

# 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

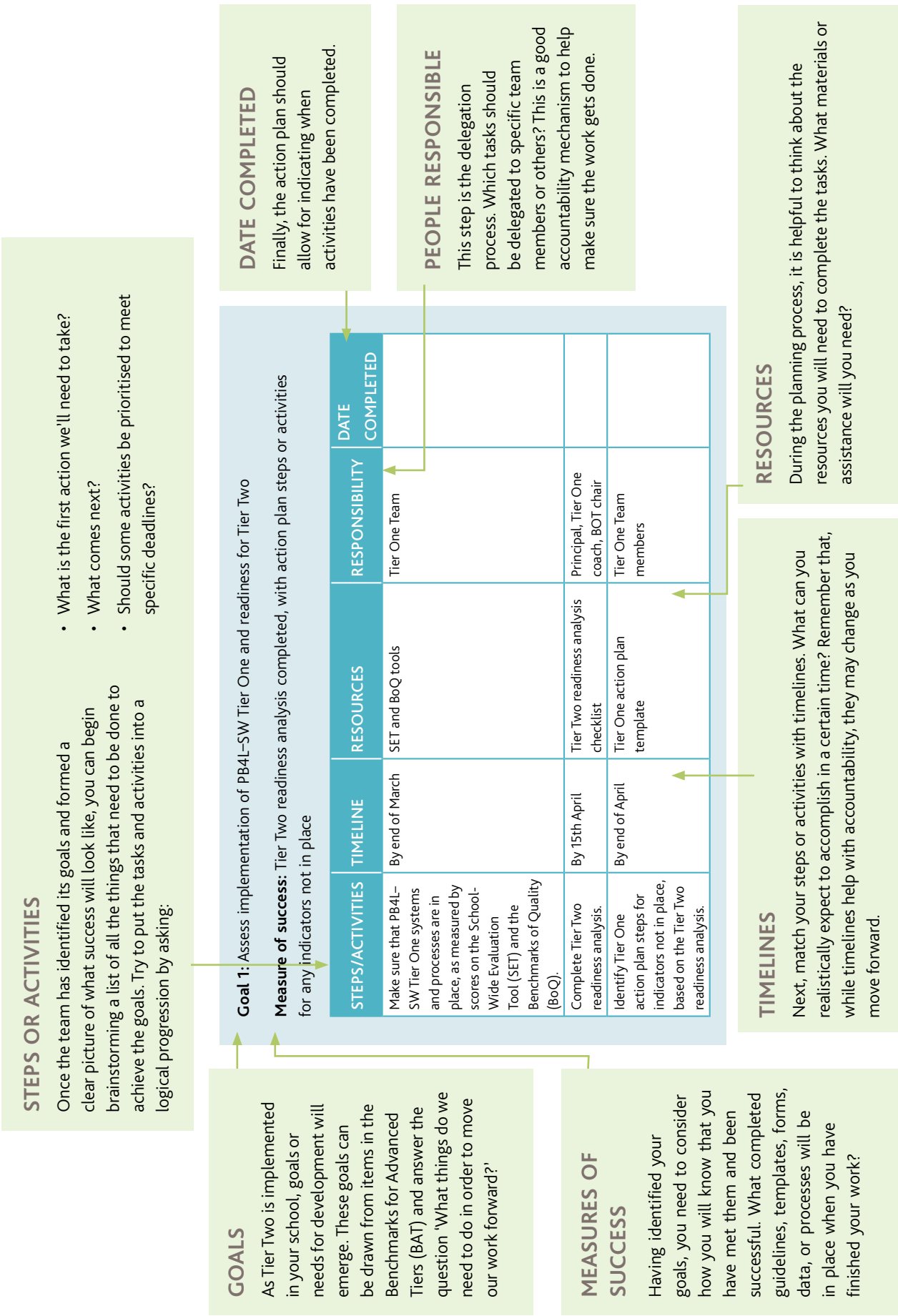
Your PB4L–SW Tier Two Team will use action planning to record a list of all the tasks needed in order to meet a goal or objective. The action plan helps the team to keep on track and to approach the tasks as efficiently as possible. It also increases the likelihood that support will be provided and sets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



Figure 4: Annotated example showing part of a Tier Two action plan



## 3.2 IDENTIFYING STUDENTS WHO REQUIRE TIER TWO SUPPORT

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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<sup>6</sup> 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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<sup>6</sup> 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

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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.<sup>7</sup> 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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<sup>7</sup> 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

Asked to do something

Could not get desired item or event/activity

Loud/disruptive environment

Inappropriate behaviour challenged

Provocation by a peer

Stopped from doing activity

Transition to another class or activity

Attention given to others

Bored

Other:

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

To express/reduce stress, anxiety, or frustration

To obtain peer attention

To obtain adult attention

To obtain items/activities

To avoid tasks/activities

To avoid peers

To avoid adults

To escape the setting

Unknown

Other:



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

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Student is withdrawn and/or disengaged from school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

### What strategies have been tried or are currently in place?

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#### *For Tier Two or Classroom Practices Team use only*

Number/type of majors:

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Number of minors:

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Academic results:

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Additional notes:

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☐ Accepted
 OR
 ☐ Wait list (review date: \_\_\_\_\_)
 OR
 ☐ Declined

Date nominator notified:

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## 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: \_\_\_\_\_

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What motivates positive behaviour for the student? \_\_\_\_\_

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Whānau engagement to date: \_\_\_\_\_

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### 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.)

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## 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
<u>Has reading recovery support from Miss Apia</u>	<u>Five times</u>
<u>Maths activities differentiated to meet his level of need</u>	<u>Every lesson</u>

Please tick behaviours of concern.

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

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

- |  |   |
|--|---|
| <input type="radio"/> Obtain Adult Attention     | <input checked="" type="radio"/> Escape/Avoid Adult Attention   |
| <input type="radio"/> Obtain Peer Attention      | <input type="radio"/> Escape/Avoid Peer Attention               |
| <input type="radio"/> Obtain Tangible/Activity   | <input checked="" type="radio"/> Escape/Avoid Tangible/Activity |
| <input type="radio"/> Obtain Stimulation/Sensory | <input type="radio"/> Escape/Avoid Stimulation/Sensory          |

### What have you tried to resolve this problem?

- |   |  |  |
|---|--|--|
| <input checked="" type="radio"/> Talk with student    | <input type="radio"/> Use of visual supports                     | <input type="radio"/> Time out in classroom                    |
| <input checked="" type="radio"/> Talk with family     | <input type="radio"/> Teacher proximity                          | <input checked="" type="radio"/> Time out in another classroom |
| <input type="radio"/> Specific seating arrangement    | <input type="radio"/> Classroom reward system                    | <input type="radio"/> Redirection                              |
| <input type="radio"/> Breaks                          | <input type="radio"/> Use of timer                               | <input checked="" type="radio"/> Providing choices             |
| <input checked="" type="radio"/> Positive recognition | <input checked="" type="radio"/> More frequent positive feedback | Other <u>using calm voice</u>                                  |

### 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
<b>Reviews of existing school data</b>  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.
<b>Teacher nominations</b>  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.

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

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.

### 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](http://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 [pbissmissouri.org](http://pbissmissouri.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.

# HAUORA



## 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.<sup>8</sup> 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:

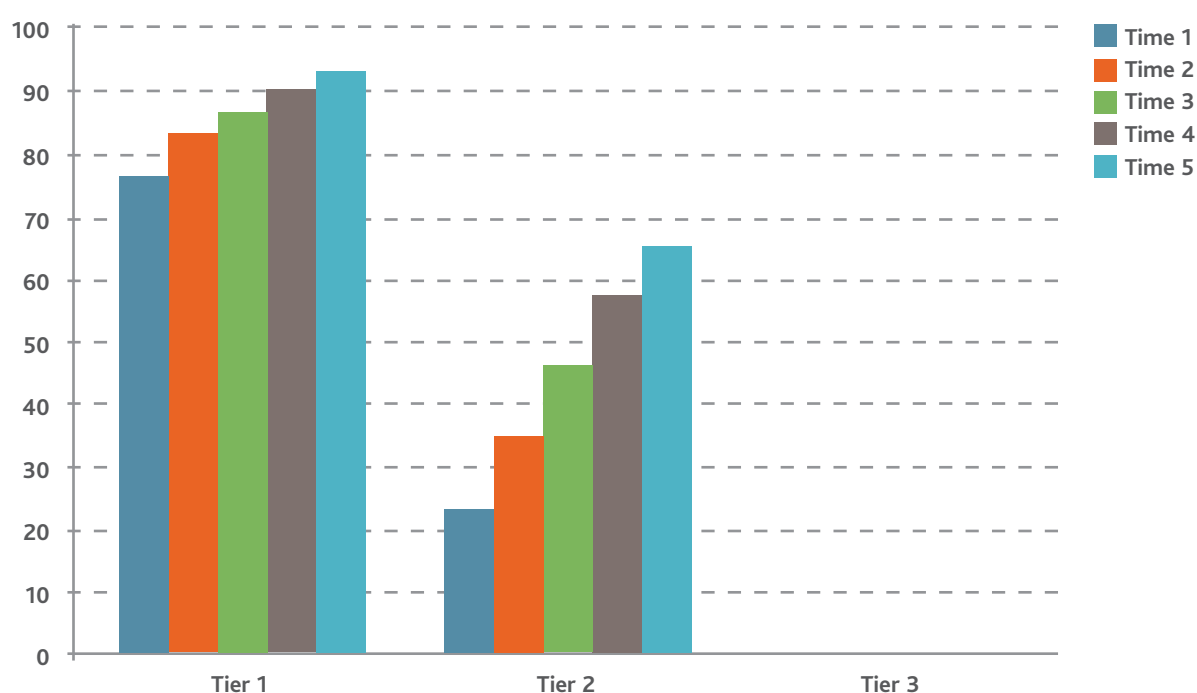
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<sup>8</sup> See section 8.7 and Appendix 3 of the Tier One manual for information on these tools.

FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
<b>2.3 Identifying students</b> 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.	<ul style="list-style-type: none"> <li>Multiple data sources used (e.g., incident reports, time out of instruction, attendance data, academic progress data)</li> <li>Team decision rules</li> <li>Team meeting minutes</li> <li>School policy</li> <li>Behaviour management flow chart</li> </ul>	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
<b>2.4 Requests for Assistance</b> Tier Two Team uses a nomination form and process that are timely and available to all staff, whānau, and students.	<ul style="list-style-type: none"> <li>Staff handbook</li> <li>Nomination form</li> <li>Family handbook</li> </ul>	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				