

Positive   
Behaviour  
for Learning

SCHOOL-WIDE

# SECTION 1

# WĀHANGA 1

OVERVIEW OF PB4L-SW TIER TWO

NGĀ KŌRERO MŌ PB4L-SW TE PAE TUARUA



# Section 1: Overview of PB4L–SW Tier Two

## Wāhanga 1: Ngā Kōrero mō PB4L–SW te Pae Tuarua

As part of the Positive Behaviour for Learning School-Wide (PB4L–SW) initiative, Tier Two supports school communities as they work towards the New Zealand Curriculum's vision of students who are confident, connected, and actively involved, and who will go on to be lifelong learners. PB4L–SW provides particular support for:

- the principles of high expectations and inclusion
- the values of equity, community and participation, and integrity
- the key competencies of managing self, relating to others, and participating and contributing.

To achieve this vision, schools need to establish a safe and inclusive learning environment for their students. PB4L–SW Tier Two directly supports schools to develop and maintain a culture and learning environment that will maximise all students' opportunities to develop socially and academically. In the same way that Tier One is underpinned by strong core values, the implementation of Tier Two will be most successful in schools that actively promote values such as manaakitanga, kotahitanga, and rangatiratanga (Macfarlane et al., 2007).

PB4L–SW Tier Two requires collaborative work by teachers to strengthen their classroom practice. New Zealand teachers are experienced in collaborative inquiry and recognise its benefits. Tier Two draws on this experience and understanding as teachers work together to resolve behavioural concerns.

Tier Two also supports the implementation of evidence-based interventions, such as Check In/Check Out. These interventions specifically target the needs of students whose behaviour has not responded to strengthened classroom practices.

This resource is designed primarily for use by those who have a good working knowledge of PB4L–SW Tier One. Ideally Tier One will be well established in your school and you will be receiving training or external support for the implementation of Tier Two. If this is not the case, it is recommended that you use the Tier One implementation manual to support the implementation of the Tier One essential features in your school.

Tier Two supports school communities as they work towards the New Zealand Curriculum's vision of students who are confident, connected, and actively involved.

## 1.1 THE PB4L–SW CONTINUUM OF BEHAVIOUR SUPPORT

A major strength of the PB4L–SW approach is its emphasis on school-wide systems that support proactive adult strategies, such as defining, teaching, and reinforcing desirable student behaviours.

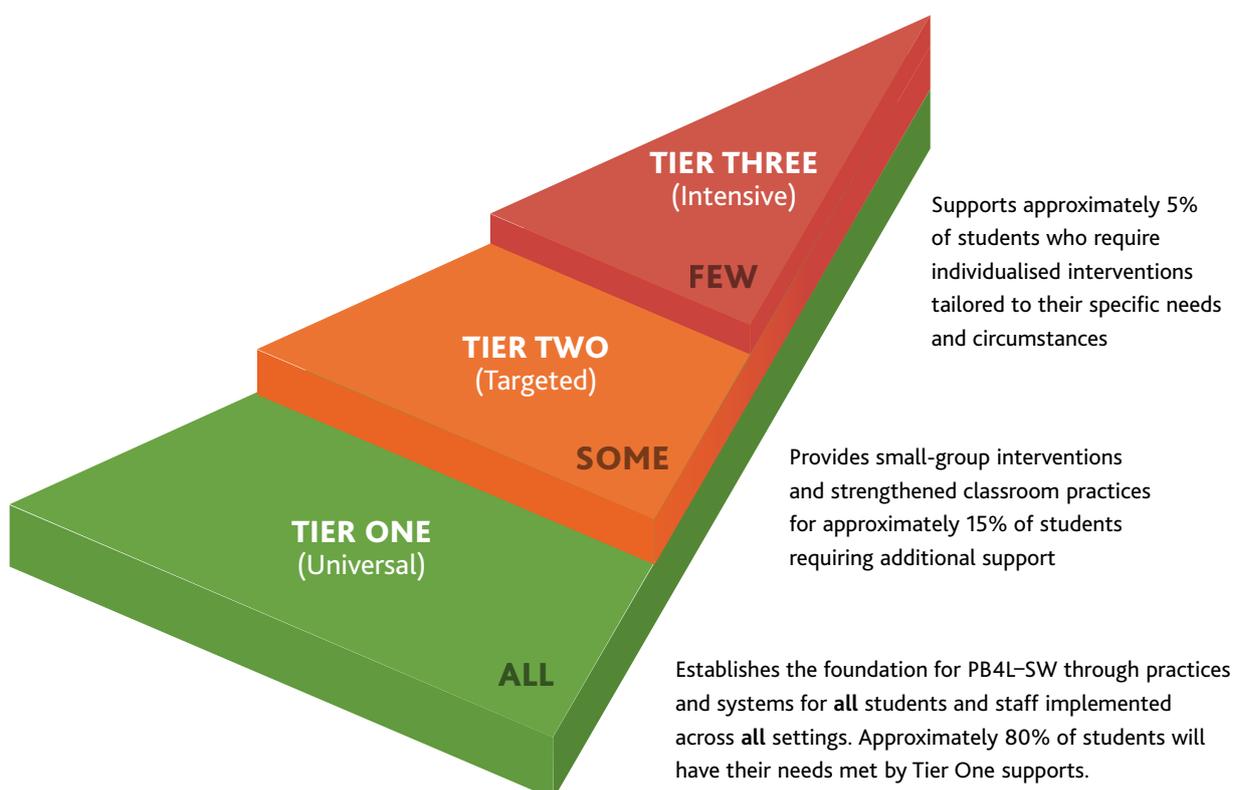
Instead of responding to behavioural incidents in an unplanned, reactive way, the school develops and implements a continuum of positive behaviour supports for use across all settings in the school (see Figure 1).

The continuum includes:

- **Tier One** strategies for establishing a classroom and school-wide social culture that supports positive behaviour for all students across all settings
- **Tier Two** interventions and strengthened classroom practices for groups of students who are at risk of problem behaviour, who have not responded to Tier One practices and systems, and who require efficient and more intense support
- **Tier Three** interventions for individual students who have the most intense support needs and who require individualised assessment and support in relation to instruction, monitoring, functional consequences, and sustainability.

PB4L–SW has its roots in an established, multi-tiered, systems approach to behavioural and academic interventions known as Response to Intervention (RtI) (Brown-Chidsey & Steege, 2005). This approach aims to prevent failure by using early intervention, regular monitoring of progress, and the gradual introduction of more evidence-based interventions for students who are not responding to Tier One supports (Rathvon, 2008). For more information about RtI, see the PB4L–SW Tier One implementation manual, Appendix 1.

*Figure 1: The PB4L–SW continuum of behaviour support*



## WHERE DOES PB4L–SW TIER TWO FIT WITHIN THE CONTINUUM?

PB4L–SW Tier Two strategies and interventions provide support for the approximately 15% of students who are at risk of developing chronic behavioural problems and who have not responded to Tier One strategies. Remember that Tier One continues to serve as a foundation for students receiving Tier Two support.

These students include:

- those who continue to engage in frequent low-level inappropriate behaviour despite consistent implementation of PB4L–SW Tier One in the school
- those who could benefit from extra attention and targeted support as a preventative approach (Crone, Hawken, & Horner, 2010).

Tier Two practices and systems are designed to:

- use data to identify, and monitor support for, students who are at risk of or currently experiencing emotional, learning, and/or behavioural difficulties
- support students to develop their ability to self-regulate
- support teachers to solve problems and find solutions for students' behavioural and learning difficulties
- prevent the development of problem behaviours or decrease their frequency and/or intensity
- provide targeted interventions responsive to the needs of identified groups of students
- enhance communication across school settings and between students, whānau,<sup>1</sup> and school staff
- ensure continuity and consistency of behavioural teaching and positive feedback across school settings.

Tier Two classroom practices and interventions are evidence-based and include differentiated academic and social skills teaching as well as positive behaviour support. They emphasise prevention and use teams to solve problems and make data-based decisions. This collaborative problem-solving approach is supportive for teachers and helps to create a strong sense of whanaungatanga, as groups of teachers share responsibility for behavioural concerns and solutions within syndicates or departments.

Tier Two systems and practices improve well-being by making appropriate social and learning behaviours more effective and relevant for students than problem behaviour. The overall goal is to support all students in ways that meet their needs and keep them in class, learning.

Tier Two strategies and interventions on their own are not appropriate for students who have:

- referrals for serious or violent behaviour
- extreme chronic behavioural problems
- problems that require a comprehensive Functional Behavioural Assessment or Behaviour Support Plan.

These students (approximately 5%) will require more intensive, individualised Tier Three support.

PB4L–SW Tier Two strategies and interventions provide support for the approximately 15% of students who are at risk of developing chronic behavioural problems.

<sup>1</sup> Note that throughout this resource, 'whānau' is generally used in place of the full expression 'parents, families, caregivers, and whānau'.

## 1.2 WHY IS TIER TWO NEEDED IN NEW ZEALAND?

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PB4L–SW Tier One is having a positive impact on the culture of New Zealand schools (Boyd & Felgate, 2015). However, even within a well-ordered, relationship-focused school environment, there will be students who do not respond to Tier One's universal systems and practices. All schools will have students who require a more targeted approach based on a deeper understanding of their social, emotional, and academic strengths and needs.

These students will generally be known to you, featuring often in pastoral team or syndicate meetings. They are at risk of developing chronic behavioural issues and becoming hard to engage. Attendance may be a concern. Some will be demonstrating easily identified problem behaviours, such as non-compliance or defiance; others may appear withdrawn or disengaged. Tier Two provides an opportunity to intervene in a planned and carefully monitored way before these students are too far down an antisocial or disengaged pathway.

The work of New Zealand's John Church and his colleagues highlights the importance of taking a preventative approach such as PB4L–SW Tier Two offers. Their reports on conduct problems describe the potential outcomes for students when timely interventions have not taken place (Blisset, Church, et al., 2009a, 2009b, & 2011; Church et al., 2013). In particular, the reports highlight what can happen as a result of a combination of academic failure, frequent punishment, involvement with an antisocial peer group, and exclusion from school. They describe the cumulative negative impact on self-esteem from failure and punishment and the increased likelihood of chronic behavioural problems characterised by poor social skills, a lack of respect for authority, and a lack of self-control, trust, and empathy towards others. A key message from the report on adolescent conduct problems is that responses such as stand-downs are not effective in reducing antisocial behaviour in young people, and that the preventative, systems-based approach of PB4L–SW is likely to have the most impact (Church et al., 2013, page 67).

For students who do not respond to PB4L–SW Tier One, strong, caring relationships based on trust are of critical importance. New Zealand schools have a strong emphasis on positive relationships. They are central to the New Zealand Curriculum and have been highlighted by key education researchers and practitioners such as Angus Macfarlane, Mere Berryman, and Russell Bishop, whose research demonstrates the importance of culturally responsive pedagogies and practices (Bishop & Berryman, 2006; Macfarlane, Macfarlane, & Webber, 2016). For Māori students experiencing problem behaviour, schools need to ensure that planned support and interventions are culturally affirming and identity enhancing, with a focus on the students' potential and on working in partnership with whānau (Ministry of Education, 2013; Macfarlane, 2013).

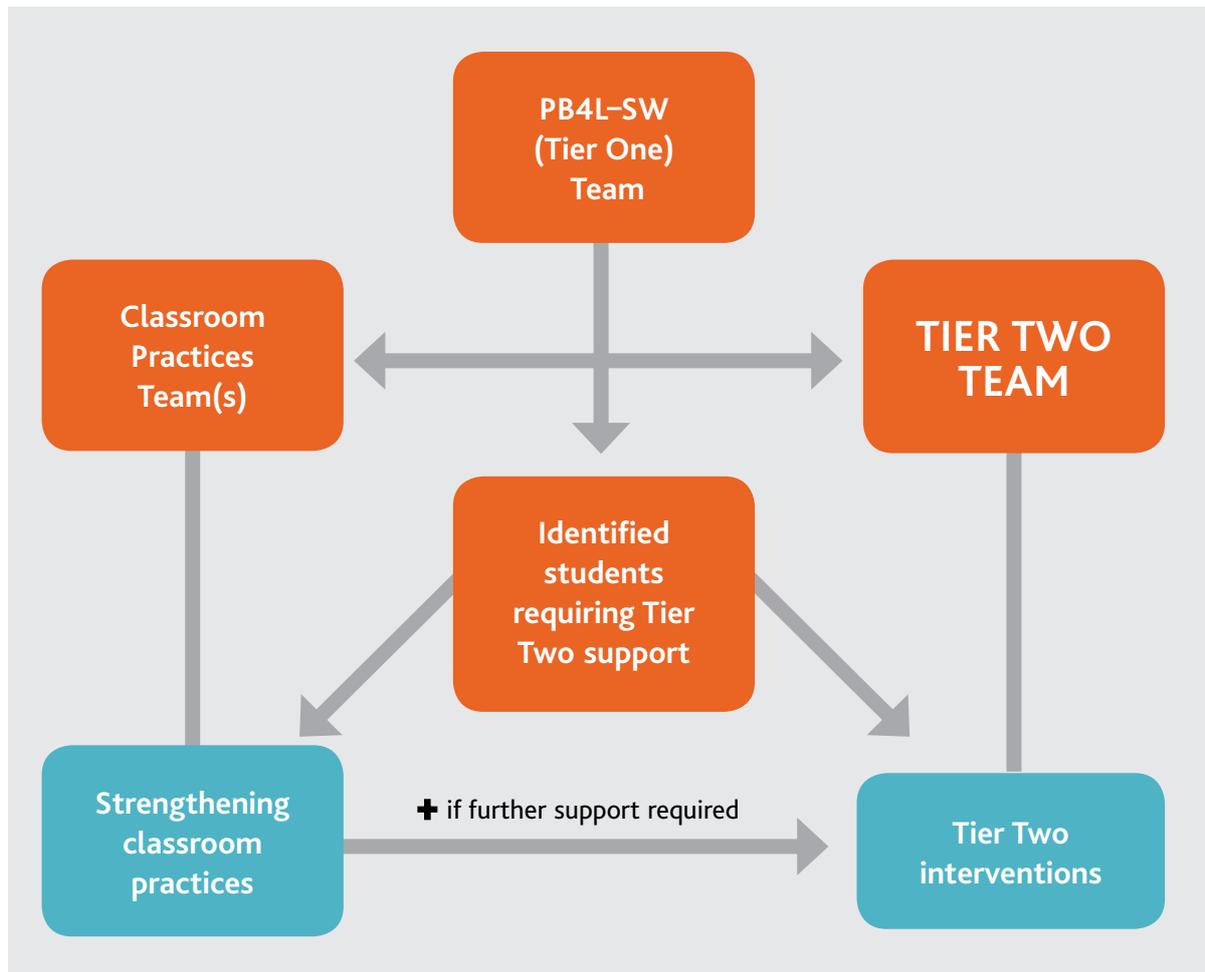
Along with strong caring relationships, students you are supporting through Tier Two will require careful scaffolding, explicit teaching and modelling, and frequent monitoring and feedback to support and accelerate their learning and social success. Tier Two's problem-solving approach requires a strong community within a school, in which teachers work together to build capability and to develop and monitor practice. There is therefore a solid platform for the implementation of Tier Two in New Zealand schools because of their high-quality pastoral systems, openness to innovation and collaborative approaches, and willingness to inquire into the effectiveness and impact of teacher practice.



### 1.3 HOW DOES TIER TWO WORK?

Figure 2 provides a simplified view of the way PB4L–SW Tier Two operates in a school. It shows how the Tier Two Team and Classroom Practices Team(s) cooperate to provide support for students through strengthened classroom practices and, if required, through targeted interventions.

Figure 2: Tier Two: the basics



The **Tier Two Team** coordinates the implementation of Tier Two in the school. It has two main functions. One is to liaise with and support the Classroom Practices Team(s). The other is to provide ongoing support to students who are participating in specific interventions and to monitor their progress.

The team should have a clear understanding of the interventions available to support students and of how to match students with an appropriate intervention and provide ongoing monitoring and oversight. It usually has at least five members and meets regularly. One member (typically the team leader) should also be a member of the school's PB4L–SW Team, which oversees PB4L–SW and manages the ongoing implementation and refinement of Tier One. In a small school, the PB4L–SW team is also likely to coordinate Tier Two.

Section 2.2 provides more information about how the Tier Two Team operates.

A **Classroom Practices Team** usually has about five members, one of whom should also be a member of the Tier Two Team. Depending on the size of the school, there may be one or multiple Classroom Practices Teams – in larger schools, they are often based in syndicates or departments. Classroom Practices Teams meet regularly, supporting teachers to strengthen their teaching for positive behaviour and using data to identify appropriate practices and pedagogies to solve low-level behavioural problems and support positive learning and social behaviour.

Progress is monitored by collecting and analysing data on students' behaviour. Some students continue to experience difficulties, despite being in a classroom environment where relationships are nurtured, learning expectations are carefully tailored to meet student needs, and consistent supportive strategies are in place. These students may then be referred for a targeted intervention.

Section 2.3 discusses Classroom Practices Teams in detail.

Typically **students requiring Tier Two support** are identified and referred to the Tier Two Team by the **PB4L–SW Team** (i.e., the Tier One Team) during data analysis. Sometimes they come to the attention of the Tier Two Team as a result of nomination (e.g., by a classroom teacher or parent).

Sections 3.2–3.5 unpack the process of identifying students in need of Tier Two support.

Where there is agreement that there is an urgent need for a fresh approach, some students may be referred **directly** to a Tier Two intervention. The classroom teacher and the Tier Two Team collect and analyse data to help them understand the function of the student's behaviour and to select an appropriate intervention. Section 4 provides more information about identifying the functions of behaviour and section 6 gives information about Tier Two interventions.

## 1.4 WHEN IS A SCHOOL READY FOR TIER TWO?

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Readiness for PB4L–SW Tier Two implies that Tier One is firmly in place. A central feature of the Response to Intervention approach is the understanding that second-tier interventions are far more effective when primary-tier 'universal' features are in place and being sustainably managed.

Survey tools such as the School-Wide Evaluation Tool (SET) and the Benchmarks of Quality (BoQ) are a key part of checking your school's readiness for Tier Two. These tools provide you with *quantitative* measures of the effectiveness of Tier One implementation, from the perspectives of staff and students. From a *qualitative* perspective, effective implementation of Tier One will mean that your school feels safe and orderly with a culture of respect, care, inclusion, and support for all community members. Key features will be in place, including principal advocacy and leadership, whānau engagement, clarity of values and expectations, frequent acknowledgment and encouragement, logical consequences, and data-based decision making.

Tier One work does not finish just because Tier Two is being implemented. It becomes even more important. Tier Two is most effective when students are learning and socialising within a school environment that supports positive behaviour. Hence a key role of the Classroom Practices Team is to provide guidance about how to strengthen Tier One universal features in classrooms. This also helps to ensure that students are not accepted for Tier Two support when a lower level approach, such as increased positive feedback or clearer routines, would provide sufficient support.

Tier One lays the foundation for Tier Two in several ways:

- Your school will be experienced in using specific data sets to make decisions to determine appropriate support.
- Students identified for Tier Two will be familiar with Tier One behaviour expectations, routines, systems, and practices.
- The process for identifying and responding to minor and major behavioural incidents will have acted as a filter to identify students who may benefit from Tier Two.
- At Tier Two, your school's expectations will be an integral part of a student's daily behavioural monitoring.
- At Tier Two, your school's systems for providing encouragement and feedback will be used more frequently to reinforce appropriate behaviour.



## ACTIVITY: CHECKING YOUR SCHOOL'S READINESS FOR TIER TWO

If you have not already done so, now would be a good time to begin checking on whether your school is ready for PB4L–SW Tier Two. The activity below will help you to do so.

(Note that it may take several weeks to complete the activity, depending on your access to up-to-date behavioural incident data and data from tools such as SET and EBS.)

1. With your PB4L–SW (Tier One) Team, read section 1.4 above. Discuss:
  - a. What points are particularly important for our school community and for our context?
  - b. From reading section 1.4, do we think it's likely that our school is ready for Tier Two?
2. If your answer to question 1b) is yes, then go to Appendix 1 and follow the instructions to begin your readiness analysis. You will need to establish the small group that conducts the analysis.
3. When the group has completed the analysis, meet with its members to discuss what the analysis has revealed:
  - If it is premature to establish Tier Two in your school, what aspects of your Tier One practices and systems need to be reviewed and strengthened?
  - If the analysis shows that your school is ready for Tier Two, did it nevertheless identify some Tier One implementation steps that still require attention?
  - Your discussions about Tier Two readiness may highlight the need for professional learning and development in areas such as cultural responsiveness, supporting transitions between education settings, and supporting positive behaviour in flexible teaching spaces. You may need to align your plans for PLD and Tier Two training to support these areas.
4. If you have decided to begin work on Tier Two, you may wish to download the action plan from Appendix 2. You will be able to complete Goal 1 and start work on Goal 2 (establishing your Tier Two Team).

## 1.5 THE TIER TWO STUDENT SUPPORT MODEL

Figure 3 provides a graphic representation of the processes that underpin the behavioural and academic supports provided for students by PB4L–SW Tier Two.

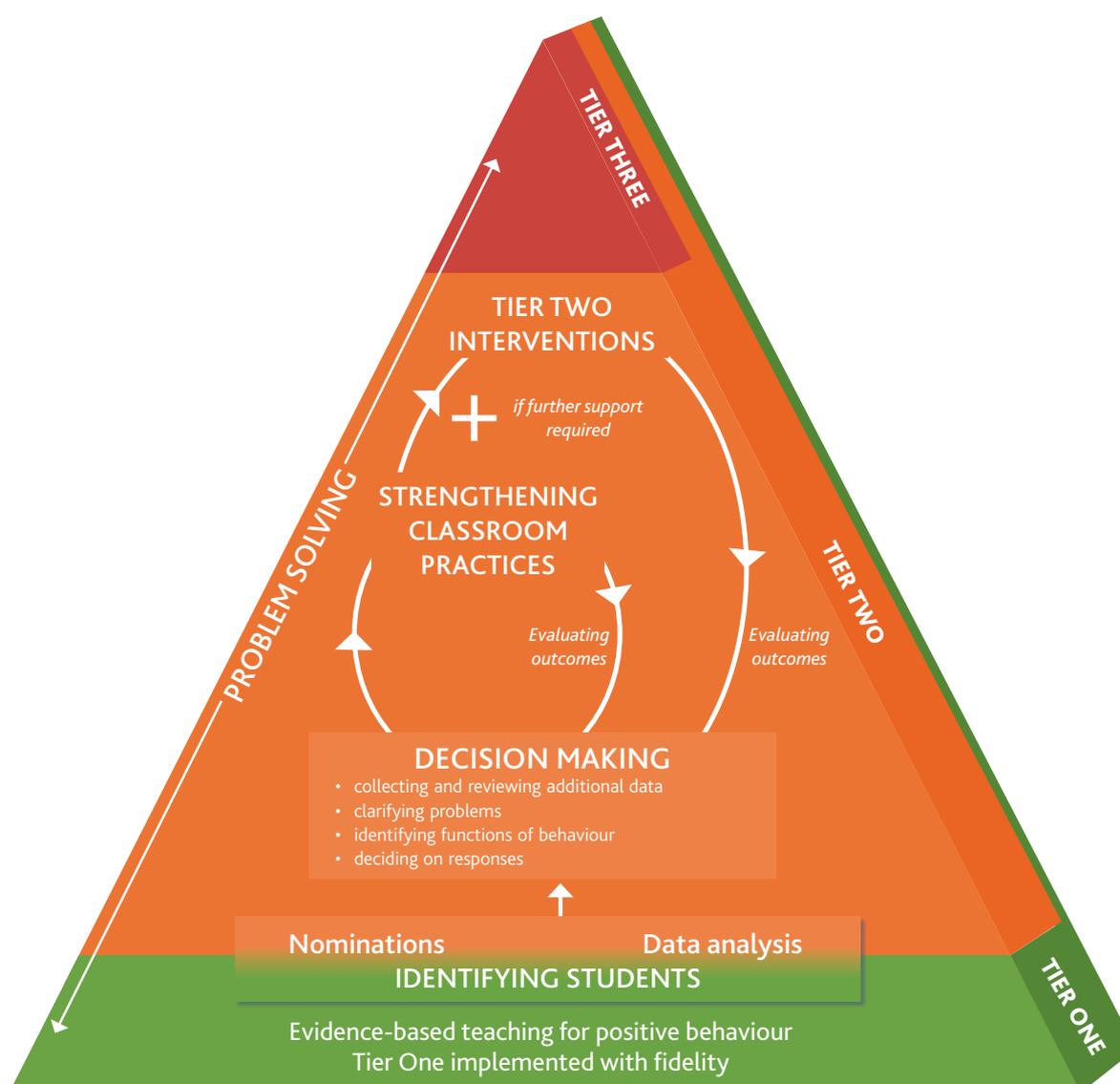
The process is supported by the school-wide implementation of Tier One and evidence-based teaching for positive behaviour, for all students across all settings.

The central part of the diagram illustrates the Tier Two processes, systems, and interventions that support those students who continue to experience difficulties.

The apex of the triangle shows the intensive and individualised Tier Three support required by a small number of students.

Problem solving is a key approach in all three tiers.

*Figure 3: The Tier Two student support model*



The remainder of this section unpacks each component of Figure 3 in detail, working from the bottom up.

## IMPLEMENTING TIER ONE SUPPORT FOR ALL STUDENTS

When PB4L–SW Tier One has been fully implemented in a school, every student has access to systematic support for positive behaviour.

For example, when teaching behavioural and social skills:

- expected behaviour for all settings is clearly identified and directly taught
- students are consistently acknowledged for expected behaviour
- staff provide high rates of positive feedback (preferably four positives to one negative)
- staff consistently use respectful redirection and feedback when students demonstrate inappropriate behaviour.

For more information about the supports provided for all students by PB4L–SW Tier One, refer to the Tier One implementation manual, particularly sections 4–7.



## EVIDENCE-BASED TEACHING FOR POSITIVE BEHAVIOUR

One of the most powerful behaviour support strategies is the use of effective, inclusive pedagogy in an organised classroom environment. The following four teaching approaches and bulleted strategies will help to produce an effective teaching environment for all your students. They have a strong evidence base behind them and are unpacked in detail in *Teaching for Positive Behaviour*, a companion resource to the PB4L–SW Tier One and Two manuals.

EVIDENCE-BASED TEACHING APPROACHES FOR POSITIVE BEHAVIOUR	
<p><b>Creating a supportive learning environment</b></p> <ul style="list-style-type: none"> <li>Collaboratively developing behaviour expectations</li> <li>Establishing a supportive physical environment</li> <li>Establishing and explicitly teaching routines</li> <li>Using preventative strategies</li> <li>Providing feedback and encouragement</li> <li>Providing feedback and fair consequences for problem behaviour</li> </ul>	<p><b>Encouraging reflective thought and action</b></p> <ul style="list-style-type: none"> <li>Encouraging self-regulated behaviours</li> <li>Supporting students to manage their learning</li> <li>Supporting goal setting and self-reflection on learning and behaviour</li> </ul>
<p><b>Facilitating shared learning</b></p> <ul style="list-style-type: none"> <li>Teaching social behaviours for group work</li> <li>Using cooperative learning approaches</li> <li>Helping students to mentor and support the learning and behaviour of others</li> </ul>	<p><b>Providing sufficient opportunities to learn</b></p> <ul style="list-style-type: none"> <li>Presenting information and tasks in a variety of ways to support understanding</li> <li>Providing alternatives for students to demonstrate their learning</li> <li>Supporting student responses</li> <li>Providing choice</li> <li>Structuring tasks strategically</li> </ul>

All your students should receive access to high-quality instruction before you determine whether they require additional support or intervention. Typically, you should consider students for Tier Two interventions only after they have had adequate time to respond to Tier One strategies (usually about six to eight weeks). There may, however, be instances when a student is experiencing significant academic, behavioural, social, or emotional problems and may need Tier Two support urgently.

## IDENTIFYING STUDENTS WHO REQUIRE TIER TWO INTERVENTIONS

While Tier One will cater for the needs of most students, on average some 15% of students in a school are likely to need additional, more intensive support at the Tier Two level. Information about these students indicates that we need to carefully consider how to best meet their needs and prevent their behaviour from escalating into something more serious and chronic. Some behaviours will be obvious and detectable from what students **do**, while other concerns will arise from how students **are** – their demeanour, attitude to work, participation in school activities, and relationships with others. We are just as concerned about these students as those with more obvious disruptive behaviours.

Some behaviours will be obvious and detectable from what students do, while other concerns will arise from how students are.

Therefore it is important that your school systems need to be able to deliberately and purposefully identify students who are demonstrating behavioural problems with both **internalising** and **externalising** characteristics.

**Internalising** behavioural problems are those that are directed inwardly. Some students internalise the stress of home and school. They may lack social confidence and reject social overtures from others. They often use particular strategies to avoid social situations (e.g., not talking to classmates, not participating in activities). These students often come to the attention of the Tier Two Team as a result of nomination by a teacher or parent.

**Externalising** behavioural problems are overt and more easily observed by others. They are often directed towards people or objects in the social environment and are usually considered inappropriate in school settings. Examples of externalising behaviours could include non-compliance with requests, disturbing others, and rude comments to teachers or peers. More serious examples include aggressive behaviour, destruction of property, and serious violations of school behaviour expectations. These students are generally identified by the PB4L–SW (Tier One) Team as a result of data analysis (e.g., of Big 5 reports) and regular monitoring.

See sections 3.2–3.5 for more information on identifying students in need of Tier Two support.

## DECISION MAKING

Figure 3 identifies four tasks that are key to making decisions when you have identified a student (or group of students) for Tier Two support:

- collecting and reviewing additional data
- clarifying problems
- identifying the functions of behaviour
- deciding on a response.

Note that it may be a Classroom Practices Team or your Tier Two Team that completes these tasks, depending on the level of support the student initially requires.

## COLLECTING AND REVIEWING ADDITIONAL DATA

Data that is easily accessible and useful for identifying and clarifying behavioural problems may include:

- behavioural incident data (both major and minor)
- attendance data
- academic records.

You may also find it useful to examine a student's daily schedule and consider when, where, and during what types of activities problem behaviours are most likely to occur.

See section 3.3 for additional information on collecting and reviewing data.

## CLARIFYING PROBLEMS AND IDENTIFYING THE FUNCTIONS OF BEHAVIOUR

An important task for the Classroom Practices or Tier Two Team is to develop a process for gathering relevant information quickly, so that the **function** of problem behaviours can be accurately identified.

The **function** of a behaviour is the way in which it 'pays off' for the student – for example, by gaining adult attention or by enabling them to avoid a task. It is important to consider the function of problem behaviours before selecting an appropriate intervention for a student.

The function of a behaviour is the way in which it 'pays off' for the student – for example, by gaining adult attention or by enabling them to avoid a task.

*A South Island school has successfully implemented PB4L–SW Tier One and is now in the process of implementing Tier Two. The school's Tier Two Team leader talks about the process.*

*"Our way of thinking about student behaviour has changed. We don't view behaviour as 'good' or 'bad' any more – because we understand that repeated inappropriate behaviour has a purpose for the student. It pays off for the student by getting them what they want or by helping them avoid something they find uncomfortable, difficult (or perhaps boring). Problem behaviour is in fact a kind of communication, and unfortunately it often works – because it meets the student's needs. What we have to do is to identify the function the behaviour is serving for the student and then decide how to get that need met in a safe, respectful, responsible way."*

Although a comprehensive Functional Behavioural Assessment (FBA) is usually reserved for students who require Tier Three intensive, individualised supports, Tier Two responses are usually based on a simple FBA process.

See section 4 for more information about identifying the functions of problem behaviours.

## DECIDING ON RESPONSES

Once a student or group of students has been identified as not responding to Tier One strategies, you need to make a decision as quickly as possible about appropriate Tier Two support. Your response will fall into one or both of the two areas discussed below – strengthening classroom practices and selecting an appropriate intervention.

## STRENGTHENING CLASSROOM PRACTICES

For relatively low-level behavioural problems, especially those affecting a number of students in a class, your first approach will usually be through a Classroom Practices Team.

With this approach, the initial work to support students is done through **teachers supporting teachers**. By using a problem-solving process, teachers help each other to find solutions for problem behaviour through strengthened classroom practices and targeted strategies. Effective and inclusive pedagogical approaches usually form part of the solution, as, for many students, learning and behavioural challenges go hand-in-hand.

Any teacher can nominate a student to be referred to a Classroom Practices Team by completing a nomination form. After nominating, they will have the opportunity to attend Classroom Practices Team meetings to speak to the data they have provided. The team discusses the student's behaviour, identifies the function of the behaviour, and develops a plan to support behaviour change. At subsequent meetings, the teacher reports on progress as suggested strategies are implemented.

If the student does not respond to the plan, he or she may then be referred for a Tier Two **targeted intervention**.

For more detailed information about strengthening classroom practices, see section 5.

## TIER TWO INTERVENTIONS

The decision about an appropriate intervention for a student or students will be made by your school's Tier Two Team, in consultation with classroom teachers, other staff (e.g., a senior leader, an RTLB), and other agencies if appropriate.

Several different options may be available. Your Tier Two Team should select the intervention that best addresses the student's needs and the function of their behaviour. Some students may require and benefit from more than one intervention. For example, students who are experiencing behavioural challenges will often also be experiencing challenges with learning and will need targeted support in both areas.



*At a high school in the North Island, Josh has become a source of concern for the pastoral team. His attendance has been dropping off and efforts by the Tier One Team and his dean have not addressed his patterns of truancy. The Tier One Team has recommended that Josh be considered for a Tier Two intervention, as there is a clear need to lift engagement and ensure he stays at school.*

*Attendance and pastoral data shows that Josh tends to avoid classes where he is most challenged academically and in which relationships with other students have become problematic. The Tier Two Team decides that the function of his behaviour is largely avoidance and selects two interventions to recommend to his whānau: one providing academic support, and Check In/Check Out. If truancy continues to be an issue, the school has agreed to refer Josh to 'Rock On'.*

Targeted interventions provide an opportunity for the student to have a personal, positive connection with an adult. This is valuable, because many students who require Tier Two interventions have not had many successful school experiences. This key relationship can help to re-engage a student with school activities and expectations and enable them to accept guidance from a trusted adult. It can also enhance their sense of belonging and safety and their optimism about the potential for academic and social success at school.

When a student is part of a Tier Two intervention, you should ensure that all staff who interact with the student are aware of the intervention so that they can also provide appropriate kinds of prompts and encouragement.

For more information about Tier Two interventions, see section 6.

## EVALUATING OUTCOMES

If a student does not respond to strengthened classroom practices, he or she may need to move to a targeted intervention. You should implement both strengthened classroom practices and targeted interventions for a reasonable period of time and with a level of intensity that matches the student's needs. The Classroom Practices or Tier Two Team will determine what is a 'reasonable period of time' on a case-by-case basis, depending on the nature of the behaviour, the nature and intensity of support, and the frequency of progress monitoring.

If a student does not respond to strengthened classroom practices, he or she may need to move to a targeted intervention.

While there may be some 'quick wins' as a result of a Tier Two intervention, it is more likely that the process will take time, with improvements noted over several weeks or months. It may also be that a student takes some backward steps along the way. It is important that all involved are prepared for this and continue with an optimistic and goal-oriented approach. Problem behaviours take time to unlearn, and replacement behaviours take time to become embedded.

The Classroom Practices or Tier Two Team will develop a system for collecting data to assess each student's response. If the student shows a positive response to a changed classroom practice or intervention, it should be continued and then systematically 'faded' (gradually phased out). Your aim is for the student to develop the skills, attitudes, and strategies to self-manage their learning and behaviour as much as possible, drawing on the support that is typically available to all students.

When a student's progress is less than expected, you may need to replace the changed practice or intervention, or modify or strengthen them. Throughout this process, the classroom teacher should maintain an inquiring mind-set, assessing and reflecting on outcomes for the student and evaluating the ongoing impact of change on learning and relationships in the classroom.

For more information about evaluating the outcomes of strengthened classroom practices and interventions, see sections 5.5 and 6.4.



## 1.6 TOOLS AND ACTION PLANS IN TIER TWO

### TOOLS

As a school embarks on the implementation of PB4L–SW Tier Two, it is essential that all members of the Tier Two Team understand the tools they will be using to collect data, to make decisions, and to monitor and evaluate their progress. Table 1 gives a brief description of each of these tools at the time of this resource's publication.<sup>2</sup>

These tools are used in conjunction with the PB4L–SW Tier Two action plan to keep your team on track for implementing Tier Two with fidelity. (Implementing Tier Two 'with fidelity' means that all the processes and systems have been fully put in place and are operating effectively.)

See section 3.6 for a fuller description of the tools.

*Table 1: PB4L–SW Tier Two tools*

TOOL	PURPOSE
<b>Benchmarks for Advanced Tiers (BAT)</b>	A self-assessment tool, designed to show whether: <ul style="list-style-type: none"><li>• the foundations are in place for implementing Tier Two and Tier Three behaviour support practices</li><li>• a Tier Two system is in place</li><li>• a Tier Three system is in place.</li></ul>
<b>Tiered Fidelity Inventory (TFI)</b>	A single, efficient, valid, and reliable survey for guiding the implementation and sustained use of PB4L–SW across all three tiers. At the time of this resource's publication, the TFI was being trialled in a large number of New Zealand schools.

### ACTION PLANS

An action plan gives your team a framework for thinking about how to complete a specific task or project as efficiently as possible.

Action plans typically include:

- goals
- measures of success
- steps or activities
- timelines
- resources
- people responsible for tasks.

Action plans usually also include a space for indicating when steps or activities have been completed.

See section 3.1 for more detail about action planning, and see Appendix 2 for a sample Tier Two action plan with suggested goals and activities.

<sup>2</sup> Other tools are constantly in development. Refer to PB4L–SW online and to PBIS online for new tools and for the most up-to-date versions of these tools.