



Welcome and Attendance

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

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


Tennessee Tiered Supports Center
Community of Practice (CoP)
February 27, 2025






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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.



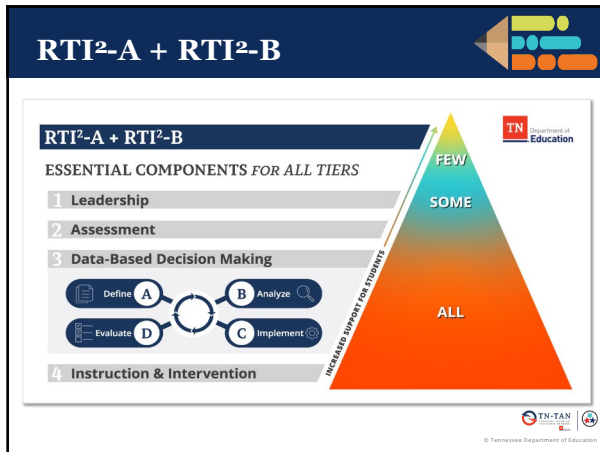
Family Engagement

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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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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Learning Objectives

Session 2

1. Explore ways to identify students who need additional support and match interventions to identified needs.
2. Develop a systematic process for reviewing multiple data sources to evaluate student progress.
3. Understand the importance of intervention fidelity and consider ways to monitor the fidelity of intervention delivery.



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Matching Interventions to Areas of Need



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Intervention Selection



After a team determines which students need Tier II interventions, it should consider:

- how to best serve students identified for Tier II interventions,
- how to support students who exceed grade-level expectations,
- how to support overlapping areas of academic and nonacademic need, and
- which needs should be targeted.



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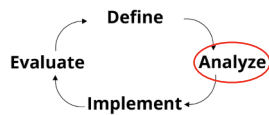
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Analyze Data to Match Interventions to Needs



To match an intervention to a student's need:

1. Use all relevant data to prioritize an area of need.
2. Match the least intensive Tier 2 intervention to the prioritized area of need.
3. Analyze other data sources to make low-effort, initial adaptations to the intervention or modifications.



(McDaniel et al., 2024)



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Common Areas of Need



Interfering Behaviors

- Externalizing behaviors that are often associated with deliberate disregard for others and rules
- Example behaviors:
 - Tantrums
 - Outbursts of anger
 - Aggression
 - Bullying
 - Lying
 - Cheating
 - Stealing



(Goodman, 1997; McDaniel et al., 2024)

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Common Areas of Need

Social interactions and problem-solving

- Characterized by externalizing behavior patterns, which may co-occur with internalizing behaviors, that involve difficulties forming and maintaining relationships, effectively interacting with others, and problem solving with others
- Example behaviors:
 - Playing alone
 - Avoiding interactions with others
 - Struggling to initiate or maintain conversations
 - Misunderstanding others' emotions
 - Refusing to cooperate



(Goodman, 1997; McDaniel et al., 2024)



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Common Areas of Need

Emotional regulation

- Characterized by behavior patterns in which feelings, thoughts, and actions are directed inward
- Example behaviors:
 - Symptoms of anxiety, nervousness, sadness, or fearfulness
 - Social withdrawal
 - Somatic complaints



(Goodman, 1997; McDaniel et al., 2024)



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Common Areas of Need

Self-regulation

- Characterized by externalizing behavior patterns that often stem from difficulty understanding expectations, managing impulsive tendencies, and directing behavior toward meeting those expectations
- Example behaviors:
 - Restlessness
 - Overactivity
 - Impulsiveness
 - Distractibility
 - Difficulty concentrating



(Goodman, 1997; McDaniel et al., 2024)



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Common Areas of Need

Co-occurring academic and behavior skill needs

- Characterized by externalizing behavior patterns, which may co-occur with internalizing behaviors, that involve difficulty meeting academic expectations
- Example behaviors:
 - Off-task behavior during instruction or academic activities
 - Disruptive behavior during instruction or academic activities
 - Refusal
 - Elopement
 - Truancy



(Goodman, 1997; McDaniel et al., 2024)

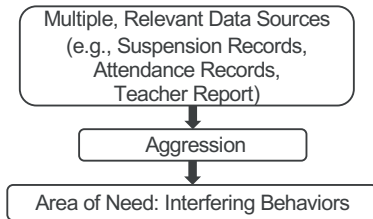


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Prioritizing an Area of Need



Without Universal Behavior Screening Scores

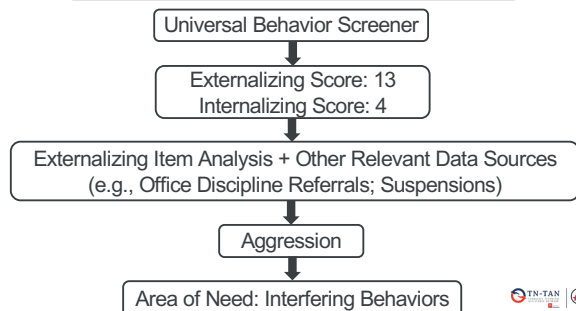


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Prioritizing an Area of Need




With Universal Behavior Screening Scores





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Matching Interventions to Needs




Area of Need	Example Intervention Options
Interfering behaviors	<ul style="list-style-type: none"> Check-in/Check-out (CICO) Check and Connect Check, Connect, Expect
Self-regulation	<ul style="list-style-type: none"> Goal setting Self-monitoring Self-graphing
Social interactions and problem solving	<ul style="list-style-type: none"> Behavior contract Social skills group Restorative meetings or circles



(McDaniel et al., 2015; McDaniel et al. 2024)

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Matching Interventions to Needs



Area of Need	Example Intervention Options
Emotional regulation	<ul style="list-style-type: none"> Small-group counseling Individual counseling Check, Connect, Expect
Co-occurring academic and behavior skill needs	<ul style="list-style-type: none"> Intensified academic instruction on needed skills Breaks Are Better (BRB)



(McDaniel et al., 2024)

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The Role of Environment

Challenging behaviors are supported by the **environment**.



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The Role of Environment

A

Antecedent

Events that happen immediately before the behavior

>

B

Behavior

The target behavior

>

C

Consequence

Events that happen immediately after the target behavior

(Cooper et al., 2019; graphic design adapted from Training Express, 2024)

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Functions of Behavior

```

graph TD
    Behavior --> Obtain
    Behavior --> Avoid
    Obtain --> MaterialItems[Material Items]
    Obtain --> Task[Task or Activity]
    Avoid --> SocialAttention[Social Attention]
    Avoid --> SensoryStimulation[Sensory Stimulation]
    SocialAttention --> Adult
    SocialAttention --> Peer
        
```

(Lloyd et al., 2017; Lloyd et al., 2021)

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Low Effort Assessment of Behavior Function

Indirect assessments are a less intensive way to determine why a student's problem behavior is occurring.

Examples:

- Analyzing ODRs
- Open- or close-ended interviews
- Questionnaires
- Rating scales

(Majeika et al., 2020; McDaniel et al., 2024)

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Initial Intervention Adaptations

Make low-effort, initial adaptations to ensure the intervention teaches needed skills and supports desired behavior.

Example adaptations:

- Skills to target
- Context for practicing new skills
- Feedback method
- Feedback schedule
- Goals
- Reward type
- Reward frequency
- Materials
- Group composition

(Majeika et al., 2020; McDaniel et al., 2024)

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Examples

Initial Intervention Adaptations
The matched intervention(s) will be adapted in these ways to teach needed skills and support desired behaviors:

Matched Intervention(s)	Initial Adaptations
Check-in/Check-out (CICO) Check and Connect Check, Connect, Expect	<input type="checkbox"/> Number of expectations <input type="checkbox"/> Type of expectation <input type="checkbox"/> Format of DPR <input type="checkbox"/> Schedule for feedback <input type="checkbox"/> Access to DPR <input type="checkbox"/> Point goal <input type="checkbox"/> Schedule for reward <input type="checkbox"/> Function-based reward <input type="checkbox"/> Peer mentor <input type="checkbox"/> Other:
Goal setting	<input type="checkbox"/> Schedule for feedback <input type="checkbox"/> Method of reflection <input type="checkbox"/> Function-based reward <input type="checkbox"/> Other:
Self-Monitoring	<input type="checkbox"/> Skills targeted <input type="checkbox"/> Format of form <input type="checkbox"/> Length of intervals <input type="checkbox"/> Accuracy matching <input type="checkbox"/> Self-graphing <input type="checkbox"/> Feedback provider <input type="checkbox"/> Function-based reward <input type="checkbox"/> Other:
Self-graphing	<input type="checkbox"/> Skills targeted <input type="checkbox"/> Method of graphing <input type="checkbox"/> Graphing frequency <input type="checkbox"/> Goal <input type="checkbox"/> Function-based reward <input type="checkbox"/> Other:

(based on examples from McDaniel et al., 2024)

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Curricula Intervention Alignment Tools

Alignment Tool: What Tier II (or) curricula and interventions are we currently implementing?

Curriculum & Interventions	Academic Grade (e.g., 2nd, 3rd, 4th)	Depth (e.g., 1, 2, 3, 4)	Content Area (e.g., Mathematics, Science, Social Studies, Language Arts)	Support Strategies (e.g., Direct Instruction, Peer Tutoring, Self-Monitoring)	Data Source (e.g., Progress Monitoring, Formative Assessment, End-of-Course Test)	Additional Comments (e.g., When implemented, what are the expected outcomes?)
Overview: Self-Monitoring						

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Behavior Interventions

[illegible][illegible]

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Progress Monitoring



- Progress monitoring allows us to make decisions about:
 - student growth,
 - intervention effectiveness, and
 - how and when instructional changes are needed.
- When monitoring progress, team must consider **multiple data sources**, which may include both quantitative and qualitative data.
- When monitoring progress for behavior interventions, changes in a student's performance of **target** and **replacement** behaviors should be considered.

(Bruhn et al., 2018; Christ et al., 2009; National Center for Intensive Intervention, 2022e)



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Progress Monitoring



- To monitor progress for behavior interventions, data should be regularly collected and analyzed, with the type of data and frequency of data collection depending on the behavior of concern and the intervention.
- Decisions about the frequency of data collection and data analysis should be made by a data-based decision-making team.
- Data should reflect the student's behavior before intervention (baseline) and during intervention.

(Bruhn et al., 2018; Christ et al., 2009; National Center for Intensive Intervention, 2022e)



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Intervention Goals



- There are no standard growth rates or mastery criteria for behavioral progress monitoring.
- Measurements of target and replacement behaviors can be used to set intervention goals, against which progress can be assessed while also considering other data sources.
- Goals should be:
 - set slightly above or below a student's current performance, depending on the nature and desired outcome of the behavior,
 - set relative to behaviors expected of peers, and
 - reviewed regularly so that adjustments can be made as needed.

(McDaniel et al., 2024)



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Goal Examples



- Joseph will ask for permission to use the calming corner during a minimum of 4 out of 5 opportunities each week.
- Alexis will increase the number of complex math problems completed independently by 10% each week.
- Mya will increase her week-over-week averages for percent of points earned by 10% during 3 of the 4 weeks in this month.
- James will report lower levels of anxiety on at least 3 of the next 5 unit assessments.

(McDaniel et al., 2024)



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Measuring Student Behavior



- There are a variety of ways to measure student behavior.
- The methods used will depend on the behavior of concern and the selected intervention.
- **Indirect** methods rely on recollection and include:
 - narrative accounts,
 - interviews,
 - checklists, and
 - rating scales.
- **Direct** methods involve observing and measuring the behavior while it occurs.



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Measuring Student Behavior




- Three common methods of measuring behavior are:
 - direct behavior ratings,
 - systematic direct observations, and
 - Intervention-based measures.

(Bruhn et al., 2018; McDaniel et al., 2024)



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Systematic Direct Observation

- An observer watches the student and systematically collects real-time data on the student's behavior.
 - A target behavior is clearly defined so the observer can easily detect when it occurs.
 - The observer can measure different dimensions of the target behavior, including:
 - frequency,
 - duration,
 - latency, or
 - intensity.
- 
- A simple line drawing of a magnifying glass, consisting of a circular lens and a handle, positioned to the right of the list.



(Cooper et al., 2017; McDaniel et al., 2024)



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Example Direct Observation Tool

[illegible]

FIGURE 3.2. Sample Group Event Recording Form

From *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes, Third Edition*, by Matthew K. Burns, T. Chris Eady-Tilman, and Natalie Robinson. Copyright © 2017 The Guilford Press. Permission to photocopy this figure is granted to members of the AERA for personal use only with their students; no monetary sum for direct.



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Direct Behavior Ratings

- A teacher observes the student's behavior over a predetermined amount of time and then rates it.
- Ratings are based on a scale that includes anchor words (e.g., 0 = never; 3 = sometimes; 5 = always).
- Rating tools can be created for use with many students or customized for individual students.

Form	Student	Activity Description
Name _____ Date _____ Class _____	Student Name _____ Student ID _____	Activity Description _____ Activity Date _____
Observation Time <input type="checkbox"/> 0-10 min <input type="checkbox"/> 11-20 min <input type="checkbox"/> 21-30 min <input type="checkbox"/> 31-40 min <input type="checkbox"/> 41-50 min <input type="checkbox"/> 51-60 min	Behavior Description <p>Independently engaged is defined as actively or passively participating in the activity without the need for teacher assistance. Examples include: working on a task, listening to the teacher, reading silently or looking at a picture book.</p> <p>Partially engaged is defined as a student and/or partner requires to respond to adult direction and/or encouragement with the goal of becoming independently engaged.</p> <p>Not engaged is defined as a student who is not responding to the teacher and/or partner, is disruptive, or is exhibiting a physical disruption without a negative motivation.</p> <p>Disruptive is defined as a student who is disruptive, negative, or disruptive to the classroom or to the learning of others.</p> <p>Off-task is defined as a student who is not engaged in the activity and is not participating in the activity.</p>	Teacher's Response <p>Describe in your own words the type of response that you provided to the student.</p>
Directions: Please use this form for the first 10 minutes after the percentage of the student who is independently engaged is recorded. Please use this form for the next 10 minutes after the percentage of the student who is independently engaged is recorded. Please use this form for the next 10 minutes after the percentage of the student who is independently engaged is recorded.	Analytically Engaged	
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0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	
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0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	

FIGURE 16. Example of a Direct Behavior Rating form. From Chakrabarti, Riley-Tillman, Christ, and Shapiro (2007). Copyright © 2007 the University of Connecticut. All rights reserved. Permission is granted to duplicate for personal and educational use as long as the names of the creators and the full copyright notice are included in all copies.

(Bruhn et al., 2018; McDaniel et al., 2024)



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Intervention-Based Measure

- The team uses measures that are built into the intervention or data that are already collected as part of the intervention to measure student behavior.
- Examples include:
 - assessments that are included in published intervention programs,
 - daily progress reports used in Check-In, Check-Out, and
 - a teacher's recordings when self-monitoring forms are completed by the student and teacher in a student's self-monitoring intervention.

(Bruhn et al., 2018; McDaniel et al., 2024)



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Example Intervention-Based Measure

Student: _____
 Teacher: _____
 Date: _____

Before Class

I have my class materials.	Yes	No
I have my homework completed (if assigned).	Yes	No
I am in class on time.	Yes	No
I am sitting and ready to work.	Yes	No

During Class

I am participating in the class activity (check every 5 minutes and circle Y for Yes or N for No).

5	10	15	20	25	30	35	40	45	50
Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N

After Class

I followed all directions.	Yes	No
I worked for the whole class as directed.	Yes	No
I have homework tonight.	Yes	No

My overall behavior in this class was:

1	2	3	4	5
Poor	OK			Great

My overall behavior in this class was (teacher rating):

1	2	3	4	5
Poor	OK			Great

Parent Completed (if yes, 5 points): _____
 Teacher rating (if Y/N): _____
 Total Points: _____

FIGURE 8.3. Sample Self-Monitoring Form: Class To-Do Checklist.

From Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes, Third Edition, by Marlene K. Burns, T. Chris Riley-Tillman, and Natalie Rathbone. Copyright © 2017 The Guilford Press. Permission to photocopy this figure is granted to purchasers of this book for personal use or use with their students (see copyright page for details).



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Determining Response to Intervention

There are **no set requirements** for the number of data points, time in intervention, or tier of intervention required to make progress monitoring or instruction and intervention changes.

(TDOE, 2022)



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Determining Response to Intervention



- Use **multiple data sources** that consider a student's comprehensive data profile when determining a student's response to intervention.
- In addition to analyzing measurements of the behavior, a team might consider:
 - office discipline data,
 - student observations,
 - attendance records,
 - academic scores,
 - work samples, and
 - intervention fidelity data.



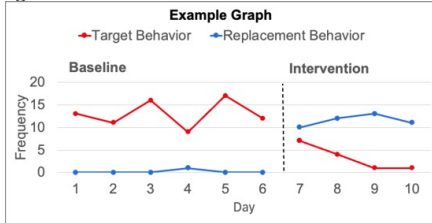
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Analyzing Quantitative Behavior Data



When analyzing graphed behavior data, compare data collected before intervention (baseline) to data collected during intervention.



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Analyzing Quantitative Behavior Data



Analyze these characteristics of the data:

- **Level:** how low, moderate, or high data are in relation to the vertical axis.
- **Variability:** the extent to which data are similar in value.
- **Trend:** the overall direction of a data path.
- **Immediacy:** how quickly a change in data path occurs.

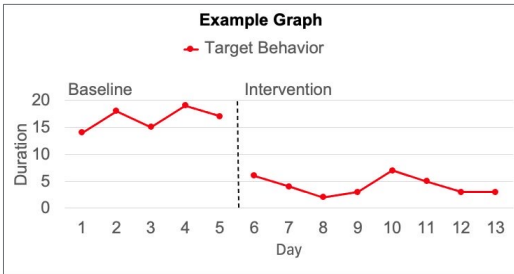
(Burns et al., 2017; Ledford & Gast, 2024)



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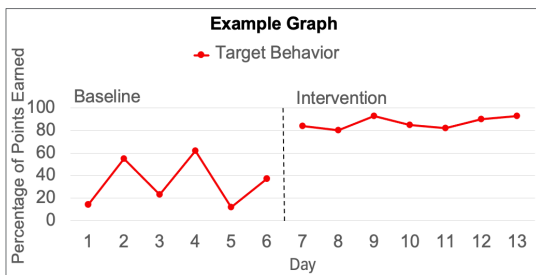
Level Change



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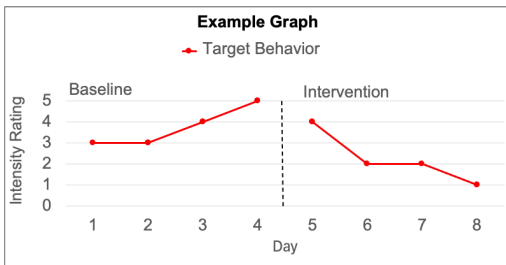
Variability Change



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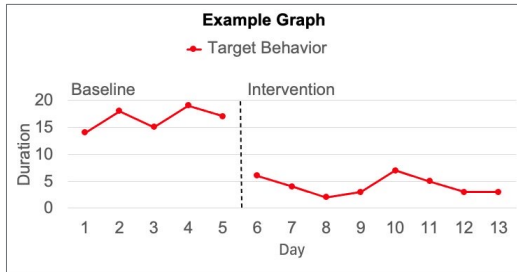
Trend Change



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Immediacy



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Intervention Fidelity

- When evaluating a student's response to intervention, a team needs evidence to confirm that the intervention was implemented as intended.
- Evidence may include data from direct or indirect fidelity assessments.
 - Direct:** involves observing implementation of the intervention
 - Indirect:** involves reviewing artifacts of the intervention



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Measuring Intervention Fidelity

Direct and Indirect Assessments

CICO Fidelity of Implementation Checklist
For Teachers – Example 4

Purpose: This is an editable template that can be used to monitor teacher fidelity of implementation for Check-In/Check-Out. This can be completed by teachers on a self-rating, or it can be completed by CICO Coordinators as they observe a teacher.

Teacher Name: _____ Date: _____

Student: _____

Teacher Participation	Yes	No
The teacher provides instructions for student when they enter class and checks that they progress report.		
The teacher provides the student with encouragement.		
The student places the Day Progress Report (DPR) in the designated place.		
If the student does not bring DPR to the teacher at the end of the rating period, the teacher instructs the student to provide the DPR. After given feedback to the student about this instruction.		
The teacher uses the DPR to give the student points for engaging in the intervention.		
The teacher gives rewards for points earned during the rating period.		
The teacher gives positive or constructive feedback that encourages self-building.		
The teacher ends the intervention on a positive note. The teacher will do better tomorrow (rating period).		
At the end of the day, the teacher reminds the student to check-out with the student's CICO Monitor (if applicable).		

Elementary School Daily Progress Report – EXAMPLE #1												
Rating this Elementary School												
Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.												
Teacher		Date										
Checked for:	Yes	No	Checked for:	Yes	No	Goal:	80%	85%	90%	95%	100%	
1. Monitor student readiness												
2. Monitor multiple readiness												
3. Did not respond to multiple readiness												
Target Behaviors												
Engaged reading 9:00-9:15												
Color Reading 9:30-9:45												
Reading 10:15-10:30												
Color Reading 10:45-11:00												
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Strategies to Increase Intervention Fidelity



- Retrain key collaborators, including students.
- Increase implementation support.
- Communicate trust in the intervention.
- Reinforce student participation in the intervention.
- Interview key collaborators to identify implementation barriers and needs.
- Plan for continued monitoring.

(Johnson et al., 2006)



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When Tier II Support Is Not Working



- Data-based decision-making teams should continue using an ongoing **problem-solving process** to identify and target specific needs.
- Within this process, a data-based decision-making team may intensify instruction through an **adapted intervention** or **Tier III support**.
- If a disability is suspected, a request for a **special education evaluation** should be made.



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Community and Engagement



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Communication and Engagement



All Key Collaborators

Who

Engage in ongoing, two-way communication with staff, students, families, district leaders, and community partners.

What

Share Tier II implementation success and positive student outcomes.

How

Create annual summaries, school board presentations, and posts for the website, newsletter, or social media.



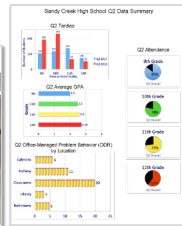
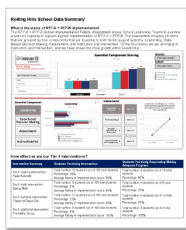
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Communication and Engagement



Examples



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Wrap Up



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Connect with Us

To learn more about our services, connect with us on our website, through our newsletter, and on social media.



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TN-TAN End of Session Survey



Please complete the evaluation survey by using the following link or scanning the QR code:
https://kuservey.ca1.qualtrics.com/jfe/form/SV_085eZrS8l4iZlIC



TESS-Full

Required Information:

Event Title: Tier II Behavior COP

Learning Objectives:

1. Explore ways to identify students needing additional support and matching interventions to identified needs.
2. Develop a systematic process for reviewing multiple data sources to evaluate student progress.
3. Understand the importance of intervention fidelity and consider ways to monitor the fidelity of intervention delivery.
