



Welcome and Attendance

Introduce yourself in the chat box by sharing your:

- name,
- district, and
- position (e.g., school specialist, principal, Special Education Director).

Complete the attendance survey using the QR Code.





1



TN-TAN
TENNESSEE TECHNICAL ASSISTANCE NETWORK

Supporting Tier II within Response to Instruction and Intervention for Behavior (RTI²-B)

Tennessee Tiered Supports Center
Community of Practice (CoP)
February 13, 2024






2

DISCLAIMER – Generative AI Tools

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data. Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public. While the State supports your desire to maintain documentation of the meeting and what you learn, please respect our decision to safeguard information and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.

3



Tennessee Technical Assistance Network (TN-TAN)

provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Preschool

AnLar assists in building capacity and systems to support meaningful access to preschool for students with disabilities. Supports include strategic action planning, professional development, leadership coaching, preschool program evaluation and support implementing evidence-based practices in inclusive settings.

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

Assistive Technology


The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment lending libraries for assessment trials.

Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

Family Engagement

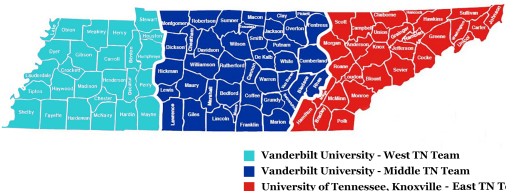
The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integration of family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in







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4

About Us



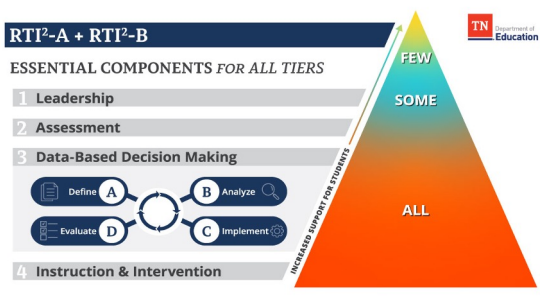
 Vanderbilt University - West TN Team
 Vanderbilt University - Middle TN Team
 University of Tennessee, Knoxville - East TN Team



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5

RTI²-A + RTI²-B




RTI²-A + RTI²-B

ESSENTIAL COMPONENTS FOR ALL TIERS

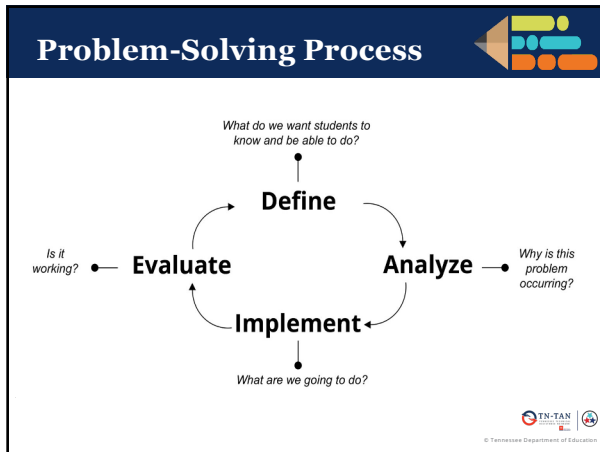
- Leadership
- Assessment
- Data-Based Decision Making
 - Define A
 - Analyze B
 - Implement C
 - Evaluate D
- Instruction & Intervention

High Data Support for Students

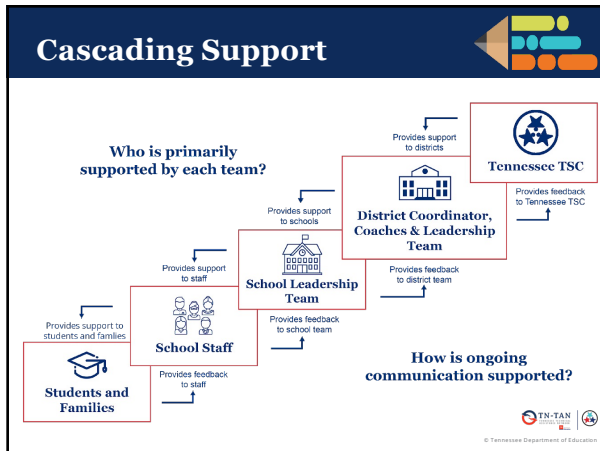


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6



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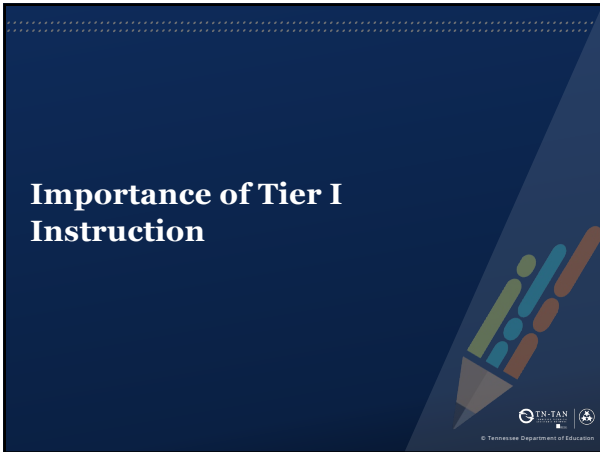
Learning Objectives

Session 1

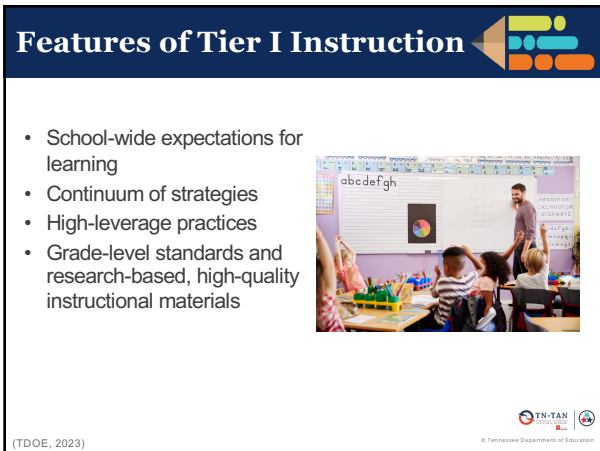
1. Understand how Tier I behavior supports are foundational to an effective RTI²-B system.
2. Consider factors for identifying students in need of Tier II support.
3. Identify critical aspects of implementing Tier II behavior interventions.

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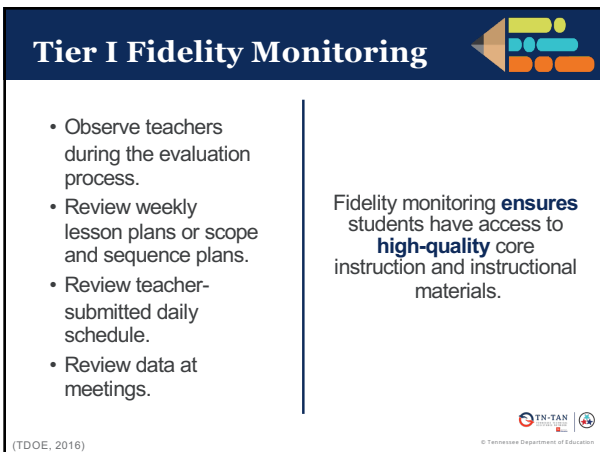
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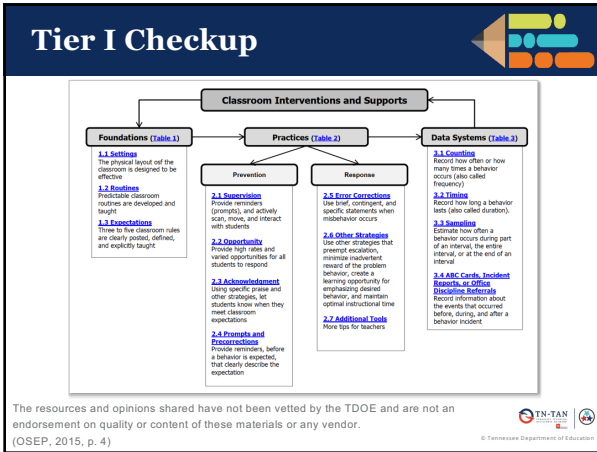
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11



12



13



14

Tier II Intervention

Tier II intervention for both academics and behavior includes explicit and systematic skill-based interventions that are designed to address the unique needs of students and be anchored in grade-level content and expectations, whenever possible.

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15

Characteristics of Tier II Interventions



Tier II Interventions are:

- cohesively linked to Tier I instruction and expectations,
- supported by research,
- standardized,
- delivered by trained interventionists,
- administered at an appropriate dosage,
- comprehensive, and
- aligned with needed skills or behaviors.

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022d)



16

What makes Tier II instruction more intensive?



Increased:

- alignment to needed skills,
- explicitness,
- opportunities to practice needed skills and receive feedback,
- attention to transfer,
- attention to behavioral function, and
- communication with home.



(Fuchs et al., 2017; National Center on Intensive Intervention, 2022d)



17

Fading and Graduating from Tier II

It is important to develop a plan to scaffold and support students exiting an intervention. The plan should address how the student's progress will be monitored so that the student does not fall behind again before the next universal screening.



18

Allocating Resources to Support Tier II Intervention



Tier II interventions should be:

- continuously available;
- easily accessible;
- accompanied by professional development on implementation fidelity, data collection, and progress monitoring; and
- feasible.

(Bruhn et al., 2021; Mitchell et al., 2015)



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19

Roles of School Personnel



Administrators

ensure funding and resources needed to support Tier II are identified and available.



Interventionists

deliver Tier II interventions with fidelity to small groups of students with similar needs.



Teachers

are responsive to the needs of students with emerging academic and behavior skills.



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20

Aligning Tier I Instruction and Intervention



- Tier I instruction and intervention should be cohesively linked so that all students can access grade-level content.
- Align intervention and Tier I instruction through:
 - regular communication and collaboration between interventionists and teachers;
 - a unified approach to language and support strategies throughout a student's learning experience.
 - opportunities to practice developing skills using grade-level content and expectations; and
 - opportunities to generalize mastered skills across a variety of contexts.

(Tennessee Department of Education, 2024)

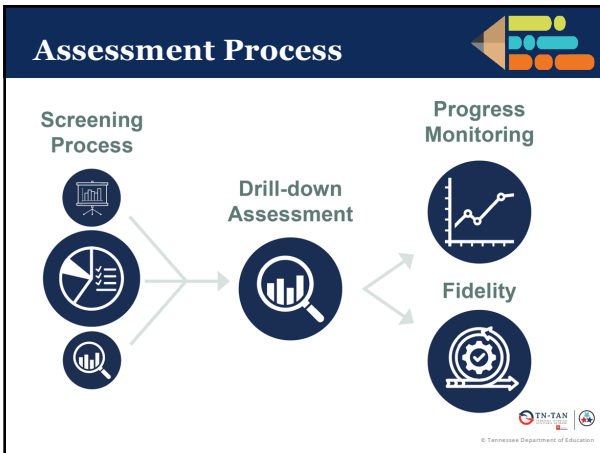


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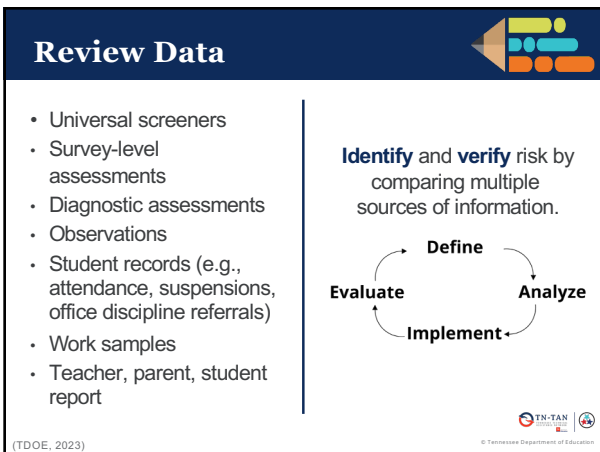
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22



23



24

Elementary Risk Indicators			
Measure	Low Risk	At Risk	High Risk
Universal Screener for Reading, Math, or Written Expression ¹			
Student Risk Screening Scale (SRSS-IE) – Externalizing and Internalizing Scores ²			
Tennessee Comprehensive Assessment Program (TCAP) Scores			
Unexcused Absences ³			
Office Discipline Referrals*			
Tardy*			
In-School Suspension*			
Counseling Referrals*			

(¹TDOE, 2021; ²Lane et al., 2015; ³Attendance Works, 2022)

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25

High School Risk Indicators			
Measure	Low Risk	At Risk	High Risk
Absences ²			
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS ³)			
Math and English Language Arts Tennessee Comprehensive Assessment Program (TCAP) Scores*			
Course Grades in Math, English Language Arts, Science, and Social Studies*			
Office Discipline Referrals*			
In-School and Out-of-School Suspensions*			

(¹TDOE, 2021; ²Lane et al., 2015; ³Attendance Works, 2022)

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26

Requests for Assistance	
How to Establish a Consistent Process	
Student exhibits reoccurring academic and/or behavior concern.	Teacher consults with colleagues about classroom strategies.
Teacher implements strategies and contacts family.	
Student concern improves.	Teacher continues to implement strategies.
Student concern continues.	Teacher submits Request for Assistance Form for team to review.

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27

Example Request Form

Teacher Request for Assistance Example
 Purpose: This is an example form an educator might use to allow teachers to request assistance for students for whom they believe need support.

Student Name: _____ Age: _____ Grade: _____
 EEP: Yes or No _____ SLD: Yes or No _____ Gifted: Yes or No _____ English Learner: Yes or No _____
 Teacher Completing: _____ Date: _____

ACADEMIC INFORMATION Universal Reading Benchmark Score _____ Universal Math Benchmark Score _____ Universal Writing Benchmark Score _____ Benchmark Assessment _____	BEHAVIOR INFORMATION Universal Attention _____ Most recent Behavior Intervention Plan _____ Number of Office Discipline Referrals _____ Number of Home or Community Referrals _____
---	--

1. List the student's academic strengths: _____
2. List the student's behavioral strengths: _____
3. Do you have concerns with academic progress?
 Yes _____ No _____ Unsure _____
 If yes, please list the academic concerns below: _____
4. Do you have concerns with behavioral progress?
 Yes _____ No _____ Unsure _____
 If yes, please list the behavioral concerns below: _____
5. Do you believe that academic skills, including task completion, are impacting the problem behavior? Yes _____ No _____ Unsure _____
6. Have you contacted a family member? If yes, what? _____
7. Is the student receiving intervention? If yes, please list the intervention(s) below: _____

28

Managing Data

Integrated Data Management

- Do you use a specific platform to enter and manage student data?
 - Does the platform allow you to enter data for all tiers of instruction and intervention?
 - If it does not, how do you access and manage the excluded data?
- How do you organize and store progress monitoring and fidelity data?
- How do you compile and share all data for an individual student so it can be analyzed together?

29

Data Walls

Example



(Oakland Unified School District, n.d.)

30

Schoolwide Display Board



Example

8:00-8:40	Specials	Specials	Specials	Writing Lab	Writing Lab	Writing Lab
8:40-9:20	Reading/ELA	Reading/ELA	Reading/ELA	Science	Science	Science
9:20-10:00	Reading Intervention	Reading Intervention	Reading Intervention	Math	Math	Math
10:00-10:40	Science	Science	Science	Math Intervention	Math Intervention	Math Intervention
10:40-11:20	Social Studies	Social Studies	Social Studies	Reading/ELA	Reading/ELA	Reading/ELA
11:20-12:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Reading Intervention	Reading Intervention	Reading Intervention
12:00-12:40	Math	Math	Math	Lunch and Recess	Lunch and Recess	Lunch and Recess
12:40-1:20	Math Intervention	Math Intervention	Math Intervention	Specials	Specials	Specials
1:20-2:00	Writing Lab	Writing Lab	Writing Lab	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention
2:00-2:40	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Social Studies	Social Studies	Social Studies
2:40-3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



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31

Managing Intervention Enrollment



- How do you keep track of all students receiving Tier II intervention?
- How do you keep track of students enrolled in specific interventions?
- Is information about intervention enrollment available during meetings?
- How do you determine intervention capacity (the number of students that can be enrolled in an intervention) at a given time?



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32

Schoolwide Schedule



Provides adequate time for staff to engage in collaborative, data-based problem solving and decision making



Supports multiple levels of instruction and intervention at each grade level



Allows for a minimum of 30 minutes of Tier II instructional time for reading, math, and or written expression per TDOE recommendation

(TDOE, 2023)



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33

Grouping Process



- Use data and grouping tools, like:
 - aligned academic and behavior resource maps,
 - aligned instructional plans,
 - data walls, and
 - schoolwide display boards.
- Group students with common needs.
- Limit the group size.
- Consider available resources.



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34

Revisit Tier I



If a large proportion of students are identified through the screening process, consider **adjustments to Tier I instruction**.

- Strengthen Tier I practices.
- Implement class-wide interventions.
- Continue to monitor the students' data.



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35

How to Enhance Tier I



Instructional Practices

- Alter the physical setting.
- Develop and review routines.
- Reteach expectations.
- Increase active supervision.
- Increase opportunities to respond.
- Increase positive feedback.
- Pre-correct challenging behavior.

Class-Wide Interventions

- Class-Wide Function-Related Intervention Teams (CWFIT)
- Other group contingency-based interventions



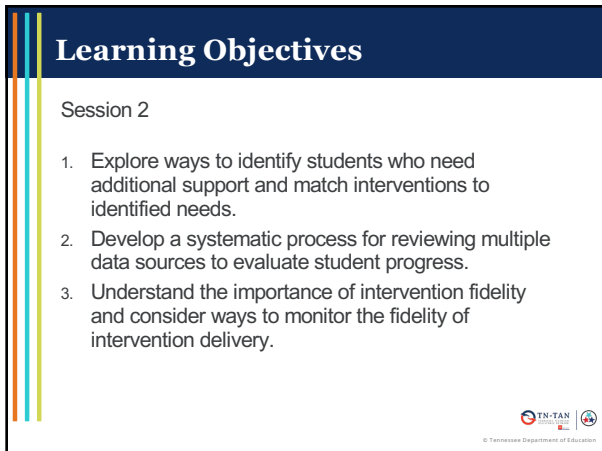
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(Chow & Gilmour, 2016; OSEP, 2015; Willis et al., 2018)

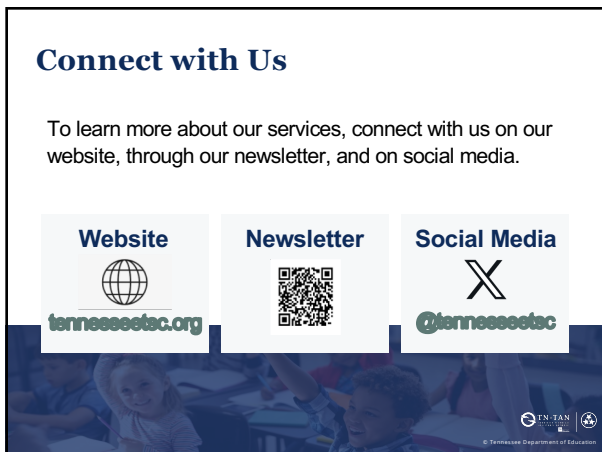
36



37



38



39

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40

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41

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42

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43

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44

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45

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46

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47

TN-TAN End of Session Survey



Please complete the evaluation survey by using the following link or scanning the QR code:
https://kysurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8l4jZlLC



Required Information:

Event Title: Tier II Behavior COP

Learning Objectives:

1. Understand how Tier I behavior supports are foundational to an effective RTI²-B system.
2. Consider factors for identifying students in need of Tier II support.
3. Identify critical aspects of implementing Tier II for behavior interventions.

48