Tier 2 Systems Readiness Guide[1]

The purpose of this document is to provide guidance to district- and school-based leadership teams that are considering implementation of Tier 2 systems. *This document is not intended to be a prescriptive list of requirements and individual decisions about school readiness. Tier 2 implementation decisions should be based on the local context and in coordination with local coaches and TA providers.*

Implementation of Tier 2 is likely to be more effective and efficient if foundational Tier 1 systems are implemented with high fidelity to improve the accuracy with which teams identify and deliver appropriate levels of support to the most appropriate students. To increase the likelihood that Tier 2 systems will be implemented with fidelity, teams also are encouraged to purposely phase in implementation of Tier 2 systems. Regardless of when and how Tier 2 systems are implemented, schools must make every effort to ensure that the needs of all students are being supported.

Guiding questions and suggested team activities are provided for each Tier 2 implementation phase in the following table.

Implementation Phase	Tier 2 Guiding Question	Suggested Tier 2 Team Activities
Exploration	What Tier 2 support systems and procedures do we need?	- Review school-wide data - Use Hexagon Tool to define need and ability to implement Tier 2 - Review available Tier 2 systems and procedures - Define implementation steps
Installation	Can we establish the resources needed for Tier 2 systems implementation? (e.g., team, personnel, available/supporting expertise, administrative support, re-allocation of resources)	- Implement Tier 1 with fidelity - Establish Tier 2 team - Establish resources for Tier 2 team and evaluation - Inform key stakeholders about Tier 2 (e.g., students, families, community partners) **Participate in Tier 2 team training**
Initial implementation	Can we phase in Tier 2 systems within existing school-wide systems?	- Develop Tier 2 team operating procedures - Define and select one or more interventions - Develop entry and exit criteria - Develop implementation fidelity assessment procedures - Develop progress monitoring procedures
Full implementation and adaptation	Can we implement Tier 2 systems school-wide, while maintaining high fidelity implementation of T1?	- Implement Tier 2 team procedures school-wide - Implement Tier 2 procedures school-wide - Adjusted Tier 2 implementation based on student need and progress data - Maintain fidelity implementation of Tier 1 and 2 systems

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[1] Suggested citation: Freeman, J., Sugai, G., Horner, R., Simonsen, B., McIntosh, K., Eber, L., Everett, S., George, H., Swain-Bradway, J., Sprague, J. (2016). Tier 2 systems readiness guide.

Questions for Tier 2 Systems Readiness		
1. Is Tier 1 implemented with fidelity across all settings and effective in your school?		
Key Elements	**Possible Data Sources**	**Criteria**
Critical features of Tier 1 data, practices, and systems in place, according to a validated SWPBIS fidelity measure. *Note*: Fidelity criteria are the minimum for beginning Tier 2 systems work. Schools should continually focus on refining and improving Tier 1 systems throughout Tier 2 implementation.	Tiered Fidelity Inventory (TFI)	Tier 1 subscale 70%
	School-wide Evaluation Tool (SET)	80% school-wide implementation average
	Benchmarks of Quality (BoQ)	70% total score
	Self-Assessment Survey (SAS)	80% of staff report that School-wide, Classroom, and Non-Classroom systems are in place
Critical Tier 1 features of in place in classrooms.	TFI: Classroom Procedures	Score of 2 on item 1.8
	SAS: Classroom Systems Subscale	80%
Tier 1 systems effectively support the majority of students.	School discipline data system (e.g., SWIS)	85% or more students in the 0-1 ODR range or under 1 ODR per day/100 students
2. Are Tier 1 school-wide data consistently collected, reviewed, and used for decision-making?		
Key Elements	**Possible Data Sources**	**Criteria**
Regular collection, summary, and review of school-wide data by leadership team	Leadership team minutes	Monthly summary and review of school-wide data
	TFI: Data-based Decision Making	Score of 2 on item 1.13
Regular sharing of data with all staff	Faculty meeting minutes	Regular summary and review of school-wide data
	TFI: Faculty Involvement	Score of 2 on item 1.10

3. Has the school principal committed to Tier 2 implementation?		
Key Elements	**Possible Data Source**	**Criteria**
Administrator commitment to actively participate on Tier 2 Systems/Leadership team	Tier 2 planning team meeting minutes	Regular meeting attendance
	Administrator commitment	Signature on readiness checklist
Adequate school resources, priority and time for Tier 2 implementation	Tier 2 planning team meeting minutes	Sufficient time and resources committed for action planning meetings and items
	Administrator commitment	Signature on readiness checklist

4. Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices?		
Key Elements	**Possible Data Source**	**Criteria**
Student social, emotional, and behavioral outcomes high priority	School improvement plan/school goals	One of top 3 goals
Presentation of Tier 2 implementation to entire school faculty	Faculty meeting minutes	Presentation/overview given to all staff
Time allocated for Tier 2 information and implementation updates at every staff meeting	Faculty meeting minutes	Standing agenda item

5. Has a Tier 2 Behavior Support Team been identified to attend training, guide and coordinate implementation?

Key Elements	Possible Data Source	Criteria
Tier 2 team with appropriate authority, expertise, and representation identified to attend training and guide and coordinate implementation	Leadership team minutes	Team members have (a) behavioral expertise, (b) administrative authority, (c) student knowledge and contact, and (d) familiarity with school operations and policy
	Signatures of team members on readiness checklist	
	TFI: Team Composition (Tier 2)	Score of 1 or 2 on item 2.1
Regularly scheduled team meeting including (a) meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) current action plan	Tier 2 team meeting calendar	Plans to meet at least monthly, using regular meeting format agenda and minutes
	Team minutes and action plan	
	TFI: Team Operating Procedure (Tier 2)	Score of 1 or 2 on item 2.2

6. Has the district committed to supporting Tier 2 implementation?

Key Elements	Possible Data Source	Criteria
Adequate district resources, priority and time for Tier 2 implementation	District leadership team schedule and action plan	Commitment of resources for action planning and implementation (e.g., school schedules, staff FTE, staff roles.) is documented in meeting minutes.
	District leadership statement of support (e.g., signature on readiness checklist)	
	District annual improvement plan	
	District Capacity Assessment	80% on Systems Alignment and Action Planning subscales

7. Does the school-wide discipline data system support Tier 2 information?		
Key Elements	**Possible Data Source**	**Criteria**
School-wide data system supports regular screening procedures and progress monitoring for reviewing status of students who should (a) receive Tier 2 interventions, (b) transition Tier 2 interventions, or (c) require different Tier 2 interventions	Request for assistance forms and referral process documentation (e.g., staff or family handbook)	**Plan** for regular (e.g., bi-weekly) summary and review of discipline referrals, teacher nomination, and other relevant data (e.g., academic, attendance, health, screening measures)
	Review of existing behavior intervention plans	Record of interventions decisions based on data
	TFI: Screening (Tier 2)	Score of 1 or 2 on item 2.3
School-wide data system supports the collection and reporting of Tier 2 implementation fidelity data	Summaries and reports of implementation fidelity data	Evidence of data use in action planning and decision making

8. Is a plan in place to identify possible Tier 2 intervention/s for implementation?		
Key Elements	**Possible Data Source**	**Criteria**
Leadership team inventory of existing Tier 2 and Tier 3 practices	Leadership team minutes	Existing Tier 2 and 3 practices are inventoried and current implementation fidelity is measured
	TFI: Tier 2 and 3 scales	
Leadership team review of evidence base for existing Tier 2 interventions	Targeted intervention reference guide	Interventions are: ● Empirically supported practices ● Conceptually sound ● Socially valid
	Review of current behavior intervention practices and plans	

Tier 2 Readiness Action Planning Guide

Using the key elements and criteria in the tables above, rate each of the following questions for your school. For each question that scores a 0 or 1 develop action plan items to address any missing key elements. **0= No key elements in place, 1= Some key elements in place, 2= All key elements in place**.

Question	Score	Action Plan			
		Action	**Who**	**When**	**Resources**
1. Is Tier 1 implemented with fidelity across all settings and effective in your school?					
2. Are Tier 1 school-wide data consistently collected, reviewed, and used for decision-making?					
3. Has the school principal committed to Tier 2 implementation?					
4. Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices?					
5. Has a Tier 2 Behavior Support Team been identified to attend training, guide and coordinate implementation?					
6. Has the district committed to supporting Tier 2 implementation?					
7. Does the school-wide discipline data system support Tier 2 information?					
8. Is a plan in place to identify possible Tier 2 intervention/s for implementation?					