## WHAT IS TIER 2?
Tier 2 Supplemental Supports are designed to provide additional or targeted interventions to support students who have access to Tier 1 Universal Supports and are not responding positively to them. Approximately 15-20% of your student body may need Tier 2 supports. However, schools with strong Tier 1 supports will have a reduced need for Tier 2 supports. Supplemental Support is designed for use in schools where there are more students needing behavior support than can be supported via intensive and individual Tier 3 support, and for students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential. Most importantly, students receiving Tier 2 should continue to have full access to Tier 1 supports.

## TIER 2 SUPPORT SYSTEMS
- A Tier 2 team should include:
  - Teacher or person implementing
  - Person responsible for coordinating Tier 2 intervention.
  - School-wide behavior team member
  - Person with knowledge of school resources (e.g., administrator)
  - Family member
- The Tier 2 process should be a collaborative process that involves participation and communication of progress between the team members, administration, faculty, and family.

## RESOURCES:
- RtI Behavior Manual
  - Tier 2 Information – Section 4
  - Tier 2 Resources – Section 9
- Tier 2 Intervention Toolbox

### DOCUMENTATION GUIDE:
- ERASE Form
- Behavior Progress Report (BPR)
- Other Tier 2 District Forms:
  - PMP
  - Student Record Review
  - Developmental Social History
  - Vision/Hearing Screening Form

## INITIAL TIER 2 MEETING
- Parent receives invitation to participate in the initial Tier 2 meeting.
- Teacher brings baseline data on the behavior of concern. The recommended form of data collection is the Behavior Progress Report (BPR).
- Team brings information used in the Student Identification process (e.g., Referral for RtI Behavioral Supports, discipline data, screening data, attendance, academics, etc.).
- Team completes the ERASE form in the meeting to determine why the behavior occurs and to develop appropriate interventions and evaluation procedures.

### THE ERASE PROCESS

**E** = Evaluate (progress monitoring)

**S** = Support (interventions)

**A** = Appropriate (desired behavior)

**R** = Reason (why the behavior occurs)

**REASON**
- General Antecedents
  - Describe the conditions under which the behavior is most and least likely to occur (i.e., “triggers”).
- General Consequences
  - Describe the consequences the student receives when the behavior happens.
- Function of the Behavior
  - Generate a hypothesis that describes WHY the behavior occurs (e.g., gain attention, avoid an assignment, gain an item or preferred activity, to be left alone, etc.).

**APPROPRIATE**
- Identify the desired behavior
  - What behavior/skill should the student do instead? What do others do for the same function?
- Examples: Communication, problem-solving, conflict resolution, social skill, etc.

**SUPPORT**
- What are some strategies that will make the replacement behavior more likely? Refer to the Tier 2 Intervention Toolbox (RtI Behavior Manual) for examples and resources.
- Who is responsible for implementing?
  - When and where will it occur? Frequency (e.g., Daily, 1 x week, 2 x day, each morning) & Setting (e.g., classroom, counseling office)
- How will the intervention be documented?
  - Examples: Intervention logs, check-in/check-out sheets, behavior contracts, etc.

**EVALUATE**
- Determine if Tier 2 data will be collected on the recommended BPR form. If yes, the team would complete a BPR template during the meeting to establish the behaviors to measure, times of day, and teachers responsible. On-going Progress Monitoring Data (OPM) – How will behavior change be measured?
- Enter the current baseline data average (Scott earned an average of 45% of possible points each day on the BPR). Then, establish a behavioral goal to improve the behavior (Scott will earn at least 80% of possible points each day for 5 consecutive days)
- Progress monitoring data should be collected on a daily basis (e.g., % of points earned each day) and examined on at least a biweekly basis.
- The percentage of points earned should be graphed across days to allow for timely and accurate decision making.
- At least 10 days of data must be collected before considering modifications or changes to the student’s type of support.

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RtI Behavior – Tier 2 Process Quick Guide
TIER 2 INTERVENTIONS

<table>
<thead>
<tr>
<th>Types of Supports</th>
<th>Examples</th>
<th>Which intervention is best?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Strategies</td>
<td>• Check-In/Check-Out</td>
<td>The Tier 2 strategies chosen for each student should be linked to the hypothesis for the problem behavior. The intervention should be least intrusive and customized to match the problem, but not highly individualized or intensive. The teams should avoid plugging students into a group or multiple groups because they are easy, fun, and/or economical. More is not always better if it does not match the data-identified need AND the FUNCTION of the problem behavior. Consider that the intervention may be environmental changes rather than direct student intervention.</td>
</tr>
<tr>
<td>Small Group Strategies</td>
<td>• Social Skills</td>
<td></td>
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<tr>
<td></td>
<td>• Problem-Solving, Conflict Resolution</td>
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<tr>
<td></td>
<td>• Bully Prevention (Victims/Aggressor)</td>
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<td>Simple Behavior Strategies</td>
<td>• Reflection Centers</td>
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<td>• Visual Supports</td>
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<td></td>
<td>• Self-Monitoring</td>
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BEHAVIOR PROGRESS REPORT (BPR)

The Behavior Progress Report (BPR) is the recommended progress monitoring tool that should be used across the day to track a student’s progress with target behaviors.

How the BPR Works

- Determine the problem behavior and replacement behavior to monitor on the form.
- During each interval (e.g., class period, time periods, activities, etc.), the students can earn up to three points for each behavior (3 = good day, 2 = mixed day, 1 = Will try harder tomorrow). As the teacher fills out the rating scale, they provide brief, specific verbal feedback to the student about why they earned that rating.
- At the end of the day, the Percent of Points Earned is calculated by dividing the number of points earned by the total number of points possible for the day. This information allows intervention teams to see how well the intervention is working for each student.
- The team sets a behavioral goal for the behavior(s) that are being monitored, such as 80% of points earned. It is likely that students who score at 80% - 90% consistently on this rating scale will be considered to have had a positive response to the intervention.
- The percentage of points earned should be graphed across days to allow for more timely and accurate decision making.

<table>
<thead>
<tr>
<th>BEHAVIORAL GOAL</th>
<th>Check-In/Check-Out</th>
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</thead>
<tbody>
<tr>
<td>Behavior of Concern</td>
<td>Replacement Behavior</td>
</tr>
<tr>
<td>Defiance</td>
<td>Follows Instructions</td>
</tr>
<tr>
<td>Total Points</td>
<td>Staff</td>
</tr>
<tr>
<td>4th READING 3 3 6 AS MB</td>
<td>4th P.E. 2 1 5 RT MB</td>
</tr>
<tr>
<td>5th READING 3 3 6 AS MB</td>
<td>5th ENGLISH 3 3 6 SE MB</td>
</tr>
<tr>
<td>6th HISTORY 3 3 6 LP MB</td>
<td>7th SCIENCE 3 3 6 MM MB</td>
</tr>
<tr>
<td>8th BAND 3 3 6 RS MB</td>
<td></td>
</tr>
</tbody>
</table>

TIER 2 DECISION POINTS

**IF:**

- A student is identified as needing Tier 2 supports and has had contact with the school-wide behavior supports,
- A student is demonstrating improvement toward the goal,
- A student is consistently reaching his/her goals,
- A student is consistently not reaching his/her goals,
- A student is consistently not reaching his/her goals and the Tier 2 supports were delivered with fidelity,
- A student is not making progress in spite of repeated Tier 2 interventions,

**THEN:**

- Identify appropriate Tier 2 supports for the student.
- Continue with the current Tier 2 support.
- Decide to maintain Tier 2 supports (if needed to remain successful in general education environment).
  - OR Begin to fade Tier 2 supports gradually (e.g., frequency, duration, etc.).
  - OR Move back to Tier 1 supports.
- Evaluate if the student was receiving the support with fidelity.
  - OR Modify the Tier 2 supports to be more effective.
- Make adjustments to the interventions.
  - OR Increase support or try a different Tier 2 intervention.
- Consider Tier 3 supports for the student and initiate the FBA/PBIP.