**VTPBIS Tier II Networking Activity**

***Based on the Tiered Fidelity Inventory***

* Introduce yourselves and assign a facilitator, recorder(s), and timekeeper
* As a group, discuss the following questions regarding Tier II Implementation.
* Select 1-2 people to record your answers on the Post-it notes at your table and place on designated chart paper on the wall.

*Tier II Teaming*

***Big Idea: Tier II team needs individuals with specific skills and perspectives to implement Tier II supports and need meeting foundations in order to operate efficiently to implement effective supports***

1. Are all necessary roles and functions represented on the team?
2. Are meeting procedures are in place at the Tier II level?

What works for you?

What are some strategies for improvement?

***Big Ideas: Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation. Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance***

1. What is the process for matching student needs to interventions?
2. What is the process for requesting assistance?

What works for you?

What are some strategies for improvement?

*Tier Two - Implementation*

***Big Idea: A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.***

1. Are there multiple Tier II interventions readily available? Do they have an evidence base of effectiveness with students?
2. Can CICO be modified for different interventions? Eg., CICO for peer attention? CICO for homework avoidance? CICO for anxiety? CICO for trauma informed?
3. Do Tier 2 interventions focus on student success rather than to simply control/remove the student?

What works for you?

What are some strategies for improvement?

***Big Idea: Tier II supports should focus on improving the skills and context needed for student success.***

1. Do all Tier II interventions include additional instruction/time for student skill development?
2. Do all Tier II interventions include additional structure/predictability?
3. Do all Tier II interventions include increased opportunities for feedback?

What works for you?

What are some strategies for improvement?

***Big Idea: Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.***

1. Is there a formalized process to select Tier II supports?
2. Does the process take into account student need and contextual fit?

What works for you?

What are some strategies for improvement?

***Big Idea: Tier II supports are more effective when layered within Tier I.***

1. Are the school’s Tier II supports linked/layered/aligned with the school-wide universal system?
2. Do students receiving Tier II supports have full access to Tier I systems?

What works for you?

What are some strategies for improvement?

***Big Idea: Effective Tier II supports require participation of many adults in the school.***

1. Are there scheduled trainings for school team members?
2. Is there a faculty-wide orientation led by the Tier II Team?
3. Is there a scheduled annual orientation for new faculty?
4. Are there documented strategies for orienting substitutes or volunteers?
5. Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?

What works for you?

What are some strategies for improvement?

*Tier II – Evaluation*

***Big Idea: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.***

1. What is the process for regularly examining Tier II systems?

What works for you?

What are some strategies for improvement?