School-Wide Tier Two

IMPLEMENTATION MANUAL

ACKNOWLEDGMENTS

Ehara taku toa i
te toa takitahi
engari he toa takitini.

Success is due not to
the work of one
but the work of many.

Contents / Ihirangi

About This Resource
Mō Tēnei Rauemi

The purpose of this resource is to support schools' implementation of Tier Two of the New Zealand Ministry of Education's Positive Behaviour for Learning School-Wide initiative (PB4L–SW). It is designed to accompany team training in Tier Two's behavioural interventions and systems, guided by a practitioner who has a full understanding of PB4L–SW. Those using this resource should start with a strong working knowledge of PB4L–SW Tier One.

The resource has six sections.

Section 1 provides a general overview of PB4L–SW Tier Two, showing how it fits into the wider structure of PB4L–SW and how it works in practice.

> Those using this resource should start with a strong working knowledge of PB4L–SW Tier One.

Section 2 describes the functions and responsibilities of the teams that schools set up to implement Tier Two.

Section 3 describes the systems and processes needed to fully implement Tier Two in schools.

Section 4 shows how to use a Functional Behavioural Assessment to understand the function of a student's behaviour and to then plan appropriate changes to the learning environment.

Section 5 unpacks in depth the main aspects of the Classroom Practices Team's role.

Section 6 describes the main Tier Two interventions, their features, and what is involved in their implementation.

Each section of the resource includes:
- explanations of the steps, systems, processes, and data needed to implement PB4L–SW Tier Two
- activities that guide decision making and support implementation
- sample forms, such as nomination forms and action plans
- examples from New Zealand schools.

Appendices provide support for assessing readiness for Tier Two, a sample Tier Two action plan, the latest version of the BAT assessment tool, and a sample answer to an exercise on Functional Behavioural Assessment.

This resource is supported by a range of web-based materials. Information about these and other resources can be found in the sections **Recommended Resources** and **References**.

SECTION 1
WĀHANGA 1

OVERVIEW OF PB4L–SW TIER TWO

NGĀ KŌRERO MŌ PB4L–SW TE PAE TUARUA

Positive **Behaviour** for Learning

SCHOOL-WIDE

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

TIER THREE (Intensive)

FEW

Supports approximately 5% of students who require individualised interventions tailored to their specific needs and circumstances

TIER TWO (Targeted)

SOME

Provides small-group interventions and strengthened classroom practices for approximately 15% of students requiring additional support

TIER ONE (Universal)

ALL

Establishes the foundation for PB4L–SW through practices and systems for **all** students and staff implemented across **all** settings. Approximately 80% of students will have their needs met by Tier One supports.

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).

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

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,[1] 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.

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[1] 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?

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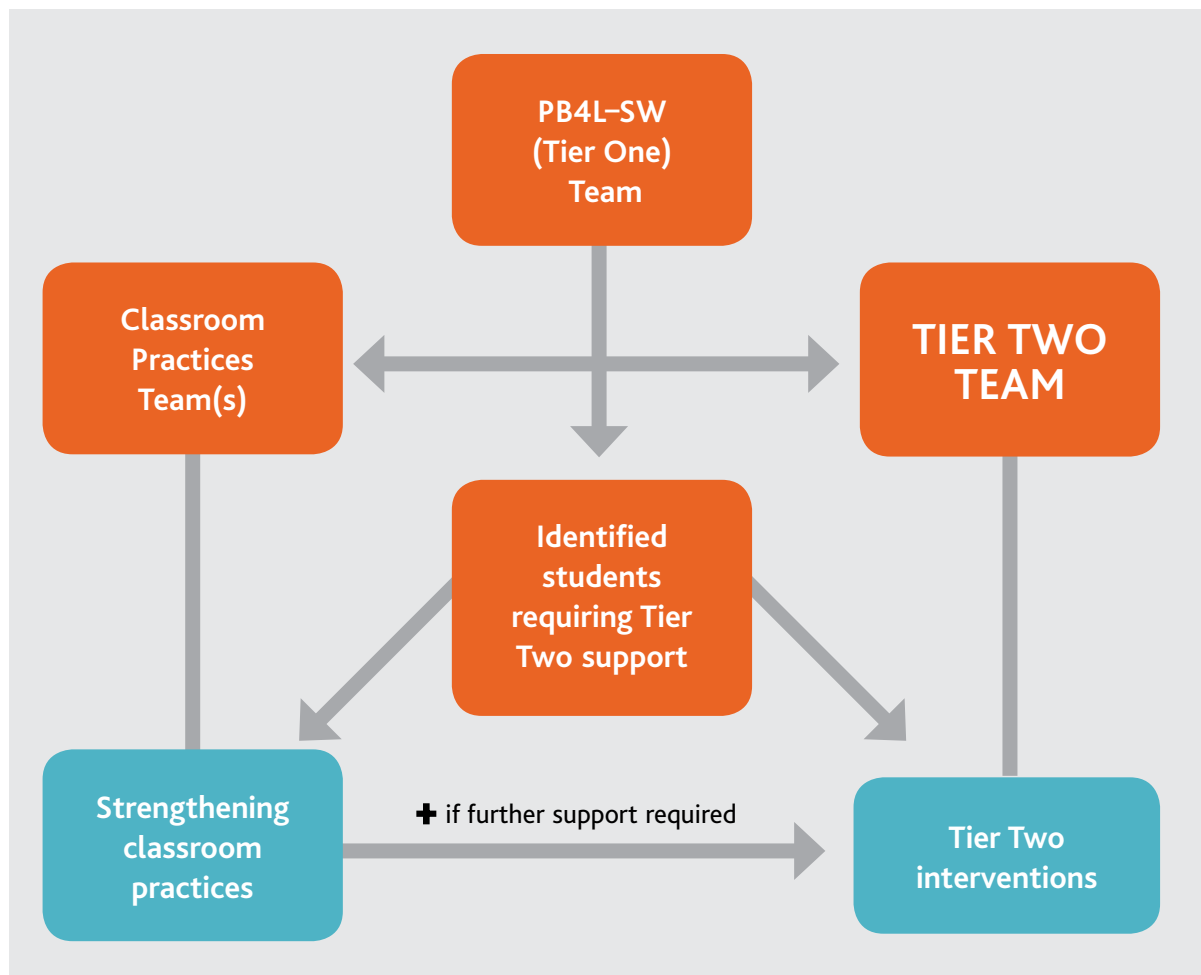
The **Tier Two Team** coordinates the implementation of Tier Two in the school. It has two main functions. One is to liaise with and support the Classroom Practices Team(s). The other is to provide ongoing support to students who are participating in specific interventions and to monitor their progress.

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?

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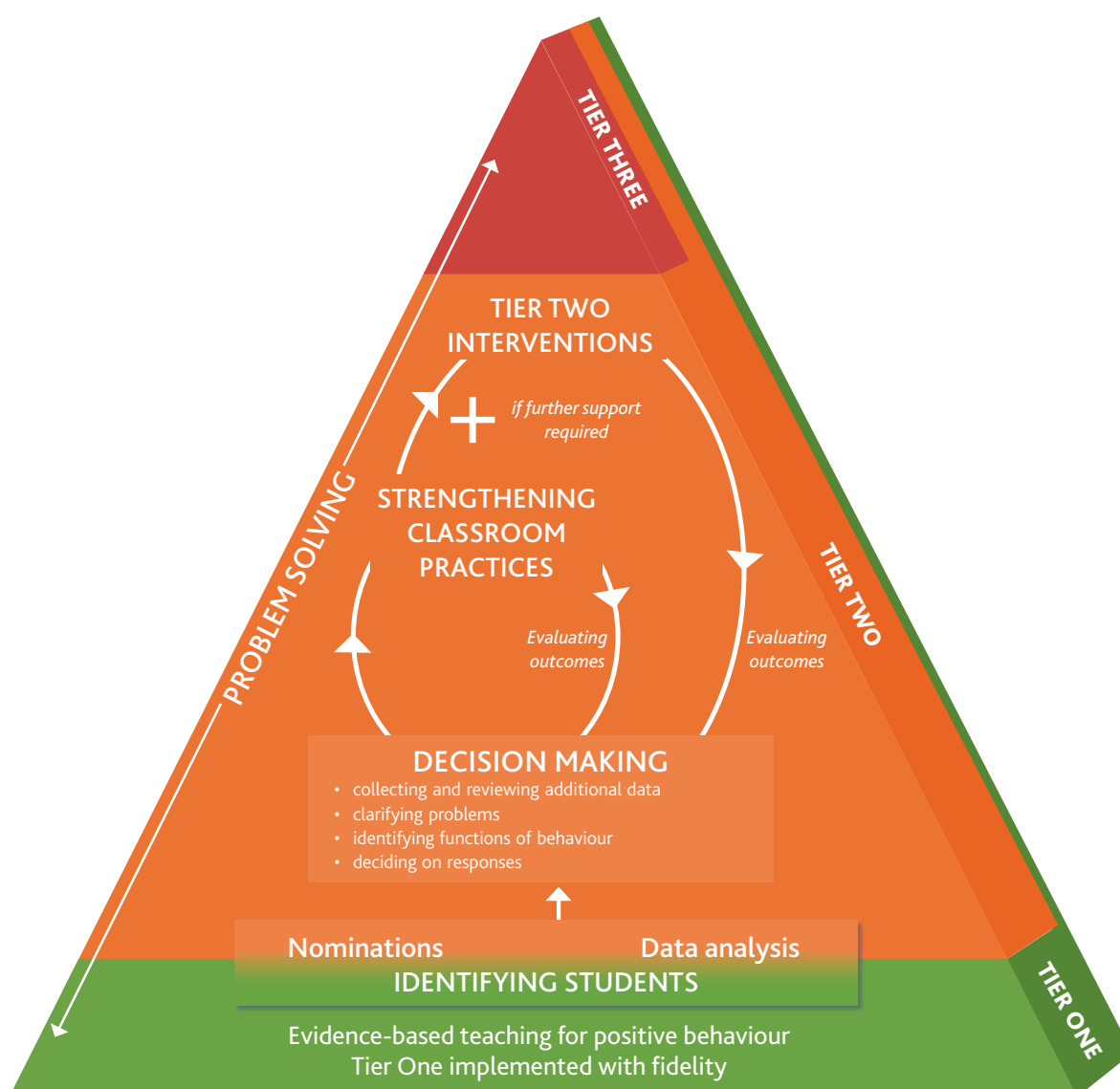
The remainder of this section unpacks each component of Figure 3 in detail, working from the bottom up.

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	
Creating a supportive learning environment	**Encouraging reflective thought and action**
Collaboratively developing behaviour expectations Establishing a supportive physical environment Establishing and explicitly teaching routines Using preventative strategies Providing feedback and encouragement Providing feedback and fair consequences for problem behaviour	Encouraging self-regulated behaviours Supporting students to manage their learning Supporting goal setting and self-reflection on learning and behaviour
Facilitating shared learning	**Providing sufficient opportunities to learn**
Teaching social behaviours for group work Using cooperative learning approaches Helping students to mentor and support the learning and behaviour of others	Presenting information and tasks in a variety of ways to support understanding Providing alternatives for students to demonstrate their learning Supporting student responses Providing choice Structuring tasks strategically

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.[2]

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
Benchmarks for Advanced Tiers (BAT)	A self-assessment tool, designed to show whether: • the foundations are in place for implementing Tier Two and Tier Three behaviour support practices • a Tier Two system is in place • a Tier Three system is in place.
Tiered Fidelity Inventory (TFI)	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.

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[2] 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.

SECTION 2
WĀHANGA 2

WORKING IN TEAMS

TE MAHI Ā-RŌPŪ

Section 2: Working in Teams
Wāhanga 2: Te Mahi ā-Rōpū

The teams responsible for implementing PB4L–SW Tier Two in a school are:

• the PB4L–SW Tier Two Team

• the Classroom Practices Team or teams.

The PB4L–SW Tier Two Team is responsible for the overall implementation and management of Tier Two systems and practices in the school. See section 2.2 for more information about the Tier Two Team.

Classroom Practices Teams are generally syndicate or departmental teams that meet regularly to discuss and resolve curriculum issues and low-level behavioural problems. See section 2.3 for more information about these teams.

Although these teams are responsible for Tier Two, they of course depend on teachers' commitment to change and their day-to-day interactions with students for actual implementation.

2.1 EFFECTIVE TEAM MEETINGS

Time is the most valuable (and scarce) resource for teachers, so it is important that you make sure that all meeting and planning time is used productively and efficiently. Unproductive meetings can dim enthusiasm for a project, while effective team processes can inspire effort and fuel progress.

Effective meetings:

• are well planned and organised

• have clear objectives

• use consensus decision making

• provide closure or allow for follow-up.

To be efficient and effective in meeting its responsibilities, each team must agree on and consistently use procedures for:

• meeting regularly

• assigning and fulfilling functions and responsibilities

• using a standard meeting agenda

• using effective approaches to problem solving.

> Time is the most valuable (and scarce) resource for teachers, so it is important that you make sure that all meeting and planning time is used productively and efficiently.

USING A MEETING CHECKLIST

You can use the following checklist to help evaluate the effectiveness of your team meetings. Although it is intended primarily for Tier Two Teams, a modified version would also be useful for Classroom Practices Teams.

MEETING CHECKLIST

- ◯ Data is distributed to all team members in advance (with guidance if appropriate).
- ◯ Team members come to the meeting with ideas for problem identification statements, including hypotheses.
- ◯ The meeting agenda is distributed in advance and includes items to celebrate and follow-up items from previous meetings and the action plan.
- ◯ The meeting ensures it addresses priority or critical issues determined by data.
- ◯ Items have specific time limits that are adhered to.
- ◯ The meeting starts and ends on time.
- ◯ The team leader moves the team through the agenda.
- ◯ Minutes are recorded and include action plan items, responsibilities, and time frames.
- ◯ The team stays on topic (with the support of the team leader or meeting facilitator).
- ◯ The action plan is reviewed.
- ◯ Team members are clear about what will be done by whom before the next meeting.
- ◯ The team addresses conflict constructively.
- ◯ The team makes decisions by consensus.

Adapted from Florida Positive Behavior Support Project (2002)

MEETING REGULARLY

The frequency of meetings is likely to vary as teams begin their work and then move to implementing and sustaining Tier Two systems and practices.

Classroom Practices Teams should meet regularly (e.g., once a fortnight).

In the early stages of Tier Two implementation, it is important for the PB4L–SW Tier Two Team to meet frequently. At a minimum, your Tier Two Team should meet once a month, with additional meetings scheduled as needed to achieve your goals and planning needs. Tier Two Team meetings should normally last for an hour to allow coverage of all items on the agenda.

2.2 THE PB4L–SW TIER TWO TEAM

The PB4L–SW Tier Two Team has overall responsibility for implementing and managing Tier Two systems and practices in the school. At least one of its members will also be part of the PB4L–SW Team that leads and oversees the implementation of Tier One throughout the school.

Table 2 compares the responsibilities of the PB4L–SW Tier Two Team with those of the school's PB4L–SW Team.

Table 2: PB4L–SW (Tier One) Team and Tier Two Team responsibilities

THE PB4L–SW (TIER ONE) TEAM	THE TIER TWO TEAM
Encourages appropriate behaviour for all students and resolves problem behaviour for 80–90% of students	Oversees support for most of the remaining 10–20% of students who are still exhibiting inappropriate behaviour
Uses school-wide data to monitor systems and practices involving all students and to inform Tier One implementation	Uses data to proactively determine which students need additional academic or social-behaviour support
Designs positive behaviour support for all school settings, making modifications as necessary	Designs positive behaviour support for small groups of students needing additional assistance, making modifications as necessary
Coordinates school, whānau, and community activities in relation to all students	Coordinates school, whānau, and community activities in relation to groups of students needing additional support
Provides ongoing support for all staff members as they implement positive behaviour support strategies	Consults with, and provides ongoing support for, staff whose students have not responded to Tier One
Identifies, and provides training and resources in, Tier One essential features for all staff	Identifies, and helps develop, staff skilled in conducting basic functional assessments and in implementing Tier Two interventions
Shares and celebrates Tier One outcomes with the school community	Shares and celebrates Tier Two outcomes with the school community, while ensuring confidentiality for individual students

At a small school in Invercargill, all staff are on the PB4L–SW Tier One Team. When it came to forming the Tier Two Team, the school wanted to include confident, competent members of the Tier One Team with strong knowledge of the PB4L–SW framework. The Tier Two Team, therefore, is a 'subset' of the Tier One Team, consisting of the principal, deputy principal, a senior teacher, two other staff, and an RTLB. The team coordinates the school's interventions such as CICO and Small Group Social Skills Instruction. It also supports classroom teachers, who recognise that at times they need to change their classroom practice and environment to better support positive student behaviour.

WHAT DOES THE TIER TWO TEAM DO?

The PB4L–SW Tier Two Team implements and communicates Tier Two systems and practices, facilitates students' access to support and interventions, and regularly collects, analyses, and uses data to monitor students' progress and the effectiveness of Tier Two in the school.

IMPLEMENTING AND COMMUNICATING TIER TWO SYSTEMS AND PRACTICES

Your Tier Two Team is responsible not only for implementing Tier Two systems and practices in the school, but also for making sure that these are fully understood and supported by the wider school community.

The team will:

- coordinate school-wide implementation of Tier Two practices and systems
- make sure that all Tier Two strategies and interventions are compatible with the school-wide values and expectations already established for Tier One
- provide Tier Two training and support for school staff
- provide information about interventions to classroom teachers.

FACILITATING ACCESS TO SUPPORT FOR STUDENTS

The Tier Two Team works to establish behaviour support for students who have not responded to the systems and practices put in place for PB4L–SW Tier One.

Your team will:

- provide or support behavioural assessment strategies and interventions
- act as a problem-solving team for students who have not responded to strategies implemented by the Classroom Practices Team(s)
- develop data decision rules[3] for considering students for Tier Two
- match student needs with appropriate targeted interventions, such as Check In/Check Out (CICO) and social skills groups
- meet regularly to review Tier Two implementation, monitor individual students' progress, and review new nominations.

> Tier Two data decision rules are criteria, based on data, that indicate when a student should be considered for Tier Two support.

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[3] Tier Two data decision rules are criteria, based on data, that indicate when a student should be considered for Tier Two support. These rules can also serve as the basis for monitoring students' responses to the support, especially during interventions.

COLLECTING, ANALYSING, AND USING DATA

The Tier Two Team collects, analyses, and uses data to ensure that students are supported with appropriate practices and interventions. Data is also used to monitor the effectiveness of Tier Two in the school.

Your team will:

- monitor the implementation of classroom practices and targeted interventions, and collect data on students' responses
- review data to recommend future action (e.g., maintaining, modifying, intensifying, or fading interventions)
- provide regular data to classroom teachers.

Data collected by the team can be analysed and used to address questions such as the following.

- Are we identifying the right interventions for students?
- Are students receiving support quickly?
- Have we established criteria for accessing, monitoring progress in, and fading an intervention?
- Are students actively participating in interventions?
- Are we implementing interventions as intended?
- Are we monitoring the effectiveness of interventions?

The Tier Two Team at a Taranaki primary school uses an inquiry approach to ensure the ongoing effectiveness of Tier Two interventions. By using a combination of quantitative data and qualitative teacher reporting, and by valuing student and whānau voice, they are able to evaluate the impact of interventions, making changes when needed.

Teachers particularly value the collaborative approach to solving behavioural issues – they say that a culture of 'tautoko' has developed within their teaching and learning hubs and that this is both supportive and enabling. They also value having a menu of interventions available for when strengthened classroom practices have not been successful. They report that this helps them remain optimistic about the potential for progress with groups of students with challenging behaviours.

TIER TWO TEAM MEMBERSHIP

In order to accomplish all the activities and tasks on its action plan, your PB4L–SW Tier Two Team should ensure that all the team's primary functions and responsibilities can be covered through its membership.

A school's Tier Two Team would typically include:
- the school principal or a senior management representative
- a representative from the PB4L–SW (Tier One) Team
- Tier Two intervention coordinator(s)
- a behaviour support specialist (e.g., an RTLB)
- an academic support specialist
- a data analyst.[4]

The principal or senior management representative:
- supports the Tier Two systems and processes by attending meetings, allocating resources (time and staff), and communicating with staff about the initiative
- gives final approval of plans
- recognises and acknowledges the efforts of participating staff
- ensures that there is planned and regular communication with whānau about the positive impact of Tier One and Tier Two.

The representative from the PB4L–SW Team:
- actively participates in both the PB4L–SW and Tier Two Teams
- facilitates two-way communications and processes.

It is best if the membership of your Tier Two team remains constant (i.e., the same people participate in each meeting and work together to accomplish items from the action plan) while Tier Two systems and processes are being established. After that, periodically 'swapping out' one or two members will build wider capability in your school and refresh the team.

Some members of the team may attend for only part of a meeting – for example, intervention coordinators will regularly participate but may not be required for the whole of each meeting. Also, teachers who are not members of the team may attend parts of a meeting when a student from their class is being discussed.

> Periodically 'swapping out' one or two members will build wider capability in your school and refresh the team.

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[4] Note that in small schools, one person may need to act in several of these roles.

TEAM FUNCTIONS AND RESPONSIBILITIES

In order to effectively and efficiently accomplish all the tasks and activities on its action plan, the work of your Tier Two Team will need to be shared.

Effective teams usually have several functions identified to make processes run more smoothly. Because all members of the Tier Two Team are responsible and accountable for the initiative's success, each member of the team will have specific tasks and responsibilities, in accordance with their assigned function(s).

Table 3 provides a list of suggested team functions and responsibilities. Depending on the size of your school and Tier Two Team, you may not require all of these functions, but you will almost certainly need:

- team leadership
- secretarial duties/note-taking
- database management
- behavioural and/or academic expertise
- coordinating interventions.

Functions are usually assigned according to the interests and specific skill sets of individual team members. However, some teams opt to rotate functions around all team members in order to build the experience and skills of participants and avoid an over-reliance on a few. In smaller schools, some team members may need to undertake more than one function.

Table 4 shows the contribution made by each of the different functions of the Tier Two Team before, during, and after each team meeting.

The activity following Tables 3 and 4 will help your team to assign functions to individual team members, according to their interests and skill sets.

Table 3: Tier Two Team functions and responsibilities

TIER TWO TEAM FUNCTIONS AND RESPONSIBILITIES	
Function	**Suggested responsibilities**
Team leadership	• Developing agendas and sending them to team members • Leading team meetings and the evaluation of each meeting • Working with intervention coordinator(s) to identify priority students to be discussed during team meetings • Attending cluster meetings
Secretarial duties	• Notifying and reminding members about meetings • Reviewing time-slots on the agenda and using established signals to keep the team on task • Keeping minutes of meetings and distributing them to members
Database management	• Receiving new nominations for Tier Two support • Presenting student data during team meetings • Helping the team summarise data to make decisions • Preparing reports • Gathering additional data as needed • Sharing data highlights with staff
Coordinating communication	• Leading the planning for communication with staff, students, whānau, and community • Collecting, compiling, and sharing input and feedback • Coordinating communication between the team and staff, students, whānau, and community • Leading the planning for activities to recognise successful efforts • Preparing and providing updates for the team on the activities
Maintaining records and archives	• Distributing updates of guidelines, templates, and forms • Discussing and listing files to add to database • Maintaining an electronic database, with regular back-ups
Behavioural and/or academic expertise	• Understanding, identifying, and explaining functions of behaviour • Using student data to select appropriate classroom strategies and interventions • Sharing their expertise in academic assessment and effective, inclusive classroom pedagogies • Coaching staff to develop their knowledge and skills in effective strategies to support learning and positive social behaviour
Coordinating interventions	• Establishing and managing all aspects of their assigned intervention • Managing day-to-day activities associated with the intervention (including venue and personnel) • Ensuring fidelity as the intervention is implemented • Providing staff development for all involved with the intervention • Working with the team leader to identify priority students to discuss during team meetings • Processing referrals • Collecting and reviewing data to monitor student progress • Reporting student progress to team meetings, and discussing next steps for students • Sharing data with students' teachers

Table 4: Tier Two Team functions and responsibilities before, during, and after meetings

	Before team meeting	During team meeting	After team meeting
Team leadership	Develop agenda with input from team and reference to the action plan. Send agenda to team members.	Facilitate meeting. Lead the evaluation of the meeting.	Follow up on assigned tasks and seek feedback/input from team members/staff.
Secretarial duties	Provide meeting reminder to team.	Keep meeting minutes. Maintain time parameters. Use established signals to keep team on task.	Distribute team minutes to members.
Database management	Prepare summary of student progress monitoring data (e.g., incident data, or data from Big 5 reports on target groups of students). Prioritise which students will be reviewed. Gather any new nominations.	Present update on data and facilitate focused conversation. Discuss any nominations or requests for assistance for new students.	Share data highlights with staff. Collect any other necessary data.
Coordinating communication	Collect and compile feedback and input from staff. Prepare summary of staff recognition activities.	Share compiled feedback and input from staff. Lead planning for stakeholder communication. Provide update and lead planning on staff recognition activities.	Provide updates to staff. Coordinate stakeholder communication (e.g., via emails, newsletters, website). Coordinate activities recognising staff.
Maintaining records and archives	Prepare up-to-date records on the implementation of Tier Two processes. Distribute updates of guidelines, templates, and forms.	Lead discussion on any new files. Offer tools and information to assist with team activities. Make sure all decisions are based on data.	Maintain electronic database, backing up regularly.
Behavioural and/or academic expertise	Review data for prioritised students.	Lead discussion about prioritised students, including academic difficulties and the functions of behaviour. Suggest appropriate responses, including specific interventions.	Follow up the nominations of students with the Classroom Practices Teams or intervention coordinator.
Coordinating interventions	Check on how the students involved in targeted interventions are getting on, and prepare reports based on data about their progress. Make sure that staff involved in the interventions are supported and kept up to date.	Report to the meeting about students' progress and discuss next steps.	Share data and next steps with the students' teachers.
All members	Review meeting notes. Preview agenda. Bring completed materials.	Follow meeting norms. Provide feedback/input.	Set a positive tone and example. Complete assigned tasks. Provide support to staff for identified aspects of Tier Two.

ACTIVITY: ALLOCATING FUNCTIONS TO TIER TWO TEAM MEMBERS

Add the name of each member of your school's Tier Two Team, and then discuss and assign team functions, matching each to a person whose strengths match the responsibilities. Then check to see which (if any) functions have not been allocated.

Member	Name	Team leadership	Secretarial duties	Database management	Coordinating communication	Maintaining records and archives	Behavioural and/or academic expertise	Coordinating interventions
Principal/senior management representative								
Tier Two intervention coordinator(s)								
Behaviour support specialist								
Academic support specialist								
PB4L–SW Team representative								
Data analyst								
Others (including classroom teachers)								

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

COMMUNICATION

One of your Tier Two Team's most important tasks is to keep all staff, students, and whānau informed about the implementation of Tier Two. Regular sharing of updates and information with staff, students, and whānau promotes buy-in, sustains and enriches interest, and maintains ongoing commitment to PB4L–SW.

The creation of a communication system must be intentional and strategic. Ideally, an effective communication system will already have been developed during the implementation of PB4L–SW Tier One. However, as you begin the work for Tier Two, it is a good time to revisit existing communication strategies and consider the extent to which these need revision.

Any communication plan should include provisions for:

- sharing ongoing information
- presenting data
- obtaining feedback from staff, students, whānau, and community.

Your means of communication could include:

- the school's website and intranet
- newsletters
- staff meetings
- posters and bulletin boards
- data displays
- open evenings and whānau hui.

Feedback and input, from staff, students, whānau, and community, are essential parts of the communication plan.

Feedback and input, from staff, students, whānau, and community, are essential parts of the communication plan. For example, you could gather feedback by providing a comments or suggestion box, by identifying specific people to contact (according to year level, team, or department), or by encouraging emails and online feedback (e.g., via the school's intranet).

A Whānau Group is an important way of ensuring two-way communication. It supports Māori whānau to meet regularly to discuss achievement and behaviour, provide input into school decision making, and monitor the cultural response of the school. The group can also ensure that new Māori whānau learn about PB4L–SW and are encouraged to participate and contribute to its ongoing implementation, with a focus on benefits to Māori tamariki and rangatahi.

Teams should build time into team meetings to consider communication needs relative to the agenda items being discussed. At the conclusion of your meetings, consider these questions:

- *What* needs to be communicated?
- *Who* do we need to share this with?
- *How* should it be communicated (e.g., formally or informally, and by what means)?
- *When* should it be communicated?
- *Who* will be responsible for the communication?

Although your team's communication coordinator may assume primary responsibility for organising and maintaining the communication system, the team will need to assist with planning and selecting what will work best for your school and stakeholders. To ensure that you have a *systematic* way to communicate with the Tier One Team, staff, students, whānau, and your community, a full plan should be created.

You can use the activity overleaf to document your team's plans for communication with each of these groups.

The Tier Two Team at a Northland secondary school brought Māori whānau together to discuss the ways in which Tier Two would provide additional support to students who need it. At a whānau hui, the team explained how PB4L–SW Tier One was supporting 80% of students to be socially successful and thanked whānau for their engagement with PB4L. They then shared trend data showing a reduction over time in stand-downs and suspensions since launching PB4L.

Members of the Student Council shared positive stories about ways in which the culture of the school had become safer and friendlier. Practices and systems for Check In/Check Out were explained and the importance of ongoing whānau support and participation was highlighted. A member of the Tier Two Team was identified as a key 'go to' person for any future questions or concerns about Tier Two, and whānau put forward their ideas on the best ways of keeping them informed and involved with PB4L–SW.

ACTIVITY: DOCUMENTING PLANS FOR COMMUNICATIONS

Complete the middle column, thinking about *what* will need to be communicated to each stakeholder group and *how* and *when* this should occur. Then in the right-hand column, name the person from the team who will take prime responsibility for communicating with that group.

COMMUNICATION PLAN FOR TIER TWO TEAM		
Stakeholder group	Strategies for communicating with stakeholder group	Person responsible
Senior leadership		
Tier One Team		
Staff		
Students		
Whānau		
Wider community		

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

2.3 CLASSROOM PRACTICES TEAMS

Classroom Practices Teams are at the heart of Tier Two implementation. For many of your teachers who nominate students for Tier Two support, the sharing of expertise and guidance within a Classroom Practices Team will be sufficient to help them support behaviour change and re-engage students socially and academically in their classrooms.

A Classroom Practices Team generally has about five members. Two or three of these are usually 'permanent' members – the representative from the Tier Two Team, a pedagogical leader such as a syndicate or departmental head, and, at times, a year-level dean. The remaining members are teachers whose students have been referred to the team for support through strengthened classroom practices.

Classroom Practices Teams are often able to resolve relatively low-level behavioural, social, or learning difficulties by using a collaborative problem-solving approach. Because of this collaboration, they work best when there is a broad range of experience and expertise at the meeting.

The work of the team is iterative, involving a cycle of problem identification, sharing and inquiry, trialling and data gathering, evaluation of progress, and further trialling.

At your school's Classroom Practices Team meetings, members will:
- discuss students in their classes whose behaviour is inappropriate
- identify students who share similar needs and functions of behaviour
- use problem-solving methods, such as reflective questioning, to strengthen their classroom practice and to plan strategies for supporting these students.

Your Classroom Practices Team(s) should develop a schedule to complete tasks – for example:

Meeting 1	Discuss students who have been nominated for Tier Two support. Review data on them and analyse the functions of their behaviour.
	Brainstorm inclusive strategies to support learning and positive social behaviour. Identify particular strategies to trial.
	If necessary, allow for some inquiry time between meetings to research evidence-based strategies that target particular concerns (e.g., strategies for supporting self-management).
Meeting 2 (approx. two weeks later)	Review progress of previously identified students.
	Repeat the above process for newly identified students.
Ongoing meetings (fortnightly or as required)	As for Meeting 2

To ensure its meetings are efficient and productive, your Classroom Practices Team(s) should consider using a standard meeting agenda (see section 2.4). Whatever the approach, meetings should engender a strong sense of whanaungatanga as teachers support teachers, sharing responsibility for the professional and personal challenges of teaching and celebrating successes in the classroom.

THE TIER TWO TEAM REPRESENTATIVE'S RESPONSIBILITIES

The representative from your PB4L–SW Tier Two Team who attends a Classroom Practices Team's meetings is the link between the two teams.

The representative will:

- guide the Classroom Practices Team through the process of defining the problem behaviour, deciding its function, identifying a replacement goal, and selecting appropriate strategies
- refer students to the Tier Two Team for additional support if problem behaviours continue after the agreed strategies have been implemented
- notify the Tier Two Team leader of student names to be added to the Tier Two Team meeting agenda
- serve as a general resource to assist teachers in supporting students with behavioural concerns.

TEACHERS' RESPONSIBILITIES

As discussed above, teachers attend Classroom Practices Team meetings when one or more of their students have been referred to the team for support. This is the case in primary and intermediate schools. However, it is obviously not feasible for all the teachers of a referred student in a secondary school to attend the meeting. In this case, the teacher or teachers attending should have a good relationship with the student and strong knowledge of them to bring to the discussion; and the student's other teachers should be kept informed and asked to contribute data where appropriate.

> All teachers should regularly track data to identify students who may need Tier Two support.

Regardless of whether they are currently attending Classroom Practices Team meetings, all teachers should regularly track data to identify students who may need Tier Two support. Students may be nominated for Tier Two support and referred to a Classroom Practices Team when data shows they meet the school's PB4L–SW data decision rules.

For example, any one of the following could serve as the basis for a data decision rule:

- the student has been involved in _____ major behavioural incidents
- minor behavioural incidents persist, with _____ incidents entered into the data system
- the student's attendance is a concern, with _____ absences per term
- the student's academic performance is well below expectations
- there are concerns about internalising behaviours.

For more information about identifying students who require Tier Two support, see sections 3.2–3.5.

Your school's classroom teachers will be responsible for ensuring that agreed strategies are implemented consistently, every day. They will need to collect and review data to determine each student's response. Accurate data is essential for deciding whether the strategies should be continued, changed, or faded, and whether the student needs to be referred for a targeted intervention.

At a Christchurch intermediate school's Classroom Practices Team meeting, two teachers who work collaboratively in a large learning space report on progress in promoting self-regulated, engaged behaviour. They have been trialling strategies to support three students whose behaviour suggested they were trying to avoid independent work. At an initial planning meeting, the Classroom Practices Team had helped the teachers to reflect on questions such as:

- *Are there routines that support the desired behaviour? (e.g., how to ask for help, how to work with partners)*
- *Do we need to check in with the students more often? (e.g., precorrect, then check in after 5 minutes, then at 10-minute intervals)*
- *Would having choices about how to complete or present the work, or in what order to do it, help to keep the students engaged?*
- *Do we acknowledge the students when the problem behaviour does **not** occur?*
- *Do we provide cues and reminders for upcoming transitions to new activities or settings?*
- *Do the students have the necessary skills and materials to complete the task? If not, what targeted support should we provide?*

As a result of reflective discussion about the questions above, the teachers had decided to trial three key strategies:

- *helping the students to set mini goals and checking in with them frequently*
- *increasing the frequency of positive, constructive feedback*
- *providing a menu of choices for completing work (how, when, where, who with).*

At the next two meetings, the teachers reported on progress and took on board suggestions from colleagues. Now, after six weeks, they are able to report positive change; they have been able to reduce the intensity and frequency of checking in and feedback because the three students now regularly work independently. The menu of choices has proved beneficial for the whole class and become standard practice as a result of its trial. The Classroom Practices Team determines that there is no current need for a Tier Two intervention for these students.

ACTIVITY: ESTABLISHING YOUR SCHOOL'S CLASSROOM PRACTICES TEAM(S)

Once your school has its Tier Two Team established and a system in place for identifying students at risk of problem behaviour (a nomination process, data decision rules, etc.), then it is time to establish one or more Classroom Practices Teams.[5]

1. To do so, first meet with the principal to agree on who the Tier Two Team representative(s) and pedagogical leader(s) should be for your intended Classroom Practices Team(s).
2. Then bring the team(s) together to discuss their role within Tier Two.
3. Next, plan for specific training for team members and more general training for staff.
4. To support you in this, you may find it helpful to work through Goal 4 of the action plan in Appendix 2; its planning template is reproduced below.

Steps/Activities	Timeline	Resources	Responsibility	Date completed
Discuss and agree with the principal who the Tier Two Team representative(s) and pedagogical leader(s) should be for intended Classroom Practices Team(s).				
Convene the team(s) and provide general information and training on their role.				
Provide specific training to team members in assisting teachers to examine their classroom practice, in conducting simple FBAs, and in identifying strategies to support behaviour change.				
Provide training for all staff in the Tier Two nomination process and in collecting data for data decision rules and to support nominations.				

[5] Note that there may already be established syndicate or year-level teams in your school that can fulfill the function of Classroom Practices Teams.

2.4 USING A STANDARD AGENDA FOR PLANNING, RECORDING, AND EVALUATING MEETINGS

To make the best use of people's valuable time, your Tier Two meetings need to be as efficient as possible. For this reason, PB4L–SW teams are encouraged to use a standard agenda for planning and evaluating meetings and for taking minutes.

An effective team agenda includes:

- a record of the date and venue of the meeting and those attending
- planned agenda items
- time designated for each agenda item
- known tasks that will need to be completed after the meeting
- the next meeting date.

The agenda should be informed and driven by the action plan.

Often the template for the *agenda* can be used to record the *minutes* of the meeting. Overleaf is a template for Tier Two Team meetings that can be used for both purposes, as illustrated in the examples that follow the template.

TEAM MEETING AGENDA TEMPLATE

DATE	TIME	LOCATION
Today's meeting		
Next meeting		

Present:

Agreed protocols:

Planned agenda items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?

Additional items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?

EVALUATING THE IMPACT OF TEAM MEETINGS

	Yes	So-so	No
Was today's meeting a good use of our time?			
In general, did we do a good job of *tracking* whether we're completing the tasks we agreed on at previous meetings?			
In general, have we done a good job of *completing* the tasks we agreed on at previous meetings?			
In general, are the completed tasks having the *desired effects* on student behaviour?			

If some of our ratings are 'So-so' or 'No', what can we do to improve things?

POTENTIAL ISSUES RAISED DURING DISCUSSION

1
2
3

EXAMPLE: HAPPY VALLEY SCHOOL – TIER TWO TEAM AGENDA

	DATE	TIME	LOCATION
Today's meeting	March 1, 2017	3:30 – 4:15	Conference room
Next meeting	March 15, 2017	3:30 – 4:15	Conference room

Present: Hera Smith (Team leader), Deb Childs (Administrator), Emeli Mitchell (Intervention coordinator), Tom Johnson (Recorder), Diane Feeley (Data manager)

Agreed protocols:
- Begin and end on time.
- Be an active listener.
- Stay on topic.
- Follow through on all assigned tasks.

Planned agenda items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
1. Review of data from student Positive Progress Records for CICO Pilot	10 minutes			
2. New students meeting a data decision rule for Tier Two consideration	5 minutes			
3. Review of action plan steps	5 minutes			
4. Intervention guidelines follow-up discussion	15 minutes			
5. Staff CICO training	5 minutes			

EXAMPLE: HAPPY VALLEY SCHOOL – TIER TWO TEAM MEETING MINUTES

	DATE	TIME	LOCATION
Today's meeting	March 1, 2017	3:30 – 4:15	Conference room
Next meeting	March 15, 2017	3:30 – 4:15	Conference room

Present: Hera Smith (Team leader), Deb Childs (Administrator), Emeli Mitchell (Intervention coordinator), Tom Johnson (Recorder), Diane Feeley (Data manager)

Agreed protocols:

- Begin and end on time.
- Be an active listener.
- Stay on topic.
- Follow through on all assigned tasks.

Planned agenda items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
1. Review of data from student Positive Progress Records for CICO Pilot	10 minutes	5 students are currently participating in CICO. A review of their graphs shows that 4 are at or above their goal of 80%, so they will continue, with a data review scheduled in 2 weeks to see if they meet the data decision rule for fading at that time.	Diane Feeley	March 15
		One student's data was reviewed due to a poor response. We determined that, in this case, CICO is not being implemented with fidelity – the Positive Progress Record is not consistently completed and the student is not consistently checking out. Emeli will retrain the classroom teacher on completing the record and providing positive feedback and will also arrange for an older student on the intervention to be responsible for picking up the student for check-out.	Emeli Mitchell	March 7
		The student's graphs will be brought to the next team meeting.	Diane Feeley	March 15
2. New students meeting a data decision rule for Tier Two consideration	5 minutes	Diane reported that no new students have met a data decision rule for Tier Two.		

Planned agenda items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
3. Review of action plan steps	5 minutes	At our last training, we documented action plan steps and assigned responsibilities and timelines for completion.	Tom Johnson	March 12
		Tom reported that the team is continuing work on the Tier Two information for staff as well as developing orientation materials for staff, students, and whānau. He will place the documents in the team members' mailboxes by March 12, and team members will provide written feedback and return it to his mailbox.		
		Deb Childs reported that she has met with 2 staff members, Ida Rose and Jerry Thomas, about becoming additional CICO facilitators next year. They have agreed and will need training. Emeli will contact them to arrange their training.	Emeli Mitchell	May 1
4. Intervention guidelines follow-up discussion	15 minutes	At our last team training, we reviewed and practised with our intervention guidelines as a possible tool to use for collecting and documenting student information, identifying the problem, selecting and planning the intervention, setting goals, and tracking student and adult response to the intervention. All team members reported they had reviewed the guidelines after the training and see them as a useful tool for data collection and decision making.	All team members	May 1
		Several members have expressed concern about the capacity of teachers to complete them for each student. Deb Childs reconfirmed that teachers will only complete the first two pages, and the team will complete the remainder.		
5. Staff CICO training	5 minutes	Right now, the only staff trained in completing the Positive Progress Record and providing positive feedback based on it are those teachers involved in the pilot. When we go full scale next year, we will need everyone trained. Deb Childs reported that she will schedule 45 minutes for staff CICO training to take place by May 1. We will use PBIS materials and videos as resources for this training.	Deb Childs	May 1

Additional items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
Updating the BAT	5 minutes	The Tier Two Team needs to take the BAT to the next Tier Two cluster meeting on April 15. We will work on the BAT during our March 29 team meeting. Tom will bring the hard copy, and Diane will have the Scoring and Results Spreadsheet downloaded onto her computer for data entry.	Tom Johnson Diane Feeley	March 29

POTENTIAL ISSUES RAISED DURING DISCUSSION

1	Need to make sure any staff who miss the 1 May training are up to speed on how to use and complete the Positive Progress Record.
2	How to ensure long-term relievers know about the intervention guidelines.

EVALUATING THE IMPACT OF TEAM MEETINGS

	Yes	So-so	No
Was today's meeting a good use of our time?	✓		
In general, did we do a good job of *tracking* whether we're completing the tasks we agreed on at previous meetings?	✓		
In general, have we done a good job of *completing* the tasks we agreed on at previous meetings?	✓		
In general, are the completed tasks having the *desired effects* on student behaviour?	✓		

2.5 WORKING SMARTER

Whenever you are beginning something new, it is a good idea to step back and reflect on the work you are doing at the moment. The implementation phase of PB4L–SW Tier Two is a good time to reflect on your school's existing initiatives. For example, you could ask:

- What is the intent of each initiative?
- Who is it expected to impact?
- What staff are involved?
- How has it contributed to improvements in student behaviour and/or learning?
- How does it relate to your school's improvement goals?
- Which students still require more intensive and targeted support?

Compiling this information will help your team make decisions about consolidating committees, allocating functions to staff, introducing or eliminating initiatives, and generally working smarter rather than harder.

For example, your Tier Two Team could use the following activity (Working Smarter) to identify all current and planned initiatives that are specifically related to improving student behaviour in your school (e.g., the PB4L–SW and Tier Two Teams, Classroom Practices Team(s), Restorative Practice initiatives, and targeted Tier Two initiatives, such as Check In/Check Out, social skills groups, and Check & Connect).

For each group or initiative, first use the form to identify:

- the purpose of the work
- the intended outcomes
- the students who are targeted
- the staff involved
- the related goal(s) from the School Development Plan.

> Whenever you are beginning something new, it is a good idea to step back and reflect on the work you are doing at the moment.

Then consider each group or initiative, and ask:

- To what extent are they reaching the goal(s) set out in the plan?
- Is there a clear purpose, and are there identified outcomes?
- Have the outcomes been evaluated?

Reflect on the work as a whole, and ask:

- Is there any overlap between the initiatives?
- Do all efforts have measurable outcomes?
- Could the work of some initiatives or groups be combined?
- Are some staff serving on multiple teams? If so, is this manageable?
- How might you adjust in order to work smarter?

ACTIVITY: WORKING SMARTER

In the left-hand column, list all behavioural initiatives currently in your school. Then complete the row for each initiative. Discuss the results, checking for clarity of purpose and outcomes for each initiative and whether outcomes and success in meeting goals are being evaluated. Are there some changes you could recommend in order to work smarter – for example, could some initiatives be combined?

SCHOOL DEVELOPMENT PLAN GOAL					
STAFF INVOLVED					
TARGET GROUP					
INTENDED OUTCOMES					
PURPOSE					
INITIATIVE					

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

SECTION 3
WĀHANGA 3

TIER TWO PROCESSES

NGĀ TUKANGA A TE PAE TUARUA

Section 3: Tier Two Processes
Wāhanga 3: Ngā Tukanga a te Pae Tuarua

During the implementation stages of Tier Two, teams use three broad processes to effectively guide their work and sustain their effort:

- action planning
- using data to identify students who require support
- monitoring and evaluation.

This section unpacks these three processes and the Tier Two tools that support them.

3.1 ACTION PLANNING

Your PB4L–SW Tier Two Team will use action planning to record a list of all the tasks needed in order to meet a goal or objective. The action plan helps the team to keep on track and to approach the tasks as efficiently as possible. It also increases the likelihood that support will be provided and sets up a process for ongoing adaptation.

Action plans typically include the seven features described in Figure 4 overleaf, which also shows part of a sample action plan, completed as an example.

A full action plan, including suggested goals, success measures, and activities, can be found in Appendix 2. Many schools have found it helpful to use and adapt this plan for their own action planning.

STEPS OR ACTIVITIES

Once the team has identified its goals and formed a clear picture of what success will look like, you can begin brainstorming a list of all the things that need to be done to achieve the goals. Try to put the tasks and activities into a logical progression by asking:

- What is the first action we'll need to take?
- What comes next?
- Should some activities be prioritised to meet specific deadlines?

DATE COMPLETED

Finally, the action plan should allow for indicating when activities have been completed.

PEOPLE RESPONSIBLE

This step is the delegation process. Which tasks should be delegated to specific team members or others? This is a good accountability mechanism to help make sure the work gets done.

RESOURCES

During the planning process, it is helpful to think about the resources you will need to complete the tasks. What materials or assistance will you need?

TIMELINES

Next, match your steps or activities with timelines. What can you realistically expect to accomplish in a certain time? Remember that, while timelines help with accountability, they may change as you move forward.

GOALS

As Tier Two is implemented in your school, goals or needs for development will emerge. These goals can be drawn from items in the Benchmarks for Advanced Tiers (BAT) and answer the question 'What things do we need to do in order to move our work forward?'

MEASURES OF SUCCESS

Having identified your goals, you need to consider how you will know that you have met them and been successful. What completed guidelines, templates, forms, data, or processes will be in place when you have finished your work?

Goal 1: Assess implementation of PB4L–SW Tier One and readiness for Tier Two

Measure of success: Tier Two readiness analysis completed, with action plan steps or activities for any indicators not in place

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Make sure that PB4L–SW Tier One systems and processes are in place, as measured by scores on the School-Wide Evaluation Tool (SET) and the Benchmarks of Quality (BoQ).	By end of March	SET and BoQ tools	Tier One Team	
Complete Tier Two readiness analysis.	By 15th April	Tier Two readiness analysis checklist	Principal, Tier One coach, BOT chair	
Identify Tier One action plan steps for indicators not in place, based on the Tier Two readiness analysis.	By end of April	Tier One action plan template	Tier One Team members	

3.2 IDENTIFYING STUDENTS WHO REQUIRE TIER TWO SUPPORT

The methods your school uses for identifying students in need of Tier Two support should be efficient in terms of cost and time requirements from school staff. No single method is likely to identify all students in need of Tier Two support. It is most likely that your school will use teacher nominations based on established data decision rules in combination with the global oversight of data that the Tier One Team maintains.

As part of this, you should consider whether a student's behaviour or performance is significantly different from that of their peers in the same environment. When a number of students are experiencing behavioural and/or academic challenges, the Tier One Team should first make sure that Tier One systems and practices have been fully implemented across the school. For example, if several students in the same classroom have been identified as at risk, classroom observations can be carried out to check whether Tier One supports and appropriate teaching strategies are being consistently and effectively implemented. This should be a supportive process, carried out by teaching colleagues as part of the ongoing review and strengthening of Tier One across the school. Where aspects of Tier One need to be refreshed or strengthened, teachers should be supported to do this before Tier Two classroom practices and interventions are introduced.

The two main interlinked methods used to identify students are discussed in the following two sections. They are:
* analysis and regular monitoring of existing school data
* nominations by staff, whānau, or students.

3.3 ANALYSIS OF EXISTING SCHOOL DATA

Your school's PB4L–SW (Tier One) Team will regularly examine behavioural incident, attendance, and academic data to ensure that students at risk are identified and supported through Tier Two practices and interventions where needed. For example, the team can use the Big 5 data produced once Tier One is implemented to systematically identify groups of students at a particular year level who require Tier Two support and to examine specific trends across the school in relation to year level, location, types of problem behaviour, and so on. (See sections 8.4–8.6 of the Tier One manual for detailed information about using and interpreting Big 5 data.)

The data that might indicate a student or group of students is at risk includes:

- behavioural incident referrals (also known as office disciplinary referrals, or ODRs)
- attendance data
- information on progress and achievement from teacher-student discussions, teacher observations, and student tasks and artefacts
- 'formal' assessment results, such as from PATs, e-asTTle, or GloSS
- data on achievement in relation to curriculum expectations or NCEA.

The analysis of such data could identify:

- teachers and classes who may be in need of additional support in relation to teaching for positive behaviour
- students who could benefit from strategies such as daily monitoring, increased positive feedback, an adult mentor, a simple school-based behavioural plan, or a behavioural plan coordinated between home and school
- small groups of students with similar behavioural problems, who may need more intensive instruction in social skills or replacement behaviours through a Tier Two intervention
- students who need additional academic support or help with self-management or organising their learning.

In the same way that a variety of assessment information allows teachers to make an overall judgment about student achievement, a combination of quantitative and qualitative information about students' social and learning behaviours will inform decision making about the need for Tier Two support for students. This is especially important if a student has not responded to support from a Classroom Practices Team and has been referred back to the Tier Two Team.

A Southland high school uses a combination of quantitative and qualitative data to confirm the need for a Tier Two intervention when a referral from a Classroom Practices Team has been made. The quantitative data includes major and minor behavioural incident data as well as attendance data. Added to this is information about achievement and learning behaviours from the teachers who are most directly involved with the student. A conversation with whānau and the student about their concerns and aspirations adds to the picture. This process leads to a detailed understanding of the student's strengths and areas for development and clarifies the need for a Tier Two intervention. While the objectivity of the quantitative information is important for this process, the perspectives of teachers and the voices of the student and their whānau are equally valued.

DATA DECISION RULES

Most schools support the process of identification by developing data decision rules[6] for use by PB4L teams and by teachers to trigger a discussion about a student who may be at risk of experiencing behavioural, social, emotional, or learning challenges. After reviewing the student's data, the Tier Two Team will determine whether or not additional support is warranted.

Ideally, data decision rules identify students who are in need of more intensive support *before* their patterns of behaviour become a chronic or major problem. The goal is to support early identification of students who may be at risk.

The most common data decision rule in PB4L schools relates to behavioural incident referrals. Each school will have decided that once any student receives a certain number of behavioural incident referrals, the Tier One Team will automatically schedule a review of that student's referrals and other relevant data during the next team meeting.

But what should that number of behavioural incident referrals be? The international 'benchmark' – used, for example, within PBIS in the United States – is 3–5 referrals within a 12-month period. Typically, a school will narrow down this 3–5 range. One approach for doing this and establishing a clear decision rule is to examine student data from previous years, using the following process:

1. Review the list of students who received documented behavioural incident referrals, and consider which of those students your school would categorise as being in the 'at-risk', rather than the 'high-risk', range.

2. Identify the range of 'at-risk' referrals (that is, the lowest and highest numbers of referrals received by students perceived to be 'at risk').

3. Discuss this range, and as a team determine the number of incident referrals that best depicts the early signs of risk in your school. This number can then be used as one of your school's data 'triggers' for identifying at-risk students.

The same process can be repeated for other types of commonly collected data. The template in the next activity will help you to use this process to establish data decision rules for your school.

Examples of data decision rules could include:
• two major behavioural incident referrals since the beginning of the year
• persistent minor behavioural incidents (e.g., five in one term)
• four instances of unexplained absence or lateness
• academic indicators that are well below the average level of achievement for students at the school.

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[6] To develop the data decision rules, often a group is set up with representatives from both the Tier One and Tier Two teams. This ensures easy access to both Big 5 data and information on Tier Two approaches in the school.

A primary school in Lower Hutt has a data decision rule that once a student reaches two major behavioural incidents, and there is a pattern of minor incidents, they consider him or her for Tier Two support. Academic information and attendance data are also taken into account. After reviewing the data, the Tier Two Team generally refers the student to the Classroom Practices Team to support his or her teacher to identify strategies targeting behaviour change and achievement.

If strengthened classroom practices do not have sufficient impact, the student is referred back to the Tier Two Team, which draws on the data already assembled to match the student to an appropriate intervention.

ACTIVITY: ESTABLISHING DATA DECISION RULES FOR YOUR SCHOOL

1. In the left-hand column, list the main types of academic and behavioural data collected in your school.

2. For each type of data (or 'measure'), identify the result that would be considered 'proficient' or that meets expectations. This could be, for example, being considered 'on track' to reach a standard or achieving 85% or more attendance.

3. Now identify the range of results for each measure that would indicate that a student may be 'at risk'.

4. Finally, identify the result for each measure that best depicts the early signs of risk. This number can then be used as one of your school's data decision rules for identifying at-risk students.

TYPE OF DATA / MEASURE	MEETING EXPECTATIONS	AT-RISK RANGE	DATA DECISION RULE

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

3.4 NOMINATING STUDENTS FOR TIER TWO SUPPORT

Effective identification systems will include a process that allows staff or whānau to submit the names of students to be considered for Tier Two support. Students should also be able to refer themselves to be considered for support.[7] The following considerations will help your Tier Two Team as it makes decisions about developing a nomination process or revising an existing procedure:

- The nomination process should be designed so that the Tier Two Team or a Classroom Practices Team can respond quickly with support for the classroom teacher and access to Tier Two for the student.

- The nomination form should be short and easy to complete.

- Keep in mind who will see the nomination form. Schools should only record information about students that they are happy to share with whānau. Comments should be written without judgment or subjective comment and guided by a strengths focus and the preservation of privacy.

- Staff should be trained to consider and nominate students exhibiting both internalising and externalising behaviours. Note however that problematic *externalising* behaviours are generally picked up as a result of data analysis and regular monitoring by the Tier One Team, and so it is problematic *internalising* behaviours that are generally the subject of nominations.

- Staff, students, and whānau should be able to make a nomination at any time.

- A regular opportunity for staff to nominate students can be scheduled at designated points in the school year (e.g., at the end of the first term). Teachers should be made aware of the decision rules that guide selection as well as the particular learning and behavioural characteristics that indicate that a student may be at risk of developing more chronic problems. They can then use this information to consider the students in their class or classes and submit the names of any students that they are concerned about. The nomination form gives them the opportunity to record their particular concerns and other pertinent information to support the Tier Two decision-making process.

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[7] A student self-nomination often occurs when a student has already experienced an intervention and asks to 're-enter' it because they can feel themselves slipping back into inappropriate behaviour. At times also, a student's peer or friend may approach a staff member with concerns about the student's behaviour; in this case, the staff member would nominate the student if, after discussion, they felt this was appropriate.

ACTIVITY: DEVELOPING YOUR SCHOOL'S NOMINATION PROCESS

The following questions and examples of school forms will help you get started on developing your own school's nomination process and form.

1. With your Tier Two Team, work through the questions below to document your school's nomination process and to begin to draft your nomination form.

2. Then use the examples to identify features that would be useful to adapt for your context and your nomination form.

The nomination process

- Who can nominate a student for Tier Two support? (e.g., staff, whānau, the student, others)
- How will they access a nomination form?
- How will nominations be submitted? (e.g., always through the Tier Two Team, or through either the Tier Two Team or a Classroom Practices Team)
- How will we ensure teacher nominations do not undermine or bypass the Tier One Team's role in identifying students needing Tier Two support through data analysis and regular monitoring?
- As well as allowing nomination at any time, will we schedule a regular opportunity for staff to nominate students at a designated point in the year?
- How will the Tier Two Team or a Classroom Practices Team be notified about a new nomination?
- What is the anticipated time between a nomination and a response to it?
- How will whānau permission be obtained for a nomination?
- How will classroom teachers be notified when a student is receiving Tier Two support?
- How will the nomination system ensure that students needing support are identified as early as possible?
- What if nominations for support exceed resources? How will we prioritise students?

Consultation and professional development on the process

- How will we communicate with staff about the draft nomination process and form?
- How will we get their feedback?
- How will whānau be informed about and participate in the process?
- Who will train staff in making nominations?

The nomination form

(See the school examples that follow.)

Does your draft nomination form include:

- identifying information about the student and the nominator?
- academic information about the student?
- information about the problem behaviour, including: a description of the behaviour; when and where the behaviour occurs, and how often; why the behaviour is occurring (i.e., its function)?
- a list of strategies the teacher has used to address the problem behaviour, and how successful they have been?
- relevant background information (e.g., academic difficulties)?

EXAMPLE: SECONDARY SCHOOL NOMINATION FORM FOR TIER TWO SUPPORT

Student name and class: _____ **Nominator:** _____

Relationship to student: _____

Reason for nomination (What is the problem?)

_____

_____

Student strengths and aspirations:

_____

_____

_____

Whānau engagement to date:

_____

_____

Where does the problem occur? (Circle all that apply.)

Classroom	School grounds	Technology block	Gym/Hall	Library	Corridors
Canteen	Toilets	Shared areas	Office	Other: _____	

What happens before the problem occurs? (Circle all that apply.)

Appears to be anxious, stressed, or frustrated

Could not get desired item or event/activity

Inappropriate behaviour challenged

Stopped from doing activity

Attention given to others

Asked to do something

Loud/disruptive environment

Provocation by a peer

Transition to another class or activity

Bored

Other: _____

Why do you think the problem occurs? (Circle all that apply.)

To express/reduce stress, anxiety, or frustration

To obtain adult attention

To avoid tasks/activities

To avoid adults

Unknown

To obtain peer attention

To obtain items/activities

To avoid peers

To escape the setting

Other: _____

What needs might be driving the behaviour? (Circle all that apply.)

NEEDS	INDICATORS
Social behaviour needs	Student has 2–5 major behavioural incident referrals per year
	Student has 2 or more detentions or suspensions
	Inappropriate behaviour interferes with friendships and academic work
	Student experiences difficulties engaging in school (e.g., frequent absences, lateness, failing to complete work)
Academic needs	Student does not maintain progress at the same rate as peers
	Student does not complete assignments or homework
Emotional needs	Student is withdrawn and/or disengaged from school
	Student is socially isolated
	Student is experiencing circumstances that could impact on participation (e.g., bereavement in whānau)

What strategies have been tried or are currently in place?

For Tier Two or Classroom Practices Team use only

Number/type of majors:

Number of minors:

Academic results:

Additional notes:

◯ Accepted   OR   ◯ Wait list (review date:)   OR   ◯ Declined

Date nominator notified:

EXAMPLE: PRIMARY SCHOOL NOMINATION FORM FOR TIER TWO SUPPORT

(Todd, Horner, Sugai, & Colvin, 1999; Crone & Horner, 2003)

Student name:　　　　　**Age:**　　　**Year:**　　　**IEP:** Yes / No

Teacher completing:　　　　　　　　**Date:**

Student strengths and interests:

_____

_____

_____

What motivates positive behaviour for the student?

_____

_____

Whānau engagement to date:

_____

_____

_____

Academic information

Assessment results

Reading:　　　　　　Writing:　　　　　　Mathematics:

What are the problem behaviours?

(Please describe objectively and in detail, thinking about the expected behaviours in our school.)

_____

_____

_____

_____

_____

_____

_____

_____

When, where, and with whom are the behaviours likely to occur?

Time of day	Activities occurring at this time	Problem behaviour that may occur	Likelihood of behaviour occurring	With whom does the behaviour occur?
Before school			1 2 3 4 5	
9.00–10.45			1 2 3 4 5	
Morning break			1 2 3 4 5	
11.00–12.30			1 2 3 4 5	
Lunchtime			1 2 3 4 5	
1.30–3.15			1 2 3 4 5	
After school			1 2 3 4 5	

Possible function of the problem behaviour
(Circle all that apply.)

To reduce anxiety or frustration

To avoid adults

To avoid peers

To get adult attention

To get peer attention

Other: _____

To escape tasks/activities

To get items/activities

Strategies tried to address problem behaviour and results
(Check and rate those that apply.)

	Successful	Somewhat successful	Not successful
Tangible recognition for expected behaviour			
4:1 positive verbal feedback			
Retaught expected behaviour			
Multiple opportunities to practise expected behaviour			
Self-monitoring			
Modified tasks			
Change of schedule for activities			
Extra assistance			
Other (specify)			

EXAMPLE: COMPLETED NOMINATION FORM FOR AN INTERMEDIATE SCHOOL STUDENT

Clarence Hill Intermediate: Nomination for Tier Two support

Student name: _Joshua Watson_   **Year:** _8_   **Date:** _5 May 2017_

Parent/caregiver: _Bill Watson_   **Phone number:** _021 345 6789_

Contact with parent/caregiver re the problem: _An after-school meeting with Josh's dad_

Reason for nomination (Primary concern): ☑ Academic   ☑ Behavioural   ☑ Emotional

How do the student's academic skills compare with those of an average student in your classroom?

Joshua is working below curriculum expectations for English and Maths.

Additional academic support

Type of support	Times per week
Has reading recovery support from Miss Apia	Five times
Maths activities differentiated to meet his level of need	Every lesson

Please tick behaviours of concern.

Internalising		Externalising	
○ Sad/depressed	○ Very shy or timid	○ Aggressive to others	○ Defiant
○ Sleeps a lot	○ Acts fearful	○ Hyperactive	○ Stealing
○ Teased or bullied by peers	○ Does not stand up for self	☑ Non-compliant	○ Arguing
○ Does not participate in games	○ Self-injures (e.g., cuts self, head banging)	○ Disruptive	○ Calling out
	☑ Withdrawn		

Who does the student's problem behaviour(s) affect? ☑ Him/herself   ○ Peers   ☑ Teacher   ○ Others
(Tick all that apply.)

In what situations does the problem occur most often?

Josh 'downs tools' when he is in lessons that need him to read or write (e.g., English, topic work) or when he feels he doesn't have any control over a situation.

In what situations does the problem occur least often?

During PE, art, kapa haka, and music

What are the student's strengths, talents, or specific interests?

Josh is a fantastic artist who loves to draw cartoons. He enjoys playing games on computers, especially creating his own worlds on Minecraft. He will talk about these interests with peers and will show his work to others when he has created something.

Possible function of the problem behaviour

- ◯ Obtain Adult Attention
- ☑ Escape/Avoid Adult Attention
- ◯ Obtain Peer Attention
- ◯ Escape/Avoid Peer Attention
- ◯ Obtain Tangible/Activity
- ☑ Escape/Avoid Tangible/Activity
- ◯ Obtain Stimulation/Sensory
- ◯ Escape/Avoid Stimulation/Sensory

What have you tried to resolve this problem?

- ☑ Talk with student
- ◯ Use of visual supports
- ◯ Time out in classroom
- ☑ Talk with family
- ◯ Teacher proximity
- ☑ Time out in another classroom
- ◯ Specific seating arrangement
- ◯ Classroom reward system
- ◯ Redirection
- ◯ Breaks
- ◯ Use of timer
- ☑ Providing choices
- ☑ Positive recognition
- ☑ More frequent positive feedback
- Other _Using calm voice_

How successful were these strategies?

Giving Josh extra positive recognition has not worked; in fact it can make him more stubborn and withdrawn. Reasoning with him can work for a little bit, but as soon as he feels the work is too difficult or not something he wants to do then he stops. Time out in another classroom was not successful because his relationship with the other teacher was not good. Giving him choices has some success, although he can be inconsistent in how he responds to this. Miss Apia reports that when Josh is on his own with her, he responds better to encouragement. Tasks have to be broken down into small steps. Using a calm voice and maintaining consistency in my response to him is working some of the time.

Additional information:

Josh's parents have split up and Mum has moved away recently. He has found it hard to settle at school as he only arrived at the end of last year. It is taking him time to make friends.

Number of incident referrals	Number of absences	Number of lates	Medication	Health concerns
4	2	8	N/A	N/A

3.5 CREATING A STUDENT IDENTIFICATION PLAN

A Student Identification Plan provides an overview of the methods a school intends to use to identify students potentially requiring Tier Two support. It also identifies the process and time frame for each method, who has responsibility for the process, and how the results from the process will be used.

Below is an example of a school's Student Identification Plan followed by an activity to support you to develop a plan for your school.

GREEN HILLS PRIMARY SCHOOL: STUDENT IDENTIFICATION PLAN			
Method and time frame	**Process**	**Responsibility**	**Use of results**
Reviews of existing school data Monthly	The following data is reviewed: 1. Behavioural incident referrals 2. Attendance data 3. Data on academic achievement. Names of students who meet the 'at-risk' criteria on any indicator are submitted to the Tier Two Team on the last day of each month.	1. PB4L–SW Tier One Team 2. School executive officer 3. Syndicate leaders in consultation with teachers	The Tier Two Team reviews the list of names to determine whether any students who meet one or more 'at-risk' criteria should be considered for additional support.
Teacher nominations Available on an ongoing basis	At any time during the school year, staff, whānau, or students may nominate a student for consideration for social, academic, and/or behaviour support.	The student's teacher submits a completed form to the appropriate Classroom Practices Team or the Tier Two Team.	The Classroom Practices or Tier Two Team reviews the nomination and supporting data to determine whether the student requires Tier Two support.

ACTIVITY: DEVELOPING A STUDENT IDENTIFICATION PLAN

1. In the left-hand column, list the different methods your school uses (or intends to use) for identifying students who potentially require Tier Two support. For each method, add how often or when you expect it to be used.

2. Next provide a brief description of the process associated with the method (i.e., what happens when the method is used).

3. In the third column, identify the person or persons who have responsibility for the process (i.e., who will lead it or ensure it occurs).

4. Finally, describe how the results from the process will be used.

As you work through the activity, you may wish to refer to the example on the previous page to see what Green Hills Primary did (e.g., how they described a process or how they would use results).

METHOD AND TIME FRAME	PROCESS	RESPONSIBILITY	USE OF RESULTS

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

3.6 MONITORING AND EVALUATION IN TIER TWO

As your school implements Tier Two systems and processes, it is essential that you have access to up-to-date, accurate, and comprehensive data. This will enable you to monitor and evaluate progress and to check how effective the implementation has been in improving students' behaviour and academic achievement.

There are two main aspects of Tier Two monitoring and evaluation:

- monitoring and evaluating outcomes for students who are being supported by strengthened classroom practices and interventions
- monitoring and evaluating the implementation of Tier Two.

> As your school implements Tier Two systems and processes, it is essential that you have access to up-to-date, accurate, and comprehensive data.

MONITORING AND EVALUATING OUTCOMES FOR STUDENTS

When Tier Two is functioning effectively, there will be measurable changes in the behaviour of a student who is receiving Tier Two support, along with improvements in their overall academic and social well-being (e.g., more time spent in the classroom, improved participation in school activities, improved academic achievement, and stronger social relationships).

Data sources that will allow you to assess these changes include:

- behavioural incident reports, and the frequency of behavioural incidents
- student attendance data
- data specific to any interventions the student is participating in (e.g., points earned on Check In/ Check Out)
- students' comments on their experiences and progress within Tier Two
- teacher reports on achievement and behaviour.

Periodic reviews (monthly to bi-monthly) should be conducted to evaluate progress and make adjustments to the student's programme. A student who meets his or her goals will transition out of Tier Two and back to the universal support of Tier One. If after some time a student has not responded to Tier Two support, he or she is referred for Tier Three.

See sections 5.5 and 6.4 for more detailed information on monitoring and evaluating outcomes for individual students receiving Tier Two support and section 6.2 for further information on Tier Three referrals.

MONITORING AND EVALUATING IMPLEMENTATION

Your Tier Two Team should gather data from a range of sources to monitor the implementation of Tier Two across your school. Table 5 shows three key examples.

Table 5: Examples of data sources for monitoring Tier Two implementation

DATA SOURCE	PURPOSE	FREQUENCY	PARTICIPANTS AND APPROACHES
Information from reviews of systems supporting teaching for positive behaviour	To identify classroom systems and practices that need strengthening or adapting	Each term or when teaching for positive behaviour has been identified as an area for professional development for teachers	Teacher self-reflections Teacher–teacher observations Records of Classroom Practices Teams
Behavioural incident referrals Attendance data Data on suspensions and exclusions	To identify trends and specific evidence of effectiveness of Tier Two support for students	Monthly	Tier Two Team gathers and analyses data on students receiving Tier Two support Tier Two Team shares summaries and trend data with Classroom Practices Teams and whole staff
Academic data	To check for evidence of impact of Tier Two support on learning and achievement	Monthly	Classroom Practices Teams provide summary data to Tier Two Team

As well as providing valuable information to inform its day-to-day activities, your Tier Two Team will also use the data from the above sources in a number of established tools for monitoring and evaluating progress in implementation. These tools include:

- Benchmarks of Quality (BoQ)
- Benchmarks for Advanced Tiers (BAT)
- Tiered Fidelity Inventory (TFI).

The latest versions of all three tools, and instructions for their use, are available through PBIS at www.pbis.org

BENCHMARKS OF QUALITY (BoQ)

The Benchmarks of Quality is a self-assessment tool, used annually to monitor the implementation of Tier One systems and processes. It is also used as part of determining a school's readiness for Tier Two.

The BoQ identifies areas of relative strength and weakness for future action planning and focuses particularly on classroom management practices.

BENCHMARKS FOR ADVANCED TIERS (BAT)

The Benchmarks for Advanced Tiers is the key tool used to support the implementation of Tier Two.

The BAT is a self-assessment tool that measures the implementation of schools' Tier Two and Three support systems and guides action planning. The school's Tier Two Team usually completes the BAT.

The BAT is designed to answer the following three questions:

• Are the foundational (organisational) elements in place for implementing Tier Two and Tier Three behaviour support practices?

• Is a Tier Two support system in place?

• Is a Tier Three support system in place?

The BAT assesses progress over time, as scores in each area can be tracked from year to year. Your Tier Two Team can use the BAT to build an action plan that sets out the next steps in the implementation process for Tiers Two and Three.

A copy of the latest version of the BAT is provided in Appendix 3. For each item (or row), the tool provides a description of what it will look like when the item is 'fully in place', 'partially in place', or 'not yet started'. The team scores the item with a corresponding '2', '1', or '0'. Here is an example:

FOUNDATIONS				
Tier One: Implementation of PB4L–SW	**2: Fully in place**	**1: Partially in place**	**0: Not yet started**	**Score**
PB4L–SW Tier One is in place, as measured by scores on the SET, BoQ, and TIC.	80%/80% on SET 70% on BoQ 80% on TIC	Score between 40% and 'fully in place' measure on each tool.	Score equal to or less than 40% on each tool.	0 1 2

In your school's first year of Tier Two, your Tier Two Team should complete the BAT twice (e.g., in terms 2 and 4). After the first year of development, the team can self-assess and enter BAT data annually.

To enter data, you may wish to use the electronic (Excel) spreadsheet available at pbismissouri.org. This spreadsheet is not adapted to the New Zealand context (whereas Appendix 3 is), but it does provide a handy tool for graphing and viewing your results.

Appendix 3 also includes guidance on how to calculate and graph summary scores for the BAT.

In the first few years of Tier Two implementation, your school will find it valuable to use the BAT as you establish your Tier Two systems and practices. This will provide you with rich information on your progress with implementation. Once Tier Two systems and practices are well in place, you can switch to the TFI to support ongoing discussion and planning and to monitor the effectiveness of all three tiers. Alternatively, you could use the TFI from the start, although this may not provide you with as much detail on the effectiveness of Tier Two implementation as the BAT.

TIERED FIDELITY INVENTORY (TFI)

PB4L–SW teams can use the Tiered Fidelity Inventory (TFI) to guide their implementation and sustained use of all three tiers of PB4L–SW. The TFI is based on the features and items of existing tools such as the SET, BoQ, TIC, EBS/SAS, and BAT.[8] Its purpose is to provide a single, efficient, valid, and reliable way of measuring the extent to which Tiers One, Two, and Three are being implemented in a school and to support the development of an action plan to guide implementation.

The TFI is divided into three sections that can be used separately or in combination to assess the extent to which core features are in place. The three sections are:

- Tier One: Universal PB4L–SW Features
- Tier Two: Targeted PB4L–SW Features
- Tier Three: Intensive PB4L–SW Features.

As a general rule, a score of 70% for each tier is regarded as an indication of satisfactory implementation, but research is currently under way to identify the specific score for each tier of the TFI.

To complete the TFI, you will need to locate evidence for whether or not each feature listed in the TFI is in place. Data sources and documentation that will provide this evidence and help you to examine Tier Two implementation include:

- agendas and minutes from the last two meetings of the Tier Two Team
- the Tier Two action plan
- data decision rules for students who may be at risk and require Tier Two support
- Tier Two guidelines and procedures (e.g., for Check In/Check Out)
- data summaries for Tier Two support (for two months if possible)
- the Tier Two nomination form
- information on systems for communicating with whānau.

Generally a school's PB4L–SW Team completes the TFI, with input from the Tier Two Team. In some schools, the PB4L-SW Team completes the Tier One section, the Tier Two team the Tier Two section, and the SENCO and a senior leader the Tier Three section. If possible, also involve an external PB4L–SW practitioner or coach as a facilitator. Research on the TFI shows that judgments on implementation are more accurate when an external practitioner or coach facilitates completion of the TFI (Algozzine et al., 2014).

At the time of this resource's publication, the TFI was being trialled in a number of New Zealand schools that had achieved 90% or more in their SET scores for two consecutive years. Initial results from the trial suggest that the tool aligns well with reflective self-review, that it makes explicit and encourages shared understandings of PB4L–SW systems, and that it supports in-depth, professional discussions within and between PB4L–SW teams.

As with the BAT, for each feature (or row) of the TFI, the tool provides a description of what it will look like when the feature is fully in place, partially in place, or not yet started. The team scores the item with a corresponding '2', '1', or '0'. Here is an excerpt from the tool:

---

[8] See section 8.7 and Appendix 3 of the Tier One manual for information on these tools.

FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.3 Identifying students Tier Two Team uses decision rules and multiple sources of data (e.g., incident reports, academic progress data, attendance data, teacher/ whānau nominations) to identify students who require Tier Two support.	• Multiple data sources used (e.g., incident reports, time out of instruction, attendance data, academic progress data) • Team decision rules • Team meeting minutes • School policy • Behaviour management flow chart	0 = No specific rules for identifying students who qualify for Tier Two support 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that: (a) uses multiple data sources for identifying students, and (b) ensures families are notified promptly when students enter Tier Two
2.4 Requests for Assistance Tier Two Team uses a nomination form and process that are timely and available to all staff, whānau, and students.	• Staff handbook • Nomination form • Family handbook	0 = No formal process 1 = Informal process in place for staff and whānau to request assistance 2 = Nomination form and process in place with team responding to requests within 3 days

A spreadsheet is available to automatically graph TFI data. The example below shows results for a school in which Tier One is well in place and in which Tier Two is in the process of being implemented. The school has used the TFI to assess progress twice a year, so the graph covers approximately two and a half years.

Tiered Fidelity Inventory Progress Graph
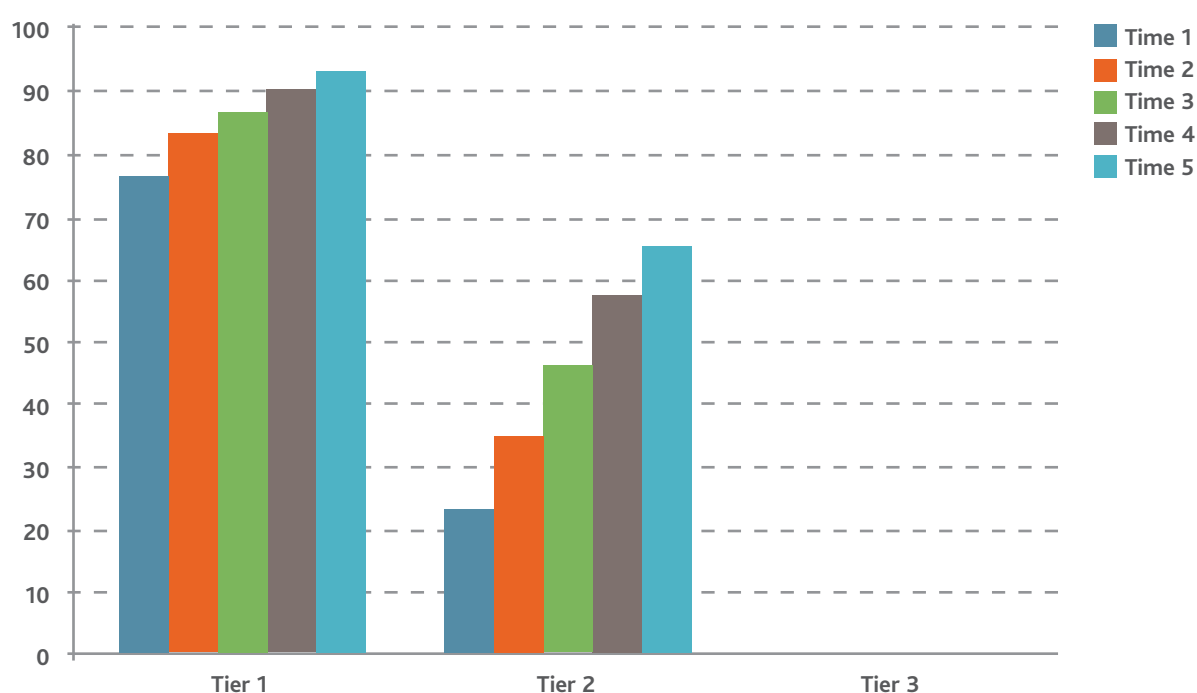
3.7 PROVIDING PROFESSIONAL DEVELOPMENT

Providing ongoing professional development is an essential task for your Tier Two Team. It helps to build staff knowledge, and it keeps staff informed about the implementation of Tier Two systems and practices. Training sessions are also a good opportunity for team members to listen to staff feedback about how well the implementation of Tier Two is going in the school and to gather suggestions for improvements.

All your staff, including support staff, relievers, and specialists, need to be well informed about Tier Two classroom practices and interventions, so that they can reinforce the strategies in their everyday interactions with students.

When planning professional development, your Tier Two Team should:
- create a professional development calendar to schedule training in Tier Two systems and processes
- develop a process for training new staff as they begin work at the school
- put in place a system for regularly updating staff on new developments.

Professional development could include:
- whole-staff training to share information about effective classroom strategies and Tier Two interventions, such as Check In/Check Out, Check & Connect, and Small Group Social Skills Instruction
- discussing, modelling, and role-playing ways of reinforcing the strategies used in classroom practices and Tier Two interventions
- practice in filling out nomination forms for students who may need Tier Two support.

Some staff may also need more individualised support with teaching for positive behaviour. This could include peer observations and coaching, syndicate or departmental discussions, and access to further professional development.

The Tier Two Team at a North Shore high school surveyed teachers to identify areas in which professional development was required to support the implementation of Tier Two. The survey highlighted a need to build capability in three areas:

- *simple Functional Behavioural Assessments*
- *inclusive classroom tools and strategies for supporting learning and behaviour*
- *using data to monitor behaviour change.*

With advice from an RTLB, the team developed a plan for workshops on Functional Behavioural Assessments and the use of data, drawing on internal expertise and the RTLB. For the topic of inclusive classroom tools and strategies, they decided to submit a proposal for centrally funded PLD, which would enable an external provider to work with Classroom Practices Team members throughout the year.

ACTIVITY: CREATING A PROFESSIONAL DEVELOPMENT CALENDAR

Creating a calendar for Tier Two professional development is one step in Goal 8 of the action plan in Appendix 2. Doing so will help you to prioritise PLD sessions for different groups to ensure that all your school's staff understand, and develop appropriate expertise in, Tier Two classroom practices and interventions. If you find through your inquiry processes that teacher capability in effective, inclusive classroom pedagogies needs to be strengthened, you may decide to seek external PLD support.

To support you in this, you may find it helpful to complete the template on the next page, discussing the following questions as you do so:

1. **The Tier Two Team** – does the team need to build its understanding and expertise in particular areas?

2. **Classroom Practices Teams** – how can you best build expertise in identifying the functions of student behaviour and planning appropriate strategies in response?

3. **Staff** – how will you ensure you regularly update staff about new developments in Tier Two?
   How strong a focus will you need with staff on effective classroom strategies?
   What is the best approach for training staff in nominating students and for participating in Classroom Practices Teams?
   Which Tier Two interventions do staff need to know about and understand?
   What kind of external expertise do we need to support teacher practice?

4. **New staff** – what do new staff need to know about Tier Two as they begin work at the school?

5. **Individual staff** – how are the needs of those who require additional support best addressed?

6. **Intervention coordinators** – do they need to build their expertise in particular areas?

7. **Others** – are there other groups for whom you should plan professional development?

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

GROUP	TOPICS	PLD APPROACHES	PERSON RESPONSIBLE	COMPLETION DATE
Tier Two Team members				
Members of Classroom Practices Teams				
Whole staff				
New staff				
Individual staff needing additional support				
Intervention coordinators				
Others				

SECTION 4
WĀHANGA 4

UNDERSTANDING AND RESPONDING TO BEHAVIOUR

TE MĀRAMA ME TE URUPARE KI NGĀ MOMO WHANONGA

Section 4: Understanding and Responding to Behaviour
Wāhanga 4: Te Mārama me te Urupare ki ngā Momo Whanonga

The PB4L–SW approach is based on the understanding that environment is a key influence on students' behaviour, and that changes to environment can support positive behaviour change (Church et al., 2003). Students are more likely to behave positively in an environment that prioritises caring relationships and in which quality teaching supports student learning and engagement.

PB4L–SW Tier Two includes evidence-based systems and processes, such as Functional Behavioural Assessments and Behaviour Support Plans. These are designed to help you understand the causes and functions of students' behaviours in order to bring about positive changes in them. Generally, adults' behaviour also needs to change so that the learning environment can foster these changes.

Tier Two systems and processes are most effective when underpinned by a holistic approach aimed at creating a positive, inclusive learning environment supportive of all learners. In such an environment, the universal features of PB4L–SW Tier One will be in place, including clear expectations that are actively taught and high rates of positive feedback and encouragement.

4.1 THE SCIENCE OF BEHAVIOUR

PB4L–SW is underpinned by decades of research into the conditions needed for the development of motivation, self-regulation, perseverance, and social competence, and into the effects of key strategies such as providing feedback and encouragement on future behaviour. The practices, systems, and processes of PB4L–SW are based on three assumptions about human behaviour: that it is **functional**, that it is **predictable**, and that it is **changeable** (Crone & Horner, 2003).

Behaviour is a form of communication. Unfortunately, some students learn that problem behaviour is the most efficient way to communicate their needs and to get these needs met. It is important to remember that students, particularly younger children, may not be consciously aware of what they are doing and the reasons for it.

When a student repeatedly engages in socially unacceptable behaviour, they are likely to be doing it for a reason – the behaviour is 'paying off' for them. That is, it has a function and purpose for the student. The behaviour works for them, and this encourages them to keep behaving in this way.

When adults interpret behaviour as 'naughty' or 'bad', they are more likely to respond with punishment, which has been proven to be ineffective in the long term (Church et al., 2003). It is important to recognise that all behaviour occurs for a reason and to take this into account when determining how to respond.

There are two main functions of behaviour: to **obtain or seek** something and to **escape or avoid** something (Alberto & Troutman, 2012). For example, inappropriate behaviour may be a result of a student *seeking* attention from an adult or *avoiding* a task. Furthermore, avoiding a task could be a result of academic or motivational difficulties – a student might lack the necessary skills for the task, so that it seems too difficult, or they may have the skills but for various reasons choose not to engage with the task.

When you are working to understand your students' behavioural patterns, it is helpful to keep in mind **ABC**:

A – the **antecedent**
- What happens immediately before the behaviour occurs?
- What is the 'trigger' for it?

B – the **behaviour**
- What is the behaviour?
- What have you observed?

C – the **consequence**
- What happens immediately after the behaviour occurs?
- What is its outcome?

> It is important to remember that students, particularly younger children, may not be consciously aware of what they are doing and the reasons for it.

To identify the function or purpose of a student's behaviour, you can look for patterns of behaviour by using observations and by reviewing the student's academic and behavioural records. Once a pattern has been identified, you will be able to intervene more effectively by helping the student to get what they need in more positive ways.

If an intervention is not based on a specific function or purpose, it can be ineffective and unnecessarily restrictive. For example, Emma has learnt that if she chats to her friends and delays getting out her work materials, she can avoid difficult tasks. Using time out as a response would provide Emma with an escape and make her more likely to repeat the behaviour.

In Table 6 below, Example 1 shows how an ABC analysis can be used to identify the function of an inappropriate behaviour. Example 2 shows how the ABC pattern can be used to encourage positive behaviour.

Table 6: Examples of ABC analysis

ANTECEDENT (A)	BEHAVIOUR (B)	CONSEQUENCE (C)	FUNCTION
What happens immediately before the behaviour, making it more likely to occur	*Observable behaviour*	*What happens immediately after the behaviour*	*The purpose of the behaviour*
Example 1 Joe is asked to work on an independent maths task.	Joe swears at the teacher and refuses to start the task.	The teacher sends Joe out of the classroom for time out.	Joe is avoiding a task that he thinks is too difficult.
Example 2 The class has agreed on and practised four rules for classroom discussions. The first rule is "Listen while other people are talking. Only one person talks at a time."	The students look at the person who is talking and keep their mouths closed and bodies still.	The teacher gives explicit verbal acknowledgment, telling the students what a good job they're doing of listening while others are talking.	The students gain positive attention.

4.2 FUNCTIONAL BEHAVIOURAL ASSESSMENT (FBA)

Functional Behavioural Assessment (FBA) is a systematic, evidence-based process for assessing the relationship between a behaviour and the context in which that behaviour occurs (Blair, Umbreit, & Bos, 1999).

Knowing why students behave in certain ways will help you predict and prevent problem behaviours. It provides a basis for planning how to teach alternative ways of behaving, so that students can get their needs met in socially acceptable ways.

FBA is a process for identifying:

• the variables that can be used to predict behaviour (i.e., when it is likely or unlikely to occur)

• the variables that maintain or reinforce the behaviour

• the components of an effective Behaviour Support Plan.

A primary goal of FBA is to guide the development of effective, positive responses and interventions that are based on the purpose of a student's behaviour (Horner, 1994). Research has shown that interventions based on an FBA result in significant change in student behaviour (Ingram, Lewis-Palmer, & Sugai, 2005). FBA is "critical to the design and successful implementation of positive behavioural interventions" (Watson & Steege, 2003, page 20).

At PB4L–SW Tier Two, FBA involves realistic, team-driven behavioural assessment. At this level, FBA provides an informed basis for strengthening classroom strategies and for providing targeted interventions aimed at the approximately 15% of students who have moderate behavioural problems. For these students, Tier One systems, practices, and strategies have been important but insufficient. Their behaviour is persistent and difficult to ignore, is impacting on their engagement and learning, and is negatively affecting their relationships with peers and adults.

At PB4L–SW Tier Three, FBA is a complex, time-consuming, and rigorous process, focused on students with more chronic, highly challenging behavioural problems for whom Tier One and Tier Two supports have been unsuccessful. Students with serious behavioural problems (about 5% of the school population) require an extensive FBA process led by someone well versed in behavioural principles and with extensive experience in supporting positive behaviour change.[9]

THE TIER TWO FBA PROCESS

When it is confirmed that a student requires Tier Two support, the classroom teacher brings information about the student to the Classroom Practices Team. The team supports a simple FBA and identifies appropriate strategies that could be used in the classroom. The student's progress is monitored by the Classroom Practices Team; if the strategies are not working, or if the team becomes concerned that they have not accurately identified the function of the behaviour, the student is referred to the Tier Two Team.

The Tier Two Team carries out a further, more detailed FBA to precisely identify the function of the student's behaviour and to identify a targeted intervention that is an appropriate match for the function. This assessment works through the steps described below in sections 4.3 and 4.4 but is still nowhere near as comprehensive as a Tier Three FBA.

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[9] For further information about the levels of FBA, see Crone & Horner (2003), pages 18–24.

COLLECTING DATA FOR FBAs

It is important that teams thoughtfully identify the functions of students' behaviour so that they can select appropriate strategies. To do this, Tier Two teams need to develop a process for gathering relevant information in a timely manner.

Data that is easily accessible and generally useful for determining the functions of behaviour may include:

- behavioural incident data (for both major and minor incidents)
- information provided as part of a nomination
- notes from teachers' observations of a student and interactions with them
- progress and monitoring information (for a student already receiving Tier Two support)
- attendance records
- academic records.

You can also obtain useful information by examining a student's daily schedule and considering when, where, and during what types of activities problem behaviours are most likely to occur.

Teams are often concerned about having enough time to consider the number of students who are identified as being at risk. The use of specific formats for collecting, reviewing, and discussing relevant student information will help you to keep conversations focused and to work efficiently using data-based decision making. For example, your school's nomination form will ensure the required data is available when a student is recommended for Tier Two support.

> You can also obtain useful information by examining a student's daily schedule and considering when, where, and during what types of activities problem behaviours are most likely to occur.

4.3 CONDUCTING A SIMPLE FBA[10]

When there are concerns about a student's behaviour, the Classroom Practices Team will look for patterns of behaviour by reviewing the student's academic and behavioural record. Once a pattern has been identified, the function of the behaviour can be determined.

A simple Functional Behavioural Assessment should include the following five steps:

1. Describing the **behaviour**
2. Identifying the **antecedent**
3. Identifying the **consequence**
4. Identifying the **function** of the behaviour
5. Checking for **setting events** and writing a **hypothesis**.

> *A year 8 student, Joe, is used as an example throughout this section. He has met the criteria for Tier Two support because of persistent challenging behaviour affecting his relationships, achievement, and attendance. His behaviour is particularly problematic during maths, when he is frequently out of his seat, distracts other students, and is abusive or sullen in response to teacher instruction.*

[10] The material in this section is closely based on the work of Loman & Borgmeier, 2010.

STEP 1: START BY DESCRIBING THE BEHAVIOUR

Despite the ABC structure, the **behaviour** (B) is always your starting point.

Figure 5: Starting with the behaviour in an FBA

Always start with the behaviour

Antecedent (A)	Behaviour (B)	Consequence (C)
When ___ happens …	… the student ___ (does what?) …	… and ___ happens.
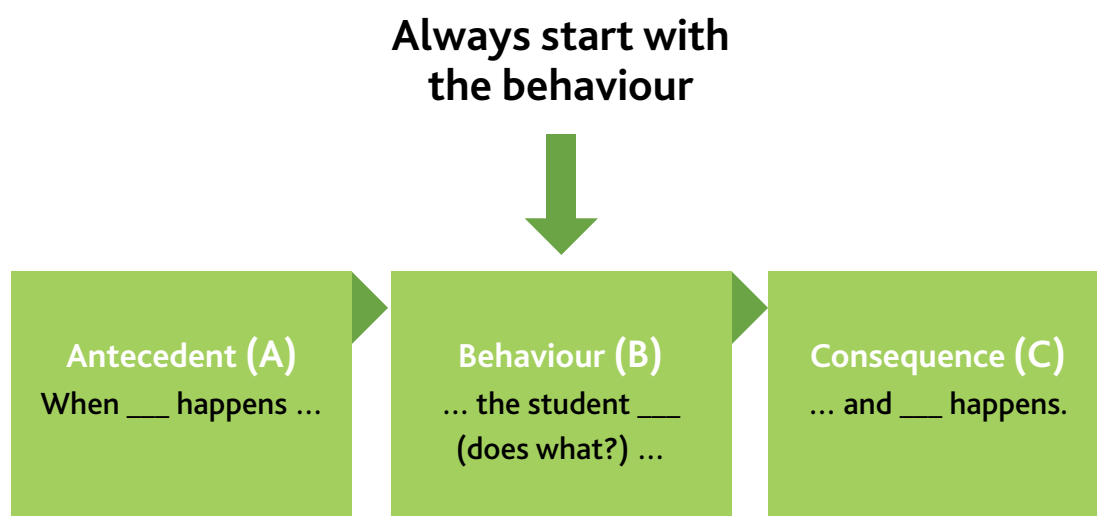
The behaviour needs to be:

- **observable** (it can be seen or heard)
- **measurable** (it can be counted or timed)
- **recognisable** (anyone would be able to recognise or identify it).

Behaviour

Joe is out of his seat, speaks abusively in response to teacher instruction, and refuses to start the task he has been given.

STEP 2: IDENTIFY THE ANTECEDENT

Once you have described the behaviour (the 'what'), you want to find out its **antecedent** or 'trigger' – what happens immediately before it occurs. In order to understand the antecedent (and thus identify the 'why'), it is generally useful to consider the specific **routine or context** in which the behaviour most often tends to occur.[11]

Antecedent

This behaviour usually occurs when Joe is given a task to complete independently that he's not confident about.

Routine or context

The behaviour occurs most often during maths lessons.

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[11] Routines include the procedures and expected behaviours for specific activities or occasions (e.g., when moving to a different classroom). For more information about routines and contexts, see the Tier One implementation manual, section 5.1.

STEP 3: IDENTIFY THE CONSEQUENCE

Once you have identified the behaviour and its antecedent, you then need to find out what the **consequence** or outcome of the behaviour is (what happens immediately afterwards).

> **Consequence**
>
> *Joe is sent out of the classroom for time out or is sent to the dean.*

STEP 4: IDENTIFY THE FUNCTION OF THE BEHAVIOUR

Now use the information you have gathered about the behaviour and its antecedent and consequence to identify the likely **function** of the behaviour.

- Is it to **avoid** or to **obtain** something?
- **What** is being avoided or sought (e.g., attention, an activity, a tangible item)?

> **Function**
>
> *Joe appears to be avoiding a task that he sees as too difficult to do by himself.*

STEP 5: CHECK FOR SETTING EVENTS AND WRITE A HYPOTHESIS

Often the likelihood of a behaviour occurring is influenced by one or more '**setting events**' – other things going on in a student's life. These are likely to be a complex mix of long- and short-term issues and may include health, social, and academic concerns. For example, there may be problems at home for the student and they may be struggling with a particular subject.

In such cases, in order to be able to address the behaviour, you will also have to recognise and, if possible, do something about the setting events.

> **Setting event**
>
> *Joe struggles with maths and has difficulty managing feelings of frustration and anxiety. This year has been particularly unsettled for him, as it has included a move into foster care.*

Finally, use what you have learnt in Steps 1–5 to write a **hypothesis** that summarises the 'ABC' of the behaviour and provisionally identifies the function of the behaviour. The hypothesis can be in the form of a paragraph, and it is often helpful to support it with a linear diagram, as in Figure 6, which then provides a starting point for a Behaviour Support Plan. There is a blank template for this diagram on page 88.

Figure 6: Example of an FBA

Routine/context: Maths lesson   **Student:** Joe

5 Setting events

Joe struggles with maths and has difficulty managing feelings of frustration and anxiety. This year he has had to move into foster care.

2 Antecedent

Joe is given a maths task to complete independently that he's not confident about.

1 Problem behaviour

Joe is out of his seat, speaks abusively in response to teacher instruction, and refuses to start the task he has been given.

3 Consequence

Joe is sent out of the class for time out or is sent to the dean.

4 Function

Joe appears to be avoiding a task that he sees as too difficult to do by himself.

Hypothesis

Joe's inappropriate behaviour occurs when he is given a maths task he is not confident about and results in him being sent out of class. The function of his behaviour therefore appears to be to avoid a task he sees as too difficult to do by himself. The behaviour may be exacerbated by a recent move into foster care and difficulty in managing feelings of frustration and anxiety.

The hypothesis is critical to designing behaviour supports because it provides the basis for the strategies you will select in response to the student's behaviour.

The next section illustrates how the hypothesis can be used to develop a Behaviour Support Plan that includes strategies for helping the student develop more positive patterns of behaviour.

TEMPLATE FOR A SIMPLE FUNCTIONAL BEHAVIOURAL ASSESSMENT

Student:

Routine/context:

⑤ Setting events

② Antecedent

① Problem behaviour

③ Consequence

④ Function

Hypothesis:

This template is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

4.4 DEVELOPING A BEHAVIOUR SUPPORT PLAN

Once you have identified the function of a student's behaviour, you can use the completed FBA as a basis for a Behaviour Support Plan. Start by transferring the FBA and hypothesis into the appropriate sections of the Behaviour Support Plan template (see page 98).

Developing a Behaviour Support Plan for a student is a team process. Often, in the first instance, a simplified version of the plan will be developed by the Classroom Practices Team, led by the Tier Two Team representative and with input from the teacher or teachers closely involved with the student. The student's whānau should be consulted once the draft plan is ready.

Most importantly, developing the plan should trigger reflection on the relational and instructional environment for the student. A key question underpinning the plan should be 'What will the teachers in this learning space do differently to better support this student?'

STEP 6: IDENTIFY A DESIRED BEHAVIOUR AND ITS CONSEQUENCE AND FUNCTION

The **desired behaviour** is the long-term goal for the student. It should be either the behaviour that is regularly expected of most or all students in the class, or a high, reasonable expectation for this particular student.

The consequence and function of the desired behaviour should be similar to the benefit other students get from engaging in the behaviour. The long-term goal is for the student to be as independent as possible in successfully using the desired behaviour.

For example, the desired behaviour for Joe (his long-term goal) is to complete the maths problem independently and successfully, having improved his ability to manage his learning and regulate his responses to frustration or anxiety. The desired consequence of this would be for Joe to experience success with maths, building his confidence, self-belief, and resilience as a learner. The function of his behaviour would now probably be to obtain satisfaction from achieving well in maths and joining successfully in the classroom community (see Figure 7).

STEP 7: IDENTIFY AN ALTERNATIVE BEHAVIOUR AND CONSEQUENCE

When you are planning how to change a student's behaviour, it is often helpful to identify an **alternative behaviour** to replace the problem behaviour in the short term.

This alternative behaviour should:

• be less disruptive in the classroom than the problem behaviour

• provide the same function for the student as the problem behaviour

• be easy for the student to engage in

• have a positive consequence for the student.

The alternative behaviour is the first step towards removing the problem behaviour. If you provide the student with an alternative way of attaining the function of their problem behaviour, they are less likely to go back to the 'tried and true' problem behaviour that has consistently paid off for them. Without an alternative, the student's behaviour is likely to escalate until they get the results they are looking for.

For Joe, an alternative behaviour could be that he uses a cue card to signal to the teacher that he needs help and works on an easier task while he waits for assistance. As a consequence, Joe is given help with the task and does not need to be sent from the room (see Figure 7). This alternative is still fulfilling the same function as the problem behaviour, because Joe is able to avoid having to independently complete a task he sees as too difficult for him.

Student(s): Joe Smith

Teacher(s): Jane Pearson

Class: 9P

Date: 30 June 2017

5 Setting events

Joe struggles with maths and has difficulty managing feelings of frustration and anxiety. This year he has had to move into foster care.

2 Antecedent

Joe is given a maths task to complete independently that he's not confident about.

6.1 Desired behaviour

Joe completes the maths task independently and successfully.

6.2 Consequence

Joe experiences success with maths and builds his confidence, self-belief, and resilience as a learner.

6.3 Function

Joe is obtaining satisfaction from achieving in maths and joining in the classroom community.

1 Problem behaviour

Joe is out of his seat, speaks abusively in response to teacher instruction, and refuses to start the task he has been given.

3 Consequence

Joe is sent out of the class for time out or is sent to the dean.

4 Function

Joe appears to be avoiding a task that he sees as too difficult to do by himself.

7.1 Alternative behaviour

Joe uses a cue card to signal to the teacher that he needs help and works on an easier task while he waits for assistance.

7.2 Consequence

Joe's need is immediately acknowledged and he is given help with the difficult task.

Hypothesis

Joe's inappropriate behaviour occurs when he is given a maths task he is not confident about and results in him being sent out of class. The function of his behaviour therefore appears to be to avoid a task he sees as too difficult to do by himself. The behaviour may be exacerbated by a recent move into foster care and difficulty in managing feelings of frustration and anxiety.

Note: The result at this stage, with its three rows showing the problem behaviour and desired and alternative behaviours, is often referred to as a 'competing behaviour pathway'.

STEP 8: IDENTIFY STRATEGIES FOR CHANGING BEHAVIOUR

After you have identified desired and alternative behaviours, the next step is to identify potential **strategies** for changing the problem behaviour.

You might identify strategies for:

- addressing and minimising the effects of **setting events**
- changing or replacing **antecedents** to help prevent the problem behaviour
- **teaching** desired and alternative behaviours
- initially maintaining the function (with a different consequence), and over time changing it, to produce the **desired consequences**.

When identifying strategies, it is important to get feedback from the people who are closely involved with the student. The strategies need to be a good fit with the learning environment and with the preferences of staff and whānau.

Table 7 near the end of this section provides examples of strategies for two common functions underlying problem behaviour: avoiding a task and seeking attention.

8.1: SETTING-EVENT STRATEGIES

The aim of these strategies is to reduce problem behaviour that occurs as a result of the setting events.

First, look at the setting events you have identified for the problem behaviour, and ask the following questions:

- Can we do anything to prevent the setting event from occurring?
- If not, is there anything we can do to diminish the effects the setting event is having on the student's behaviour?

For example, if a setting event involves conflict at home before a student comes to school, strategies could include a trusted adult checking in with the student when they arrive at school to engage in a supportive conversation, remind them about strategies for seeking help at school, and positively forecast a successful day ahead.

For Joe, setting-event strategies could include:

- *arranging some extra tutoring in maths*
- *teaching the whole class strategies for self-help and helping others*
- *providing a space that Joe can use to calm down if he feels frustrated*
- *giving Joe extra feedback and encouragement as he develops self-management skills (see Figure 8).*

8.2: ANTECEDENT STRATEGIES

Look at the antecedents that you have identified in your hypothesis as triggers for the student's problem behaviour.

The strategies you choose should:
• directly address the antecedents
• address the function the problem behaviour is serving.

The aims of antecedent strategies are to:
• prevent problem behaviour
• support alternative and desired behaviours.

Strategies for preventing problem behaviour change the antecedent so that the problem behaviour becomes irrelevant (the student no longer needs to use it to get their needs met).

EXAMPLES OF ANTECEDENT STRATEGIES

When students engage in problem behaviour to obtain adult attention, an antecedent could be that they have not received enough attention from adults in the past.

To prevent the problem behaviour:
• classroom staff could ask the student to be their helper
• the teacher could start the lesson by checking in with the student and then stop by to check in briefly every 10 minutes (fading this out over time).

To support alternative or desired behaviours:
• the teacher could provide precorrects (visual or verbal prompts) to regularly remind the student to use the alternative behaviour (raising their hand and waiting for help or attention from the teacher)
• the teacher could reinforce the desired behaviour by acknowledging the student's willingness to attempt a task independently and without disrupting others in the classroom.

For Joe, antecedent strategies could include:

• *ensuring that he has easier, shorter tasks before more challenging tasks to help him to build confidence and momentum*

• *providing scaffolds (such as prompts or peer tutoring) to enable him to manage more challenging tasks successfully (see Figure 8).*

8.3: STRATEGIES FOR TEACHING DESIRED AND ALTERNATIVE BEHAVIOURS

The Behaviour Support Plan should include:

- behaviours that need to be explicitly taught to replace the problem behaviour
- opportunities to practise these behaviours.

You will often first teach alternative behaviours that will get results more quickly and easily than the problem behaviour did, thus making the problem behaviour inefficient for the student. Once the alternative behaviour has been substituted for the problem behaviour, you can begin to teach the desired behaviour.

It is important to provide prompts and support for the alternative and desired behaviours.

The transition from the short-term goal (the alternative behaviour) to the long-term goal (the desired behaviour) may require other skills that need to be taught, such as academic or social skills.

When you are planning strategies for teaching behaviour, consider the following questions:

- What is the alternative behaviour you need to teach? Will the student be capable of performing this behaviour? What support will they need?
- What specific details will you provide to the student to help them learn the behaviour (e.g., when, where, and why the behaviour should occur)?
- How will you respond positively when the student uses the alternative behaviour?
- Have you considered (and taught the student) how you will respond if they refuse to use the alternative behaviour?
- What skills (e.g., academic, social, or recreational) will you need to teach the student to enable them to move from the short-term goal of using the alternative behaviour to the long-term goal of successfully using the desired behaviour?

For Joe, strategies for teaching alternative and desirable behaviours could include:

1. Prompts, for example:

- *reminding him to adopt an alternative behaviour (using a cue card to signal the need for help) instead of the problem behaviour – note that seeking help fulfils a similar function to the problem behaviour, in that it allows Joe to avoid having to do the task independently*

- *as he progresses, reinforcing the desired behaviour (independently completing maths tasks) by acknowledging his efforts ("It's great to see you tackling some challenging stuff there, Joe").*

2. Skills teaching, for example:

- *moving him to his long-term, desired behaviour (managing challenging maths tasks independently) through explicit teaching and practice in mathematics (see Figure 8).*

8.4: STRATEGIES FOR PRODUCING THE DESIRED CONSEQUENCES

Look at the function of the student's behaviour that you have identified in your FBA hypothesis. You will need to identify strategies to stop the problem behaviour paying off for the student and to allow them to achieve a similar result from more acceptable behaviour.

First of all, the student needs to learn that the alternative behaviour is more effective, efficient, and reliable in meeting the function of their behaviour than the problem behaviour was. It is very important that the problem behaviour is not allowed to pay off for the student.

> Identify strategies to stop the problem behaviour paying off for the student and to achieve a similar result from more acceptable behaviour.

When the student engages in the alternative behaviour, you should quickly provide them with an outcome that matches the function of the problem behaviour.

It is important to consistently acknowledge and reward the alternative behaviour, using incentives that are valued by the student. Otherwise, the student is likely to return to the 'tried and true' problem behaviour in order to get their needs met.

Your long-term goal is to have the student move beyond the alternative behaviour and learn to use the desired behaviour. Your plan will probably need to include explicit instruction and reinforcement to support and motivate the student as they learn to engage independently in the desired behaviour.

Start small, and build on each success. In the beginning, you should try to reinforce every occurrence or approximation of the alternative or desired behaviours. You should only begin to fade out the reinforcement once the student is reliably and successfully using the alternative or desired behaviours.

If the student reverts to the problem behaviour, quickly prompt them to use the alternative behaviour. If they persist with the problem behaviour, they need to discover that it no longer provides the pay-off they require. For example, if the function of the problem behaviour is to escape a task, you need to ensure that, if the student continues to engage in the behaviour, they do not escape the task. In this case, they could be required to complete it in their own time.

The team will need to consider how staff will respond if the student refuses to use the alternative behaviour instead of the problem behaviour, and what the consequences will be.

> *For Joe, consequence strategies could include:*
> - *immediately acknowledging his need for support when he uses a cue card and providing help as soon as possible*
> - *acknowledging and reinforcing his positive behaviour (see Figure 8).*

Student(s): Joe Smith

Teacher(s): Jane Pearson

Class: 9P

Date: 30 June 2017

5 Setting events

Joe struggles with maths and has difficulty managing feelings of frustration and anxiety. This year he has had to move into foster care.

2 Antecedent

Joe is given a maths task to complete independently that he's not confident about.

1 Problem behaviour

Joe is out of his seat, speaks abusively in response to teacher instruction, and refuses to start the task he has been given.

3 Consequence

Joe is sent out of the class for time out or is sent to the dean.

4 Function

Joe appears to be avoiding a task that he sees as too difficult to do by himself.

6.1 Desired behaviour

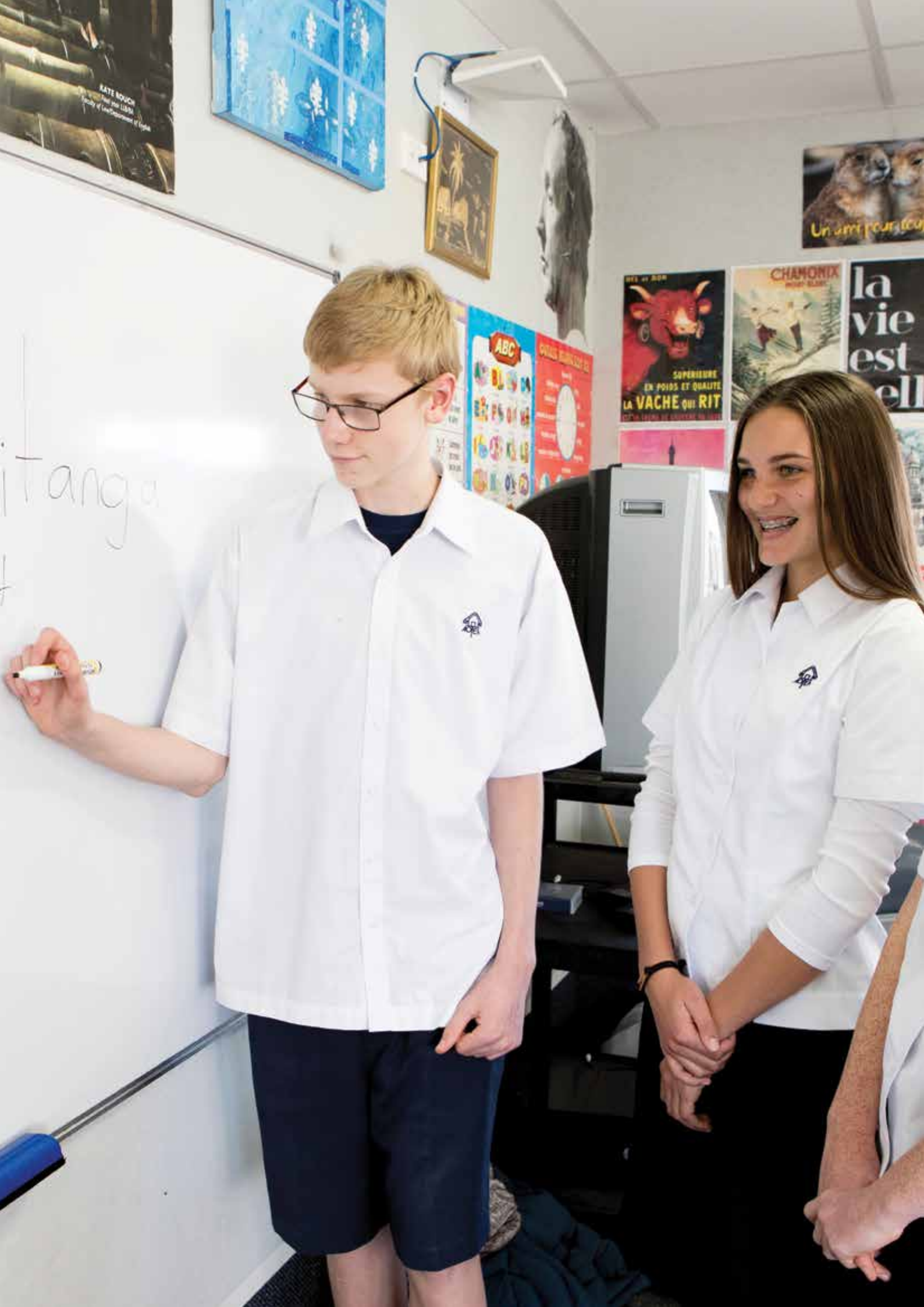Joe completes the maths task independently and successfully.

6.2 Consequence

Joe experiences success with maths and builds his confidence, self-belief, and resilience as a learner.

6.3 Function

Joe is obtaining satisfaction from achieving in maths and joining in the classroom community.

Hypothesis

Joe's inappropriate behaviour occurs when he is given a maths task he is not confident about and results in him being sent out of class. The function of his behaviour therefore appears to be to avoid a task he sees as too difficult to do by himself. The behaviour may be exacerbated by a recent move into foster care and difficulty in managing feelings of frustration and anxiety.

7.1 Alternative behaviour

Joe uses a cue card to signal to the teacher that he needs help and works on an easier task while he waits for assistance.

7.2 Consequence

Joe's need is immediately acknowledged and he is given help with the difficult task.

8.1 Setting-event strategies

Arrange extra tutoring for Joe in maths.
Teach the whole class strategies for self-help and helping others.
Provide a space for calming down.
Give Joe feedback on his self-management skills.

8.2 Antecedent strategies

Provide easier, shorter tasks before more challenging tasks.
Provide scaffolds (such as prompts or peer tutoring) to enable Joe to manage more challenging tasks successfully.

8.3 Teaching strategies

Remind Joe that he can use a cue card to signal he needs help.
Acknowledge his efforts when he independently completes maths tasks.
Provide explicit teaching and practice in mathematics.

8.4 Consequence strategies

Immediately acknowledge Joe's need for support when he uses a cue card and provide help as soon as possible.
Acknowledge and reinforce his positive behaviour.

TEMPLATE FOR A BEHAVIOUR SUPPORT PLAN

Student(s):

Teacher(s):

Class:

Date:

This template is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material
It is best printed on A3.

6.3 Function

4 Function

6.2 Consequence

3 Consequence

7.2 Consequence

8.4 Consequence strategies

6.1 Desired behaviour

1 Problem behaviour

7.1 Alternative behaviour

8.3 Teaching strategies

2 Antecedent

8.2 Antecedent strategies

5 Setting events

Hypothesis

8.1 Setting-event strategies

POSSIBLE ABC STRATEGIES FOR TWO FUNCTIONS OF BEHAVIOUR

Table 7 below provides examples of possible strategies that could be used for two common functions of behaviour. The strategies should be individualised for each student.

Table 7: Strategies for two common functions of behaviour

Antecedent strategies	Teaching strategies	Consequence strategies
• Prevent problem behaviour and support alternative and desired behaviours. • Make the problem behaviour **irrelevant**.	• Teach alternative and desired behaviours that get results more quickly or easily. • Make the problem behaviour **inefficient**.	• Change consequences so that the problem behaviour never pays off for the student. • Reward appropriate behaviour to make the problem behaviour **ineffective.**
Function: Avoiding a task		
Modify tasks to match the student's knowledge and skill level. Provide clear instructions for how to complete tasks. Provide visual cues for completing challenging parts of tasks. Give choices (e.g., a range of tasks for the student to select from). Pre-teach content. Assign the student to work with a peer. Precorrect – frequently and deliberately remind the student to ask for help.	Teach the student appropriate ways to ask for help from their peers, differentiating ways if necessary (e.g., for large-group, small-group, and individual work). Identify and teach specific examples of ways to ask for help from the teacher (e.g., using a cue card). Teach the student how to make appropriate choices when there are alternative tasks on offer. Teach the student self-talk strategies for when they feel like avoiding work (e.g., "I know I can do it. I'm going to give it a go.")	Respond quickly if the student asks for help. Describe expected behaviours (e.g., being on task, trying hard, completing work, asking for help appropriately) and acknowledge the student when they demonstrate them. Eliminate or minimise instructional time or work being missed as a result of problem behaviour.
Function: Seeking attention		
Provide adult attention as soon as the student arrives in class. Give the student leadership responsibility or a class job that requires them to interact with staff and students. Give the student frequent intermittent attention for positive or neutral behaviour. Precorrect – frequently and deliberately remind the student to raise their hand and wait patiently if they want your attention.	Teach the student more appropriate ways to ask for peer attention (e.g., asking for help when it is convenient). Identify and teach specific examples of ways to ask for attention from the teacher (e.g., raising a hand and waiting patiently for the teacher to call on them).	Respond quickly if the student asks appropriately for adult or peer attention. Give the student frequent adult attention in response to positive behaviour. Eliminate or minimise attention for engaging in problem behaviour – for example, limit verbal interactions by using a signal to prompt the student to stop the problem behaviour. Avoid power struggles.

ACTIVITY: DEVELOPING A BEHAVIOUR SUPPORT PLAN

Working with others in a small group, reread sections 4.3 and 4.4 above, and then work through the steps below to complete a simple Functional Behavioural Assessment (FBA) and Behaviour Support Plan for Gemma in the following example.

Use the spaces below and the template overleaf to capture your answers.

When you have finished, compare your results with the sample answer in Appendix 4.

Gemma is a year 8 student who has been referred to a Classroom Practices Team by her class teacher for ongoing low-level disruption in the classroom, as well as concerns about her academic progress and overall engagement and motivation at school. Gemma has difficulties with reading fluency and comprehension and this is causing learning challenges for her across the curriculum. When the class has been asked to work quietly and independently, Gemma is frequently out of her seat, visiting other students or looking for tools and materials, as well as calling out that she is bored or doesn't know what to do. When her behaviour becomes particularly difficult to ignore, she is sent to the D.P. or to work in another classroom.

Step 1: Describe the behaviour

Step 2: Identify the antecedent

Step 3: Identify the consequence

Step 4: Identify the function of the behaviour

Step 5: Check for setting events and write a hypothesis

Step 6: Identify a desired behaviour and its consequence and function

Step 7: Identify an alternative behaviour and consequence

Step 8: Identify strategies for changing behaviour

8.1: Setting-event strategies

8.2: Antecedent strategies

8.3: Strategies for teaching desired and alternative behaviours

8.4: Strategies for producing the desired consequences

This activity and its template overleaf are available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material. The template is best printed on A3.

TEMPLATE FOR A BEHAVIOUR SUPPORT PLAN FOR GEMMA

Student(s): ....

Teacher(s): ....

Class: ....

Date: ....

6.3 Function ....

(4) Function ....

6.2 Consequence ....

(3) Consequence ....

7.2 Consequence ....

8.4 Consequence strategies ....

6.1 Desired behaviour ....

(1) Problem behaviour ....

7.1 Alternative behaviour ....

8.3 Teaching strategies ....

(2) Antecedent ....

8.2 Antecedent strategies ....

(5) Setting events ....

Hypothesis ....

8.1 Setting-event strategies ....

SECTION 5
WĀHANGA 5

STRENGTHENING CLASSROOM PRACTICES

TE WHAKAPAKARI I NGĀ MAHI I TE AKOMANGA

Section 5: Strengthening Classroom Practices
Wāhanga 5: Te Whakapakari i ngā Mahi i te Akomanga

In PB4L–SW Tier Two, the initial work to support students who have not responded to the systems and practices implemented in Tier One is done through teachers supporting teachers. Teachers help each other to address low-level problem behaviour by examining their own practice, by striving to understand the reasons for problem behaviour, and by identifying strategies for changing it.

This collaborative work is primarily done by the Classroom Practices Team or teams. These teams are the heart and soul of the Tier Two system. In a large school, there may be several such teams, based in syndicates or departments. A small school may have only one Classroom Practices Team, with membership doubling up with the Tier One and Tier Two teams.

The main aspects of the Classroom Practices Team's role are:

- accepting students for support
- supporting teachers to examine their practice
- understanding students' behaviour and developing strategies in response
- grouping students when required
- monitoring students' progress
- communicating with others.

The remainder of this section unpacks each of these aspects in detail.

> In PB4L-SW Tier Two, the initial work to support students who have not responded to Tier One is done through teachers supporting teachers. This collaborative work is primarily done by the Classroom Practices Team or teams.

5.1 ACCEPTING STUDENTS FOR SUPPORT

When your school's Tier Two systems are functioning well, the decision to accept one or more students for support will normally be straightforward and routine.

To help with the decision, your Classroom Practices Team(s) should be given as much supporting documentation as possible. Examples could include:

- a completed nomination form (see section 3.4)
- the Classroom Practices Team simple Behaviour Support Plan form, with the first few lines completed (see section 5.3).

Once the Classroom Practices Team decides to accept a student for extra support, they should check that they have enough information to conduct a simple Functional Behavioural Assessment (FBA). If not, it may be necessary to postpone the FBA to allow time for collecting and reviewing additional data.

Students may be brought to the notice of a Classroom Practices Team through a number of different channels. For example, students in need of support may be identified:

- by a PB4L team
- by a teacher or school leader
- by other students or by whānau members.

See sections 3.2–3.5 for further information about identifying students in need of extra support.

IDENTIFICATION BY A PB4L TEAM

At Classroom Practices Team meetings, team members discuss students who have been referred to the team because of concerns about their behaviour. Often during such discussions, other students who share similar needs and functions of behaviour will be identified.

Students may also be brought to the Classroom Practices Team's attention when:

- the PB4L–SW (Tier One) Team identifies a student while reviewing school-wide data
- the Tier Two Team identifies a student using its data decision rules (see section 3.3 for examples of data decision rules)
- the Tier Two Team receives a nomination for a student and decides the most appropriate support is through a Classroom Practices Team.

IDENTIFICATION BY A TEACHER OR SCHOOL LEADER

In some cases, a teacher or school leader (e.g., a dean or SENCO) will express concern about a student's behaviour and will request support by nominating the student. If the nomination is accepted, the teacher or leader should begin to prepare the Classroom Practices Team simple Behaviour Support Plan form (see page 117), which they will take to their Classroom Practices Team.

Students may be nominated because of concerns about both internalising and externalising behaviours. But note that problematic *externalising* behaviours are generally covered by data analysis and regular monitoring by the Tier One Team, whereas problematic *internalising* behaviours are often the subject of nominations. (See section 1.5 for more information about internalising and externalising behaviours.)

IDENTIFICATION BY WHĀNAU OR OTHER STUDENTS

A parent, another whānau member, or another student may recommend that a student be nominated for support if they are concerned about the student's behaviour.

Miriama, a student in the year 4 and 5 hub at a Hastings primary school, is experiencing ongoing difficulties in managing relationships with her peers. Conflict in the playground often spills over into classroom relationships, which is affecting her academic progress.

Miriama's whānau meet often with her teachers. They and the teachers have high expectations of her potential and want to help her to be more successful in relating to others and to accelerate her academic progress. In consultation with the whānau, the teachers have referred her to the syndicate Classroom Practices Team for collaborative problem solving and planning about the best ways to provide support for her.

The team has developed a plan based on data provided by the teachers and the perspectives of Miriama and her whānau on her strengths, aspirations, and needs. The plan involves trialling particular strategies to support Miriama over the next six weeks. Progress will be reviewed weekly using a scale of indicators written with Miriama to show progress – these range from '1 – I get into trouble for having fights with other students most days' to '5 – I enjoy playing with my friends and know what to do if there is a disagreement'. At the same time, her academic progress will be carefully monitored using the school's usual classroom assessment practices.

5.2 SUPPORTING TEACHERS TO EXAMINE THEIR PRACTICE

Effective teaching is key to ensuring appropriate student behaviour and student engagement and learning. Research has identified a number of approaches and strategies, discussed below, that promote positive behaviour. It is essential that school leaders encourage and support teachers to examine their own practice in relation to these approaches and strategies.

WHY START WITH TEACHER PRACTICE?

In the past, the traditional approach for responding to inappropriate behaviour in the classroom has tended to locate the 'problem' with the student. Teachers have often not considered the nature of their relationship with the student, their organisation of the classroom, and their way of approaching problem behaviour as possible influential factors.

There are three major reasons for starting with the teacher's practice when responding to problem behaviour in the classroom:

- Firstly, effective classroom teachers are known not by what they do when problem behaviour occurs, but by what they do to set their classrooms up for success and to prevent problems from occurring in the first place. When teachers know and use positive, proactive, inclusive strategies, such as those developed and used in PB4L–SW, many minor, commonly reported classroom behaviours can be avoided (Scheuermann & Hall, 2008).

- Secondly, PB4L–SW emphasises the power of the teacher to be an active agent of change in the classroom. When teachers reflect on their practice, they often identify significant changes for managing their classroom in more effective ways.

- Thirdly, changing teacher behaviour often gets more 'bang for the buck' – that is, changing teacher practice has the potential to influence a teacher's current and future interactions with all students in the classes they teach.

TEACHING FOR POSITIVE BEHAVIOUR

The New Zealand Curriculum stresses that students learn best when teachers provide a positive and supportive learning environment.

> Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive.

The New Zealand Curriculum, page 34

The curriculum also identifies a number of teaching approaches that research confirms "consistently have a positive impact on student learning" (page 34). Figure 9 overleaf and the discussion following it explore four of these approaches that are particularly relevant to supporting positive behaviour.

Figure 9 also shows, around the outside, four elements that underpin these teaching approaches and that will support you to increase engagement and maximise learning for *all* students in your care:

Culturally responsive practices

Culturally responsive practices and pedagogies are key for students to be successful in school. They require school leaders and teachers to reject deficit theories about students and to appreciate that students' behaviour and learning are influenced by language and culture. Each school can develop its strengths in this area through professional learning and collaborative inquiry in their school and across their community of learning (Bishop & Glynn, 1999; Macfarlane, 2004).

Caring relationships

Strong caring relationships between teachers and their students are fundamental to effective teaching and culturally responsive practice. Both academic achievement and student behaviour are influenced by the quality of the teacher-student relationship.

Inclusive pedagogies

Inclusive pedagogies ensure that all students are engaged, challenged, and experiencing success in an environment that supports and promotes their academic and social learning. This requires teachers to identify and remove barriers to participation and learning, so that every child has the opportunity to reach their potential.

Inquiry and problem solving

Inquiry and problem solving in communities of learning often focus on well-being and positive behaviour for students. Schools explore evidence, trial new strategies, plan for professional learning, and share effective practice with others. If your school is a PB4L–SW school, you will already be familiar with problem-solving approaches and strategies from Tier One; furthermore, problem solving lies at the heart of Tier Two.
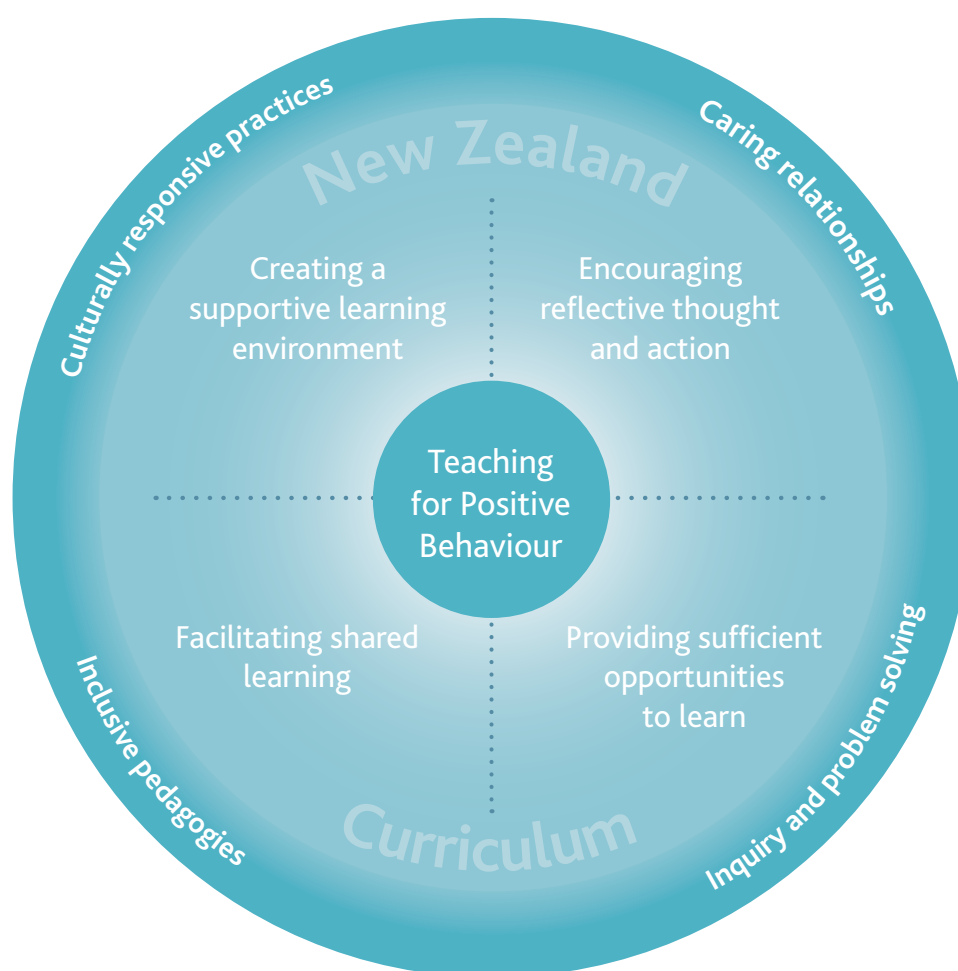
CREATING A SUPPORTIVE LEARNING ENVIRONMENT

One of your top priorities will be to create an environment in which your students feel valued, included, and secure and which supports them to take responsibility for themselves and others. With your students you will develop routines that keep everyone safe, that make for easy transitions between activities, and that support a calm space for learning and socialising. Your teaching and learning spaces will be inclusive, reflecting the shared values of home and school and supporting Māori and Pasifika learners and their whānau.

Six important strategies help in the creation of a supportive learning environment:

- Collaboratively developing behaviour expectations
- Establishing a supportive physical environment
- Establishing and explicitly teaching routines
- Using preventative strategies
- Providing feedback and encouragement
- Providing feedback and fair consequences for problem behaviour.

ENCOURAGING REFLECTIVE THOUGHT AND ACTION

For young children, self-regulation and control are important determinants of social, academic, and emotional stability and success in later life. Self-regulation supports the mental processes needed for learning, such as planning, focusing attention, sequencing ideas, and managing a variety of tasks. Many behavioural challenges result from students' inability to manage their learning and to manage their emotional responses to the ups and downs of school. When you support students to reflect on their learning and behaviour, they will be more successful with independent and cooperative tasks and with the challenges that can arise from social interactions in shared learning spaces.

Three key strategies support reflective thought and action and becoming a self-regulated learner:
- Encouraging self-regulated behaviours
- Supporting students to manage their learning
- Supporting goal setting and self-reflection on learning and behaviour.

FACILITATING SHARED LEARNING

Being able to work supportively and cooperatively with others is vital for success at school and in future work or study. Many students need help to be able to understand and respond to the needs and perspectives of others and benefit from cooperative activities where they have opportunities to contribute to collective success. The values of manaakitanga, whanaungatanga, and kotahitanga help to create learning communities that actively promote respect and caring for others, along with mutual accountability and responsibility.

Three strategies in particular support teachers to facilitate shared learning:
- Teaching social behaviours for group work
- Using cooperative learning approaches
- Helping students to mentor and support the learning and behaviour of others.

PROVIDING SUFFICIENT OPPORTUNITIES TO LEARN

All students benefit from effective teacher instruction using high expectations, structure and routines, scaffolding, differentiated teaching, constructive feedback, and positive reinforcement of learning. Ideally, class teachers will integrate a Universal Design for Learning approach into planning. This is where, from the outset, barriers to student learning are identified and minimised in partnership with students and those who know them well. This ensures that students benefit from a learning environment and programme that maximise their opportunity to participate and respond and to receive helpful feedback as they do so.

Five teaching strategies are central to providing sufficient opportunities to learn:
- Presenting information and tasks in a variety of ways to support understanding
- Providing alternatives for students to demonstrate their learning
- Supporting student responses
- Providing choice
- Structuring tasks strategically.

Figure 10 shows an expanded version of Figure 9 that includes the strategies discussed above.

The PB4L–SW publication *Teaching for Positive Behaviour* is a companion resource to the Tier One and Tier Two manuals. It unpacks the strategies in Figure 10 that research has shown to be most effective in establishing a positive, supportive learning environment (Alton-Lee, 2003; Hattie, 2009).

Teaching for Positive Behaviour aligns with the New Zealand Curriculum and supports schools' work within it. Your school will find it invaluable for:

• supporting teachers to put Tier One into practice in their classrooms
• providing support through Classroom Practices Teams in Tier Two.

Figure 10: Evidence-based strategies within teaching for positive behaviour

Strategies

- Collaboratively developing behaviour expectations
- Establishing a supportive physical environment
- Establishing and explicitly teaching routines
- Using preventative strategies
- Providing feedback and encouragement
- Providing feedback and fair consequences for problem behaviour

Strategies

- Encouraging self-regulated behaviours
- Supporting students to manage their learning
- Supporting goal setting and self-reflection on learning and behaviour

Culturally responsive practices

New Zealand

Caring relationships

Creating a supportive learning environment

Encouraging reflective thought and action

Teaching for Positive Behaviour

Facilitating shared learning

Providing sufficient opportunities to learn

Inclusive pedagogies

Curriculum

Inquiry and problem solving

Strategies

- Teaching social behaviours for group work
- Using cooperative learning approaches
- Helping students to mentor and support the learning and behaviour of others

Strategies

- Presenting information and tasks in a variety of ways to support understanding
- Providing alternatives for students to demonstrate their learning
- Supporting student responses
- Providing choice
- Structuring tasks strategically

TEACHER SELF-ASSESSMENT

When PB4L–SW has been fully implemented in your school, all teachers should regularly review the school's PB4L–SW expectations, processes, and strategies and monitor how well their own classroom practices reflect these. Regular, supportive discussion of teaching practices fosters a collaborative approach and helps teachers to assess and reflect on their own effectiveness.

Section 5 of the resource *Teaching for Positive Behaviour* includes a self-assessment tool based on Figure 10. Teachers can use this tool to examine their practice and to reflect on the degree to which it includes effective, evidence-based strategies that promote positive behaviour.

TEACHING FOR POSITIVE BEHAVIOUR: SELF-ASSESSMENT TOOL

Teacher: Date and time: Observer (if applicable):

Instructional activity (if applicable):

Teaching approaches & strategies	Teacher actions that support expected behaviour
1. Creating a supportive learning environment	
Collaboratively developing behaviour expectations	My students and I have agreed on behaviour expectations linked to our school values. The expectations are displayed in our learning space. Students can explain the expectations. ○ Emerging ○ Partly in place ○ Established
Establishing a supportive physical environment	The learning space allows ease of access and movement and minimises crowding and distraction. Equipment and materials are clearly labelled, and there are established routines for students to collect and return them. There is a neutral space available where students can go to calm down if they need to. Visual images and resources reflect and celebrate cultural diversity. My relationships with students are warm and caring, reflecting the values of manaakitanga and whanaungatanga. ○ Emerging ○ Partly in place ○ Established
Establishing and explicitly teaching routines	My students and I have developed routines for the learning space. The routines are displayed and regularly taught. Students receive feedback and encouragement to follow the routines, both from me and from one another. ○ Emerging ○ Partly in place ○ Established
Using preventative strategies	Students receive positive attention that shows that they are noticed and valued. Students are reminded about expected behaviours. The instructional pace is appropriate for the needs of all my students. I check frequently for understanding. Students know how to seek help. ○ Emerging ○ Partly in place ○ Established
Providing feedback and encouragement	Students receive feedback and encouragement as they work towards and meet expectations. Students have opportunities to encourage and positively acknowledge each other. ○ Emerging ○ Partly in place ○ Established
Providing feedback and fair consequences for problem behaviour	I provide calm, consistent, brief, immediate, and respectful responses to minor instances of inappropriate behaviour. I use a variety of response strategies for minor problem behaviour (e.g., prompting, redirecting, reteaching, conversing with students, and providing choice). I know and use our school's agreed responses to major problem behaviours. ○ Emerging ○ Partly in place ○ Established

Your school may have used a similar tool as part of PB4L–SW Tier One. This will have reinforced the value of working with teachers to guide reflection on their practice and discussions on possible changes. For example, a peer observer or supervisor can support self-assessment by observing a teacher colleague and then providing specific feedback that will help the teacher complete their self-assessment and plan enhancements to their classroom strategies and practice.

5.3 ANALYSING AND RESPONDING TO STUDENTS' BEHAVIOUR

Before you can support positive changes in a student's behaviour, it is essential to understand what lies behind the behaviour. Carrying out a simple Functional Behavioural Assessment will help you to understand the variables that shape a student's behaviour and enable you to identify its function – how it 'pays off' for the student.

Section 4.3 explains the process of carrying out a simple FBA. With support from their experienced Tier Two Team representative, the Classroom Practices Team will discuss and analyse students' behaviour, in each case defining the problem behaviour and identifying its antecedent, consequence, and function. With this as a basis, they can plan specific strategies that will support students to behave in more socially appropriate ways while still (at least initially) meeting the needs that have been driving their problem behaviours.

The team develops strategies both for individual students and for small groups of students exhibiting similar problem behaviours. (See section 5.4 for information about how Classroom Practices Teams can work with groups of students.)

At their meetings, the members of the Classroom Practices Team:

- share ideas about teaching for positive behaviour
- reflect on and select appropriate strategies for students in their classes who exhibit similar behaviours and functions
- discuss any barriers they have encountered as they implement these strategies, and use a problem-solving approach to deal with these
- discuss what has worked and why it has been successful
- celebrate successes.

> Carrying out a simple Functional Behavioural Assessment will help you to understand the variables that shape a student's behaviour and enable you to identify its function – how it 'pays off' for the student.

GUIDING QUESTIONS FOR CLASSROOM PRACTICES TEAM MEMBERS

The questions below will help to guide your team's discussions as you work together to identify students in need of support and develop strategies for encouraging more positive patterns of behaviour.

How do we identify students in need of Tier Two support?

- Is the identification of students for Tier Two support based on accurate, appropriate data?
- Which data decision rules have been used to identify these students?
- Do we define students' problem behaviour in observable and measurable ways?

How do we identify the function of a student's behaviour?

- How do we use data to support our decisions about the functions of problem behaviours?
- Is the student seeking adult attention? (Remember that corrections and redirects are also a form of adult attention.)
- Does the student want peer attention?
- Does the problem behaviour help the student get a particular item or activity?
- Does it allow them to avoid a task?
- Does it enable them to avoid adult or peer attention?
- Is the student trying to gain power or control?

What skills should I be teaching?

- How do I teach routines and expected behaviours? Do I need to actively reteach them?
- Does the student have the skills needed to complete the task? If not, what targeted support should be provided?

What can I as the teacher do to prevent the problem behaviour?

- Have I established routines to encourage the desired behaviour (e.g., how to ask for help and how to work with partners)?
- What precorrects can I give the student to remind them of the desired behaviour?
- Could my classroom supervision be more active?
- Do I need to check in with the student more often (e.g., precorrect; then check in after the first five minutes; then again at ten-minute intervals)?
- Would the student be more engaged if they had more opportunities to respond, or more choices?
- Do I ensure that tasks are manageable and achievable for the student and as motivating as possible to prevent the need to avoid them?
- Do I provide attention to the student at other times to prevent the need for the student to seek my attention in inappropriate ways?
- Do I give the student short, succinct instructions and redirections, avoiding debate, argument, excessive negative attention, and distraction from teaching and learning?
- What are the student's strengths? How can I build on these?
- Do I acknowledge the student when the problem behaviour does *not* occur?
- Do I recognise other students who are displaying expected behaviours?

How can I recognise the student for displaying the desired behaviour?

- How could I provide extra attention?
- How could I encourage peer attention in an appropriate way?
- How could I provide access to activities or objects preferred by the student?
- How could I provide the student with a feeling of control?
- What kinds of acknowledgments or rewards motivate the student?

OVERVIEW OF THE PROBLEM-SOLVING PROCESS

When a student is referred to a Classroom Practices Team, the team supports the student's teacher to first examine their everyday classroom practice and the ways in which it supports positive behaviour. If this does not resolve the matter, the members of the team will then meet to:

- summarise the problem
- identify a replacement behaviour[12] or student goal
- identify strategies to support behaviour change for the student
- plan how to monitor progress
- set a follow-up date.

> When a student is referred to a Classroom Practices Team, the team supports the student's teacher to first examine their everyday classroom practice and the ways in which it supports positive behaviour.

The sections below suggest possible ways of approaching each of these aspects of the team's work.

1. Summarising the problem

You could ask:

- How can we define the problem behaviour in observable and measurable terms?
- What happens before the behaviour (the antecedent)?
- What happens as a result of the behaviour (the consequence)?
- What is the pay-off for the student (the function of the behaviour)?

2. Identifying a replacement behaviour and student goal

You could ask:

- What do we want the student to do instead of the problem behaviour?
- Can we select an appropriate, observable behaviour from the PB4L–SW expectations matrix to put in place of the problem behaviour?
- As an interim measure, should we set a goal for the student of partially achieving this within a specific period of time?

3. Identifying strategies

Brainstorm and decide on a small number of strategies to try. These strategies should match the function of the student's problem behaviour.

For example, if the function of a student's problem behaviour is to seek adult attention, strategies could include checking in with the student when they arrive in class and reteaching appropriate ways to ask for attention.

4. Planning how to monitor progress

Choose a manageable way to measure and record progress towards the student goal – for example:

- Identify the most suitable data in relation to the student goal (e.g., the amount of time a student is on task during independent work; the number of times a student seeks attention during a lesson).

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[12] The term 'replacement behaviour' is used in a simple Behaviour Support Plan because the Classroom Practices Team isn't expected to identify and distinguish between desired and alternative behaviours (which is discussed in section 4.4).

- Establish specific, brief occasions for collecting data (e.g., 10 minutes, three times per week).
- Decide how you will record occurrences (e.g., by using a tally sheet; putting marbles in a jar; or encouraging the student to self-monitor by placing stickers on a chart).

Table 8 in section 5.5 provides examples of simple ways in which to monitor student progress.

5. Setting a follow-up date

Decide when the Classroom Practices Team will next review the student's progress.

SIMPLE BEHAVIOUR SUPPORT PLAN

The Classroom Practices Team can use the following form to record their planning as they work through the problem-solving process outlined above. It is valuable for the teacher to capture their initial thinking by completing section 1 before their meeting with the Classroom Practices Team.

The two examples that follow show how the form has been used at primary and secondary levels. A further example, in section 5.4, shows how you can use the form to plan strategies for *groups* of students with similar behavioural problems.

SIMPLE BEHAVIOUR SUPPORT PLAN

Student(s): _____   **Class:** _____

Teacher(s): _____   **Date:** _____

1. Summary of problem

We have the most problems during: _____

(time of day/ activity/ class/ routine)

②	**①**	**③**	**④**
Antecedent	**Problem behaviour**	**Consequence**	**Function**
When …	………………… will …	Then …	To access / avoid …
………………………	………………………	………………………	………………………
………………………	………………………	………………………	………………………
………………………	………………………	………………………	………………………
………………………	………………………	………………………	………………………
………………………	………………………	………………………	………………………
………………………	………………………	………………………	………………………

2. Replacement behaviour:

What do we want the student(s) to do instead? (e.g., choose an observable behavioural skill from your school's expectations matrix)

_____

Student goal:

_____

3. Strategies identified with the Classroom Practices Team:

_____

4. How will we monitor student progress?

_____

5. Follow-up date:

_____

The template for this form is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

EXAMPLE: SIMPLE BEHAVIOUR SUPPORT PLAN AT PRIMARY LEVEL

Student(s): Maria

Class: Year 6

Teacher(s): Jo Ngata

Date: 2/10/2017

1. Summary of problem

We have the most problems during: writing time.

(time of day/ activity/ class/ routine)
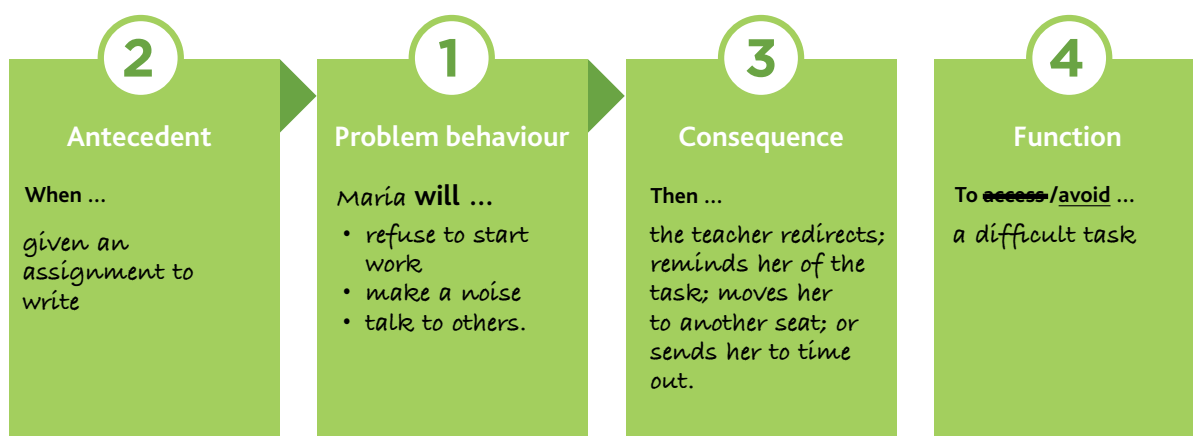
② Antecedent	**①** Problem behaviour	**③** Consequence	**④** Function
When … given an assignment to write	**Maria will …** • refuse to start work • make a noise • talk to others.	**Then …** the teacher redirects; reminds her of the task; moves her to another seat; or sends her to time out.	**To** ~~access~~/<u>avoid</u> … a difficult task

2. Replacement behaviour:

What do we want the student(s) to do instead? (e.g., choose an observable behavioural skill from your school's expectations matrix) Complete writing independently, without assistance from the teacher.

Student goal: Spend 10 minutes in each writing session without asking for help.

3. Strategies identified with the Classroom Practices Team: Provide a task card, breaking the task down into steps; provide a graphic organiser to help plan the writing; provide sentence starters.

4. How will we monitor student progress? Daily record of time on and off task.

5. Follow-up date: 10/10/17

EXAMPLE: SIMPLE BEHAVIOUR SUPPORT PLAN AT SECONDARY LEVEL

Student(s): James

Class: Year 10

Teacher(s): Nick Patterson

Date: 16/5/17

1. Summary of problem

We have the most problems during: the beginning of each class

(time of day/ activity/ class/ routine)
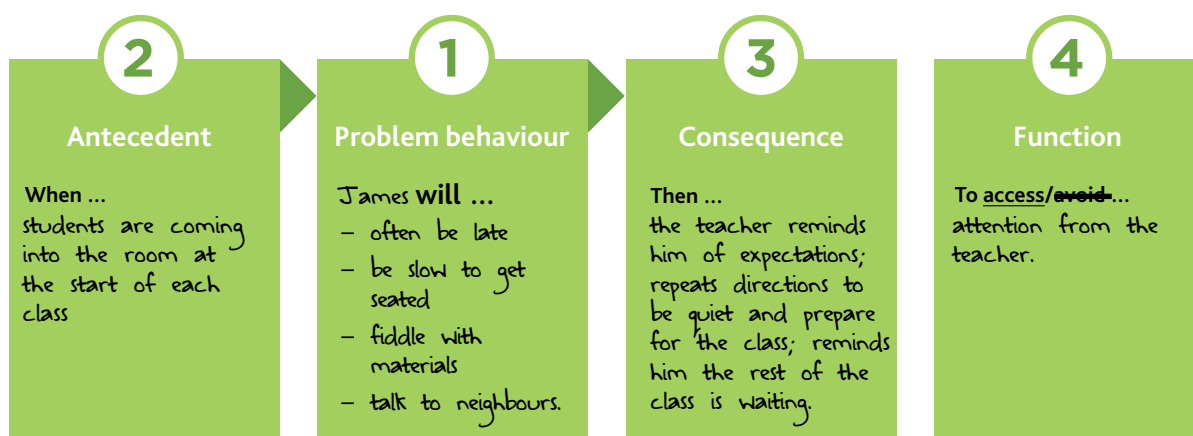
2
Antecedent

When …
students are coming into the room at the start of each class

1
Problem behaviour

James **will** …
– often be late
– be slow to get seated
– fiddle with materials
– talk to neighbours.

3
Consequence

Then …
the teacher reminds him of expectations; repeats directions to be quiet and prepare for the class; reminds him the rest of the class is waiting.

4
Function

To access/~~avoid~~ …
attention from the teacher.

2. Replacement behaviour:

What do we want the student(s) to do instead? (e.g., choose an observable behavioural skill from your school's expectations matrix) Be on time, be seated promptly, and wait quietly for the class to start.

Student goal: To achieve at least 66% success for 5 consecutive days in being on time, being seated promptly, and waiting quietly for the class to start.

3. Strategies identified with the Classroom Practices Team: Reteach expectations for punctuality; precorrect as soon as James arrives in class; use James as a model for other students when he complies with expectations.

4. How will we monitor student progress? Teachers to create a log with a plus column and a minus column for each of 'Be on time', 'Be seated promptly', and 'Wait quietly'. At the end of each day, compute the percentage of 'plus' entries.

5. Follow-up date: 30/5/17

5.4 GROUPING STUDENTS

It will sometimes be appropriate for Classroom Practices Teams to identify strategies for groups of students rather than for individuals. This should be done only when several students are exhibiting similar problem behaviours, with the same function or pay-off.

First, you should assess individual students to identify those who need further support (e.g., who meet your school's data decision rules). You can then review the individual students' data to group those whose behaviour has a similar function and who need similar kinds of strategies.

The following example shows how a simple Behaviour Support Plan can be developed with appropriate strategies for groups of students with similar behavioural problems.

EXAMPLE: SIMPLE BEHAVIOUR SUPPORT PLAN FOR A GROUP OF STUDENTS

Student(s): Nico L., Peter B., and Ben F.

Class: Year 7

Teacher(s): Helen Barlow, Will Huata, Sue Chan

Date: 20/3/17

1. Summary of problem

We have the most problems during: small-group sessions

(time of day/ activity/ class/ routine)
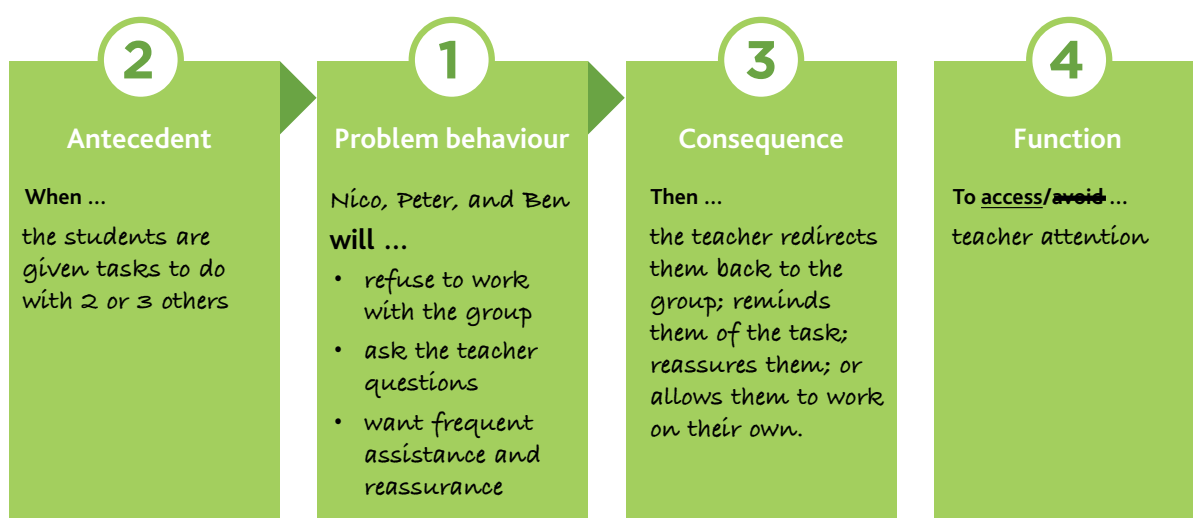
2 Antecedent	**1 Problem behaviour**	**3 Consequence**	**4 Function**
When … the students are given tasks to do with 2 or 3 others	Nico, Peter, and Ben **will …** • refuse to work with the group • ask the teacher questions • want frequent assistance and reassurance	Then … the teacher redirects them back to the group; reminds them of the task; reassures them; or allows them to work on their own.	To <u>access</u>/~~avoid~~ … teacher attention

2. Replacement behaviour:

What do we want the student(s) to do instead? (e.g., choose an observable behavioural skill from your school's expectations matrix) Stay in the small group and complete the task, using agreed ways of asking for help (e.g., 'help needed' cards).

Student goal: Stay in the small group, complete the task, and use agreed ways of asking for help for at least 4 consecutive days.

3. Strategies identified with the Classroom Practices Team:
Visually define the work area; provide students with 'help needed' cards; check how much work students can do independently; increase positive attention.

4. How will we monitor student progress?
Daily record of time on and off task

5. Follow-up date: 3/4/17

5.5 MONITORING STUDENTS' PROGRESS

Once your Classroom Practices Team has agreed on a simple Behaviour Support Plan for a student, the student's teacher or teachers are responsible for ensuring that the plan's strategies are implemented consistently, every day.

Data must be collected and reviewed to determine how well the student is responding to the strategies. Accurate data is essential for deciding whether the strategies should be continued, changed, or faded, and whether the student needs to be referred for a targeted intervention. Table 8 gives examples of simple methods for collecting data on a student's progress towards their goals.

Table 8: Examples of progress monitoring matched to student goals

STUDENT GOAL	PROGRESS MONITORING METHOD
The student will complete 100% of his or her independent writing tasks on 4 out of 5 days.	On a daily log, mark a + or – for each complete or incomplete writing assignment.
The student will receive 80% of possible tangible acknowledgments (happy face, etc.) per day for 10 consecutive days.	At the end of each day, calculate and record the percentage of possible acknowledgments earned.
The student will follow directions the first time they are given for 80% of classroom transitions.	Create a log with a + column and a – column and mark after each transition. At the end of each day, compute the percentage.
The student will work 15 minutes without teacher assistance for 4 independent work sessions per day for 4 out of 5 days.	Create a form with 4 squares for the 4 daily work sessions and mark a + or a – to show whether the student worked independently for 15 minutes in each.
The student will bring all materials to school (pencil, homework, notebook, books) each day for 5 consecutive days.	Check in with the student each morning and have them mark a weekly calendar with a + or a –.
During a 2-week period, the student will have a 90% attendance rate.	Check attendance records.
The student will use respectful language and tone with all staff in 80% of school periods for 10 consecutive days.	Create a log with a + column and a – column. After each period, mark the log. At the end of the day, compute the percentage.

It is important to make sure that the plan is given time to work. It is not unusual to see some fairly dramatic positive changes in a short period of time if the plan matches the function of the behaviour, and if it is implemented with fidelity. With some students, however, you may need to persist and continue the plan long enough for the student to see that you are going to be consistent in your implementation. Of course, if there is a dramatic and persistent increase in problem behaviour, the plan will need to be reviewed.

The Classroom Practices Team will need one or more follow-up meetings to share data on the student's progress towards their goal. At that time, the team will decide whether:

• to continue the strategies
• to modify the strategies
• to try a different strategy
• to refer the student for a Tier Two targeted intervention.

The Progress and Monitoring form overleaf provides a record of the actions taken and their outcomes. This form should be updated regularly and needs to be available both to the Classroom Practices Team and to the Tier Two Team. This will be especially important if a student later needs to be referred for a targeted intervention.

Tama, a student in Miss Saha's intermediate class, has been finding it difficult to come to school prepared and organised for the day. He regularly forgets his pencil case and loses his books, and his work area tends to be very disorganised. This affects how quickly he can start work and results in Miss Saha having to provide additional, individual support and instructions several times a day. In addition, Tama often gets frustrated, and his behaviour can then become disruptive.

With support from the school's Classroom Practices Team, Miss Saha has decided to regularly remind Tama of the school's 'Be responsible' expectation, to encourage him to keep a daily organisational checklist, to check in with him each morning, and to acknowledge him with a 'Gotcha' award every time he is prepared. They have agreed on the goal of Tama having all his materials ready for at least four lessons every day for a week.

In order to monitor his progress, Miss Saha is keeping a tally chart of the number of sessions each day that Tama is organised and ready to learn. At the end of the second week, Tama meets his goal, and thereafter continues to improve his organisation and settle more quickly with less disruption.

CLASSROOM PRACTICES TEAM: SUMMARY OF STUDENT PROGRESS AND MONITORING

Classroom Practices Team:

Tier Two Team Representative on Classroom Practices Team:

Student:

Teacher (s):

PROBLEM BEHAVIOUR(S)	FUNCTION	STRATEGIES	PARENT CONTACT	DATE STRATEGIES STARTED	PROGRESS	OUTCOME

The template for this form is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

EXAMPLE: SUMMARY OF STUDENT PROGRESS AND MONITORING

Classroom Practices Team: Year 6

Tier Two Team Representative on Classroom Practices Team: Tim Carter

Student: Maria

Teacher (s): Jo Ngata

PROBLEM BEHAVIOUR(S)	FUNCTION	STRATEGIES	PARENT CONTACT	DATE STRATEGIES STARTED	PROGRESS	OUTCOME
Refuses to start work; talks to other students; makes noise	Avoiding a difficult task (writing)	Provide a task card, breaking the task down into steps. Provide a graphic organiser to help plan the writing. Provide sentence starters.	Parent rang 2/10/17 Agrees with strategies and will reinforce at home	3/10/17	10/10/17 Some improvement: writing independently and quietly for 5-10 minutes, 3 days out of 5 Continue with strategies. 24/10/17 Marked progress – now writing independently without distracting others for 10 minutes 4 days out of 5	7/11/17 Strategies to be gradually faded Will keep monitoring

WHEN DOES THE TIER TWO TEAM BECOME INVOLVED?

If a student has not responded to the strategies identified by the Classroom Practices Team within a reasonable time period (three to four weeks), the Tier Two Team representative:

- refers the student to the Tier Two Team to be considered for additional support
- notifies the Tier Two Team leader of the student's name to be added to the team meeting agenda.

The Tier Two Team should have ready access to:

- the student's simple Behaviour Support Plan
- the Progress and Monitoring form for the student
- any other documentation the school regards as important for the Tier Two Team to receive – for example, a nomination form that went to the Classroom Practices Team (see example in section 3.4).

5.6 COMMUNICATING WITH OTHERS

Communication is an essential part of your Classroom Practices Team's work. The team should be in regular communication with:

- whānau
- the Tier Two Team
- other Classroom Practices Teams (in larger schools)
- the wider school community.

The team should also ensure that, as well as attending team meetings, members are in regular informal contact with each other, checking up to make sure that strategies are working and that teachers are happy with students' progress towards their goals.

Communication with whānau needs to happen right from the start of the team's involvement with a student. Whānau should have the opportunity to contribute to the student's simple Behaviour Support Plan and to the ongoing implementation and monitoring of strategies. Whānau support for and understanding of the strategies being implemented by the team will be vital to each student's success in achieving their goals. The team should actively encourage questions and feedback from whānau about the strategies and the progress their child is making.

The wider school community needs to be aware of the work of your Classroom Practices Team(s) and should know how to contact a team for support. For example, the team(s) could have a regular slot at staff meetings to briefly outline recent developments. While ensuring that sensitive information about individual students is kept confidential, team members can share information about strategies that have worked well in the classroom. They can also remind staff about the processes for nominating students for Tier Two support and the importance of maintaining accurate and up-to-date data about student behaviour.

SECTION 6
WĀHANGA 6

INTERVENTIONS

NGĀ WAWAOTANGA

Section 6: Interventions
Wāhanga 6: Ngā Wawaotanga

The data collected through ongoing monitoring may show that for some students, the strategies planned and implemented by your Classroom Practices Team(s) have not succeeded in reducing problem behaviour. The Classroom Practices Team will refer these students to the Tier Two Team to be considered for the extra support offered by a Tier Two targeted intervention.

Some students with more complex and intense behavioural problems may 'bypass' the Classroom Practices Team and be considered directly for a targeted intervention.
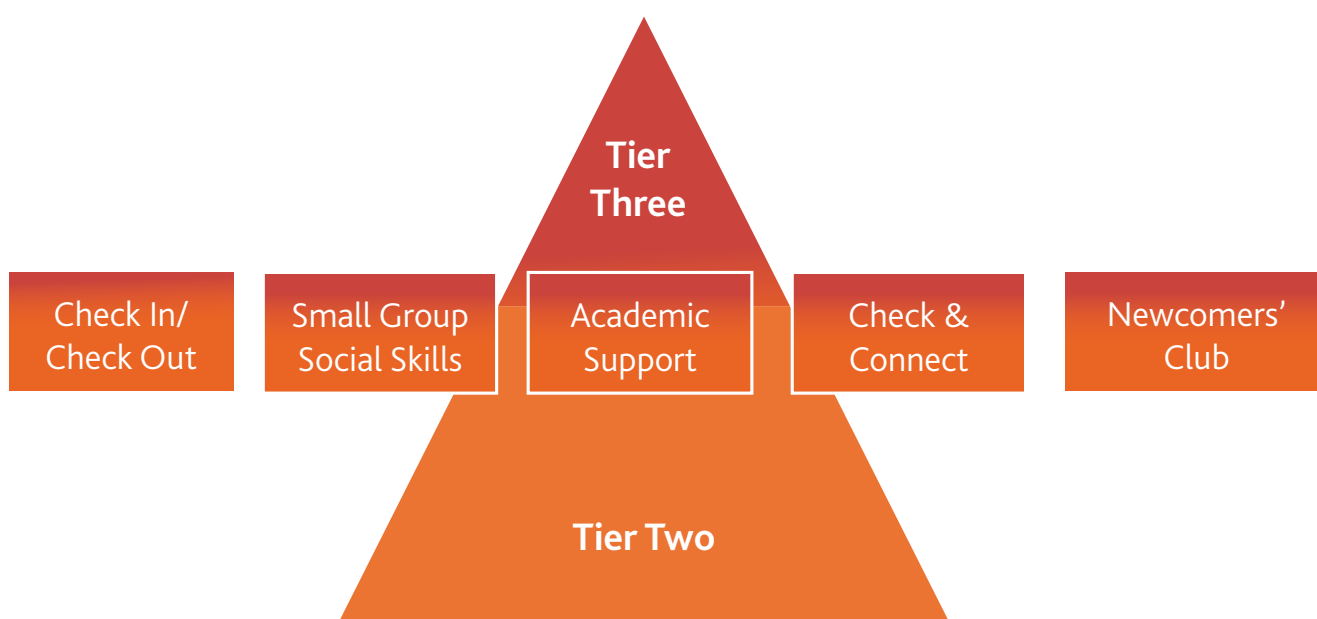
6.1 WHAT ARE TIER TWO INTERVENTIONS?

Tier Two targeted interventions are part of the continuum of PB4L-SW behavioural supports.[13] They have been shown by research to be **effective,** they emphasise **prevention**, and they involve **data-based decision making**.

Tier Two interventions should be overseen by your Tier Two Team. The team reviews each student's data, including information on their social, academic, and behavioural skills. They consider this information and the environmental context in order to determine the level of support required and to select an intervention that most appropriately matches the function of the student's behaviour and addresses their needs.

For example, if the student is trying to gain adult attention, then an intervention that increases adult attention, such as Check In/Check Out, may be a good starting point. In contrast, if the student is trying to gain peer attention, then an intervention that involves interactions with peers, such as Small Group Social Skills Instruction, may be the most appropriate choice.

Figure 11 below shows the main Tier Two interventions available to New Zealand schools.

Figure 11: Tier Two interventions

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[13] Note that in the continuum (Figure 1 in section 1.1), Tier Two is described as using "small-group interventions" and Tier Three as using "individualised interventions". Although some Tier Two interventions are delivered to individual students (e.g., Check In/Check Out), they still belong in Tier Two because they are not tailored for individual students and can be used for different students whose behaviour fulfils the same function.

THE MAIN TIER TWO INTERVENTIONS

Providing a variety of interventions will help ensure you can meet the diverse needs of your students. The Tier Two interventions listed below are being implemented in New Zealand schools at the time of publication. The first that most schools adopt is Check In/Check Out; internationally, staff report finding it feasible and useful with clear processes to follow within everyday school routines (Campbell & Anderson, 2011).

More detailed information about each of these interventions can be found in section 6.5.

CHECK IN/CHECK OUT (CICO)

In CICO, the student meets with their facilitator at the start and finish of each school day. The intervention provides regular, systematic feedback for students who may benefit from daily organisational and behaviour support and positive adult attention.

CICO is most appropriate for students who seek or enjoy adult attention. It sets students up each morning for success, provides a positive communication link between home and school, and can be faded to develop the student's self-management skills.

SMALL GROUP SOCIAL SKILLS INSTRUCTION

Small Group Social Skills Instruction provides support for students to develop specific social skills. Positive adult and peer attention support students to learn problem-solving strategies and socially acceptable behaviours. There can be up to eight students in each group, with the instruction based on the identified functions of the students' behaviour. Within the group, replacement social skills behaviours from the school's expectations matrix are taught and practised.

Information about the social skills instruction is passed on to the students' classroom teachers, who should acknowledge students when they demonstrate the appropriate skills and behaviours. If a school chooses to draw on a 'commercial' social skills programme, it is important to link the specific skills to the school's broad expectations (e.g., being safe, respectful, and responsible).

ACADEMIC SUPPORT

Students who display inappropriate behaviours are often also struggling with low academic achievement. Positive adult support coupled with the teaching of academic skills can help to meet the needs of students who have gaps in their learning or difficulty applying their knowledge across different curriculum areas. The Tier Two Team gathers results from curriculum-based assessments to understand the academic achievement of students who have been referred to the team because of behavioural issues.

The team identifies students whose behaviour is underpinned by low achievement and works with others in the school to provide targeted academic support. For example, a school that requires homework from students may provide a homework club with a tutor, or a school may set up buddies within particular curriculum areas so that older or more able students (tuākana) can support the learning of younger students (tēina).

CHECK & CONNECT

Check & Connect is a long-term, educational mentoring programme for students at risk of disengaging from school. Each student involved in the intervention is matched with a trained mentor, who works with the student for at least two years, building on home-school links and helping them to set and achieve educational goals.

Within Check & Connect, positive attention from the adult mentor and a strong relationship with them help to support the development of problem-solving skills.

NEWCOMERS' CLUB

Newcomers' Club has proved to be a successful approach for introducing new students to a school during the school year and setting them up for success. It can be used either as a universal programme for all students joining the school after the annual start-of-year intake or as a targeted Tier Two intervention for new students who have specific behavioural needs – for example, students who have had multiple school placements in the past or whose social skills or behaviour make it difficult for them to transition.

Newcomers' Club helps students to get to know staff and other students, learn about the school's systems, and become familiar with the school-wide expectations and processes established throughout the school. It also helps staff to develop relationships with new students and their whānau, to assess the students' needs, and to monitor their progress.

TE MANA TIKITIKI

Te Mana Tikitiki was developed in conjunction with Ngāti Whātua ki Ōrākei in Auckland. It is a 'home-grown', evidence-based programme that works in partnership with local iwi, using tikanga and te reo Māori to build resilience, self-esteem, and confidence for young Māori learners.

Te Mana Tikitiki is for Māori students aged 8–12 whose behaviour has been identified as challenging or disruptive. It is run in schools over a term, with a group of students attending two one-hour sessions each week over 10 weeks. The sessions include activity-based learning about Māori language and culture. Once students have completed the programme, they 'graduate', allowing whānau and others to acknowledge the participants and their achievements.

Although Te Mana Tikitiki shares many of the features of PB4L–SW Tier Two interventions, it has not been included in the above list of interventions because it is not currently readily accessible for schools. Further information on the programme is available on TKI. To find out more about how to obtain Te Mana Tikitiki materials and support for implementing the intervention in your school, contact your local Ministry of Education office.

FEATURES OF TIER TWO INTERVENTIONS

The following are some key features of Tier Two interventions.

1. Tier Two interventions are continuously available and quickly accessible to students.

- Tier Two interventions should be available in a school at all times so that a student can be supported with an appropriate intervention as soon as the need becomes apparent. Ideally, students should be able to access an intervention within 72 hours of data revealing the need.

- In some cases, more time may be needed before a student can access an intervention (e.g., for formal interviewing, further data collection, or selection of additional participants). However, the initial steps towards providing a student with a Tier Two intervention should always begin within 72 hours of identifying a need.

2. They require minimal effort and time commitment from teachers.

- Some Tier Two interventions may require classroom teachers to modify their usual practices or implement new teaching strategies (e.g., increasing positive feedback, monitoring student progress, and evaluating behavioural and academic progress). Most interventions, however, will fit within existing classroom routines, are consistent with quality instruction, require minimal changes to methods and strategies, and require only a few extra minutes of teacher time each day.

- Strategies that require teachers to undergo intensive training and skill development may be beyond the scope of Tier Two interventions. These are more likely to form part of intensive and individualised Tier Three interventions.

3. They are consistent with universal school-wide expectations.

- It is essential that all Tier Two interventions are consistent with the expectations taught and applied throughout the school.

- The interventions use a structured process for teaching expected behaviours and give students regular opportunities to practise them.

- The interventions should also be a good fit with the culture of the school.

4. They can be consistently implemented for most students while allowing some flexibility.

- Tier Two interventions are selected to address the functions of students' problem behaviour. They are generally implemented in a similar way for the great majority of the students receiving the intervention.

- Minor modifications may need to be made to increase the intervention's effectiveness for some students. However, if significant modifications of a Tier Two intervention need to be made for a particular student, this may indicate a need for Tier Three support.

5. They provide students with positive feedback and positive contact with adults.

- Tier Two interventions are educative, relationship-based, and not punitive.

- They provide students with increased positive contact with teachers and other adults.

- Students receive regular and specific positive feedback when they meet their behavioural goals.

6. Students participate voluntarily in Tier Two interventions.

- It is essential that a student understands and engages with the intervention that has been recommended for them.

- The support and understanding of the student's whānau is also important for the success of the intervention.

6.2 IMPLEMENTING TIER TWO INTERVENTIONS

Your Tier Two Team is responsible for implementing and managing all the Tier Two interventions available in your school. The team does this in collaboration with:

- the coordinator of each intervention
- the students involved in the interventions
- the students' classroom teachers
- learning support staff, such as the school's SENCO or learning support coordinator
- parents and whānau.

It is important that all staff in your school are aware of how the school's Tier Two interventions work and understand their own roles in the process. Staff with responsibility for implementation should have adequate training, skills, management support, and administrative back-up to implement an intervention with fidelity.

The Tier Two Team is responsible for:

- deciding whether students require one or more Tier Two interventions
- analysing data to help match students with an intervention that addresses the function of their behaviour
- ensuring that data is collected to monitor students' progress towards their goals and to decide when to continue, modify, or fade the intervention.

See sections 3.2–3.5 for information about how students are identified as requiring Tier Two support, section 2.2 for an overview of the Tier Two Team's functions and responsibilities, and section 6.4 for information about how the Tier Two Team uses data for decision making and monitoring.

KEY ACTIONS FOR IMPLEMENTING INTERVENTIONS

Figure 12 below summarises the key actions your Tier Two Team will need to undertake as they implement Tier Two interventions in the school.

Figure 12: Key actions for the Tier Two Team when implementing interventions

Communicating regularly with the whānau of students involved in interventions

Documenting each intervention's core features, procedures, strategies, and systems

Identifying and supporting qualified staff to coordinate and deliver interventions

Ensuring data is collected to evaluate students' progress

Tier Two Team

Making sure interventions are continuously available and easily accessed

Using data-based decision rules to identify or confirm students for interventions

Ensuring interventions use a consistent, standardised approach, implemented by all staff

Regularly assessing interventions for fidelity

Communicating with staff about interventions and ensuring required training occurs

SELECTING AND MONITORING AN INTERVENTION FOR A STUDENT

Once an intervention is in place in your school, the process for the student tends to follow a set pattern. The checklist in Table 9 will help to guide staff through the process of selecting, accessing, and monitoring a targeted intervention for a student who has not responded to PB4L–SW Tier One supports or to the Tier Two strategies implemented by the Classroom Practices Team.

Table 9: Checklist for selecting and implementing a Tier Two intervention for a student

STAFF RESPONSIBLE	TASK	DATE COMPLETED
Tier Two Team representative	Gather information and discuss it with the student's teacher(s). (Information could include Big 5 data from the Tier One team, a nomination form, attendance data, and/or monitoring data from Classroom Practices support.)	
	Notify the Tier Two Team leader of the student's name to be added to the next meeting's agenda.	
	At the meeting, distribute data about the student and, if applicable,[14] information from the Classroom Practices Team that has been providing support (see sections 5.3 & 5.5).	
Tier Two Team	Review the student's data and (if applicable) the information from the Classroom Practices Team.	
	If necessary, carry out a more detailed FBA to confirm the function of the student's behaviour and develop a full Behaviour Support Plan (see sections 4.3 & 4.4).	
	Use a problem-solving approach to decide on an appropriate intervention to match the function of the student's behaviour and their support needs (e.g., academic, social, emotional).	
Intervention coordinator	Meet with the student's whānau and obtain permission to begin a targeted intervention.	
	Once permission is obtained, meet with the student's teacher(s) to go through the Behaviour Support Plan and to discuss the intervention and how to reinforce planned strategies.	
	If applicable, let the Classroom Practices Team know about the student's referral to the intervention.	
	Begin the intervention.	
	Collect student monitoring data to be discussed at the next Tier Two Team meeting.	
Tier Two Team	Discuss the student's progress towards their goal.	
	Decide whether to continue, modify, or fade the intervention.	
Intervention coordinator	Continue to monitor the student's progress and update their record.	
	Bring the student's monitoring data to the Tier Two Team for discussion and review.	

This checklist is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

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14 'If applicable' in this checklist covers the two possibilities of a student being directly referred to the Tier Two Team or being referred after support from a Classroom Practices Team has proved unsuccessful.

TIER TWO INTERVENTION COORDINATORS

Each Tier Two intervention will have an assigned coordinator to oversee its implementation in your school. (In smaller schools, one person may be responsible for coordinating several or all of the school's Tier Two interventions.)

The intervention coordinators are important members of your Tier Two Team and play a key role in establishing interventions and managing the day-to-day running of them. They work with the Tier Two Team to identify and prioritise students for support and to communicate with participating students and their teachers and whānau.

Each coordinator should have a thorough understanding of their intervention in order to develop and support efficient and effective processes for its implementation. Their knowledge of the intervention also means that they can provide professional development for staff on it and ensure that it is implemented with fidelity.

> The intervention coordinators are important members of your Tier Two Team and play a key role in establishing interventions and managing the day-to-day running of them.

The coordinator should regularly collect and review data to determine each student's progress within the intervention. This information can then be shared with the student's teacher(s) and at Tier Two Team meetings to inform next steps (e.g., whether to continue, modify, or fade the intervention).

For example, once Check In/Check Out (CICO) is established in your school, its intervention coordinator may undertake the following tasks:

- introducing participating students and staff to the intervention
- providing support and guidance to staff on how to check students in and out on a daily basis, including, for example, how to positively begin and end each day (e.g., how to provide positive reinforcement, reminders, and practice)
- acknowledging students for meeting behavioural goals, turning in progress reports, and obtaining signatures from parents or guardians
- communicating with teachers and whānau regarding the needs and progress of individual students
- collecting Positive Progress Records
- entering data into the system each day
- summarising data to review with the Tier Two Team, students and their whānau, and participating staff members.

COMMUNICATION WITH THE WIDER SCHOOL COMMUNITY

Communication is an essential part of your Tier Two Team's responsibility. The team needs to ensure that all staff who interact with the students involved in an intervention, including specialists, teacher aides, and other support staff, understand how the intervention works and are able to appropriately reinforce its strategies.

At times, your school's SENCO or learning support coordinator will be a key support for your Tier Two Team, helping in data gathering, advising about selecting interventions, and coordinating referrals to other services.

The team also needs to maintain regular and thorough communication with each student's whānau. It is vital that whānau understand the intervention's objectives, support its strategies, and are kept fully informed about their child's progress.

Examples of approaches and strategies the team may adopt include:

- using appropriate formats to ensure that key descriptive information is captured and communicated to participating students, staff, and whānau (e.g., approved forms, school website pages)
- text messages to parents for sharing positive progress
- regular catch-up meetings with whānau (e.g., during parent-teacher conference evenings)
- big-picture progress reports for the board of trustees and school community.

REFERRING STUDENTS FOR TIER THREE SUPPORT

In some situations, it will be immediately apparent that a student requires Tier Three support. In others, it may take some time to recognise that a student is not responding to the strategies and interventions available through Tier Two.

Students who are experiencing very severe or significant academic, behavioural, social, or emotional problems should be able to rapidly access individualised Tier Three supports. Such students include those whose behaviour is harmful to themselves or others or whose behaviours of concern have occurred over a long period of time. This flexible and responsive approach avoids the situation where students can only have access to Tier Three supports *after* Tier Two interventions have been tried. It enables more intensive support to be provided where needed in a timely and efficient manner. Remember though that Tiers One and Two will still have their place, as students receiving Tier Three support require strong connections to Tiers One and Two for their support to be most effective.

A student you have identified for Tier Three support will require more significant, long-term, external assistance. Your school's PB4L–SW teams, in consultation with whānau, can gain support from your local Ministry of Education office or other agencies where appropriate. A Ministry representative will work with your staff, the student, their whānau, and specialists such as psychologists, RTLBs, and kaitakawaenga to assess the student's needs and co-design tailored support for them. A lead practitioner will support the process and facilitate the creation of an individualised Learning Support Plan for the student.

A small number of children who have highly complex and challenging behavioural, social, and/or learning needs will require extra help and support through the Ministry's Intensive Wraparound Service (IWS). Provided through a student's local school, home, and community, this support aims to help the student to:

- learn new skills and positive, social ways of behaving and learning
- stay at their local school (or return there after a short period of time in an off-site learning environment)
- enjoy a successful life at school and home.

For more information on IWS, see https://www.education.govt.nz/school/student-support/special-education/intensive-wraparound-service-iws

6.3 SELECTING AN APPROPRIATE INTERVENTION

After reviewing a student's data and identifying the function of their behaviour, your Tier Two Team will select the intervention that best matches the student's needs. Some students may require and benefit from two interventions. For example, students who are experiencing both academic and social skills difficulties may need interventions targeting their academic as well as behavioural needs.

Table 10 indicates which functions of behaviour are addressed by each of the Tier Two interventions currently available in New Zealand schools. Further information about each of these interventions can be found in section 6.5.

Table 10: Matching interventions with the functions of behaviour

	Check In/ Check Out	Small Group Social Skills Instruction	Academic Support	Check & Connect	Newcomers' Club
Function of behaviour					
To gain adult attention	✓				
To gain peer attention		✓			✓
To avoid tasks			✓	✓	
To avoid social interaction		✓		✓	✓

Take care when using this table, as student behaviour is often complex and some Tier Two interventions can address several functions. Selecting an appropriate intervention to address the function of the student's behaviour will enhance the effectiveness of the intervention. In addition, considering the student's social, academic, and emotional needs can inform the other responses that may be put in place to strengthen the intervention. The strategies you identified when developing a Behaviour Support Plan for the student will be a good starting point (see section 4.4).

In a central North Island primary school, the Tier Two Team uses the table below to record the support they provide for each Tier Two student.

STUDENT: JAMES SMITH
YEAR AND CLASS: YEAR 2 / ROOM 12
DATE: 15/6/2017

Support needs	Interventions and responses
James seeks attention from adults and peers in inappropriate ways. This has been a significant, persistent problem, unresolved through universal strategies and negatively affecting his relationships. There have been several major behavioural incidents this term.	*RTLB referral* *Check In/Check Out (CICO)*
Literacy – James has difficulties with phonological processing and comprehension and is working well below expectations for his year group.	*Explicit teaching of strategies to support comprehension and phonological skills and knowledge*
Home-school relationship – James needs support from his whānau for reading and CICO.	*Regular contact with family, via an initial meeting, and then by texts and informal progress reports during drop-off and pick-up* *Reading Together Programme* *Positive reports on CICO card, with comments section for whānau to complete*

6.4 MONITORING STUDENT PROGRESS

Your Tier Two Team is responsible for monitoring students' progress while they are involved in targeted interventions. The data collected during the monitoring process helps the team to answer the question 'Is this intervention proving effective for this student?' Careful monitoring prevents time and energy being spent on an intervention that is not having the desired effect.

Each intervention coordinator should regularly collect and review data and share it with the classroom teacher and your Tier Two Team, so that decisions can be made about maintaining, modifying, fading, or discontinuing the intervention.

> The data collected during monitoring helps the team to answer the question 'Is this intervention proving effective for this student?'

In the same way that a mix of data is used in judgments about academic progress, you will need access to a range of data as you monitor the progress of individual students and evaluate the success of interventions for them – for example:

- attendance data
- academic data
- specific information about the behaviour or behaviours that you, the student, and their whānau have been working to change
- comments from the student on their experiences within the intervention.

Your Tier Two Team will also collect data across the whole school, evaluating the progress of all students involved in Tier Two interventions. The team is responsible for communicating to the whole staff the 'big picture' of students' progress in the interventions.

COLLECTING AND DISPLAYING DATA

Before a student starts an intervention, the Tier Two Team should address the following questions:

- What do we want to know about the student's behaviour and learning?
- What data should we collect to measure their progress?
- What is the simplest way to collect the data?
- How will we know if the intervention is working? What are our success criteria?
- How often will we review the data?
- How will we summarise and display the data?

Whatever method is used to monitor the student's progress, the data should be collected at least weekly. Sometimes it is possible for the student to monitor, record, and evaluate their own performance. This helps to ensure buy-in to the intervention and fosters the student's self-management skills.

USING LIKERT SCALES

Ministry of Education Learning Support staff and RTLBs use Likert scales as a way of measuring the outcomes of targeted support for students. If neither is involved in providing support for a student or group of students within a Tier Two intervention, it is still straightforward and easy for Tier Two Team members, particularly intervention coordinators, to create simple scales to measure progress for students participating in interventions.

Most Likert scales use five indicators, although fewer may be more appropriate when working with young students. The scale should show a starting point – often where the student or group of students is now – and a series of indicators that show progress towards a goal for behaviour change – for example:

1.   *Rarely complies with reasonable adult requests*

2.   *Complies with reasonable adult requests some of the time*

3.   *Complies with reasonable adult requests about half of the time*

4.   *Complies with reasonable adult requests most of the time*

5.   *Always complies with reasonable adult requests*

Indicators can be developed with students and worded as 'I' statements in order to capture the students' perception of their current behaviour and their aspirations for behaviour change. For example, for a young student who experiences a combination of isolation and conflict in the playground, scales could express where the student is now, include one or more indicators that show interim progress, and end with the goal for the student – for example:

1.   *I don't have many friends in the playground.*

2.   *I have some friends in the playground.*

3.   *I have lots of friends in the playground.*

1.   *I find it hard to join in games.*

2.   *I sometimes join in games.*

3.   *I join in lots of games.*

Some schools adopt commercial resources that use Likert scales to support and measure behaviour change for students – *Outcome Stars* is an example. If you decide to adopt a commercial resource, ensure it has a strong evidence base, is easy to use, and is appropriate for your school's context and culture.

GRAPHING DATA

Another way of displaying data is by using a graph. Data in the form of a graph will support you in making decisions – for example, about:

- whether sufficient progress is being made
- whether to continue the intervention as planned
- when to check whether the intervention is being implemented with fidelity
- whether to intensify the intervention
- when to begin fading the intervention.

Check In/Check Out is the PB4L–SW intervention most suited to graphing data, because it results in daily percentage data and because there is a spreadsheet for collecting and displaying this data, the Advanced Tiers Spreadsheet. This uses an Excel format and is designed to graph and store individual data for up to 30 students; it is available at pbismissouri.org. When data is entered, it automatically generates a graph of student progress, including a trend line (see below for examples of CICO graphs).

THREE PHASES FOR COLLECTING DATA

For any intervention, it is important to collect and analyse data about a student's performance:

- **before** the student begins the intervention (the **baseline** phase)
- **while** the intervention is in place (the **intervention** phase)
- **after** the student finishes the intervention (the **follow-up** phase).

If the data collection and monitoring methods are as simple as possible, it is much more likely that staff will carry out this important task thoroughly and consistently. The following sections outline several important considerations for data collection and monitoring.

BASELINE DATA

Baseline data provides information about a student's learning and behaviour within a particular context. For example, if the area of concern for a student is their ability to comply with reasonable adult requests, then baseline data about the student's current responses to such requests will be important.

During an intervention, you may use baseline data as a 'measuring stick' for comparison with data from the implementation phase to determine how far the student has progressed. When reporting progress, it is important to frame it positively – that is, to report on the uptake and increase of prosocial behaviour rather than focusing on the reduction of antisocial behaviour.

Sources of baseline data could include:

- the data used to refer a student for a Tier Two intervention (e.g., records of behavioural incident referrals, attendance records, or behavioural monitoring forms)
- student, teacher, and whānau assessments of performance in relation to behavioural goals (e.g., using a simple Likert scale)
- assessment information describing progress and achievement.

Some interventions (e.g., Check In/Check Out) may have a recommended format for monitoring a student's daily or weekly progress. In this case, the appropriate form can be completed before the intervention starts and used as baseline data.

INTERVENTION DATA

Student data should be regularly reviewed to monitor progress and determine each student's response to the intervention.

Record the student's **level of performance** regularly. For example, for CICO, each student's performance is captured daily via the Positive Progress Record; for other, more long-term interventions, such as academic support, students' performance might be summarised weekly.

Express **trends and progress towards goals** in ways that everyone, including the student and their whānau, can understand – for example, in short sentences or using simple, clear graphs.

One aspect of 'SMART' goals is that they are achievable. For most interventions, you and the student will use baseline data to set an initial goal that is challenging to the student but that they can achieve within a reasonable period of time – for CICO, this is by the end of week 1; for other, more long-term interventions, it can be up to three weeks. As the student shows progress, the goal is reset several times until the final goal is achieved.

A CICO graph covers all the above requirements. The following example shows:

- baseline data, capturing performance before the intervention
- a phase change line to indicate when the intervention began
- the student's level of performance each day of the week
- the goal line (in red), showing the desired level of performance
- the trend line (in grey), a 'best fit' line drawn through the data points to show the student's rate of progress.

Example of a Check In/Check Out graph
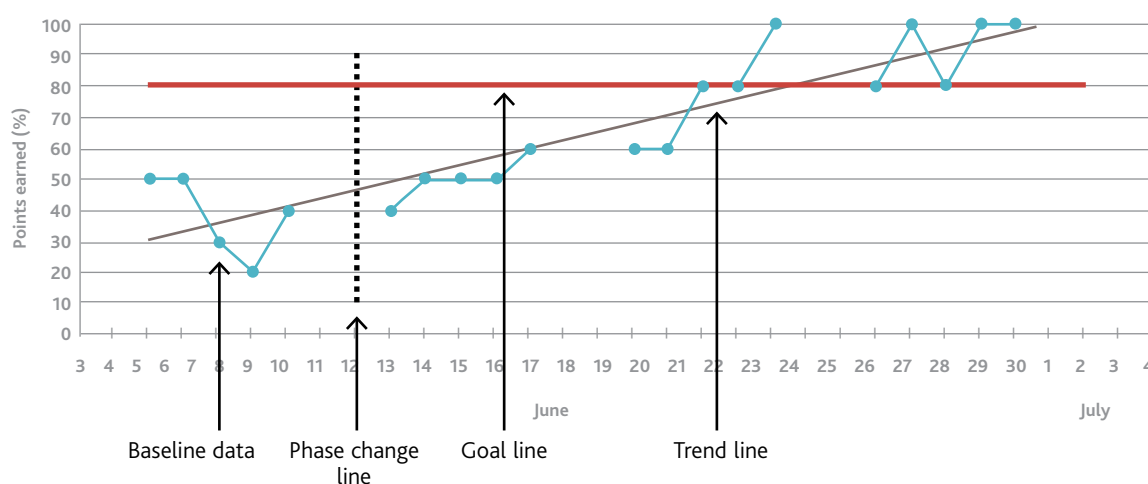
Follow-up data is collected and analysed after an intervention is phased out to check how well the student is maintaining the skills they have learned and generalising them across settings. Typically the data is collected for 3–5 weeks by the intervention coordinator and teacher. Using established data systems in your school will ensure that this does not become onerous or time-consuming f or staff.

Sources of data can include teachers' daily notes, academic records, behavioural incident reports, attendance records, and numbers of acknowledgments. See Table 8 in section 5.5 for examples of simple ways of monitoring progress that could be adapted to gather follow-up data.

The data provides the Tier Two Team with information on the success of the intervention and whether further support is required by the student. Once everyone is confident the student is maintaining their desired behaviours, monitoring can return to what occurs for all students within the school's usual Tier One systems.

INTERPRETING DATA TO MAKE DECISIONS

As discussed above, students taking part in a Tier Two intervention should reach their initial goal within 1–3 weeks, depending on the intervention. Thereafter they will continue to work towards a series of interim goals until they reach their final goal.

Different interventions have different expected rates of progress. For CICO, if the student does not reach their final goal within three weeks, their rate of progress may be considered too slow. Other interventions, such as Small Group Social Skills Instruction and those providing academic support, will involve a longer time frame.

Generally, you should generate at least eight data points within three weeks before making a decision about whether or not to modify an intervention.

Each time you review student data, you should make an interpretation – that is, whether the student has made a **positive**, **questionable**, or **poor** response to the intervention – see Figure 13.

A **positive response** to an intervention means that the student is making appropriate, expected progress towards their goals.

A **questionable response** means that the student is making progress towards their goals but not at an acceptable rate.

A **poor response** means that the student is making no progress towards their goals or is even moving further away from them.
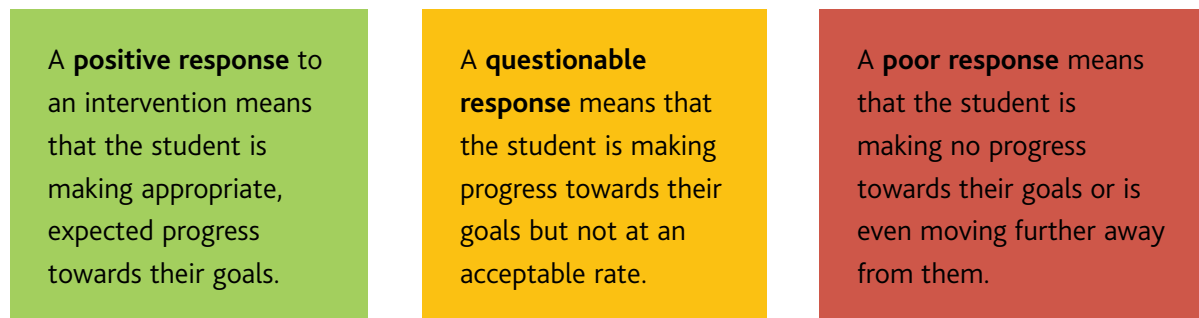
These interpretations are discussed in more detail below.

Once you have made the interpretation, you will need to make a decision about what happens next.

Decisions could include continuing, intensifying, modifying, or fading the intervention, or returning to the problem-solving phase to gather additional information. In every case, you should base your decision about the next phase of intervention on your interpretation of student data (i.e., the student's response to the intervention).

POSITIVE RESPONSE TO AN INTERVENTION

If the data indicates that the student is making progress towards their goal and will reach it within a reasonable amount of time, you will need to decide how long this progress needs to be maintained before the intervention is faded.

Sina, a year 2 student, has ongoing difficulty with self-management and relating to others. This results in daily occurrences of playground and classroom conflict during activities or games that require her to wait her turn or share space and resources.

In a Small Group Social Skills intervention run by the school's SENCO, Sina and four other students have been working on 'sharing space and resources with others' and 'waiting for my turn'. In collaboration with the students and their whānau, the SENCO has developed two ways to monitor the students' progress during the intervention. Both methods involve the students and are visually powerful and motivating. (The SENCO felt it was important to have the students involved in the monitoring process to create opportunities for daily feedback about progress.)

The monitoring process has been positively framed, focusing on the students' effort and successes in order to build their confidence and self-belief. The first method involves the daily recording and display of the number of times they are successful at managing themselves and relating to others during games and activities (shown as happy faces on a daily card). For Sina, her teacher and the playground duty teacher notice successes, provide feedback to her on them, and stamp the card with her.

The other method is a simple scale with an agreed statement that describes the behaviours the students are working towards. Sina, her mum, and the SENCO discuss this at the end of each week, and her progress towards the goal is plotted on a line with a sticker chosen by Sina.

After four weeks of the intervention, playground and classroom conflict have significantly reduced, Sina is achieving at least five happy faces each day, and she is 'mostly' achieving her goal. She and her mum agree with the SENCO to continue with the intervention for two more weeks and then, as long as her success has been maintained, to phase it out over two weeks.

Sina

Smiley faces for _Tuesday 15 July_

I got on well with others and joined in activities _4_ times today.

😊 😊 😊 😊

Sina

Goal for week ending _18 July_

I enjoy playing with my friends. I use a friendly voice and I am happy to wait and share.

**Never**   **Sometimes**   **Mostly**   **Always**

🐸

The baseline data for Vanessa, a year 10 student, was entered for five days prior to starting a Check In/Check Out (CICO) intervention. Before Vanessa began participating in CICO, the data indicated that her performance ranged from 15% to 35% of the total possible points. The team decided that an initial goal of 80% or more of the total possible points was appropriate. A phase line shows when the intervention began.

After Vanessa started participating in CICO, the coordinator continued to enter daily data to record her levels of performance. In this example, Vanessa's performance ranges from 35% to 85% across a period of three weeks. Her desired level of performance is 80%, which is represented by the goal line drawn in red. The trend line (shown in brown) shows Vanessa's actual rate of progress. After two weeks, Vanessa reaches her goal and then maintains her performance close to this level, indicating a positive response to the intervention.

Given her progress, Vanessa and the coordinator agree that she will take responsibility for recording and reviewing her performance with her teacher after each lesson, with the goal of phasing out the intervention within three weeks.

Vanessa: Check In/Check Out scores
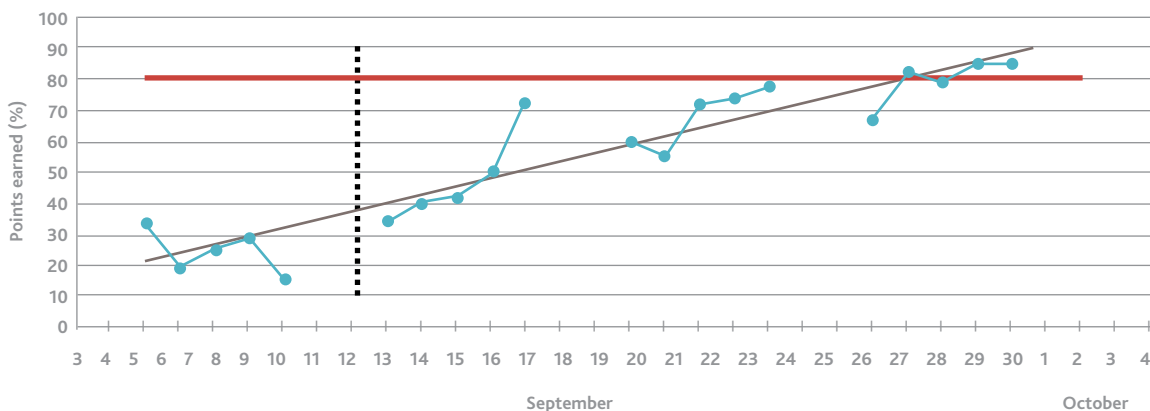
QUESTIONABLE RESPONSE TO AN INTERVENTION

When the student is making progress but at an unacceptable rate, the response to the intervention is seen as questionable.

In this case, you first need to check whether the intervention has been implemented with fidelity (i.e., with all its components delivered consistently and accurately). If the result of this investigation is positive, you may decide to modify or intensify the intervention and to check the impact of this change after a short while. Examples of possible modifications include:

- **providing more frequent support** – for example, you could arrange extra feedback sessions with the intervention coordinator, or you could encourage more frequent learning interactions between the student and his or her teachers

- **individualising the feedback procedure** – for example, the student could be allowed to select the adult with whom they will regularly meet to review progress

- **adding a self-monitoring component** – encouraging the student to record and review their own data can build self-awareness and foster self-management skills

- **individualising the ways in which the student's positive behaviour is reinforced** – for example, a contract could be collaboratively developed with the student, specifying the rewards for positive behaviour.

Oliver, a year 4 student, has been referred to his school's Tier Two Team because of persistent behavioural problems. Analysis of his behaviour suggests that its function is to avoid aspects of academic work, in particular maths, in which Oliver is working well below curriculum expectations for his year level. The avoidance strategies that Oliver uses cause significant disruption to his learning and the learning of others. The Tier Two Team has also been concerned about a drop in his attendance and his general motivation, energy, and well-being at school.

One of the key interventions planned by the team is to raise Oliver's achievement as a way of lifting his confidence and self-belief. He has been placed in a small year 4 group receiving additional support in maths. Staff have identified a series of goals for the students for terms 2 and 3, each realistically achievable within three weeks. The initial goal relates to using basic addition facts to solve problems.

As part of monitoring their progress in the intervention, each student completes a short problem-solving task at the end of each week. Oliver is participating positively in the maths group, but results from these tasks show that his acceleration is slower than expected. As a result, the intervention coordinator arranges with Oliver's teacher to supplement the intervention with specific, focused practice in addition facts and with prompts to use strategies to support memory and metacognition. This helps Oliver to develop a more positive relationship with his teacher and to acquire 2–3 simple strategies for solving problems using basic addition facts.

POOR RESPONSE TO AN INTERVENTION

When the distance between the trend line and the goal line is unchanged or widening, the student's response to the intervention is seen as poor.

If the data indicates a poor response to the intervention, you should first check that the intervention has been implemented with fidelity. If the result of this check is positive, you may decide to modify or intensify the intervention, using similar methods to those suggested above for 'questionable' responses.

Alternatively, you could review the student's data and consider whether:

• the function of the problem behaviour was identified correctly
• the intervention was appropriately matched with the function
• other functions of behaviour need to be considered as well.

You may then decide to remove the student from the intervention, consider alternative interventions, or seek further information about the student's behaviour.

Sione, a year 7 student, has been participating in a Check In/Check Out (CICO) intervention. The data for his baseline level of performance ranged from 60% to 70% of the total possible points per day. The desired level of performance is 80%.

The trend line shows Sione's actual rate of progress during the intervention. For the first two weeks, his daily score ranges from 65% to 40%. Nine of the ten data points collected are lower than the scores recorded in the baseline phase. The gap between the trend line and the goal line is growing, indicating that unless changes are made, Sione is very unlikely to reach his goal.

When the Tier Two Team reviews Sione's data and looks at additional information provided by staff, they realise that he is finding much of his school work difficult because of a lack of basic literacy skills. They decide that the main function of his behaviour is to avoid tasks, and, in consultation with his family, enrol him also in a local school cluster intervention providing additional literacy support.

Sione: Check In/Check Out scores
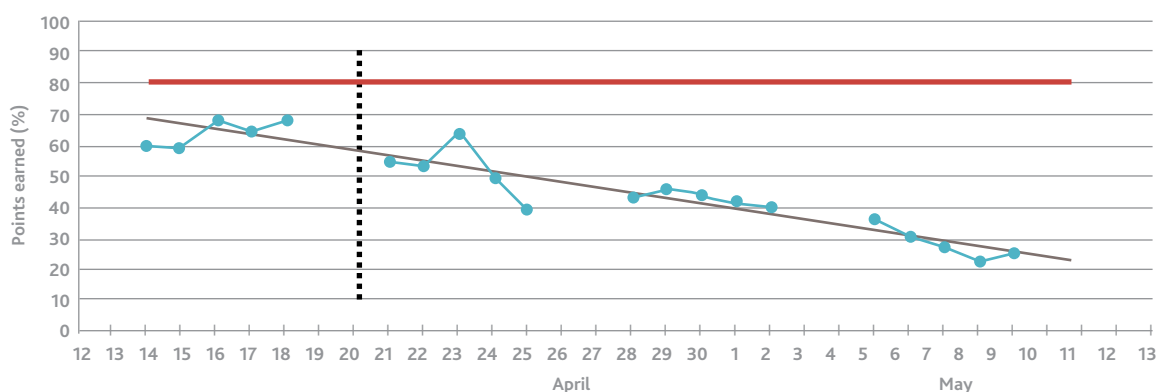
6.5 SUMMARY DESCRIPTIONS OF KEY INTERVENTIONS

This section provides brief information about the following Tier Two interventions, which are currently available in New Zealand schools:

• Check In/Check Out (CICO)

• Small Group Social Skills Instruction

• Interventions providing academic support

• Check & Connect

• Newcomers' Club.

More detailed information about each intervention and support for its implementation is available via the links given at the end of each description.

CHECK IN/CHECK OUT (CICO)

The Check In/Check Out (CICO) intervention incorporates a number of research-based practices that are known to be effective for improving student behaviour. Students who participate in CICO benefit from:

• defined expectations

• positive adult contact

• specific feedback

• home-school communication

• positive reinforcement.

A number of studies have found CICO to be effective in supporting positive behaviour change for the majority of students involved (Hawken et al., 2007; Hawken et al., 2011; Miller et al., 2015).

The main roles of those in the intervention are the intervention coordinator, facilitators (who meet with participating students every day), the students, the students' teachers, and the students' parents and whānau.

Two key considerations for CICO are:

• using data and knowledge of students to select those who will benefit from the intervention (if a student does not find adult attention reinforcing, then this is not the intervention for them);

• supporting student self-management before and during fading of the intervention, once students are meeting their goals.

PURPOSE AND PROCESS

CICO most strongly supports students who inappropriately seek attention from adults. Students who participate in the programme have typically been identified because of low-level disruptive behaviour such as calling out, talking back, and being off task. The intervention is generally most effective for students who enjoy positive adult attention and are willing to participate.

Once CICO is established in a school, the intervention should be continuously available and easily accessible for students. Putting CICO in place for a student generally follows the process shown in Figure 14:

- The student is identified as needing additional behaviour support through CICO.
- The student and the intervention coordinator define and document behaviour expectations and goals for the student on a Positive Progress Record[15] (PPR – see the example on page 153).
- The student receives regular feedback and praise from their teachers, their day-to-day facilitator, and their whānau in relation to the behaviour expectations and goals.
- Student data is captured each day and used to monitor progress and make decisions about the next steps for the student in the intervention, which may include revising expectations and goals with the student.
- The student exits the intervention, typically after 6–10 weeks.

Figure 14: Typical process for Check In/Check Out

Student referred to CICO

Behaviour expectations, goals, and progress monitoring agreed with student

Morning check in

Regular teacher feedback

Afternoon check out

Parent and whānau feedback

CICO facilitator captures data, which CICO coordinator summarises for decision making

Regular tracking of student progress by Tier Two Team

Revise intervention

Exit intervention

[15] The Positive Progress Record is also known as a Daily Progress Report (DPR).

Key features of a successful CICO intervention include:

1. Checking in

Participating students complete a 'check in' with a CICO facilitator each morning after arriving at school. The facilitator provides each student with a Positive Progress Record (PPR) and offers reminders for meeting daily behaviour expectations and a goal for a certain number of points.

2. Regular teacher feedback

The student receives specific feedback about their behaviour from their teacher(s) at the end of each class period or during natural transitions throughout the school day. The teacher gives positive, specific praise for appropriate behaviour, provides corrective feedback when required, and rates the student's demonstration of expectations listed on the PPR using an agreed point system.

3. Checking out

At the end of each school day, the student returns to the CICO facilitator for 'check out'. Together they total the points earned on the PPR. The facilitator praises the student and may offer a reward associated with the existing school-wide acknowledgment system if daily or weekly goals are met. If a point goal is not met, the facilitator reteaches or reinforces expectations and provides supportive encouragement.

The quality of the daily conversation between the student and facilitator at the end of the day is crucial. It needs to be based on a trusting and honest relationship, positively reinforcing the things that went well while also maintaining high standards and a resilient belief that change is possible and expected even if some things didn't go well. This is not the time for a 'telling off', although it might include a conversation about what could have gone better and how the student could achieve this.

4. Parent and whānau involvement

The student takes their PPR home with them after the school day for their parent(s) or caregiver to sign. This provides an opportunity for positive discussions about the school day and for celebrating the student's progress and achievements. It is important to explain to parents that they need to remain positive and encouraging should the student not achieve their goal for a certain number of points.

5. Data collection and progress monitoring

The intervention facilitator captures the percentage of PPR points earned by the student (e.g., by entering the data in a spreadsheet). The student's data is periodically graphed by the intervention coordinator and reviewed by the school's Tier Two Team. Results are used to monitor progress and make decisions about next steps with the intervention. Typically, the student should reach their initial goal within a week and their final goal within three weeks.

6. A well-considered exit strategy

A student is ready to exit CICO when they can take responsibility for their learning and behaviour without the need for adult supervision. To support this, the core components of CICO, such as regular feedback and checking in and out, are typically faded (gradually removed in a systematic, planned way) rather than abruptly ended.

In preparation for exiting, the facilitator ensures that the student is regularly self-monitoring and checking their own scores against those of their teacher(s). Fading of the intervention should begin

when the Tier Two Team and intervention coordinator agree that student data indicates there is a consistent pattern of desired behaviour. For example, when the student is consistently meeting the goals and behaviour expectations agreed at the start of the intervention, the student and facilitator may agree that the student's teacher(s) will gradually reduce the sessions or days in which they provide feedback.

KEY TASKS FOR PARTICIPANTS

Table 11 outlines the tasks for the main participants in CICO. Note that classroom teachers usually require 5–10 minutes per day to support a student participating in the intervention. More time is required for the intervention coordinator and facilitator.

Table 11: Roles and tasks in Check In/Check Out

INTERVENTION COORDINATOR	PARENTS AND WHĀNAU
• Prioritises students for discussion during Tier Two Team meetings • Analyses data and creates individual student progress graphs for Tier Two Team meetings • Provides support to CICO facilitators, meeting regularly with them to review the progress of the students they support • Ensures staff are trained in the intervention • Provides general information to staff and whānau about CICO implementation (at least once a term) • Maintains records for all students participating in CICO • Ensures the intervention is implemented with fidelity	• Provide consent for their child to participate in CICO • Review the daily PPR and provide positive feedback to their child • Consider the use of additional acknowledgments at home • Communicate regularly with the school, particularly if a change in home life occurs
CICO FACILITATORS	**STUDENTS**
• Lead the morning check in and afternoon check out with each student assigned to them • Capture PPR data (e.g., in a spreadsheet) • Meet with the coordinator to prioritise students for discussion during Tier Two Team meetings • Liaise with student's teacher(s)	• Participate in selecting the CICO facilitator they will check in and out with • Work with the CICO coordinator to agree on expectations and goals • Check in and pick up the PPR • Hand the PPR to the teacher at the beginning of the day or class period • Accept teacher feedback • Obtain a new PPR if it is lost during the day • Return the completed PPR during afternoon check out • Take the PPR home for whānau feedback and return it to school the next day • Gradually take responsibility for their own learning and behaviour without adult supervision
TEACHERS	
• Greet the student positively at the beginning of the school day or class period • Provide praise and prompts for following expectations or making improvements during class • Initiate feedback at the end of each session, acknowledging successes and explaining the rating they've given • Encourage the student to self-monitor • Liaise with the facilitator on progress and any concerns (e.g., about the student's behaviour)	

RESOURCES REQUIRED

1. Intervention coordinator and facilitators

2. Positive Progress Record cards (see example on the right)

3. In-depth explanations and unpacking of the intervention – for example:

   – Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York: Guilford Press.
   This book provides clear, step-by-step guidelines for implementing CICO, with reproducible Daily Progress Reports (Positive Progress Records), handouts, planning tools, and access to a webpage to download further resources.

   – The DVD *Check In/Check Out: A Tier 2 Intervention for Students at Risk* (by L. S. Hawken & K. Breen, second edition, 2017).
   This training video illustrates the key components of CICO and shows how school staff and whānau can quickly and effectively support positive behaviour throughout the day; it includes reproducible forms, training materials, and spreadsheets for managing daily data.

   – Missouri's Schoolwide Positive Behaviour Support Tier Two workbook, <u>Chapter 5</u>. This chapter provides information on some of the key intended outcomes of CICO. It describes the students who are most likely to benefit from the intervention, provides guidance on collecting and graphing data, and discusses how to phase out support. There are also links to resources that support the development of CICO systems and practices, such as examples of Daily Progress Reports (Positive Progress Records), checklists, and implementation scripts.

A large Auckland primary school has been implementing CICO for two years. The Tier Two Team has found that the secret of success is using data and knowledge of their students to ensure they select those who value adult attention and will therefore benefit from the intervention.

The school's PPR card uses the school's four broad expectations as the basis for each student's behavioural goals. It includes a section for whānau to complete that highlights the positive ("I am proud of you today because …"), which has encouraged students to share their successes with whānau and has improved home-school communication. Following initial implementation of CICO, the intervention coordinator found that some staff were using the card to add negative comments, which was impacting on students' motivation to take part and their relationships with staff. In response, the Tier Two Team used a staff meeting to give staff practice at providing positive, genuine feedback and to discuss techniques for fostering authentic relationships with students.

The intervention coordinator undertakes training with all staff who act as facilitators and ensures that no facilitator has more than four students at any one time to check in and out with. In addition, the coordinator runs a whole-staff meeting on CICO at the beginning of the school year, covering the key features and advantages of the intervention, students who will most benefit from it, what the process looks like for individual teachers, and how to fill out the PPR card.

The Tier Two Team has decided on criteria for when a student is ready to begin exiting the programme. A student who achieves 80% or more for four days per week across four consecutive weeks is successfully demonstrating a consistent pattern of positive behaviour. When the student is ready to exit CICO, the school invites whānau in for an informal presentation of a certificate to the student.

EXAMPLE: A SECONDARY SCHOOL CICO POSITIVE PROGRESS RECORD

Student name: _____   **Date:** _____

Student and teacher: for each period, enter a numerical grade under each of the four columns.

Teacher: sign your initials in the column provided; in discussion with the student, make a brief positive comment if appropriate under the heading 'Success notes'.

1 = needing three or more reminders   2 = needing two reminders   3 = needing one or zero reminders

	Respect Used polite language with staff and other students		Integrity Made the right choices, even if it was difficult		Service Contributed to the lesson, was helpful		Excellence Completed required class work		Teacher initials	Success notes
	S	**T**	**S**	**T**	**S**	**T**	**S**	**T**		
Period 1										
Period 2										
Form time										
Period 3										
Period 4										
Period 5										

Today's goal (circle the agreed goal):   65%   70%   75%   80%   85%   90%   95%

Today's self-graded points total: _____   Today's self-graded %: _____

Today's teacher-graded points: _____   Today's teacher-graded %: _____

Best achievement for today: _____

_____

Facilitator signature: _____   Student signature: _____

Parent/caregiver signature: _____

SMALL GROUP SOCIAL SKILLS INSTRUCTION

The New Zealand Curriculum is clear about the social skills and competencies young people are expected to develop. For example, the key competency *relating to others* includes "the ability to listen actively, recognise different points of view, negotiate, and share ideas" (page 12). The curriculum vision is for students to be "confident, connected, actively involved, and lifelong learners" (page 8), and, within the health and physical education learning area, demonstrating empathy and developing skills that enhance relationships are emphasised (page 23).

Social skills are sometimes viewed as 'academic enablers', because students with more developed social skills are more successful in the classroom and better at paying attention, asking questions, and considering the viewpoints of others (DiPerna, 2006). Students who relate well to others are also more likely to be open to new learning and able to take different roles in different situations.

The 2015 OECD report *Skills for Social Progress: The Power of Social and Emotional Skills* synthesised three years of analytical research (including New Zealand data) to identify the skills that drive well-being and social progress. Key findings included:

- Children need a balanced set of cognitive, social, and emotional skills for achieving positive life outcomes.
- Teachers and whānau can help children's social and emotional skills by promoting strong relationships with children and mobilising practical learning experiences.
- Early intervention can play an important role in efficiently raising social skills and reducing educational, labour market, and social disparities.

For New Zealand, the report suggested that improving social and emotional skills (perseverance, responsibility, and social skills with peers) had a high impact on increasing well-being and reduced the likelihood of conduct problems at age 16 (OECD, 2015).

Three key considerations for Small Group Social Skills Instruction are:

- ensuring that there are enough group facilitators available
- maintaining regular communication with whānau to foster supportive relationships for students and to help them practise their developing social skills
- ensuring teachers are aware of students' social skills goals and provide regular support for students to practise and generalise them across different contexts.

PURPOSE AND PROCESS

Students can have social skills difficulties due to a lack of knowledge, little practice, poor understanding of social cues, insufficient reinforcement for appropriate behaviours, or problem behaviours that interfere with using social skills (Gresham & Elliott, 2008). Their difficulties may result in internalising or externalising behaviours.

A Classroom Practices Team may identify the social skills a student needs to learn or practise and provide support for teaching and positively reinforcing the appropriate use of the skill within the classroom. However, some students will still need additional support via a Tier Two intervention.

Small Group Social Skills Instruction is effective both for students who seek attention from adults or peers and for those who try to avoid it because they lack the skills required to confidently interact with others.

Setting up the intervention

In smaller schools, Small Group Social Skills Instruction may be managed on an as-needs basis. In larger schools, the Tier Two Team will generally oversee the establishment of an intervention process that is continuously available. Preparation activities could include:

1. Using key data from staff to identify the most common social skills difficulties for their students.

2. Gathering lessons for a social skills intervention programme in response to the identified difficulties. The programme may be created using a range of social skills resources or may draw on a published 'commercial' programme (see under Resources Required below).

3. Establishing session procedures: number of students per group; length, frequency, and location of sessions; protocols for sessions (e.g., confidentiality); and the focus of sessions – for example, each social skills group could focus on a single skill, with the group changing each time a new skill is covered (rather than a static group of students working on all the skills).

4. Planning processes for notifying group participants and their whānau, supporting group facilitators who lead the sessions, monitoring progress, and evaluating the programme.

What happens for students

When a student is identified as requiring additional behaviour support in the area of social skills, he or she is assigned to a small group with others who have similar needs. It is often helpful for the group to also include one or two peers who can act as role models.

During group sessions, students learn about and observe particular skills and are given opportunities to practise them. Outside of sessions, teachers, parents, and other adults regularly prompt and recognise the students' use of the skills, helping them to generalise and maintain the skills.[16] Student data is generated on a regular basis and used to monitor progress and make decisions about next steps for each student.

Figure 15 summarises the above approach.

Figure 15: Recommended approach for Small Group Social Skills Instruction

Tell (Coaching) → Show (Modelling) → Practise (Role play, rehearsal) → Generalise and maintain → Monitor progress

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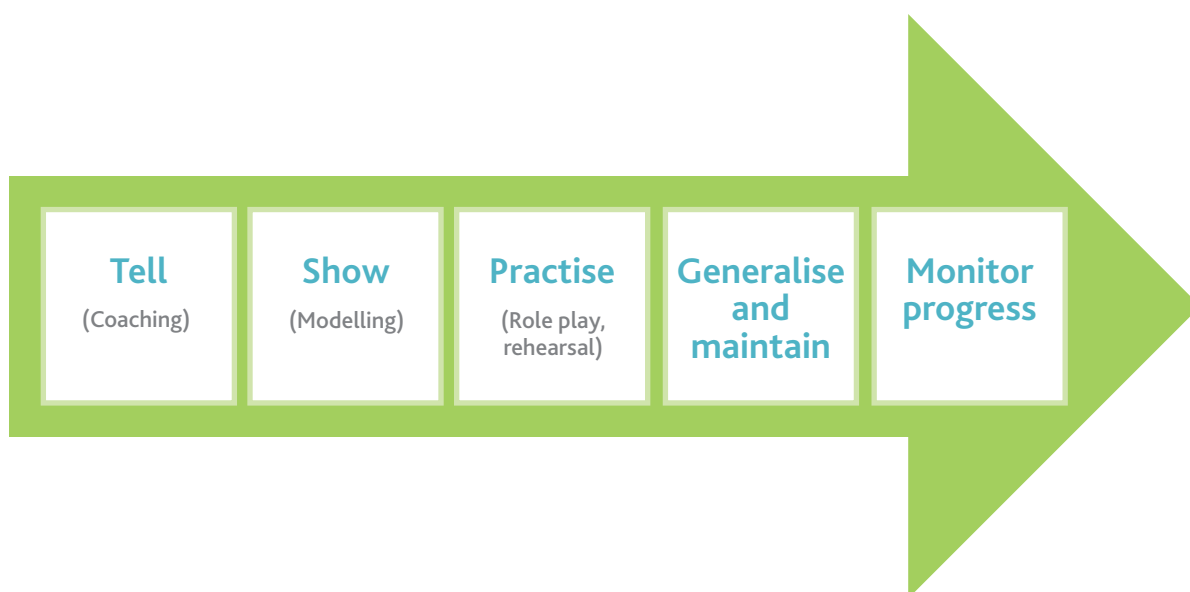
[16] When a student has multiple teachers across the school day, a useful strategy can be to also use Check In/Check Out to remind teachers of the student's social skills goals and their need to practise particular skills in a range of contexts and be acknowledged as they work towards their goals.

KEY TASKS FOR PARTICIPANTS

Table 12 outlines the tasks for the main participants in Small Group Social Skills Instruction. Note that classroom teachers usually require 5–10 minutes per day to support a student participating in the intervention. More time is required for the intervention coordinator and small-group facilitator.

Table 12: Roles and tasks in Small Group Social Skills Instruction

INTERVENTION COORDINATOR	STUDENTS
• Prioritises students for discussion during Tier Two Team meetings • Collates data on students' responses to the intervention for review at Tier Two Team meetings • Supports the small-group facilitators • Ensures facilitators and teachers are trained in the intervention • Obtains permission from whānau for their child to participate in the intervention and discusses how they can best support the intervention • Provides information to the Tier Two Team and school staff about numbers of students participating and the impact of the intervention • Maintains records for all students participating in Small Group Social Skills Instruction	• Agree to be part of a social skills group • Participate in the selection of practice activities • Engage in role plays, discussions, and problem solving during sessions • Self-assess progress and acknowledge others' developing skills • Practise skills at school, at home, and in the community
	PARENTS AND WHĀNAU
	• Agree to their child participating in a social skills group • Liaise with facilitator or intervention coordinator about the social skills to be focused on • Support practice and reinforcement of identified social skills at home
SMALL-GROUP FACILITATORS	**TEACHERS**
• Meet at least once a week with the small group of students assigned to them • Plan 30–60 minute sessions of social skills instruction for the students, using resources the school has decided on • Let teachers know what skills have been covered, how students will demonstrate success with the skills, and what can be recognised as reasonable approximations of the skills • Support teachers to prompt and reinforce students' use of newly learned skills • Provide data (e.g., teacher ratings) on student progress to the coordinator	• Liaise with facilitators to know what social skills are being focused on • Gather data on students' use of these skills • Provide acknowledgment and support to students who are practising and using the skills • Make links between Tier One lesson plans for teaching expected behaviours in order to reinforce the skills

1. Intervention coordinator and small-group facilitators

2. Lesson plans or activities for teaching social skills, developed by staff or adapted from Tier One lesson plans or an evidence-based social skills programme (e.g., see the Shapiro book or Jimenez et al. website in Recommended Resources)

3. In-depth explanations and unpacking of the intervention – for example:
   - Missouri's Schoolwide Positive Behavior Support Tier Two Workbook, Chapter 6
   - Terry Scott's speech at the PB4L-SW conference in 2013.

Social skills programmes

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), the goals of social and emotional skills-based programmes are to foster the development of five interrelated sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2012).

Effective, school-based social skills programmes identified in a recent review by Clarke et al. (2015) shared a number of common characteristics, including:
- a focus on teaching skills, in particular the cognitive, affective, and behavioural competencies outlined by CASEL above
- the use of competence enhancement and empowering approaches
- the use of interactive teaching methods, including role play, games, and group work
- well-defined goals and the use of a coordinated set of activities to achieve objectives.

Similarly, Durlak et al. (2011) found that the most effective programmes were those that incorporated four elements represented by the acronym SAFE:
- **S**equenced activities that led in a coordinated, connected way to the development of skills
- **A**ctive forms of learning
- **F**ocus on developing one or more skills
- **E**xplicitness about targeting specific skills.

The Ministry of Education does not endorse any specific programme, nor is it required that schools buy a programme in order to establish a social skills intervention. The Ministry recommends that schools use the above research findings to ensure that any programme they are considering is fit for purpose. The following information is included so that schools can make informed decisions if they choose to purchase a particular programme.

- **Stop Think Do**[17]
  Author: Lindy Petersen
  An Australian cognitive-behavioural, social skills training programme originally devised in the Adelaide Women and Children's Hospital as a treatment programme for children and adolescents with social or behavioural difficulties. The programme may be run in clinics or schools, with individuals or groups. Its approach is both instructional and experiential, teaching children specific social skills and a process for relating to others so that they can make and keep friends.
  See http://www.stopthinkdo.com/ for more information.

- **Skillstreaming – Teaching Prosocial Skills**
  Authors: Arnold P. Goldstein & Ellen McGinnis, 1997, Research Press
  A research-based, prosocial skills[18] training programme that employs a four-part training approach – modelling, role-playing, performance feedback, and generalisation – to teach essential prosocial skills to children and adolescents. Each book provides a description of the programme with instructions for teaching a variety of prosocial skills and a CD with reproducible forms and handouts.
  See http://www.skillstreaming.com/ for more information.

- **Social Skills Improvement System (SSIS™) Intervention Guide**
  Authors: Stephen Elliott & Frank Gresham
  A programme designed for students who are having social skills acquisition or performance difficulties and who have not experienced success from social skills instruction in the classroom. It can be used with children and students aged from three to eighteen. The guide provides 20 lesson topics that follow the instructional format 'Tell, Show, Do, Practise, Monitor Progress, and Generalise'.
  See http://www.pearsonclinical.com/education/products/100000355/social-skills-improvement-system-ssis-intervention-guide.html#tab-details for more information.

- **Coping Power**
  Authors: John E. Lochman, Karen C. Wells, & Lisa A. Lenhart
  A preventive intervention for at-risk children in late primary and early intermediate school. The programme teaches skills that help students achieve their goals, develop healthy social skills, make good choices, maintain friendships with positive peers, and cope with adversity and strong feelings. It includes 16 group sessions for parents supporting their use of strategies such as positive attention, clear expectations, communication, and problem solving.
  See http://www.copingpower.com/ for more information.


[17] These descriptions of social skills programmes are adapted from each programme's website and are copyright as ascribed on the website.

[18] Prosocial skills support prosocial behaviour, which can be defined as positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain (Kidron & Fleischman, 2006).

The junior syndicate teachers in a large Hutt Valley primary school have identified a group of four year 2 boys who are struggling to play safely on the playground. They have reviewed teacher records and incident data and discovered that the key problem behaviours are snatching equipment and not sharing or turn taking. This often results in the boys becoming aggressive and pushing and shoving each other during break times. Teachers report that having to solve the 'fall outs' after interval and lunchtime causes delays in starting their next sessions.

The Tier Two Team decides to form a social skills group that includes the four boys and three peer role models. Drawing on the school-wide expectations, the team identifies two social skills as a focus: respecting property and respecting others. The students' parents give permission for their children to participate and agree to support the initiative with practice of the focus skills at home. Lessons are adapted from the school's Tier One lesson plans, and the intervention coordinator liaises with the students' regular teachers to ensure that they know what the boys are practising and will look for teaching opportunities in class and on the school grounds. Across the school, all staff have agreed to give more attention to positive, inclusive play by students during break times.

For six weeks, the social skills group meets twice a week for 30 minutes. Staff give positive feedback and use the school acknowledgments system when the boys are observed displaying prosocial skills. During this time, playground incidents reduce. At the end of the six weeks, the boys receive a 'Congratulations' certificate in assembly in recognition of their progress. Their parents attend and are delighted to see their children come up on stage to receive their acknowledgment.
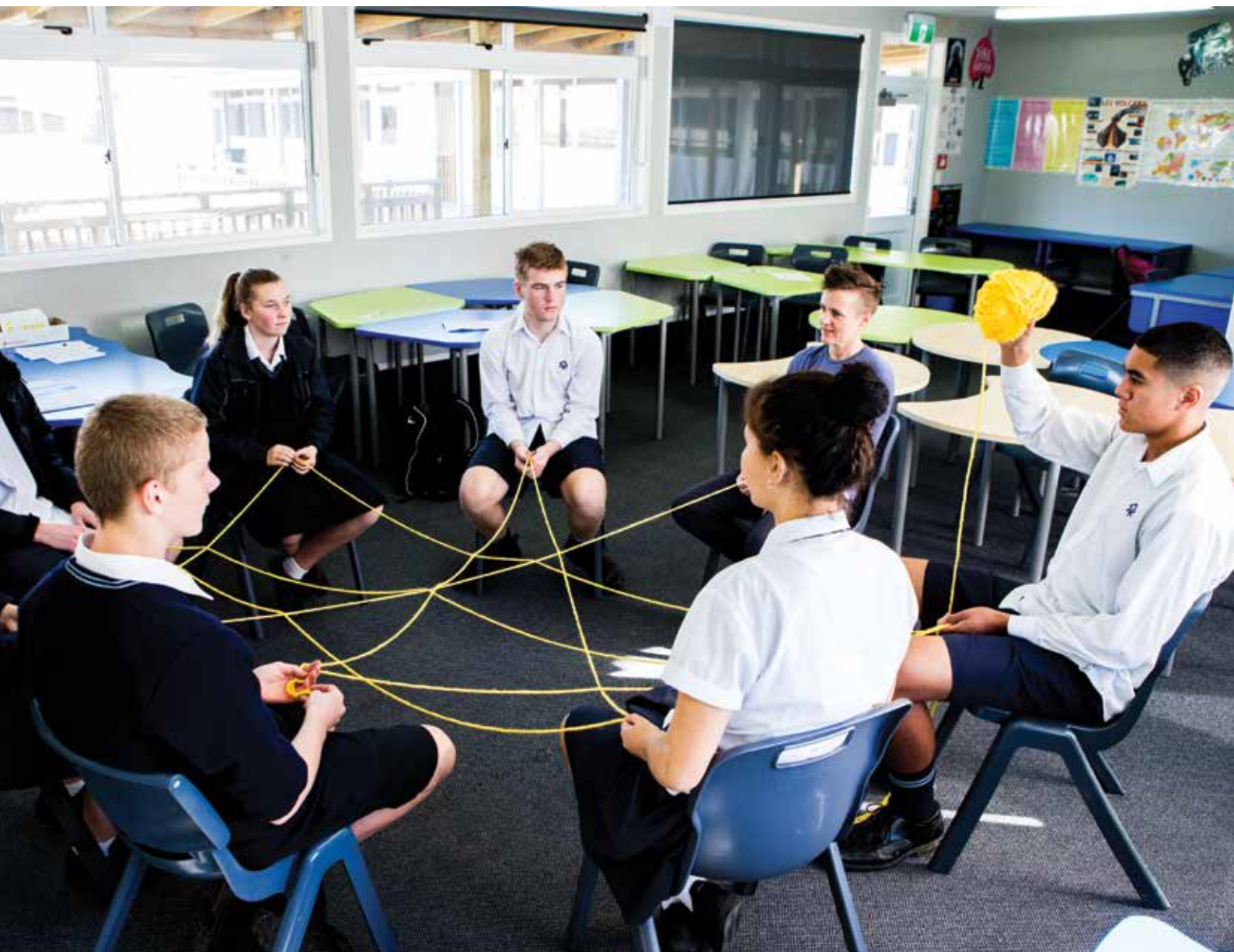
INTERVENTIONS PROVIDING ACADEMIC SUPPORT

Research has demonstrated a strong correlation between low academic achievement and behavioural difficulties (Martella & Marchand-Martella, 2015). For example, many studies have found that students who have difficulties learning to read often show more aggressive behaviours later on at school, which can impact on their peer relationships (Miles & Stipek, 2006; Pierce et al., 2013; Russell et al., 2015).

For this reason, when a student is referred to the Tier Two Team because of behavioural issues, it is important to review the student's academic performance. Often students with problem behaviours have underlying learning needs; identifying and meeting these needs reduces the likelihood of misbehaviour. Furthermore, for many students who need support with their learning, relatively simple, temporary interventions can have a large impact (Stormont et al., 2012).

Key considerations for interventions providing academic support are:

- tracking student progress beside behavioural data to identify students who would benefit from academic support
- ensuring selected interventions align with your school's strategic plan and take advantage of existing inquiries and initiatives
- ensuring there is a strong evidence base for a new programme being considered and that the programme will be a good fit with your school's culture and community
- working with teachers and whānau to help participating students apply new knowledge and skills, across the curriculum and both at school and at home
- monitoring students' progress by gathering accurate and timely data that supports decisions on adapting or phasing out an intervention.

PURPOSE AND PROCESS

Interventions providing academic support most strongly support students who avoid tasks, sometimes just in one or two specific learning areas, because they are not confident about their ability. Occasionally, for some students, this lack of confidence can also lead to frequent requests for help from adults or peers.

Unlike an established intervention such as Check In/Check Out, interventions providing academic support can take many forms. For example, in its simplest form, an intervention might be a one-off initiative for a small group of students who meet at lunchtimes for six weeks for additional instruction and practice from their teacher around a particular mathematics skill. A more complex example could be an ongoing, established programme that provides focused instruction for students needing additional support, that serves a cluster of schools, and that is supported by an external professional development facilitator.

> Often students with problem behaviours have underlying learning needs; identifying and meeting these needs reduces the likelihood of misbehaviour.

Whatever its size and nature, a Tier Two intervention providing academic support will generally follow the steps below:

1. Identifying students who require academic support

When a student is referred for Tier Two support because of behavioural issues, reviewing their academic data often confirms that they are achieving below expectations, are making little progress over time, or have gaps in their skills and understanding. Sometimes their learning and progress are affected by difficulties with organisation and self-management.

The intervention coordinator will meet with the student and their whānau to agree on the student's participation in an appropriate intervention and to set goals for the student's learning and self-management. The coordinator will then aim to group students with similar academic needs and goals.

2. Selecting or setting up an appropriate intervention

It is important to ensure that your decisions about support for students take advantage of existing initiatives wherever possible. Most schools have established systems for supporting students who need additional academic support – for example, through referrals to RTLBs and through interventions such as Reading Recovery, numeracy groups, and tutoring programmes.

Your school may also be receiving support from the Ministry of Education – recent national initiatives within Programme for Students have included Accelerating Learning in Literacy (ALL) and Accelerating Learning in Mathematics (ALiM), which used expertise within the school to undertake short-term interventions to accelerate the progress of small groups of students working below or well below expectations for reading, writing, or mathematics.

In addition, your school may be conducting an inquiry into an identified need for many students, possibly within a cluster of schools, or working to address a particular challenge as a community of learning. It will be important that Tier Two academic support for a student integrates with this initiative if appropriate.

In larger schools, there may be separate facilitators leading interventions focused on a particular learning area or need – for example, a literacy leader or mathematics support teacher may coordinate and lead sessions with students, liaise with their regular teachers, and capture progress data for them.

3. Supporting student participation and monitoring progress

At times an academic intervention will involve a small group of students meeting and working with a facilitator. However, an inclusive approach ensures students are active participants in their classroom community, and so students will usually remain in their regular class and work within a small group with their teacher for the intervention. They will need lots of practice and a range of strategies as they develop new skills and knowledge and learn more effective ways of managing their work – for example, by using tools such as graphic organisers, visual schedules, and organisational checklists to self-manage and complete tasks at school and at home.

Throughout the intervention, there should be regular liaison between each student's teacher(s), whānau, the coordinator, and the intervention facilitator to support the student's participation and to ensure the student and their whānau 'own' the intervention. This communication also helps

the student to apply new knowledge and skills across the curriculum at school and at home, and it provides valuable data on progress towards the goals everyone has agreed on.

Whatever approach is taken, the teacher or facilitator needs to have access to agreed, efficient methods for collecting data on progress in relation to the academic goals the students are working towards. As well as providing information on individual students, this data will feed into the evaluation of overall effectiveness of each academic intervention by the coordinator and Tier Two Team.

4. Supporting students to exit the intervention

When all participants are satisfied that a student has reached their goals, then it is time for the student to exit the intervention. This is usually straightforward for students who have been receiving support for a relatively short time, especially if they exit at the same time as several of their peers. Students who have been participating in an intervention for several months may require a more tailored approach with a gradual phasing out of support. In either case, the coordinator should agree on plans for ongoing monitoring of academic performance and behaviour with the student's teacher(s).

It is important to recognise and celebrate success when a student finishes an intervention. Depending on the student's wishes and the school's protocols for the intervention, this may be a small-scale, private occasion (e.g., a final meeting between the student, their whānau, and the facilitator) or a more public celebration (e.g., receiving a certificate at assembly).

KEY TASKS FOR PARTICIPANTS

Table 13 outlines the tasks for the main participants in a typical intervention providing academic support. Note that classroom teachers usually require 5–10 minutes per day to support a student participating in the intervention. More time is required for individual intervention facilitators and the intervention coordinator.

Table 13: Roles and tasks in interventions providing academic support

INTERVENTION COORDINATOR	STUDENTS
• Ensures there is a suitable range of interventions for students needing academic support • Prioritises students for discussion during Tier Two Team meetings • Organises for identified students to access an appropriate intervention to support their learning • Liaises with the facilitator of each intervention • Ensures there are efficient data collection methods and supports progress monitoring • Maintains records for all participating students • Communicates with whānau about their child's progress and the role of whānau in providing support • Communicates regularly with the Tier Two Team and school staff about available support, numbers of participating students, and their progress	• Agree to participate in the intervention • Set academic goals for themselves with the support of their facilitator and whānau • Participate fully in intervention activities • Take part in assessing progress towards meeting goals
	PARENTS AND WHĀNAU
	• Provide consent for their child to participate in an intervention • Contribute to setting academic goals for their child • Liaise regularly with their child's teacher, the coordinator, and the intervention facilitator to support their child's participation • Support practice and reinforcement of new learning at home • Recognise, celebrate, and share progress
INDIVIDUAL INTERVENTION FACILITATORS	**TEACHERS**
• Agree on goals with students and their whānau and teachers • Coordinate and lead sessions with students • Liaise with students' teachers • Capture progress data for students • Meet with the coordinator to prioritise students for discussion during Tier Two Team meetings	• Identify students who require additional support with their learning and/or organisational skills • Liaise with facilitator on intervention activities, students' progress, and any concerns • Support students to apply new knowledge and skills across the curriculum • Provide data to inform progress monitoring • Encourage students to self-monitor • Acknowledge and reinforce progress with students and their whānau

RESOURCES REQUIRED

1. Intervention coordinator and individual intervention facilitators

2. External support if appropriate (e.g., from an experienced PLD facilitator, from colleagues within a cluster of schools, or from an established national initiative funded by the Ministry of Education)

3. Information and resources to support particular interventions, particularly those provided by the Ministry of Education – for example:

   – Literacy Online (http://literacyonline.tki.org.nz), a website that helps primary and secondary teachers to develop teaching and learning programmes based on the literacy needs of their learners

   – nzmaths (https://nzmaths.co.nz), supporting teachers with resources, professional learning, communities of practice, and planning tools

   – Universal Design for Learning (http://inclusive.tki.org.nz/universal-design-for-learning), a guide on embedding flexible supports for learning and minimising barriers to learning, with practical strategies, suggestions, and resources for supporting learners with diverse needs

   – Everyone's In: An Inclusive Planning Tool (http://everyones-in.tki.org.nz), an interactive tool for planning a specific lesson, unit, or inquiry that reflects the principles of Universal Design for Learning and includes appropriate adaptations and differentiations. See also the UDL Tech Toolkit at http://udltechtoolkit.wikispaces.com/Home

   – Resource Selector (http://nzcurriculum.tki.org.nz/System-of-support-incl.-PLD/Resource-selector), a range of support and resources known to help accelerate the learning of particular groups of students and improve the teaching of the school curriculum

   – Programme for Students (http://nzcurriculum.tki.org.nz/System-of-support-incl.-PLD/School-initiated-supports/Programme-for-Students-PfS), information on ALL (Accelerating Learning in Literacy), ALiM (Accelerating Learning in Mathematics), and MST (Mathematics Support Teachers), which support primary schools to inquire into their teaching practices to accelerate the mathematics and/or literacy progress of students, with an overall aim of supporting whole-school change[19]

   – Reading Together (https://www.readingtogether.net.nz/reading-together.html), information on this research-based workshop programme which helps whānau to provide effective support for their children's reading in years 1–8.

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[19] Note that at the time of this resource's publication, the Ministry of Education was increasingly targeting Programme for Students funding towards communities of learning.

A rural wharekura in Waikato has a roll of 200. Māori learners (ākonga) enter the kura at all year levels, and many come with limited te reo Māori. Most subjects, and all activities and interactions, are taught in Māori. This has raised significant challenges, because some ākonga cannot understand their kaiako (teachers) and are therefore unable to access the curriculum. They become reluctant to attend school, and they sometimes present behavioural challenges because they do not understand the processes and systems of the kura.

In response, the kura has introduced an intervention providing academic support. Ākonga arriving with little or no te reo go into their own class, where they receive te reo lessons and in which their main subjects are taught in English. As they become more proficient in the language, instruction gradually uses more and more te reo. When they are able to understand basic classroom instructions and have a sound vocabulary, they join a class for their year group but continue to receive additional, focused instruction in te reo.

These ākonga are also each assigned a tuakana who supports them with their te reo at interval and lunchtime, because the school-wide expectation for the grounds is 'kōrero Māori i ngā wā katoa' ('always speak Māori'). In addition, whānau are offered classes in Māori at night so that they can support the use of te reo at home with their tamariki.

The kura has identified clear benefits from the intervention: new ākonga are less anxious, there are fewer behavioural issues, ākonga are much happier to attend school, and more te reo is being spoken in the home.

CHECK & CONNECT

Check & Connect originated in the United States with good evidence of success – for example, it has been shown to improve student attendance, involvement, and learning outcomes (Christenson et al., 2012). The Ministry of Education piloted Check & Connect in Christchurch after the 2010–11 earthquakes and also trialled the programme as part of the Prime Minister's Youth Mental Health Project. Following this, the New Zealand Council for Educational Research (NZCER) was commissioned to evaluate how well Check & Connect can be adapted for New Zealand students, particularly Māori and Pasifika students, and to the New Zealand Curriculum.

> Check & Connect is a targeted, early intervention approach designed to re-engage primary and secondary students showing early signs of disengaging from school.

The evaluation report provides an initial evidence base for the effectiveness of the programme with target students. It recognises strengths in the programme's content and in its emphasis on relationships and home-based partnerships. And it shows that most participating students and their mentors noted positive gains for the students (Wylie & Felgate, 2016) – for example, just under three-quarters of students said that they were now putting more effort into their schoolwork and were achieving better results, and around two-thirds reported a better sense of their strengths and improved ways of dealing with things that upset them. Gains for students were higher for those who had between 18 months and two years on the programme.

Three key considerations for Check & Connect are:

- fostering trusting relationships between the mentor, the student, their whānau, and the school
- supporting mentors by identifying and addressing any barriers in the school hindering their engagement with their student
- identifying key measures of student progress, gathering baseline data for them, and regularly monitoring changes in them.

PURPOSE AND PROCESS

> Students need to be present in class (behaviourally engaged), and experience a degree of emotional comfort and connectedness (emotionally engaged), before they can become cognitively engaged. In essence, behavioural and emotional engagement are preconditions of cognitive engagement.

Poskitt and Gibbs, 2010, page 11

Check & Connect is a targeted, early intervention approach designed to re-engage primary and secondary students showing early signs of disengaging from school (e.g., often being late, incomplete homework, absenteeism). Students disengage from school for many different reasons. Some of the most common are finding school work too difficult or irrelevant, having few opportunities to form positive and supportive relationships with others, and difficult home circumstances.

For these reasons, Check & Connect is most effective for students who seek to avoid or escape attention or to avoid or escape tasks and school work.

In the programme, each student is paired up with a mentor whom they have helped identify. For at least two years, the student and mentor meet frequently to set and achieve goals for the student's re-engagement and success in school. Whānau are also involved in supporting the student to achieve their goals. Schools often adapt the programme to ensure a good fit with their students and community.

'Check' in Check & Connect refers to the process whereby mentors systematically monitor attendance, achievement, and pastoral data to support problem solving. 'Connect' refers to the way in which mentors provide personalised, timely interventions to help students solve problems, build skills, and enhance their competence.

Mentors are adults with knowledge, skills, and attitudes that enable them to form strong relationships with their assigned students – for example, teachers, teacher aides, deans, syndicate leaders, kaumatua, and community youth workers. They receive specialised training and are supported by a supervisor.

KEY TASKS FOR PARTICIPANTS

Table 14 outlines the tasks for the main participants in Check & Connect. Note that classroom teachers usually just require a brief weekly check to support a student participating in the intervention. More time is required for the intervention coordinator, supervisor, and, particularly, the mentor.

Table 14: Roles and tasks in Check & Connect

INTERVENTION COORDINATOR	STUDENTS
• Prioritises students for discussion during Tier Two Team meetings • Provides mentors with attendance, engagement, and achievement data and alerts to new concerns • Actively engages with whānau and supports mentors' relationships with them • Works with teachers and others to support student goals • Supports mentors by linking them with a supervisor and arranging access to ongoing training • Provides key information on Check & Connect to school staff and the community • Maintains records for all students participating in the programme	• Agree to be part of Check & Connect following discussions with their whānau and the coordinator • Participate in selecting their mentor • Work with the mentor to agree on key goals and processes • Meet with the mentor every week to monitor progress and develop skills in conflict resolution, problem solving, and self-management • Participate in the wider school community (e.g., through clubs, extracurricular activities) • Keep their whānau up-to-date with goals and progress within the programme
MENTORS	**TEACHERS**
• Work with the student and whānau, building trust and commitment over a minimum of two years • Set learning and behavioural goals with the student • Conduct weekly checks of the student's attendance, behaviour, and educational progress using data • Maintain and model a solution-focused approach to support resilience and intrinsic motivation for the student • Respect and support the student's culture and identity • Leverage support for the student at school, home, and in the community • Work as part of a team, sharing knowledge and providing support while receiving regular supervision • Liaise with school staff on support strategies for the student and on policies and practices that may reduce the student's engagement	• Regularly meet and communicate with mentors to ensure awareness of student goals and a consistent approach • Acknowledge the student for following expectations and making progress towards their goals • Provide ongoing encouragement and support to the student's whānau • Respect and support the student's culture and identity • Provide data to the coordinator and Tier Two Team
SUPERVISORS	**PARENTS AND WHĀNAU**
• Provide ongoing support to mentors to help problem-solve and to ensure fidelity of implementation	• Provide consent for their child to participate in Check & Connect • Support their child in developing realistic, positive goals and acknowledge progress towards them • Meet regularly with the mentor and school and are open to communication, especially when there are changes in circumstances • Facilitate their child's engagement at school and positive relationships with others

RESOURCES REQUIRED

1. Intervention coordinator, supervisors, and trained mentors

2. Data collection and progress monitoring forms

3. In-depth explanations and unpacking of the intervention – for example:

   – Christenson, S. L., Stout, K., & Pohl, A. (2012). *Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
   This manual covers the research foundations, main components, and detailed steps for implementation of Check & Connect. It provides practical examples and guidelines for goal setting and for using knowledge of local contexts during implementation. It also includes useful resources such as referral, intake, and monitoring forms for primary, intermediate, and secondary schools.

   – The University of Minnesota website for Check & Connect (http://checkandconnect.umn.edu). This site provides information on the intervention and the research behind it along with links to online resources and sample tools.

A North Island secondary school, well established in PB4L–SW and with an embedded restorative approach, has decided to pilot Check & Connect. The Tier Two Team has appointed a coordinator, who has recruited mentors from the teaching staff based on two criteria: a proven ability to build relationships with students, and the ability to follow a process with fidelity. An external provider, with an education background and extensive experience working in schools, has carried out the training and supervision of the mentors. She ensures they understand their role – to maintain a positive relationship with students and to help them reach their goals and stay engaged in school.

Students and mentors are matched on the basis of strong existing relationships. The mentor explains the process to their student: touching base every week, talking about what's happening at school, and catching up with parents regularly to let them know how things are going. The school then invites participants to a relaxed, informal 'whānau kai' where students, whānau, and mentors share details about the process. After this, mentors timetable a session with their student each week.

The school has developed an electronic 'Student Tracking Sheet' based on KAMAR data and each student's goals. This is a shared document that the students have ultimate ownership of and can add to. During mentoring sessions, the student and mentor update the sheet, acknowledging improvements and addressing issues. The Check & Connect coordinator draws on this data and liaises with the supervisor to keep track of student progress and report on the effectiveness of the intervention to the Tier Two Team.

Overall, the school has found that students who most benefit from Check & Connect are those in years 8 and 9 who have begun to exhibit 'out-of-character' misbehaviours. Mentors develop a detailed understanding of students' possible career paths, their current skills, and the skills they need to develop to achieve their goals. The intervention's process also supports an effective partnership between mentors and students' classroom teachers, focused on students' learning needs. Regular contact with whānau has been important and helps facilitate the process.

NEWCOMERS' CLUB

Most students will experience several transitions during their school years when they must adjust to new teachers and peers, new environments and ways of working, and different routines and expectations (Sanders et al., 2005). This can be challenging, academically and socially, especially when it is exacerbated by emotional issues or difficult home circumstances (Kennedy & Cox, 2008). How well students respond to transition is largely dependent on two factors: students' personal resources and coping skills, and the culture of the school they are entering (ERO, 2012).

> How well students respond to transition is largely dependent on two factors: students' personal resources and coping skills, and the culture of the school they are entering.

While positive, school-wide pastoral and learning care is important for all students, ERO also identified the need for specific structures or approaches tailored to the needs of vulnerable students during transition. Schools should identify students who are likely to need support early, involve people connected to them when planning support, and understand their interests, strengths, and learning needs in order to enhance their engagement (ERO, 2012).

Newcomers' Club is an intervention that is designed to support students during transition and that is in keeping with ERO's recommendations. It is effective both as a targeted Tier Two intervention and a universal programme for all students joining a school after the annual start-of-year intake. The description below covers its use as a targeted intervention for new students with specific behavioural needs. For example, it is often adopted for students who have attended multiple schools or who find it difficult to transition because of behavioural issues or limited social skills.

For new students, Newcomers' Club supports their transition into the new school environment and makes them feel valued and welcomed. It provides leadership opportunities for existing students in their roles as student ambassadors supporting new students in their year level. For staff, the intervention helps them to develop relationships with new students and their whānau, assess the students' needs and monitor their progress, and identify any who may need further Tier Two support.

Key considerations for Newcomers' Club are:

- ensuring there are enough student ambassadors so that new students can receive individual attention
- obtaining relevant information from students, whānau, and previous schools or early childhood services to support transition
- fostering supportive relationships from the start through regular communication with whānau and teachers
- helping students to settle in by providing a range of activities to meet diverse student preferences.

PURPOSE AND PROCESS

Like Small Group Social Skills Instruction, Newcomers' Club can be effective both for students who seek attention and for those who avoid it because they lack the skills required to confidently interact with others. It helps new students to learn a school's systems, to get acquainted with staff and other students, and to become familiar with the school's behaviour expectations and routines.

Identifying students for Newcomers' Club should start well before the students start at their new school and should include a range of people – for example, the students' whānau, leaders and teachers from the 'contributing' school or early childhood service, staff from agencies that have worked with the student, and pastoral staff from the new school.[20]

When a student is selected for Newcomers' Club, the intervention coordinator organises a meeting[21] with the new student and their whānau to discuss some of the questions below and to set goals for the student's participation in the school community. The answers to the questions and agreed goals will help the coordinator, student ambassadors, and the new student's teacher(s) to get to know the student and to plan how best to support them.

Examples of questions for a new student

- What are your interests? What hobbies, sports, and activities do you enjoy?
- Tell us more about yourself – e.g., your family, pets, friends, and favourite music, food, and movies.
- What are you good at?
- What would you like help with?
- What do you know about our school?
- Do you already have any friends or people you know here?
- What are you most looking forward to in Newcomers' Club?
- What are you most nervous about in Newcomers' Club?
- What are you hoping to learn in the club?
- Who do you go to for help outside of school?
- What languages are spoken at home?

Examples of questions for the student's whānau

- Tell us about your child. What is he/she good at?
- What does he/she enjoy doing at school and out of school?
- What will he/she need help with?
- Are there any whānau members who can support him/her with homework?
- Who does he/she already know at the school?
- How do you hope your child will benefit from Newcomers' Club?
- Have you any concerns about how the club will work for your child?
- How do you like to be communicated with?
- What information would you like to have?
- How are you already involved with the school or wider community? Could we take advantage of this to help your child settle quickly into school?

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[20] Hence unlike the other interventions described above, Newcomers' Club is a 'preventative' approach that bypasses the Classroom Practices Team and the usual pre-intervention practice of identifying the function of a student's behaviour.
[21] In large schools, it is often deans, syndicate leaders, or members of the pastoral staff who organise and attend these meetings.

When students selected for Newcomers' Club arrive at the school, they are welcomed and introduced to their student ambassadors. The ambassadors take the newcomers on a personal tour of the school environment, review school-wide expectations, and have morning tea or lunch together to answer any questions.

As the newcomers settle into the school, their teachers and the coordinator keep an eye on them and liaise with them and their whānau about progress with the goals they set in their initial meeting – for example, that at least one reciprocal friendship has developed and that the student understands school-wide expectations and feels part of the school community. The coordinator also monitors basic data for each student (e.g., for attendance and academic progress).[22] When all parties are confident that goals have been met and the student is settled in the school, the student graduates from the club.

At the end of the year:

• teachers should acknowledge the student ambassadors for their year-long commitment

• newcomers, student ambassadors, whānau, and teachers may complete a survey to give feedback on the activities and effectiveness of the club.

Figure 16 shows how a Newcomers' Club might work in a school.

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[22] Some schools, in agreement with students and their whānau, adapt the Positive Progress Record from Check In/Check Out to gather data on the students' progress towards their goals and to promote positive relationships with teachers.

Figure 16: Example of how a Newcomers' Club could work in a school

School system

Coordinator selects and trains student ambassadors.

School liaises with contributing schools/ECE services to identify students for the club.

At end of year, coordinator surveys teachers and student ambassadors on the club and acknowledges student ambassadors.

Individual system

New student and whānau meet with coordinator to discuss strengths and needs and to set goals.

Coordinator meets with new students and their whānau ahead of students starting at the school.

When goals have been met, student graduates from club. At end of year, student and whānau respond to a survey on the club.

New student and whānau meet student ambassador to tour school and learn about key expectations and routines.

Coordinator and teachers liaise with students and whānau to ensure goals are being met.

Student receives regular support from teachers and student ambassador to ensure expectations are understood and friendships are developing.

Student takes part in ongoing class learning of behaviour expectations and routines.

Ambassadors take newcomers on a tour of the school and provide information about key expectations and routines.

Student ambassadors regularly provide support to newcomers (e.g., by helping them get involved in events and activities).

Coordinator liaises with new students' teachers so they can better support students' transitions.

KEY TASKS FOR PARTICIPANTS

Table 15 outlines the principal tasks for participants in Newcomers' Club.

Table 15: Roles and tasks in Newcomers' Club

INTERVENTION COORDINATOR	STUDENTS
• Liaises with the Tier Two Team to set up a system for identifying new students who may be at risk (Newcomers' Club gets new members throughout the year) • Selects student ambassadors (e.g., students suggested by the Classroom Practices Teams) • Trains the ambassadors to give tours, model behaviour expectations, and support newcomers in forming friendships • Meets with new students and their whānau ahead of the students starting at the school • Creates opportunities for student ambassadors to get to know new students and their whānau • Selects and creates activities for the club with staff and student ambassadors • Raises awareness of Newcomers' Club with all staff	• Agree to be part of Newcomers' Club following discussions with their whānau and the intervention coordinator • Provide the coordinator with information about their strengths, interests, and needs • Agree on goals for becoming part of the school community • Meet with their student ambassador and participate in opportunities to get to know their new school environment • Keep their whānau up-to-date with their progress • Begin to participate in the wider school community (e.g., through clubs and extracurricular activities) • Give feedback on the success and effectiveness of the club
	STUDENT AMBASSADORS
	• Meet new students on their first day to take them round the school, share lunch, and answer questions • Continue to support their allocated newcomers • Provide information around key expectations and routines to newcomers • Give feedback on the success and effectiveness of the club
TEACHERS	**PARENTS AND WHĀNAU**
• Nominate students who would make good ambassadors • Help new students to learn and practise school-wide and classroom behaviour expectations with their classmates • Involve whānau in plans for new students • Regularly teach lessons on welcoming new students to the school and classroom • Ensure new students have buddies to have lunch with in their first week (or until they feel comfortable)	• Participate in meetings and their child's introduction to the school • Provide information about their child and their hopes and aspirations for them • Participate in sharing good news and celebrating their child's integration into the school community • Give feedback on the success and effectiveness of the club

RESOURCES REQUIRED

1. Intervention coordinator and student ambassadors
2. Tier One lesson plans and activities for teaching key expectations, behaviours, and routines
3. Survey questions for whānau, new students, and student ambassadors
4. In-depth explanations and unpacking of the intervention – for example:
   - The PBIS Compendium: Resources compiled by the PBIS facilitators of the special school district of St. Louis County. This website has resources to support schools in their development of a Newcomers' Club, including examples of transfer information forms, family letters, lesson plans, and process documentation.

A Taranaki primary school has been implementing Newcomers' Club for two years. When examining their school-wide data, the Tier One Team had noticed that older students new to the school were significantly more likely to make behavioural errors than those who had started as new entrants. They shared this data with the staff, who agreed to support members of the Tier Two Team to develop and implement a Newcomers' Club.

When a new student arrives from another school, they are enrolled in Newcomers' Club, which provides support from a student ambassador, an introduction to the school's values, and opportunities to practise social skills in a range of settings. The process begins with a member of the senior leadership team gathering information from the student's previous school and meeting with the student and their whānau at enrolment. At this meeting, they introduce the school, they outline Newcomers' Club, they explore the student's culture, interests, and strengths, and they agree on goals for settling into the school.

Student ambassadors within Newcomers' Club are seen as leaders in the school. A student needs two student nominations and a staff endorsement to apply for the role, and they give an oral presentation to the senior school saying why they want to be an ambassador and what they will bring to the role.

The school has developed a 'passport' for Newcomers' Club, a simple checklist showing the expectations for each school setting (see excerpt below). At the enrolment meeting, participants talk through the expectations and the tips in a 'For help' column, and they identify people who the student can ask for support (e.g., their ambassador) in each setting.

	EXPECTATIONS	FOR HELP I CAN …	STAMP & DATE
All settings	Walking feet Kind words Hands and feet to self Follow instructions	Ask my ambassador Ask my teacher Ask any staff member *Pita (my ambassador)* *Mrs Jones*	

Library	Shoes off at the door
	Return books to the
	    return book box
	Stand in line to have
	    books issued
		Ask a school librarian (they
		    wear a red badge)
		Look at the poster behind
		    the issuing desk
		Mrs Farrel	

Playground	(etc.)		
My goals			

Newcomers' Club includes 'mini' skills lessons, modified versions of school-wide matrix lessons taught in the different settings by support staff, senior leaders, student ambassadors, and teachers. These sessions take place every Tuesday and Thursday before lunchtime and include opportunities to practise skills. At the conclusion of each session, the staff member or student leader stamps the passport and each student earns a school-wide ticket for having demonstrated the expected behaviours for the setting. The checklist is regularly shared with the student's teacher and whānau, who support the student to generalise some of the new skills across other contexts.

When all settings in the passport have been covered and the student, whānau, and school agree that the student's goals have been met, the student graduates from Newcomers' Club and receives a certificate at assembly.

APPENDICES
NGĀ ĀPITIHANGA

List of Appendices
Ngā Āpitihanga

Appendix 1: Tier Two readiness analysis
Āpitihanga 1: Te whakariterite mō te Pae Tuarua

The following checklist will help your school to determine whether it is ready to set up a Tier Two Team and to begin to put Tier Two in place. Because it is so important that Tier One is well in place first (see section 1.4), the checklist requires you to review some of your PB4L–SW practices, along with recent results for two Tier One tools: the SET (School-Wide Evaluation Tool) and the EBS (Effective Behaviour Support) survey, also referred to as the Self-assessment Survey). If you have not yet done so, you will also need to use the pre-Tier Two BoQ (Benchmarks of Quality).

The analysis should be conducted by a small group that includes school senior managers and Tier One expertise (e.g., the principal, BOT chair, and Tier One coach). It is also helpful to include someone from outside the school to provide objective and comparative feedback (e.g., an experienced coach from another PB4L–SW school or a Ministry of Education staff member).

Your school is ready for Tier Two when it scores 'yes' for all indicators. If a small number of indicators score 'no', you should discuss these with external support to help you decide whether you can still proceed with Tier Two.

If the analysis shows that it is premature to begin to establish Tier Two in your school, you will need to review and strengthen your Tier One practices and systems.

TIER TWO READINESS ANALYSIS CHECKLIST		
Indicators	**Yes/No?**	**Comments**
SET scores of 80%/80% (i.e., an average of 80% for both implementation and teaching for two consecutive years)		
EBS school-wide score of 80% or higher		
EBS non-classroom score of 80% or higher		
EBS classroom score of 80% or higher		
BoQ score of 70% or higher		
80% or more of students receiving 0 or 1 behavioural incident referral per annum		
Consistent use of school-wide data (e.g., monthly Big 5 reports) in decision making		
Systems in place for recording minor behavioural incidents in the classroom		
Evidence-based strategies for teaching for positive behaviour agreed and in place across the school		
Access to external support for Tier Two implementation (e.g., from a Ministry of Education staff member, an RTLB, or a cluster school experienced in Tier Two)		

The template for this checklist is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

Appendix 2: Tier Two action plan
Āpitihanga 2: Te mahere mahi mō te Pae Tuarua

Many schools find it helpful to use and adapt this appendix's template for their own action planning.

Goal 1: Assess implementation of PB4L–SW Tier One and readiness for Tier Two

Measure of success: Tier Two readiness analysis[23] completed, with action plan steps or activities for any indicators not in place

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Make sure that PB4L–SW Tier One systems and processes are in place, as measured by scores on the School-Wide Evaluation Tool (SET) and the Benchmarks of Quality (BoQ). Complete Tier Two readiness analysis. Identify Tier One action plan steps for indicators not in place, based on the Tier Two readiness analysis.				

The template for this action plan is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

[23] See Appendix 1.

Goal 2: Establish a Tier Two Team

Measures of success:

- Team meeting calendar drawn up
- Team functions and responsibilities assigned
- A standard meeting format/agenda created
- A method in place for assessing the effectiveness of team meetings
- A standard communication system decided on
- The 'Working Smarter' form completed

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Develop a calendar of regular team meeting dates and times. Determine Tier Two Team membership, to include at minimum: • school principal or senior management representative • data analyst • PB4L–SW Team representative • member with behavioural expertise • member with academic expertise. Assign Tier Two Team member functions and responsibilities. Adopt a standard meeting format. Determine a method for regularly assessing the effectiveness and efficiency of team meetings. Adopt a standard communication system. Complete 'Working Smarter' form to determine need for restructuring of resources.				

Goal 3: Develop a system for identifying students at risk of problem behaviour

Measures of success:

- Strong communication with Tier One Team on students identified through its data analysis and Big 5 reports
- Nomination form(s) completed, and a process for nomination established
- Identification of standard data to be collected for potential Tier Two students, and a collection system established
- Identification of main types of academic and behavioural data collected and the 'at risk' range for each
- Data decision rules for Tier Two consideration established

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Ensure frequent, open communication with Tier One Team (including via the Tier One representative on the Tier Two Team). Develop a process for nomination, including a nomination form. Determine the standard data to be collected for all students considered for Tier Two interventions. Develop a system for collecting the standard data. Identify the main types of academic and behavioural data collected, and determine the 'meeting expectations' and 'at risk' range of results for each. Create and document data decision rules to identify when students need to be considered for Tier Two support.				

Goal 4: Establish one or more Classroom Practices Teams

Measures of success:

- Practice team(s) established with a Tier Two Team representative and a pedagogical leader (e.g., HOD, syndicate leader)
- Team(s) trained in supporting teachers to examine their classroom practice
- Team knowledge built in relation to conducting simple FBAs and identifying corresponding strategies
- Staff understand how to collect standard data for potential Tier Two students
- Staff understand how to use the school's Tier Two data decision rules and nomination process

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Discuss and agree with the principal who the Tier Two Team representative(s) and pedagogical leader(s) should be for intended Classroom Practices Team(s).				
Convene the team(s) and provide general information and training on their role.				
Provide specific training to team members in assisting teachers to examine their classroom practice, in conducting simple FBAs, and in identifying strategies to support behaviour change.				
Provide training for all staff in the Tier Two nomination process and in collecting data for data decision rules and to support nominations.				

Goal 5: Develop a system to identify the function of problem behaviour and to match it to available Tier Two support

Measures of success:

- Documentation of the standard information required to conduct a Functional Behavioural Assessment (FBA) and develop a Behaviour Support Plan
- Documented process for collecting this data and creating a template for recording it
- Documented process for creating a Behaviour Support Plan

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Decide on the standard information to be collected about each student. Develop a brief data-collection process. Develop a template for an FBA that includes: • antecedent • behaviour • consequences • possible function. Develop a process for aligning classroom strategies or an intervention to the function of a student's behaviour.				

Goal 6: Develop data decision rules for monitoring how a student is responding to Tier Two support

Measures of success:

- A method implemented for summarising data
- Documented data decision rules for when to continue, modify, intensify, or fade support
- System developed for supporting students after their involvement in an intervention
- Documented process for monitoring fidelity of implementation

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Assess options for summarising student progress, monitoring data, and making selections. Determine data decision rules for use in monitoring students' responses and deciding when to: • continue the support • modify the support • intensify the support • fade the support. Develop a process for fading the support that includes provision for self-monitoring. Develop a system for supporting students after completing an intervention (e.g., acknowledging their success and monitoring their ongoing progress). Develop a process for monitoring the fidelity of implementation.				

Goal 7: Plan and implement Tier Two interventions

Measures of success for each intervention:

- Personnel identified
- Locations identified
- Completed procedures and materials for the intervention (including for orientation)
- Curriculum identified and lessons developed (if appropriate)
- Intervention is readily accessible within 48 hours of agreement that a student should participate in the intervention
- System put in place for ensuring that goals, procedures, and results are socially acceptable for the student, school, and whānau
- System and schedule put in place for monitoring and reviewing student data
- Reinforcement system developed (if appropriate)
- Evidence of staff, student, and whānau engagement and induction or orientation
- Analysis of pilot data (if relevant)
- Additional facilitators and locations organised, if required

Example for Check In/Check Out

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Identify personnel to coordinate and facilitate CICO.				
Designate a consistent location for checking in and checking out.				
Choose a name for the CICO intervention and the Positive Progress Record.				
Develop a CICO reinforcement plan that aligns with the existing PB4L–SW system for acknowledging success.				
Develop a Positive Progress Record to collect student data.				
Develop a system for collecting and graphing behaviour ratings daily.				
Develop a system for monitoring and reviewing student data according to a clearly defined schedule.				

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Develop a system to: • support staff to complete the Positive Progress Record and provide feedback • teach students how to participate in the intervention • support whānau to participate in the intervention. Pilot CICO with a small number of students. Analyse pilot data: BAT, fidelity of implementation, student outcomes. Develop materials to describe key features of the intervention. Design orientation procedures and materials for participating students, staff, and whānau. Identify and train additional intervention facilitators if needed.				

Goal 8: Develop a system for providing ongoing professional development

Measures of success:

- Tier Two guidelines for staff developed
- System put in place for updating staff
- Tier Two professional development calendar created
- Professional development provided about problem solving, strengthening classroom practices, and Tier Two interventions
- All staff understand how Tier Two interventions work

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Develop Tier Two guidelines for staff.				
Develop a system for regularly updating staff about the implementation of Tier Two processes and systems.				
Create a calendar of ongoing professional development about Tier Two.				
Provide professional development about problem-solving discussions and strengthening classroom practices.				
Plan professional development sessions to raise awareness of Tier Two interventions, such as CICO.				

Goal 9: Regularly monitor Tier Two implementation status

Measures of success:

• Completed Benchmarks for Advanced Tiers (BAT)

• Action plan steps based on analysis of BAT results

• Tier Two interventions implemented as intended (i.e., carried out correctly by staff)

• Results reported to senior leaders, board of trustees, and those providing support (e.g., a PB4L–SW practitioner)

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
Complete Benchmarks for Advanced Tiers (BAT). Revise action plan based on analysis of results. Report results to senior leaders, board of trustees, and those providing support (e.g., a PB4L–SW practitioner).				

Appendix 3: Benchmarks for Advanced Tiers (BAT)
Āpitihanga 3: Ngā Taumata mō ngā Pae Tawhiti

The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers Two and Three behaviour support systems within their school. It is designed to answer three questions:

- Are the foundational (organisational) elements in place for implementing Tier Two and Tier Three behaviour support practices?
- Is a Tier Two support system in place?
- Is a Tier Three system in place?

School teams can use the BAT to build an action plan to identify next steps in the implementation process. If schools choose to use the BAT to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

This appendix provides a slightly adapted version of the BAT for the New Zealand context and guidelines for how to score with it. You can use this version and score it as per the guidelines, or you can use the latest version of the BAT (which does the calculations and graphing for you), available as a spreadsheet online (pbismissouri.org).

[Note that because this resource is focused on Tier Two of PB4L–SW, the BAT in this Appendix and the graphs following it contain only information for Foundations and Tier Two, whereas the full BAT also covers Tier Three.]

School: _____ Date of completion: ____/____/____

Team leader/Coordinator: _____

Team members: _____

INSTRUCTIONS

The BAT is to be completed by the PB4L–SW Tier Two Team and should reflect the consensus (or majority view) of team members. Team members should first be trained in the use of the BAT by someone familiar with the tool. The BAT can be completed by the team as a whole or by each member independently. If completed independently, the team then convenes to review their scores on each item and to come to a consensus on them.

Each item is rated: 2 ('Fully in place'); 1 ('Partially in place'); or 0 ('Not yet started').

After completion of the BAT, use the action plan template (Appendix 2) to develop a timeline for moving forward within Tier Two.

This version of the BAT is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

A. Tier One: Implementation of PB4L–SW	2 – Fully in place	1 – Partially in place	0 – Not yet started	Score		
1. PB4L–SW Tier One is in place, as measured by scores on the SET, BoQ, and TIC.	80%/80% on SET[24] 70% on BoQ 80% on TIC	Score **between 40% and 'fully in place' measure** on each tool.	Score **equal to or less than 40%** on each measure.	0	1	2
2. Team members agree that PB4L–SW is in place and is implemented consistently by teachers and staff.	Team members agree that PB4L–SW is in place and is implemented consistently by **over 80%** of all teachers and staff.	Team members state that PB4L–SW is implemented consistently by **50–80%** of teachers and staff.	Team members state that PB4L–SW is implemented consistently by **less than 50%** of staff.	0	1	2
3. A data system is in place for documenting behavioural incidents (i.e., 'office discipline referrals'), which includes: • student name and problem behaviour • date and time of day • location • possible motivation • others involved • decision/consequence as a result of the problem behaviour.	The system includes **all 6 features**.	The system includes **4–5 features**.	The system includes **3 or fewer** features or is not in place.	0	1	2

[24] This means that in SET a school needs to achieve an average of 80% for both implementation and teaching for two consecutive years.

TIERS TWO–THREE: FOUNDATIONS

B. Commitment	2 – Fully in place	1 – Partially in place	0 – Not yet started	Score
4. There is crossover membership and/or communication that informs the Tier One Team of the status of Tiers Two and Three supports.	Tier One Team is **aware of** the number of students, fidelity, and progress of students receiving Tier Two and Tier Three supports.	Tier One Team is **aware of one or two** components, but not all three.	Tier One Team is **unaware** of the number of students, fidelity, and progress of students receiving Tier Two and Tier Three supports.	0 1 2
5. A team or individual makes decisions about students receiving Tier Two and Tier Three supports.	A team or individual makes decisions about students receiving Tier Two and Tier Three supports (i.e., who should receive what support).	Decisions are made regarding Tier Two and Tier Three supports, but not formally or consistently.	No team or individual is responsible for determining Tier Two and Tier Three supports for students.	0 1 2
6. The number of students, programme fidelity, and progress of students receiving Tier Two and Tier Three supports is reported to staff.	The number of students, programme fidelity, and progress of students is reported to staff **at least quarterly**.	**One or two components** are reported to staff, **or** any component is reported **less than quarterly**.	**No components** are reported to staff.	0 1 2

TIERS TWO–THREE: FOUNDATIONS

C. Student identification	2 – Fully in place	1 – Partially in place	0 – Not yet started	Score
7. School uses a data-based process for identifying students who may need Tier Two and Tier Three supports.	**At least two** data sources are used to identify students for Tier Two and Tier Three supports **at least twice** a year.	**One** data source is used to identify students for Tier Two and Tier Three supports, and/or data is used **less than twice** a year.	Data sources are **rarely used** to identify students for Tier Two and Tier Three supports.	0 1 2
8. All school staff have been trained in and know the process for requesting Tier Two and Tier Three supports for students.	A documented process exists and staff are trained.	A documented process exists but there is no staff training.	The process is informal or does not exist.	0 1 2
9. Decisions about whether students get additional behaviour support are made in a timely manner, and staff are notified of decisions.	Staff are notified of a decision **within 10 days** of making a nomination.	Staff are notified of a decision, but **not within 10 days.**	Staff **do not receive notification, or** receive it inconsistently.	0 1 2
10. Students receive support in a timely manner.	Students begin receiving support **within 30 days** of nomination.	Students begin receiving support, but **not within 30 days.**	Students **do not receive support, or** receive it inconsistently.	0 1 2

D. Monitoring and evaluation	2 – Fully in place	1 – Partially in place	0 – Not yet started	Score
11. Teachers directly involved with students receiving Tier Two or Three support are notified about the impact of the support and any changes to it.	Teachers directly involved with students receiving Tier Two or Three support are notified **weekly** about its impact and **immediately** about changes to it.	Teachers directly involved with students receiving Tier Two or Three support are notified **less than weekly** about impact and changes.	Teachers directly involved with students receiving Tier Two or Three support **do not receive notification** about impact and changes.	0 1 2
12. The primary whānau members of students receiving Tier Two or Three support are notified about its impact and changes to it.	Whānau members are notified **immediately** about changes and **weekly** about impact.	Whānau members are notified about changes and impact **less than weekly.**	Whānau members **do not receive notification** about impact and changes.	0 1 2

TIER TWO: STRENGTHENED CLASSROOM PRACTICES AND TARGETED INTERVENTIONS

E. Tier Two support systems	2 – Fully in place	1 – Partially in place	0 – Not yet started	Score
13. The principal is updated about which students receive Tier Two supports.	The principal is informed at least monthly about which students are receiving Tier Two supports.	There is no consistent way of providing this information, even if the principal is aware of the students in Tier Two.	The principal is not informed about which students are receiving Tier Two supports.	0 1 2
14. The Tier Two Team meets frequently.	A team meets **at least every two weeks.**	A team meets **at least monthly.**	A team meets, but **less than monthly, or** a team does not meet.	0 1 2
15. The Tier Two Team is formally trained on strengthening classroom practices, interventions, the systems needed for implementation, and progress monitoring for Tier Two.	**50% or more** of members of the Tier Two Team have received training.	Some, but **less than 50%,** of members of the Tier Two Team have received training.	Members of the Tier Two Team **do not** receive training.	0 1 2
16. Students receiving Tier Two support have full access to Tier One supports.	Students have been taught expectations and rules **and** have opportunities to receive acknowledgments through a Tier One system that is in place throughout the entire school.	Students are taught expectations and rules, **or** have had opportunities to receive acknowledgments, **or** Tier One is not available in all settings.	Students have not been taught expectations and rules or received acknowledgments.	0 1 2
17. Tier Two strategies are evaluated and updated regularly.	Strategies are evaluated **at least once each year,** reviewed, and updated or modified as needed, based on team discussion.	Strategies are evaluated **less than annually, or** they are evaluated annually but not reviewed and updated.	Strategies are **not reviewed or evaluated.**	0 1 2

TIER TWO: STRENGTHENED CLASSROOM PRACTICES AND TARGETED INTERVENTIONS

F. Implementation of our main Tier Two strategy

Items 18–31 are to be completed for the most common Tier Two strategy (i.e., strengthening classroom practices or a particular intervention) in use at your school.

Our main Tier Two strategy is _____	2 – Fully in place	1 – Partially in place	0 – Not yet started	Score		
18. There are personnel identified to coordinate and deliver the Tier Two strategy.	There is an adequate number of staff, and those staff members have sufficient time to coordinate and deliver the strategy with fidelity.	The level of staffing and time available interferes with our ability to coordinate and deliver the strategy with fidelity and to all students who would benefit.	There is not an adequate number of staff or sufficient time to coordinate and deliver the strategy with fidelity.	0	1	2
19. The The Tier Two strategy is consistent with school-wide expectations.	The Tier Two strategy includes or references the school-wide expectations.	The Tier Two strategy does not specifically include or reference the school-wide expectations, but they are not inconsistent.	The Tier Two strategy is inconsistent with school-wide expectations.	0	1	2
20. The Tier Two strategy is established within the school and does not need unique development for each participating student.	The Tier Two strategy is in place and can be applied to groups of students consistently.	Parts of the Tier Two strategy are in place or it requires significant 'start-up' time for each student.	The Tier Two strategy is not established within the school or is unique for most students receiving the intervention.	0	1	2
21. The Tier Two strategy includes a formal process for teaching appropriate behaviours.	In this strategy, there is a documented formal process for teaching appropriate behaviours.	In this strategy, a formal process for teaching appropriate behaviours is not uniformly applied to all students.	In this strategy, there is no formal process for teaching appropriate behaviours.	0	1	2
22. The Tier Two strategy includes regular opportunities for students to perform appropriate behaviours.	The strategy provides **regular** opportunities for students to perform appropriate behaviours.	The strategy provides **limited** opportunities for students to perform appropriate behaviours.	The strategy provides **no** opportunities for students to perform appropriate behaviours.	0	1	2

TIER TWO: STRENGTHENED CLASSROOM PRACTICES AND TARGETED INTERVENTIONS

F. Implementation of our main Tier Two strategy (continued)	2 – Fully in place	1 – Partially in place	0 – Not yet started	Score		
23. The Tier Two strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses data, even if less than adequate, to adapt, modify, and improve support.	The strategy does not use any data to adapt, modify, and improve support.	0	1	2
24. The Tier Two strategy includes frequent communication with students' whānau.	The strategy includes **weekly** communication with whānau.	The strategy includes **less than weekly** communication with whānau.	The strategy includes **no** process for communication with whānau.	0	1	2
25. The Tier Two strategy is supported by written materials that describe the core features, functions, and systems of the strategy.	Written materials exist to describe the core features, functions, and systems of the strategy.	Written materials exist but do not describe all of the core features, functions, and systems of the strategy.	Written materials do not exist.	0	1	2
26. The Tier Two strategy includes orientation material and procedures for the staff, relieving teachers, whānau, and volunteers.	Orientation materials and procedures exist for the staff, relieving teachers, whānau, and volunteers.	Orientation materials and procedures exist, but not for all four groups.	Orientation materials and procedures do not exist.	0	1	2
27. The Tier Two strategy is efficient.	The strategy requires **no more than 10 minutes** a day for each staff member involved.	The strategy requires **more than 10 minutes** a day for each staff member involved.	There is **no data** indicating how much time the strategy requires for each staff member involved.	0	1	2

TIER TWO: STRENGTHENED CLASSROOM PRACTICES AND TARGETED INTERVENTIONS

G. Main Tier Two strategy monitoring and evaluation	2 – Fully in place	1 – Partially in place	0 – Not yet started	Score
28. An information system is used to monitor the impact of the Tier Two strategy.	A data-based system is in place that allows for **daily** collection of behaviour ratings and **weekly monitoring** of behaviours.	Behaviour ratings are collected **less frequently than daily** or are monitored **less than weekly**.	There is **no system** for monitoring student progress for this Tier Two strategy.	0 1 2
29. There are documented decision rules to decide which students access the strategy, and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy, and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.	There are no decision rules to determine how students access the Tier Two strategy.	0 1 2
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier Two strategy.	Documented decision rules determine how the strategy affects a student and include rules for monitoring, modifying, and ending a strategy.	Documented decision rules may include those for monitoring, modifying, and ending a strategy, but not for all three.	There are no decision rules to determine how the strategy affects a student.	0 1 2
31. Fidelity of the Tier Two strategy is assessed.	The Tier Two strategy is evaluated **at least once a year** to ensure it is implemented as designed.	The Tier Two strategy is evaluated, but **less than annually**.	The Tier Two strategy is **not evaluated** to confirm that it is implemented as designed.	0 1 2

Adapted with permission from the Benchmarks for Advanced Tiers (BAT), Version 2.5 (Anderson, Childs, Kincaid, Horner, George, Todd, & Spaulding, 2009).

BAT SCORING SUMMARIES

BAT results are summarised as an overall implementation score and a summary score for each of Foundations,[25] Tier Two, and Tier Three.[26] Instructions for calculating and graphing the scores are as follows.

1. Calculate the percentage implemented for each feature area (A, B, C, etc.).[27]
   - Use the summary template below to record the total number of points for the items within each feature area.
   - Convert each total to a percentage by dividing the total points received by the total possible points for that feature area.
2. Calculate the summary score for Foundations and Tier Two.
   - Total the feature area percentage scores for each column.
   - Divide the total by the number of feature areas for each column.

	FOUNDATIONS	TIER TWO
Feature area implementation scores	A /6 = %	E /10 = %
	B /6 = %	F /20 = %
	C /8 = %	G /8 = %
	D /4 = %	
Summary score for each part	Add up the percentages and divide by 4 Foundations: ___	Add up the percentages and divide by 3 Tier Two: ____

Graphing BAT scores

Create two graphs, as in Figures 17 and 18:
- a graph with the percentage implemented for Foundations and Tier Two over several years
- a graph with the percentage implemented for each of the feature areas for the current year.

Prepare a brief written explanation of the data, focusing on the things that your school is doing well and has in place, as well as the areas where some revisions could strengthen existing procedures. Compare the graphs with previous versions to monitor and discuss progress over time. Your Tier Two Team can use this information when meeting to review their action plan for the future.

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[25] Note that 'Foundations' in BAT is not a synonym for Tier One; rather it refers to the organisational foundations that need to be in place for implementing Tiers One, Two, and Three.

[26] However, because this section is focused on Tier Two, it does not discuss the overall implementation score or Tier Three summary score.

[27] See the full BAT on the previous pages to understand what items and feature areas look like.

Figure 17: Sample BAT graph showing percentage implemented for Foundations and Tier Two
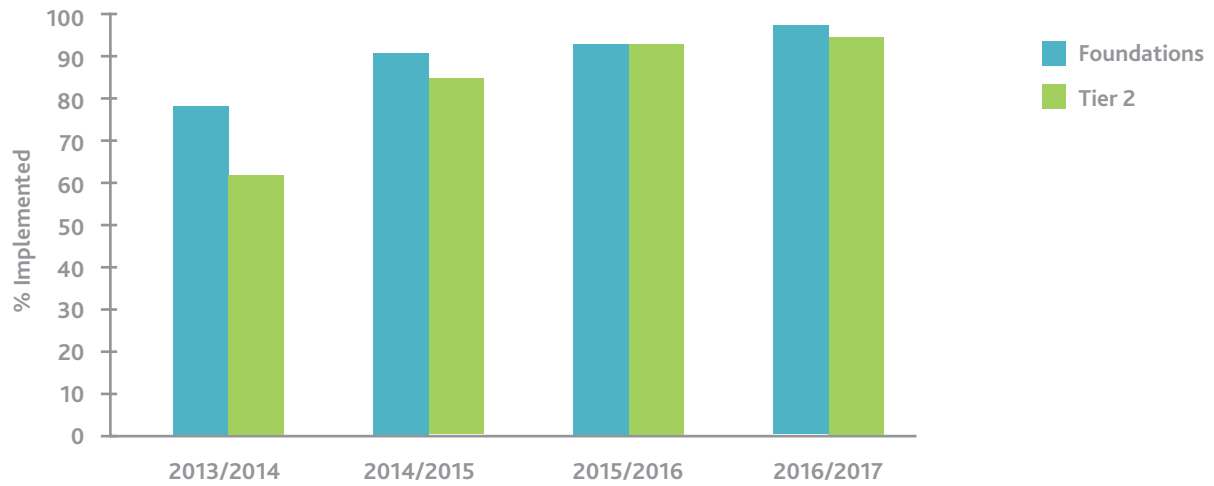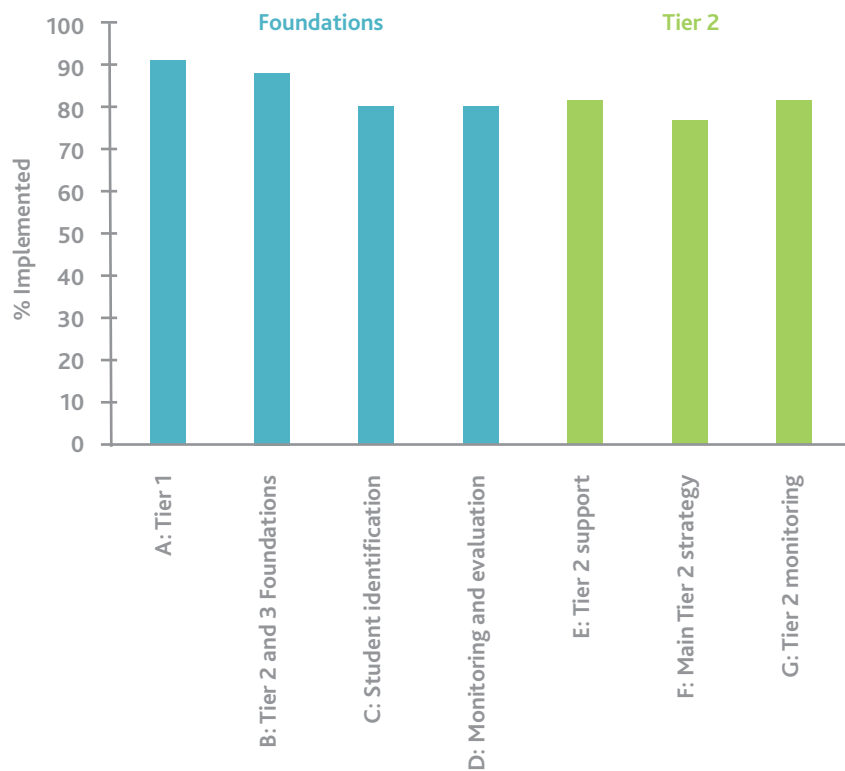

Figure 18: Sample BAT graph showing percentage implemented for each feature area

ACTIVITY: DEVELOPING A BEHAVIOUR SUPPORT PLAN

Note that your answer should be basically the same for steps 1–4 of the FBA, but it may well differ for other parts of the plan (e.g., the setting event/s, alternative behaviour, and strategies).

Gemma is a year 8 student who has been referred to a Classroom Practices Team by her class teacher for ongoing low-level disruption in the classroom, as well as concerns about her academic progress and overall engagement and motivation at school. Gemma has difficulties with reading fluency and comprehension and this is causing learning challenges for her across the curriculum. When the class has been asked to work quietly and independently, Gemma is frequently out of her seat, visiting other students or looking for tools and materials, as well as calling out that she is bored or doesn't know what to do. When her behaviour becomes particularly difficult to ignore, she is sent to the D.P. or to work in another classroom.

CONDUCTING A SIMPLE FBA

Step 1: Describe the behaviour

Gemma talks loudly to other students, calls out, and makes loud comments such as "What am I supposed to be doing?"

Step 2: Identify the antecedent

The class (including Gemma) has been asked to work quietly and independently.

Step 3: Identify the consequence

The teacher tells Gemma to be quiet and get on with the task. When the behaviour continues, she is often sent to the D.P.

Step 4: Identify the function of the behaviour

Gemma appears to be seeking attention from the teacher or another adult.

Step 5: Check for setting events and write a hypothesis

A possible setting event: Gemma's parents have recently separated, and Gemma is living with her mother in a small apartment. She is missing her father, and often has arguments with her mother before coming to school.

A possible hypothesis: Gemma's inappropriate behaviour usually occurs when the class has been asked to work independently on a task, and it often results in the teacher 'telling her off' and sending her to the D.P. The function of Gemma's behaviour seems to be to attract attention from the teacher or another adult. This behaviour may have been worsened by her parents' recent separation and her frequent arguments with her mother.

DEVELOPING A BEHAVIOUR SUPPORT PLAN

Step 6: Identify a desired behaviour and its consequence and function

Desired behaviour: Gemma will work quietly and independently without frequently seeking assistance from the teacher.

Consequence: Gemma will learn independent work habits and be able to work without distracting other students in the class.

The function of the new behaviour will probably be for Gemma to obtain satisfaction from her work and from contributing healthily to the class community.

Step 7: Identify an alternative behaviour and its consequence and function

Alternative behaviour: When the class has been asked to work independently, Gemma will raise her hand to ask for assistance from the teacher.

Consequence: Gemma will gain the teacher's attention without disrupting the rest of the class and gain positive acknowledgment for her appropriate behaviour.

Step 8: Identify strategies for changing behaviour

8.1: Setting-event strategies

As soon as Gemma arrives at school, the teacher will greet her positively and give her an opportunity to get any problems off her chest before classes begin.

8.2: Antecedent strategies

When the class is to be engaged in working quietly and independently on a task, the teacher will:

- remind Gemma of the expectations (to work independently and ask quietly if she needs assistance)
- move actively around the classroom, checking in every five minutes to make sure Gemma is still on task.

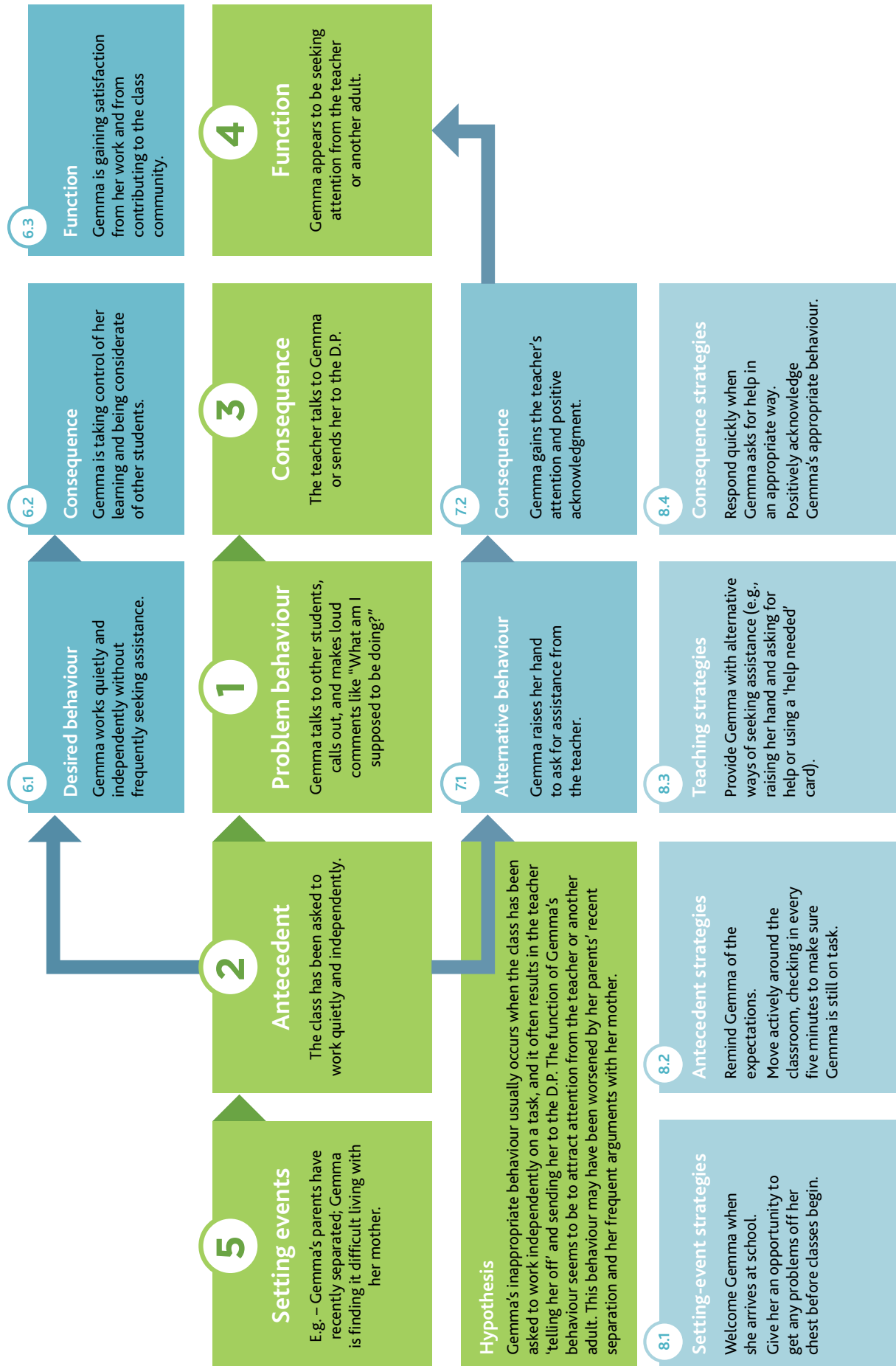*8.3: Strategies for teaching desired and alternative behaviours*

The teacher will provide Gemma with alternative ways of seeking assistance (e.g., raising her hand and asking for help, or using a 'help needed' card).

8.4: Strategies for producing the desired consequences

The teacher will:

- respond quickly when Gemma asks for help in an appropriate way
- positively acknowledge Gemma's appropriate behaviour.

SAMPLE BEHAVIOUR SUPPORT PLAN FOR GEMMA

6.3 Function
Gemma is gaining satisfaction from her work and from contributing to the class community.

4 Function
Gemma appears to be seeking attention from the teacher or another adult.

6.2 Consequence
Gemma is taking control of her learning and being considerate of other students.

3 Consequence
The teacher talks to Gemma or sends her to the D.P.

7.2 Consequence
Gemma gains the teacher's attention and positive acknowledgment.

8.4 Consequence strategies
Respond quickly when Gemma asks for help in an appropriate way. Positively acknowledge Gemma's appropriate behaviour.

6.1 Desired behaviour
Gemma works quietly and independently without frequently seeking assistance.

1 Problem behaviour
Gemma talks to other students, calls out, and makes loud comments like "What am I supposed to be doing?"

7.1 Alternative behaviour
Gemma raises her hand to ask for assistance from the teacher.

8.3 Teaching strategies
Provide Gemma with alternative ways of seeking assistance (e.g., raising her hand and asking for help or using a 'help needed' card).

2 Antecedent
The class has been asked to work quietly and independently.

8.2 Antecedent strategies
Remind Gemma of the expectations.
Move actively around the classroom, checking in every five minutes to make sure Gemma is still on task.

5 Setting events
E.g. – Gemma's parents have recently separated; Gemma is finding it difficult living with her mother.

Hypothesis
Gemma's inappropriate behaviour usually occurs when the class has been asked to work independently on a task, and it often results in the teacher 'telling her off' and sending her to the D.P. The function of Gemma's behaviour seems to be to attract attention from the teacher or another adult. This behaviour may have been worsened by her parents' recent separation and her frequent arguments with her mother.

8.1 Setting-event strategies
Welcome Gemma when she arrives at school.
Give her an opportunity to get any problems off her chest before classes begin.

RECOMMENDED RESOURCES

NGĀ RAUEMI WHAIHUA

Recommended Resources
Ngā Rauemi Whaihua

The books and websites[28] below will be useful for PB4L teams as they implement Tier Two of PB4L–SW. For information about resources that support specific interventions, refer to section 6.5.

See also the Recommended Resources in the PB4L–SW Tier One implementation manual. Many of the websites, books, and reports listed there provide valuable support for both Tier One and Tier Two.

BOOKS

T. Rohan (2017). *Teaching for Positive Behaviour: Supporting Engagement, Participation, and Learning.* **Wellington: Ministry of Education.**
This PB4L–SW publication is a companion resource to the Tier One and Tier Two manuals. It aligns with the New Zealand Curriculum and presents the strategies that research has shown to be most effective in establishing a positive, supportive learning environment. Schools will find it very useful for supporting teachers to put Tier One into practice and for providing support through Classroom Practices Teams in Tier Two.

T. M. Scott (2017). *Teaching Behavior: Managing Classrooms through Effective Instruction*. **California: Corwin Press.**
This recent text draws on current, evidence-based practices in teaching to discuss why instruction is the foundation for all student behaviour. It provides practical tools for managing classrooms, including the most challenging; self-assessment checklists and discussion questions; and accompanying video modules for each chapter.

J. Umbreit, J. Ferro, C. J. Liaupsin, & K. L. Lane (2007). *Functional Behavioral Assessment and Function-based Intervention: An Effective, Practical Approach*. **Upper Saddle River, N.J: Pearson Merrill Prentice Hall.**
Written by leading authorities in the field, this book presents a complete system for conducting Functional Behavioural Assessments (FBAs), for using the results to develop effective interventions, and for implementing and monitoring those interventions. Using step-by-step strategies with supporting examples, the text discusses the principles around behaviour management, shows how behaviour management relates to FBA, and offers methods for developing effective functional-based interventions.

M. Stormont, W. M. Reinke, K. C. Herman, & E. S. Lembke (2012). *Academic and Behavior Supports for At-risk Students: Tier 2 Interventions*. **New York: Guilford Press.**
Focusing on small-group interventions for both academic and behavioural difficulties, this book addresses externalising behaviour, internalising behaviour, reading, and mathematics. It presents step-by-step guidelines for screening, selecting interventions, and progress monitoring, and it describes ways to involve families and ensure that practices are culturally responsive. It also includes reproducible handouts and forms.

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[28] The descriptions of the books are adapted from Amazon.com; those for the websites are adapted from the websites themselves; that for the report from NZCER's website. Copyright on each description is as ascribed at its source.

L. E. Shapiro (2004). *101 Ways to Teach Children Social Skills*. **Bureau for At Risk Youth (via Incentive Plus).**

This illustrated book includes 101 ready-to-use, reproducible activities to help children improve their social skills. Topics include communicating, expressing your feelings, caring about yourself and others, problem solving, listening, standing up for yourself, and understanding and managing conflict.

D. A. Crone, L. S. Hawken, & R. H. Horner (2015). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment* **(2nd edition). New York: Guilford Press.**

This book presents a blueprint for meeting the challenges of severe problem behaviour in primary schools. It shows how to provide effective behaviour support for the 1–5% of students who require intensive, individualised Tier Three interventions. Case examples illustrate step-by-step procedures for identifying student needs using Functional Behavioural Assessment (FBA) and for designing, implementing, and evaluating team-based Behaviour Support Plans. Reproducible forms and worksheets are included.

WEBSITES

Missouri Schoolwide Positive Behavior Support Tier Two Team Workbook
http://pbismissouri.org/tier-2-workbook
The mission of Missouri Schoolwide Positive Behavior Support is "to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students." This website provides tools and resources to support the implementation of Tier Two in schools. Much of the PB4L–SW Tier Two manual has been adapted from Missouri Schoolwide Positive Behavior Support resources.

Teaching Social Skills in Language Arts (developed by C. Jimenez, K. Falchetta, J. S. Mills, & B. Weil)
www.cccoe.net/social/directory.htm
This site provides teachers with resources for incorporating social skills training into their instruction and for reinforcing their lessons across the school community. There are over 100 lesson plans on the site, as well as other useful support materials for use in the classroom.

REPORTS

C. Wylie & R. Felgate (2016). *I Enjoy School Now – Outcomes from the Check & Connect Trials in New Zealand*. **Wellington: NZCER.**
www.nzcer.org.nz/research/publications/i-enjoy-school-now-outcomes-check-and-connect-trials-new-zealand
This is an evaluation of the Check & Connect pilot conducted in selected New Zealand secondary schools in 2014–15 as part of the Ministry of Education's PB4L strategy. Check & Connect originated in the United States, where it has good evidence of success. This report explores the changes for students with at least one year's experience of the programme during the pilot. It shows that most participating students and their mentors noted positive gains from the programme.

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NGĀ TOHUTORO

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