"/> Notify teacher/family directly involved of change to practices used with student				
<input type="checkbox"/> Share Tier 2 Tracking Tool with admin (monthly) and staff (quarterly)				
<input type="checkbox"/> Share info with Tier 1 team (monthly)				
<input type="checkbox"/> Share TFI results/action plan with staff and district leadership annually				

III. **TARGET INTERVENTION SUMMARY** (15 minutes) /3 minutes per student or less

*Students on Targeted Interventions:*

# \_\_\_\_\_ on Check-in Check-out and # \_\_\_\_\_ meeting goals

# \_\_\_\_\_ on other Tier II interventions and # \_\_\_\_\_ meeting goals

IV. **PROBLEM SOLVING AND ACTION PLANNING**

Δ *Possible Intervention Problems:*

(Low Fidelity/ Intervention needs to be Modified / Intervention mismatched to Function of Behavior)

Δ *Possible Intervention Decisions:*

(Improve Fidelity / Change or Tweak Intervention / Preliminary FBA to match to Intervention / Refer to Tier 3)

Δ *Possible Tier 2 Systems Problems:*

(Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity)

Δ *Possible Tier 2 Systems Decisions:*

(Train Staff/Improve Fidelity/Evaluate Interventions / Increase Capacity)

Student/Grade	Identified Problem and Supporting Data	Decision/Action	Who is in charge and what is the target date?

**V. FADING AND GRADUATION**

Student	Supporting Data	Fade or Graduate	Response Actions & Next Steps Who? By When?
	<input type="checkbox"/> 6 or more weeks at least 4 days/week of success <input type="checkbox"/> 4 or more		
	<input type="checkbox"/> 6 or more weeks at least 4 days/week of success <input type="checkbox"/> 4 or more		
	<input type="checkbox"/> 6 or more weeks at least 4 days/week of success <input type="checkbox"/> 4 or more		
	<input type="checkbox"/> 6 or more weeks at least 4 days/week of success <input type="checkbox"/> 4 or more		

**VI. NEW REFERRALS (10 minutes) /2 minutes or less per student**

Possible Referral Sources: Discipline Referral Data (decision rule), Screening, Request for Assistance

Student	Referral Source	Decision Enhance Tier 1 Supports, Positive Classroom Behavior Support Coaching, Tier 2 Intervention, Student Review Process	Who	When

	Our Rating
1. Was today's meeting a good use of our time?	
2. In general, did we do a good job of <b>tracking</b> whether we're completing the tasks we agreed on at previous meetings?	
3. In general, have we done a good job of actually <b>completing</b> the tasks we agreed on at previous meetings?	
4. In general, are the completed tasks having the <b>desired effects</b> on student behavior?	