

*Tier 2 Teaming:  
Improving the Efficiency and  
Effectiveness of Targeted  
Interventions*

APBS Conference

March 31, 2023



# Data-Based Decision Making and Trauma



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## Who is in the room?

- What level of education do you spend most of your time?
  - School, District, Regional, State
- How many are implementing tier 2 interventions?

# Session Description

Ineffective targeted interventions? This session will assess current systems for monitoring intervention integrity. In addition, tools to assist in establishing structures for problem solving conversations to improve implementation of tier 2 interventions will be offered.

# Session Objectives

1. Participants will be able to define the purpose of a tier 2 systems conversation.
2. Participants will assess current status of tier 2 systems monitoring conversation within their system and determine need for modification or adding.
3. Participants will be able to apply the Team Initiative Problem Solving process to the systems monitoring of all social-emotional-behavioral and mental health targeted interventions.

## Context

Getting on the same page



# WHERE ARE WE IN THE TRIANGLE?

## Academic Systems

### Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

### Tier 2/Targeted Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

## Behavioral Systems

### Tier 3/Tertiary

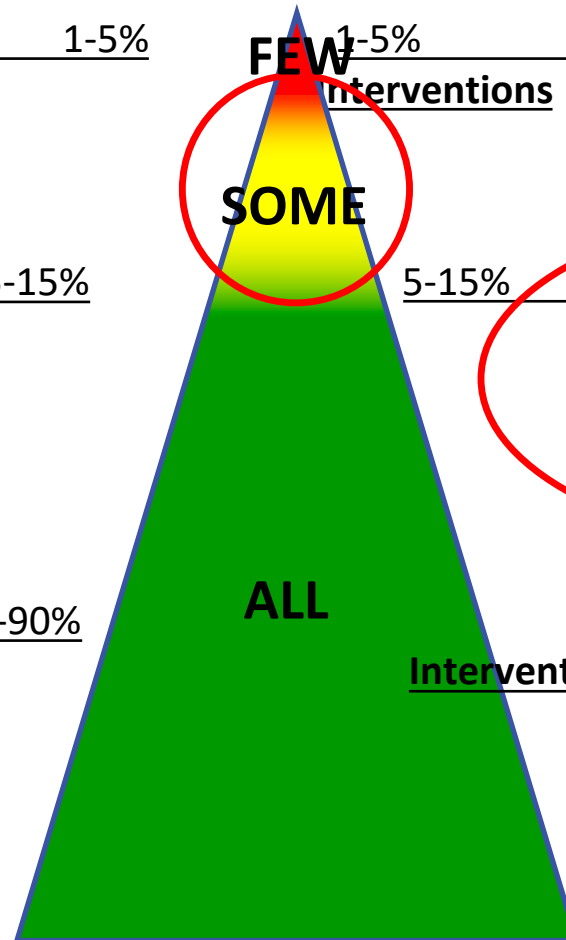
- Individual students
- Assessment-based
- Intense, durable procedures

### Tier 2/Targeted Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### 80- 90% Tier 1/Universal

- All settings, all students
- Preventive, proactive



# General Education & Special Education

**Tier 1/Universal for Social/Emotional/Behavioral**  
*School-Wide Assessment / School-Wide Prevention Systems*

## Check-In, Check-Out

(provides explicit instruction, feedback, structure, reinforcing of tier 1 core)

Use **Function- Based Thinking** to Make Next Choice

Modified CICO

&/or

SEB Skills Group

&/or

Other

**Complex SEB Group**

**Individualized SEB Intervention**

**Individualized Team Development:**  
**FBA-BIP**  
**Person-Centered Planning**

Overview: Tier II Systems





# Critical Features of Tier 2 Interventions

## TFI Item 2.6

### **Tier 2 Behavioral Interventions provide:**

- (a) Additional instruction/time for student skill development,
- (b) Additional structure/predictability, and/or
- (c) Increased opportunity for feedback (e.g., daily progress report)

# Tier 2 Systems Conversation

Why?

# Big Ideas about implementing a system of Tier 2 Interventions

Select Evidence-Based Interventions (practices)  
Connect all interventions to Tier 1  
Monitor the fidelity of each intervention  
Monitor the use of all interventions  
Monitor the outcomes of all interventions

The role of the Tier 2 Systems Team!



Why

It's a *shift* from “how do we support Andrew”?



TO

How do we set up structures and systems to help support the next **100 Andrews**



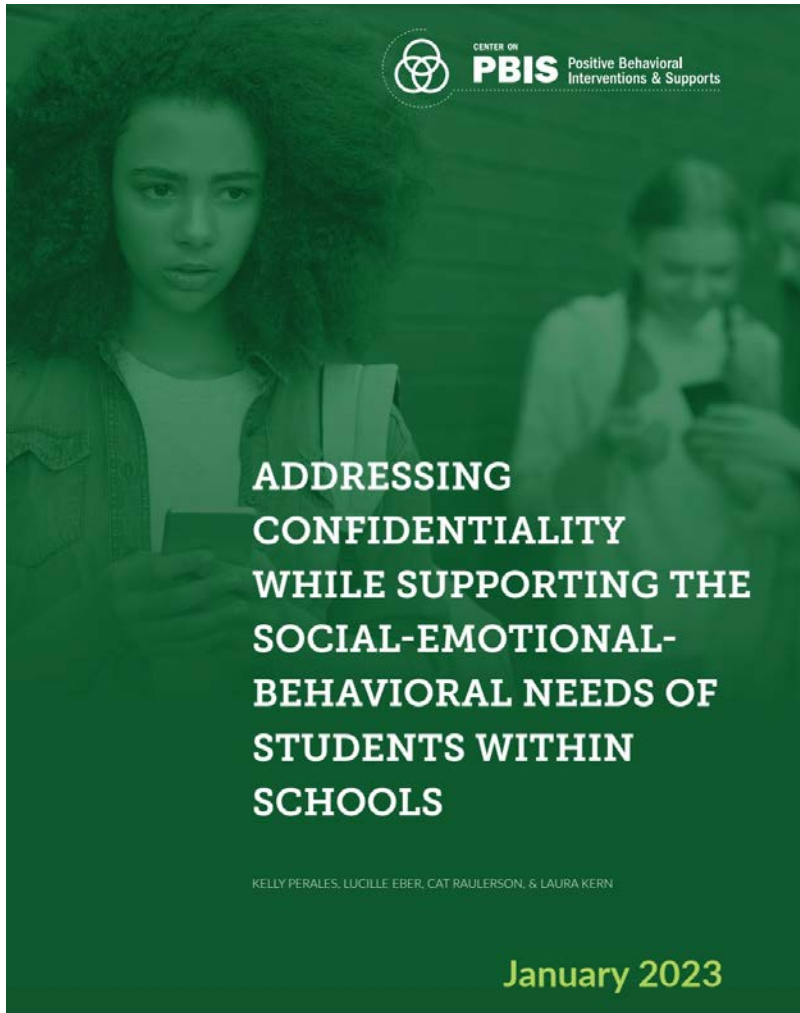
## Why do you want **5-10% on CICO**?

- Students in the past who would not have gotten any support “until things got worse” will now get a positive boost of support
- CICO will be a layered support --- students in groups or with FBA-BIP can still benefit in CICO.
- Teachers to request assistance and utilizing highly efficient, low level school-wide interventions

# Tier 2 Systems Conversation

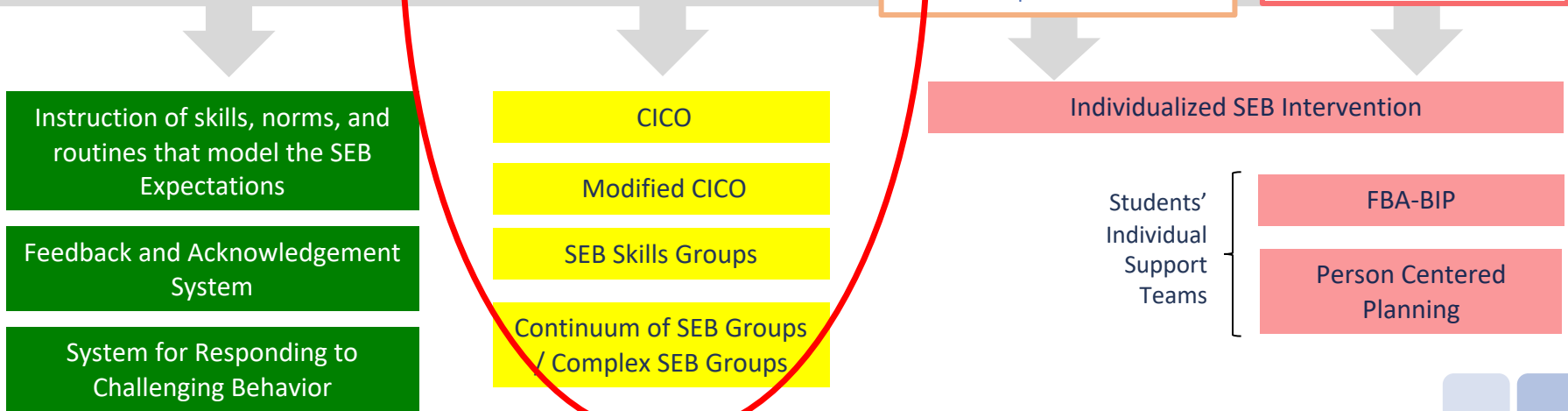
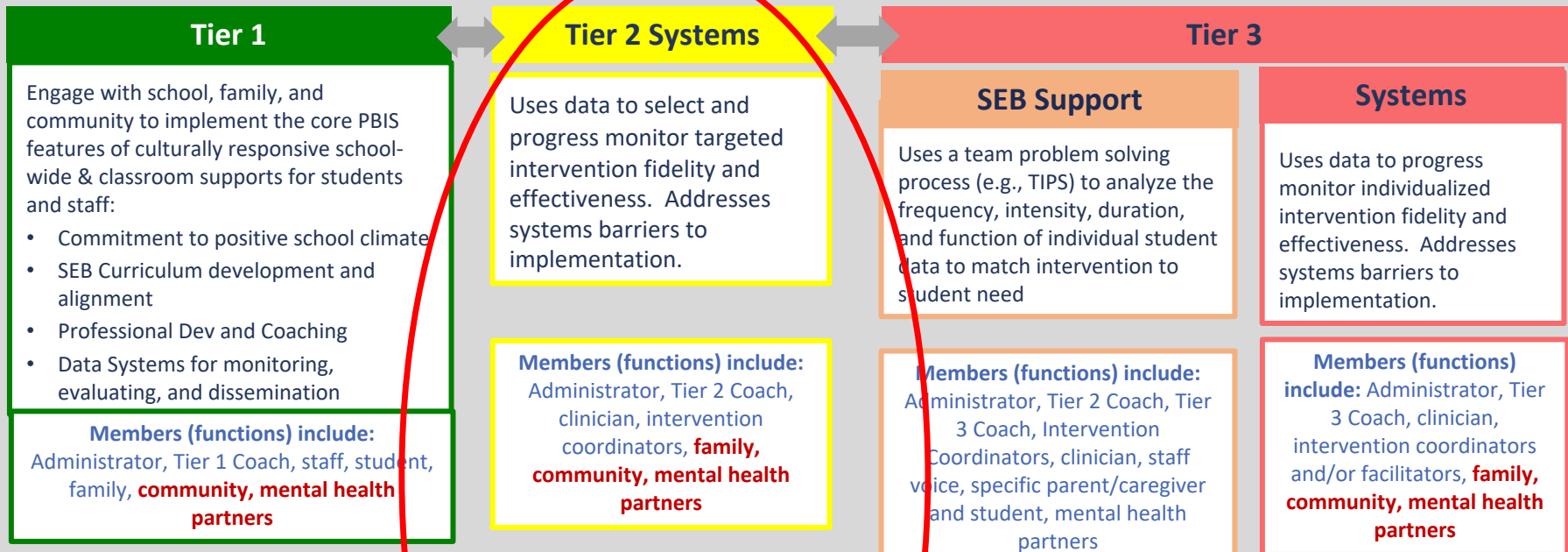
What

# NEW Resource!!



Provides recommendations and strategies for addressing confidentiality as teams work together in an interconnected system within schools.

# Necessary Team Conversations in a 3-Tiered System of Support



*Continuum of Practices/ Interventions*







# Tier 2 Team Composition

## Roles Needed:

- Team leader / Tier 2 Coach
- Administrator
- **Intervention coordinators**
  - CICO
    - Data? Communication?
  - SAIG
    - Data? Communication?
  - Mentoring
    - Data? Communication?
  - FBA/BIP
    - Data? Communication?
- Family representative
- Student representative
- Community partner(s)

## Who might this be?

- General Education Teachers
- Special Education Teachers
- Paraprofessionals
- Specials teachers (music, PE, librarian, etc.)
- Administrators
- Volunteers
- Mental Health Agency partners
- Social Workers, psychologists, school counselors, psychotherapists, etc.



# Defining Tier 2 Roles & Responsibilities



## Tier 2 Coach/Team Lead

- Oversee and ensure fidelity of all Tier II interventions
- Facilitate Tier II Systems Meetings
- ~ 5 hours / week

## Intervention Coordinator

- Oversee and ensure fidelity of one intervention
- Monitors and reports data to Tier II Systems Team
- ~ 2-3 hours / week

## Intervention Facilitator

- Deliver intervention with fidelity
- Submit data to Intervention Coordinator
- ~ 1 hour / week

\* One person could perform multiple roles. (i.e.: Coach & SAIG Coordinator or CICO Coordinator & CICO Facilitator)

# PBIS 3 Tiered System of Support

## Tier II Coach/Team Lead

Intervention  
Coordinator

Intervention  
Coordinator

Intervention  
Coordinator

Facilitator

Facilitator

Facilitator

Facilitator

Facilitator

Facilitator

Facilitator

Facilitator

There is **support and communication** that travels between these roles to ensure fidelity of implementation.

# Document Roles & Responsibilities

## Tier II Roles & Responsibilities

| Tier II Coach / Team Lead   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Oversee and ensure fidelity of <b>all</b> Tier II interventions</li> <li>Facilitate Tier II System Meetings</li> <li>~ 5 hours / week</li> </ul> |   |
| <b>Prior to team meetings:</b>  | <ul style="list-style-type: none"> <li>Creates agenda</li> <li>Provides agenda items to note/minute taker</li> </ul>  |
| <b>At the team meeting:</b>   | <ul style="list-style-type: none"> <li>Starts meeting on time</li> <li>Reviews norms/ground rules</li> <li>Reviews agenda and asks for additional items that might need added</li> <li>Manages the flow of meeting by adhering to the agenda</li> <li>Prompts team members to participate</li> <li>Keeps meeting on track by prompting people to stay on topic, transitioning topics and following norms</li> <li>Is an active participant with majority of participation in question format</li> <li>Determines data, time, and location for next meeting</li> </ul> |
| <b>Between meetings:</b>  | <ul style="list-style-type: none"> <li>Conduct fidelity measure checks (e.g.: CICO-FIM) at least bi-annually</li> <li>Providing coaching to Intervention Coordinators to deliver Tier II Interventions with fidelity</li> <li>Organize/provide professional development and technical assistance to all staff in implementing Tier II interventions with fidelity</li> </ul>  |

## Tier 2 Roles & Responsibilities

| Intervention Coordinator  |  |
|---|--|
| <ul style="list-style-type: none"> <li>Oversee and ensure fidelity of <b>one</b> intervention</li> <li>Monitors and reports data to Tier II Systems Team</li> <li>~ 2-3 hours / week</li> </ul> |  |
| <b>Prior to team meetings:</b>  | <ul style="list-style-type: none"> <li>Gathers data from facilitators and summarizes data on Tracking Tool</li> <li>Prepares systems precision statements for each intervention to bring Tier II Team Meeting</li> <li>Inquires about system implementation for groups with a response rate lower than 70%.</li> <li>Collects and summarizes student outcome data (this is individual rather than systems data) to present at Tier II Team Meeting</li> <li>Gathers additional information for students not responding and prepares</li> </ul> |



# Data-Based Decision-Rules:

## Sample to Consider

### **a) Identification for CICO (IN):**

- Student is identified by 2 or more ODRs, 2 unexcused absences, 2 incomplete homework assignments, referral from family or school staff, etc.

### **b) Progress-monitoring (ON):**

- DPR data is collected daily & reviewed every other week. Data is collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

### **c) Exiting/transitioning (OUT):**

- Student received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or attendance or homework concern. Student may be transitioned into being a CICO student mentor.

School Name: \_\_\_\_\_

Total School Population as of October 1: \_\_\_\_\_

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

| Interventions            | Check-in Check-out (CICO)<br># and % |                                 | Social/Academic Instructional Groups<br># / % |                                 | Individualized Check-In/Check-Out, Groups & Mentoring<br># / % |                                 | Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)<br># / % |                                 | Complex FBA/BIP<br># / %           |                                 | Wraparound Support<br># / %        |                                 |
|--------------------------|--------------------------------------|---------------------------------|---|---------------------------------|--|---------------------------------|--|---------------------------------|------------------------------------|---------------------------------|------------------------------------|---------------------------------|
|                          | # / %<br>Students<br>Participating   | # / %<br>Students<br>Responding | # / %<br>Students<br>Participating            | # / %<br>Students<br>Responding | # / %<br>Students<br>Participating                             | # / %<br>Students<br>Responding | # / %<br>Students<br>Participating   | # / %<br>Students<br>Responding | # / %<br>Students<br>Participating | # / %<br>Students<br>Responding | # / %<br>Students<br>Participating | # / %<br>Students<br>Responding |
| July                     | /                                    | /                               | /   | /                               | /  | /                               | /  | /                               | /                                  | /                               | /                                  | /                               |
| August                   | /                                    | /                               | /   | /                               | /  | /                               | /  | /                               | /                                  | /                               | /                                  | /                               |
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| <b>Averages for year</b> | /                                    | /                               | /   | /                               | /  | /                               | /  | /                               | /                                  | /                               | /                                  | /                               |

**Data-based Decision-rules for defining "response to intervention":** Please list below your data-based decision-rule/s to determine youth 'response' for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

# Disaggregation Tracking Tool

**Disaggregated Data** - use the total number of students from the last column above to determine student group percentages. Please also substitute student groups that apply to your school building (as appropriate).

+

| Student Group - American Indian/Alaskan Native: |                              | Student Group - Asian:       |                              | Student Group - Black/African-American: |                              | Student Group - Hispanic/Latino/a/e: |                              | Student Group - Native Hawaiian/Pacific Islander: |                              | Student Group - White:       |                              |
|---|------------------------------|------------------------------|------------------------------|---|------------------------------|--------------------------------------|------------------------------|---|------------------------------|------------------------------|------------------------------|
| # / % Students Participating                    | # / % Students Participating | # / % Students Participating | # / % Students Participating | # / % Students Participating            | # / % Students Participating | # / % Students Participating         | # / % Students Participating | # / % Students Participating                      | # / % Students Participating | # / % Students Participating | # / % Students Participating |
|   |                              |                              |                              |   |                              |                                      |                              |   |                              |                              |                              |
|   |                              |                              |                              |   |                              |                                      |                              |   |                              |                              |                              |

| Student Group - Multiracial: |                              | Student Group - English Learner Status: |                              | Student Group - IEP Status:  |                              | Student Group - Male:        |                              | Student Group - Female:      |                              | Student Group - Non-Binary/Transgender: |                              |
|------------------------------|------------------------------|---|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|---|------------------------------|
| # / % Students Participating | # / % Students Participating | # / % Students Participating            | # / % Students Participating | # / % Students Participating | # / % Students Participating | # / % Students Participating | # / % Students Participating | # / % Students Participating | # / % Students Participating | # / % Students Participating            | # / % Students Participating |
|                              |                              |   |                              |                              |                              |                              |                              |                              |                              |   |                              |
|                              |                              |   |                              |                              |                              |                              |                              |                              |                              |   |                              |

# Fidelity Prompts for TFI 2.10 and 2.11

| TFI  | Action Item<br><i>(Not In Place; Partially; Fully In Place -&gt;)</i>   | NI | PI | FI |
|------|---|----|----|----|
| 2.10 | The total number of students enrolled in tier 2 interventions is documented and could be calculated quickly.      |    |    |    |
| 2.10 | Tier 2 team monitors the percentage of students enrolled in tier 2 interventions at least monthly.                |    |    |    |
| 2.10 | The current percentage of students enrolled in tier 2 interventions is between 5-15% of total student enrollment. |    |    |    |
| TFI  | Action Item<br><i>(Not In Place; Partially; Fully In Place -&gt;)</i>   | NI | PI | FI |
| 2.11 | Data decision rules for making progress on each tier 2 intervention is defined.                                   |    |    |    |
| 2.11 | Data decision rules for exiting to lower levels of support is defined for each tier 2 intervention.               |    |    |    |
| 2.11 | Data decision rules for needing additional layers of support are defined for each tier 2 intervention.            |    |    |    |
| 2.11 | Tier 2 team monitors the proportion of students making progress or exiting interventions at least monthly.        |    |    |    |
| 2.11 | At least 70% of students are making progress for all tier 2 interventions.  |    |    |    |





# QR Code to Google Form



# Team Initiated Problem Solving

How

# TFI 2.10

## Purpose & Outcomes

### **Purpose:**

Design a system a) to ensure students have early access to interventions and b) that allocates resources for efficient response.

### **Outcomes:**

**2.10 Level of Use:** Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.



School Name: \_\_\_\_\_

Total School Population as of October 1: \_\_\_\_\_

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

| Interventions            | Check-in Check-out (CICO)<br># and % |                                 | Social/Academic Instructional Groups<br># / % |                                 | Individualized Check-In/Check-Out, Groups & Mentoring<br># / % |                                 | Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)<br># / % |                                 | Complex FBA/BIP<br># / %           |                                 | Wraparound Support<br># / %        |                                 |
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Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:



# TFI 2.10 Activity 1: Developing System for Level of Use

## Identify Capacity of CICO to Support Student Population

What is the total enrollment of your building?

What is 10% of your total enrollment?

\*Ensure you have identified enough facilitators to support your system. 10-15 students / 1 Facilitator

How will you monitor student accessing to Tier II supports each month is proportionate? (e.g.: [Tier II/III Tracking Tool](#))

Decide on the tool you will use to track students in intervention and their response rate. (Tier II/III Tracking Tool)



# Sample Tier 2 Agenda

## Call meeting to order

- Document attendance
- Wellness check-in

## Establish Agenda

- Review agenda items
- Add with team input

## Update progress

- Review progress of tasks assigned last meeting
- Review solutions and progress on last month's precision statements
- Update action plans as needed

## Analyze new data

- Review systems data based upon schedule
- Intervention Coordinators report summary statements for interventions
- Identify new precision problem statements

## Problem Solve New System Concerns

- Develop solution plans (what, who, when)
- Identify goals
- Determine fidelity and outcome data needed

## Discuss Organizational-Housekeeping Items

## Wrap-up meeting

- Evaluate meeting
- Review date/time for next meeting
- Ensure all items have action plan

# Meeting Logistics and Roles

(TFI 2.2)

# Team Members and Attendance

(TFI 2.1)

Today's Agenda items (TFI 2.2)

Agenda items for next meeting (TFI 2.2)

# Schedule for Monitoring Overall System Effectiveness

(TFI 2.13)

# Request for Assistance Summaries

(TFI 2.4)

Tracking of P

Eviden  
Int

ing

# Tracking Intervention Progress Monitoring

(e.g., students experiencing success)

(TFI 2.11)

+ Problem Solving

Date of Ini

Brief P

# Precision Problem Statement

(TFI 2.11)

Notes:



Date of Initial Meeting  
Brief Problem Statement

# Precision Problem Statement

(TFI 2.11)

Notes:

[Paste new problem statement]

Organization

## Organizational Housekeeping Items

Evaluation of TFI

## Meeting Evaluation

Midwest PBIS

| Evidence Based Practice   | Intervention | Monitoring | Modifying |
|---|--------------|------------|-----------|
| <h1>Tracking Intervention Progress Monitoring</h1> <p>(e.g., students experiencing success)</p> <p>(TFI 2.11)</p> |              |            |           |

| Date of Initiation                                     | Brief Description |
|--|-------------------|
| <h1>Precision Problem Statement</h1> <p>(TFI 2.11)</p> |                   |

Notes:



Date of Initial Meeting  
Brief Problem

# Precision Problem Statement

(TFI 2.11)

Notes:

[Paste new problem]

Organization

# Organizational Housekeeping Items

Evaluation of T

Rating

# Meeting Evaluation

# SAMPLE of Precision Statement & Action Planning

| Date of Initial Meeting:  |  |   |  | Date(s) of Review Meetings   |  |
|---|--|---|--|--|--|
| Brief Problem Description (e.g., student name, group identifier, brief item description):   |  |   |  |  |  |
| Precise Problem Statement<br><i>What? When? Where? Who? Why? How Often?</i>   | Goal and Timeline<br><i>What? By When?</i>   | Solution Actions<br><i>By Who? By When?</i>   | Identify Fidelity and Outcome Data<br><i>What? When? Who?</i>  | Did it work?<br><i>(Review current levels and compare to goal)</i>   |  |
| <p style="color: red;">40% of students in the CICO are not making progress or meeting goals. Two out of four CICO facilitators leave check-out 10 minutes early on Mondays, Wednesdays, and Fridays as they also have bus duty. As a result, not all students receive feedback at the end of the day.</p> | <p style="color: red;">by May 2022</p> <p>All students in CICO will receive feedback at the end of the day by a CICO facilitator</p> | <p style="color: red;">Administrator will adjust bus duty schedule to allow CICO facilitators to stay for check out until all students are checked out</p> <p style="color: red;">CICO Coordinator will recruit staff member to fill in when CICO</p> | <p style="color: red;"><i>What fidelity data will we collect?</i><br/><i>What? When? Who?</i></p> <p style="color: red;">Coordinator will check-in with CICO facilitators weekly to ensure time is allowed for all students to receive positive specific feedback at check-out.</p> <p style="color: red;">CICO facilitators will contact their backup when they are not</p> | <div style="text-align: center; font-weight: bold; letter-spacing: 0.5em;">I<br/>M<br/>P<br/>L<br/>E<br/>M<br/>E<br/>N<br/>T<br/><br/>S<br/>O<br/>L<br/>U<br/>T<br/>I<br/>O<br/>N<br/>S</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; padding-right: 10px;"> <p><b>Fidelity Data:</b></p> <p><b>Level of Implementation</b></p> <input type="checkbox"/> Not started<br/> <input type="checkbox"/> Partial implementation<br/> <input type="checkbox"/> Implemented with fidelity<br/> <input type="checkbox"/> Stopped<br/>           Notes:         </div> <div style="width: 45%;"> <p><b>Outcome Data (Current Levels):</b></p> <p><b>Comparison to Goal</b></p> <input type="checkbox"/> Worse<br/> <input type="checkbox"/> No Change<br/> <input type="checkbox"/> Improved but not to goal<br/> <input type="checkbox"/> Goal met<br/>           Notes:         </div> </div> |  |

Midwest PBIS Network – Tier 2 Systems\_TIPS Meeting Minute Form (v9.1.22). Modified from Todd, et al (2014)



## Precise Problem



### Statement

*What? When? Where? Who? Why? How Often?*

40% of students in the CICO are not making progress or meeting goals. Two out of four CICO facilitators leave check-out 10 minutes early on Mondays, Wednesdays, and Fridays as they also have bus duty. As a result, not all students receive feedback at the end of the day.

#### *Current Levels:*

30 students in CICO  
18 were responding  
60% response rate

# Precision Statement Development

- Knowing the percent of students responding is below 70%
- Coordinator would have gather some additional information prior to team meeting
  - Check-in with group facilitator(s), students, review materials, etc

# Solution Development

- Team develops a solution including:
  - Goal and timeline
  - Solution actions with by who and by when?
  - Identify fidelity measure
  - Identify outcome measure

| <b>Goal and Timeline</b><br><i>What? By When?</i>  | <b>Solution Actions</b><br><i>By Who? By When?</i>  | <b>Identify Fidelity and Outcome Data</b><br><i>What? When? Who?</i>   |
|--|---|--|
| <p>by May 2022</p> <p>All students in CICO will receive feedback at the end of the day by a CICO facilitator</p> | <p>Administrator will adjust bus duty schedule to allow CICO facilitators to stay for check out until all students are checked out</p> <p>CICO Coordinator will recruit staff member to fill in when CICO facilitators are not available.</p> | <p><i>What <b>fidelity</b> data will we collect?</i><br/><i>What? When? Who?</i></p>   |
|  |   | <p>Coordinator will check-in with CICO facilitators weekly to ensure time is allowed for all students to receive positive specific feedback at check-out.</p> <p>CICO facilitators will contact their backup when they are not available to fill in for check out.</p> |
|  |   | <p><i>What <b>outcome</b> data will we collect?</i><br/><i>What? When? Who?</i></p>  |
|  |   | <p>Student progress in CICO will increase to 70% in May 2022</p>   |



# TFI 2.10 Activity 2: Systems Problem Solving in Teams

- CICO Guiding Questions and Sample System Solutions document

| <b>CICO Guiding Questions and Sample System Solutions</b> |  |
|---|--|
| <i>Identified Issues</i>                                  | <i>Sample System Solutions</i>   |
| Students not checking in                                  | <ul style="list-style-type: none"> <li>• Review check-in routine and ask student what would be supportive to them</li> <li>• Provide behavior specific praise to student for checking in</li> <li>• Check in with a peer/buddy</li> <li>• Surprise reinforcement for checking in on random days (intermittent reinforcement: e.g., special drawing)</li> <li>• Ensure student is arriving to school on time and if not, check in with family</li> <li>• Ensure morning arrival allow student time to access location of check-in</li> <li>• Use visual reminder on student desk or backpack to check-in</li> </ul> |
| Students not checking out                                 | <ul style="list-style-type: none"> <li>• Review check-out routine and ask student what would be supportive to them</li> <li>• Provide behavior specific praise to student for checking out</li> <li>• Check out with a peer/buddy</li> <li>• Surprise reinforcement for checking out on random days (intermittent reinforcement: e.g., special drawing)</li> <li>• Use visual reminder on student desk or backpack to check-in</li> <li>• Ask teacher to remind student at the end of the day</li> </ul>   |
| Students loosing Daily Progress Report (DPR)              | <ul style="list-style-type: none"> <li>• Let students they can get a new DPR anytime during the day</li> <li>• Ask the student why and what would be supportive to them</li> <li>• Identify and teach a routine for using the DPR throughout the day</li> </ul>  |



# Potential Questions to Center Equity in Problem Solving



MIDWEST PBIS NETWORK

## Potential Facilitator Questions in the Problem-Solving Process

### 1. PROBLEM ID:

- a. Who is at the table when defining what is a problem?
- b. Have we created a safe space for new participants, uncomfortable conversations, active listening, and continuous learning?
- c. How do we avoid deficit thinking? How do we ensure we are asking the right questions?
- d. What data are we using? Are we using multiple sources, methods and measures?
- e. How can we center the lived experiences, cultural histories, and community practices in the data and information we use to make decisions?
- f. How are we assessing the learning environment/conditions for learning?
- g. What is the evidence that the data are valid for the students we serve?

### 2. PROBLEM ANALYSIS

- a. Is the data/information we are considering tied to the problem (i.e., inequity)?
- b. How can we also assess strengths to tap into and cultivate? How do we avoid deficit thinking?
- c. What assumptions are we making when interpreting data? How do our own values, experiences, training, culture, theoretical orientation impact how we analyze what data are telling us?
- d. How do we hold ourselves and each other accountable?
- e. How do we monitor our vulnerable decision points? What don't we know and understand that is impacting students' behavior that informs how we better support our students?
- f. What information do we need and from whom to test our hypotheses?

### 3. PLAN IMPLEMENTATION

- a. How do we partner in selecting and creating plans?
- b. Does our plan leverage valued resources and strengths?
- c. Does our plan address underlying needs?
- d. Were key partners involved in developing the plan and goals?

### 4. PLAN EVALUATION

- a. How do we measure success?
- b. How will we share the task of determining success with students, families, and communities?
- c. Are the differential effects based on students' characteristics?

## Suggested use:

- Identify as a team norm to keep equity of all students at the center of problem solving.
- Identify a team member during each problem solving conversation to be the monitor.



# TFI 2.11 Activity 4: System for Monitoring Student Response

## ***Guiding questions:***

- Data system for collecting and monitoring
- CICO Coordinator access to data
- Allocated time for CICO to analyze
- Using Tracking Tool

|                                       |   |
|---------------------------------------|---|
| <b>Monitoring Student Performance</b> | <b><u>Gathering/Analyzing Individual Student Data</u></b><br>How will CICO data be collected and entered into SWIS/SWIS like system?<br><br>Who will enter the data? (e.g., facilitators enter data, facilitators submit data to CICO Coordinator to enter)<br><br>How often will it be entered? (data should be entered at least weekly)<br><br>When will the CICO Coordinator review and analyze data? (data should be analyzed at least every other week) Does something need to be removed from responsibilities to ensure the CICO Coordinator has time allocated for analyzing? |
|                                       | Ensure this person also brings a summary statement to the Tier 2 Team Meeting.<br><br><b><u>Team Tier 2 Systems Monitoring</u></b><br>Will the Tier 2 Team use a hard copy or electronic copy of the <a href="#">Tier II/III Tracking Tool</a> ?<br><br>Who will be in charge of prompting the team to use the <a href="#">Guiding Questions for CICO Problem Solving and Action Planning</a> during meetings?<br><br>How will staff be regularly updated on overall progress of Tier II interventions?   |



# Contact Information

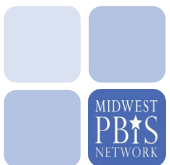
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# Additional Resources

- [Midwest PBIS Network Tier 2 Implementation Workbook](#)
- [Tier 2 Systems TIPS Meeting Minute Form](#)
- [Sample – Tier 2 Systems TIPS Meeting Minute Form](#)
- [Guiding Questions for CICO Problem Solving](#)
- [Tier 2 / Tier 3 Tracking Tool](#)