

Tier Two action plan

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 analysis²³ completed, with action plan steps or activities for any indicators not in place

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
<p>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).</p> <p>Complete Tier Two readiness analysis.</p> <p>Identify Tier One action plan steps for indicators not in place, based on the Tier Two readiness analysis.</p>				

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
<p>Develop a calendar of regular team meeting dates and times.</p> <p>Determine Tier Two Team membership, to include at minimum:</p> <ul style="list-style-type: none"> • school principal or senior management representative • data analyst • PB4L–SW Team representative • member with behavioural expertise • member with academic expertise. <p>Assign Tier Two Team member functions and responsibilities.</p> <p>Adopt a standard meeting format.</p> <p>Determine a method for regularly assessing the effectiveness and efficiency of team meetings.</p> <p>Adopt a standard communication system.</p> <p>Complete 'Working Smarter' form to determine need for restructuring of resources.</p>				

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
<p>Ensure frequent, open communication with Tier One Team (including via the Tier One representative on the Tier Two Team).</p> <p>Develop a process for nomination, including a nomination form.</p> <p>Determine the standard data to be collected for all students considered for Tier Two interventions.</p> <p>Develop a system for collecting the standard data.</p> <p>Identify the main types of academic and behavioural data collected, and determine the 'meeting expectations' and 'at risk' range of results for each.</p> <p>Create and document data decision rules to identify when students need to be considered for Tier Two support.</p>				

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
<p>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).</p> <p>Convene the team(s) and provide general information and training on their role.</p> <p>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.</p> <p>Provide training for all staff in the Tier Two nomination process and in collecting data for data decision rules and to support nominations.</p>				

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
<p>Decide on the standard information to be collected about each student.</p> <p>Develop a brief data-collection process.</p> <p>Develop a template for an FBA that includes:</p> <ul style="list-style-type: none"> • antecedent • behaviour • consequences • possible function. <p>Develop a process for aligning classroom strategies or an intervention to the function of a student's behaviour.</p>				

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
<p>Assess options for summarising student progress, monitoring data, and making selections.</p> <p>Determine data decision rules for use in monitoring students' responses and deciding when to:</p> <ul style="list-style-type: none"> • continue the support • modify the support • intensify the support • fade the support. <p>Develop a process for fading the support that includes provision for self-monitoring.</p> <p>Develop a system for supporting students after completing an intervention (e.g., acknowledging their success and monitoring their ongoing progress).</p> <p>Develop a process for monitoring the fidelity of implementation.</p>				

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
<p>Identify personnel to coordinate and facilitate CICO.</p> <p>Designate a consistent location for checking in and checking out.</p> <p>Choose a name for the CICO intervention and the Positive Progress Record.</p> <p>Develop a CICO reinforcement plan that aligns with the existing PB4L–SW system for acknowledging success.</p> <p>Develop a Positive Progress Record to collect student data.</p> <p>Develop a system for collecting and graphing behaviour ratings daily.</p> <p>Develop a system for monitoring and reviewing student data according to a clearly defined schedule.</p>				

STEPS/ACTIVITIES	TIMELINE	RESOURCES	RESPONSIBILITY	DATE COMPLETED
<p>Develop a system to:</p> <ul style="list-style-type: none"> • 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. <p>Pilot CICO with a small number of students.</p> <p>Analyse pilot data: BAT, fidelity of implementation, student outcomes.</p> <p>Develop materials to describe key features of the intervention.</p> <p>Design orientation procedures and materials for participating students, staff, and whānau.</p> <p>Identify and train additional intervention facilitators if needed.</p>				

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
<p>Develop Tier Two guidelines for staff.</p> <p>Develop a system for regularly updating staff about the implementation of Tier Two processes and systems.</p> <p>Create a calendar of ongoing professional development about Tier Two.</p> <p>Provide professional development about problem-solving discussions and strengthening classroom practices.</p> <p>Plan professional development sessions to raise awareness of Tier Two interventions, such as CICO.</p>				

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
<p>Complete Benchmarks for Advanced Tiers (BAT).</p> <p>Revise action plan based on analysis of results.</p> <p>Report results to senior leaders, board of trustees, and those providing support (e.g., a PB4L–SW practitioner).</p>				