



## **School-Level Tier 2/Tier 3 Behavior Systems Implementation Plan**

This document outlines the specific activities that teams will need to complete in order to successfully install and use school-level Tier 2 and Tier 3 behavior systems. This plan aligns with the installation activities outlined in the Tier 2/Tier 3 Behavior Systems training series specific to Promoting Positive School Climate

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### **Goals**

- Install the components of Tier 2 and Tier 3 behavioral systems
- Use the behavior data, systems and practices with fidelity to improve student outcomes

### **Installation Checklist Objective:**

Complete 100% of the installation tasks for Tier 2/Tier 3 by Spring of 2020

### **Fidelity & Outcome Objective:**

Implement Tier 2 and Tier Behavior Systems with fidelity as measured by a Tier 2 and Tier 3 scale score of 70% or higher on SWPBIS Tiered Fidelity Inventory (TFI) by Fall of 2020



Table 1: Record your progress towards the above objectives by entering the percent of items completed on the Installation Checklists and the scale scores on the TFI

Assessment Measure	Data Measured	Status
Tier 2/3 Installation Checklist One	November 2019	
Tier 2/3 Installation Checklist One & Two	February 2020	
Tier 2/3 Installation Checklist Two	February 2020	
Tier 2/3 Installation Checklist One	March 2020	
Tier 2/3 Installation Checklist Two	March 2020	
Tier 2/3 Installation Checklist Three	March 2020	
SWPBIS Tiered Fidelity Inventory Tier I and II	October/November 2019	
SWPBIS Tiered Fidelity Inventory Tier I-III	February 2020	
SWPBIS Tiered Fidelity Inventory Tier I-III	May 2020	

**Activities:**

School Leadership Teams will need to complete the installation activities as a part of their installation work to support a successful implementation of Tier 2 and Tier 3 Behavior Systems in the 2019/2020 school year.



## Tier 2 Behavior Systems

Table 2. Record details for completion of the activities listed.

Activity	By Whom?	By When?	Status
1. Determine what information regarding the role of the Tier 2/3 Systems Team along with the similarities and differences between the SLT and the Tier 2/3 Systems Team needs to be communicated & how it will be communicated			
2. Determine a monthly meeting schedule for the year			
3. Identify what the next steps need to be to ensure that class-wide practices are in place as you are installing Tier 2 systems and practices			
4. Develop a communication system and determine what information about your communication system needs to be shared.			
5. Schedule times with your SRSS Coordinator to work with your team to: <ul style="list-style-type: none"> <li>• Provide training for your team on the administration and scoring of the SRSS</li> <li>• Plan for training your entire staff in the administration and scoring of the SRSS</li> <li>• Plan for collecting and analyzing your SRSS data</li> </ul>			
6. Create or locate a fidelity check for each Tier 2 intervention			
7. Completion of Tier 2/3 Intervention Grid			
8. Completion of written description (flowchart, step by step procedures, etc.) that describes the process/procedures for accessing Tier 2 interventions and the responsibilities of the Tier 2/Tier 3 Systems Team			

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Activity	By Whom?	By When?	Status
9. Review your current referral form and update/revise as needed			
10. Create or revise your permission form for Tier 2 interventions			
11. Train the staff in your building to ensure that everyone knows the process of: <ul style="list-style-type: none"> <li>• How to access Tier Two supports</li> <li>• How to complete the new or revised referral form</li> <li>• What to communicate to parents and how to secure permission for Tier 2 interventions</li> </ul>			
12. Continue to investigate additional Tier 2 interventions			
13. Sharing the Summary of Implementation Status with staff, District Implementation Team, and Parents/Families/Communities			

**Check-In Check-Out**

Table 3. Record details for completion of the activities listed.

Activity	Decision	Status
1. Who is on your team to manage and monitor the Tier 2 system in your building?		
2. Is there administrative support for and commitment to implementation of CICO?		
3. Has staff commitment to CICO been obtained?		
4. Who will be the Facilitator?		

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Activity	Decision	Status
5. Who will be the Coordinator?		
6. Who will check students in and out when Coordinator is absent?		
7. Where will the daily check in and check out occur?		
8. What is our plan for students who ride bus, arrive late to school, leave school early?		
9. What is the maximum number of students that we can serve in CICO at one time?		
10. What will you name the intervention at your school?		
11. What will you call the Daily Progress Report?		
12. What 3-5 positively stated behavioral expectations will be listed on the DPR?		
13. How many rating periods will be included on the DPR?		
14. What range of scores will be listed for rating behavioral performance?		
15. What criteria will define how points are earned and how will you include a "key" on the DPR?		
16. Will the DPR include space to record students' success?		
17. How will you make the DPR age-appropriate?		
18. Does the DPR include space for total points earned, percentage of points, and the student's daily goal?		
19. Is the DPR teacher friendly?		

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20. How will daily DPR data be provided to families? Will you send the DPR home or have a separate parent reporting sheet?		
21. How will you have parents respond to indicate they have seen and discussed DPR data with their child?		
22. What will the students' daily point goal be?		
23. What reinforcers will students receive for checking in?		
24. What reinforcers will students receive for checking out AND meeting their daily point goal?		
25. How will you make sure that students do not become bored with the reinforcers?		
26. What if students are absent on a "trading" day?		
27. How will we include daily, short-term, and long-term reinforcers? What will that look like?		
28. Do we have any budget for our acknowledge system? If not, how might we provide acknowledgement in no-cost, low-cost ways or how might we secure funds?		
29. What are the "red flags" or criteria for identifying students for referral to CICO intervention?		
30. How will the Tier 2 team make decisions about enrolling students into the CICO intervention?		



Activity	Decision	Status
31. Who will develop the Request for Assistance Form? Who gets it once it is completed?		
32. How will parental consent be obtained? What does it look like?		
33. What are the criteria for determining whether some students will begin a school year by participating in the program?		
34. What system will be used to store and graph student data for review?		
35. Who will examine student data and how often will it be reviewed?		
36. Who will summarize student data and bring it to the Tier 2 team meeting?		
37. How often will data be shared with parents, participating classroom teachers, and full staff?		
38. Who will provide training to Coordinator and Facilitator for understanding their roles and implementation of CICO? How and when will this be done?		
39. Who will provide training for building staff? How and when will this be done? What is plan for substitutes?		
40. Who will provide instruction about the program to students who are enrolled? How and when will this be done?		
41. Who will provide training about the program to parents of students who are identified for participation? How and when will this be done?		

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Activity	Decision	Status
42. Who will provide coaching/support to staff during implementation of CICO? To parents?		
43. How will implementation fidelity be checked and measured?		
44. What are our criteria of success for student's displaying positive response to CICO?		
45. What are our criteria for intensifying the intervention for student's showing questionable progress?		
46. Who will examine student data and how often will it be reviewed? (repeat question from Data Systems section)		
47. Who will summarize student data and bring it to the Tier 2 team meeting? (repeat question from Data Systems section)		
48. Self-Management, Fading, & Graduation		
49. What are the criteria for fading students off the CICO?		
50. How will CICO be faded and who will be in charge of helping students fade off CICO?		
51. How will graduation from CICO be celebrated?		
52. What incentive and supports will be put in place for students who graduate from CICO?		

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### **Tier 3 Behavior Systems**

Table 4. Record details for completion of the activities listed.

Activity	By Whom?	By When?	Status
1. Ensuring that common vocabulary & background knowledge from the Basic Principles of Behavior Modification is shared with entire staff			
2. Tier 3 Readiness: If you have too few or too many students needing Tier 3 support ensure that Tier 1 and Tier 2 are strengthened.			
3. Share the Outcomes for Tier 1 and Tier 2 Behavioral Supports with staff, District Implementation Team, and Parents/ Families/ Communities			
4. Proactively addressing Tier 3 misrules			
5. Make additions or modifications to the Tier 3 Systems Team Membership if needed			
6. Share visual with staff of how Tier 3 Systems Team and Student Support Teams relate & differ			
7. Talk with staff about beginning to shift from current Tier 3 system (aka binder sign-up)			
8. Share the Tier 3 process (Systems Team agenda and Student Support Team process) with rest of your staff			



Activity	By Whom?	By When?	Status
9. Identify students--Develop system to determine nonresponse to Tier 2 intervention in order to: <ul style="list-style-type: none"> <li>• Identify data decision rules for poor response</li> <li>• Confirm fidelity of implementation</li> <li>• Ensure problem behavior was correctly identified</li> <li>• Confirm function of behavior correctly identified</li> <li>• Confirm intervention aligns with function</li> </ul>			
10. Identify students-identify data decision rules from students who exhibit intense behaviors			
11. Identify students-Review (or revise) current nomination/referral form and process for accessing and submitting the form			
12. Share information on the Prevent, Teach, Respond structure for intervention plans			
13. Share information on the Cycle of Behavioral Escalation with staff			
14. Schedule Tier 3 Systems Team meetings for rest of the year			
15. Plan to craft the agenda for first Tier 3 Systems Team meeting			

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