Tier 2 Services in the RTI-B Model: An Overview

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ACADEMIC RTI

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

BEHAVIORAL RTI

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

### Response to Intervention

#### RTI: A Proactive & Preventative Approach to Student Problems

RTI adopts a proactive multi-Tier public-health approach to reduce the number and severity of student academic and behavioral problems.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>PRIMARY Intervention: Students receive classroom supports as needed to 'prevent harm' (prevent student problems from developing in the first place).</th>
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</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>SECONDARY Intervention: Students found to be at risk are given supplemental intervention support to 'reverse harm' (return the student to normal levels of academic or behavioral functioning).</td>
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<tr>
<td>Tier 3</td>
<td>TERTIARY Intervention: Students receive intensive intervention to 'reverse harm'. This level may also include students who may require intervention support for an extended period ('maintenance support').</td>
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What are RTI-B Tier 2 services?

Tier 2 services in RTI-B address the needs of students whose behavioral or social-emotional challenges require more support than is available through the Tier 1 schoolwide teaching and reinforcing of positive behavioral expectations.

– Estimates are that 10-15% of students in a typical school may need to access Tier 2 services in a given year (Reinke et al., 2013).

– Each Tier 2 program typically follows a ‘standard-treatment’ protocol; that is, it is scripted or structured, addresses the needs of a particular type of behavioral or social-emotional problem, and requires little customization before use.

What are the distinctive elements that define RTI-B Tier 2?

Tier 2 services:

- are research-based.
- target students "with moderate risk for social and learning failure" (Rodriguez et al., 2015; p. 225).
- can be accessed quickly (e.g., within a week) for students who begin to encounter significant behavioral or emotional difficulties,
- are data-driven: using data to make decisions about placing students, escalating non-responding students to higher levels of intervention if needed, and exiting successful students from Tier 2.
How are students identified to receive RTI-B Tier 2 services?

Schools often use one or more data sources to select at-risk students for Tier 2 services, including:

- universal screening tools (e.g., brief behavior scales completed on all students)
- office disciplinary referrals (ODRs).
- teacher or parent nominations.
- attendance records.

Response to Intervention

What are problems that can occur with RTI-B Tier 2?

Here are 2 significant challenges encountered with Tier 2 programs:

- Problem 1: *Schools often fail to adequately match students to appropriate Tier 2 programs based on the predominately function of their problem behavior(s), potentially reducing the effectiveness of these interventions.* (In fairness, Tier 2 programs are SUPPOSED to be time-efficient and not to require an FBA to decide whether a student is a good match.)

Check In/Check Out, for example, appears to work best for students who are attention-seeking, but less well for those motivated by escape/avoidance (Rodriguez et al., 2015).

What are problems that can occur with RTI-B Tier 2?

Here are 2 significant challenges encountered with Tier 2 programs:

– **Problem 1:** *Schools often fail to adequately match students to appropriate Tier 2 programs based on the predominate function of their problem behavior(s), potentially reducing the effectiveness of these interventions.*

**Possible Solution.** During the Tier 2 referral/intake process, the RTI Tier 2 (Behavior Data Analysis) Team can conduct record reviews and interview staff to come up with a hypothesis for what function(s) are likely to drive the behavior of each student.
What are problems that can occur with RTI-B Tier 2?

Here are 2 significant challenges encountered with Tier 2 programs:

- **Problem 2:** Gains that students show in Tier 2 programs often do not transfer back to the classroom (generalization).

- For example, Social Skills Training (SST) groups generally fail to demonstrate generalization of skills to the general-education setting (Maag, 2005).

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What are problems that can occur with RTI-B Tier 2?

Here are 2 significant challenges encountered with Tier 2 programs:

– **Problem 2:** Gains that students show in Tier 2 programs often do not transfer back to the classroom (generalization).

– **Possible Solutions.** (1) Students who have mastered skills in pull-out Tier 2 programs can then be given self-monitoring checklists with key skills that they should attempt to use (and document that use) in the classroom setting; (2) Teachers can be given similar Tier 2 mastered-skills checklists and encouraged to remind or prompt their Tier 2 students to use these skills in applied classroom activities where they are most in need of them.

How Are RTI-B Tier 2 Services Delivered?

While Tier 2 services can be provided in a variety of ways, most fall into one of 3 service-delivery categories:

1. 1:1 Coaching/Mentoring
2. Counseling or Therapy Group
3. Individual (Brief) Counseling
TIER 2: Methods of Delivery: 1:1 Coaching/Mentoring. A trained educator (e.g., paraprofessional, teacher, school mental-health professional) meets individually with targeted students on a regular basis to provide intervention instruction, performance feedback, incentives (if appropriate), and encouragement.
TIER 2: 1:1 Coaching/Mentoring Example: Check In/Check Out.
In this program, students self-monitor classroom performance and check in with a CICO coordinator at the start and end of the school day to set and review daily behavior goals.

1. At the start of the day, the CICO Coordinator gives the student a Daily Progress Report (DPR) to rate their behavior across the day according to schoolwide behavior expectations.

2. Throughout the day, teachers in each class or subject-block that the student attends rates the student's behavior on the DPR and offer positive reinforcement (praise) or corrective feedback.

3. At the end of the day, the CICO Coordinator reviews the student’s DPR, providing a reward (reinforcer) if they meet or exceed the DPR goal.

TIER 2: Methods of Delivery: Counseling or Therapy Group. A trained social worker, counselor, or school psychologist pulls students out of class to participate in a counseling or therapy group.

The group meets at a frequency of 2-5 days per week for a limited duration (e.g., 6-8 weeks).
**Response to Intervention**

**TIER 2: Therapy Group Example: The Incredible Years.** Designed for children ages 3-8, *The Incredible Years* is a suite of related programs "for treating and preventing conduct problems and promoting social competence and emotional regulation in young children" (Webster-Stratton & Herman, 2009). It contains three optional training components designed for teachers, children, and parents.

- **Tier 1: Teacher effectiveness training:** classroom management and managing oppositional behaviors
- **Tier 1: Twice-weekly classroom lessons:** Empathy and Emotion; Problem Solving; Anger Control; Friendship Skills; Communication Skills; School Skills.
- **Tier 2: Therapy Group:** Two 1-hour sessions per week in small group to work on the above skills. Led by school mental-health professional.
- A parent training group component is available whose content mirrors the teacher-skills and child social-skills training components.

TIER 2: Methods of Delivery: Individual Counseling. A trained social worker, counselor, or school psychologist provides counseling in individual sessions for a fixed number of sessions (e.g., 4-6).
TIER 2: Individual Counseling Example: Solution-Focused Brief Counseling (SFBC). This brief counseling model capitalizes on student strengths and student goals to identify and accomplish counseling objectives.

The provider is a school mental health professional (e.g. school counselor; school social worker; school psychologist).

SFBC sessions are limited (typically 4-5 sessions total).

While the student determines the focus and direction of counseling sessions, the counselor uses therapeutic questions and the SBFC framework to guide the student toward a positive outcome.

What is the First Step to Organizing a School’s RTI-B Tier 2 Services?

Schools should begin efforts to build a Tier 2 level of RTI-B support by completing a schoolwide inventory of:

– personnel with skills/training in social-emotional and behavioral intervention.

– existing programs or services that qualify as Tier 2 under the definition of RTI.
Survey: RTI-B Tier 2/3 Intervention Resources

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Survey: RTI-B Tier 2/3 Intervention Resources

School/District: __________________________ Date: __________

Person(s) Completing Survey: __________________________

Directions: Use the form below to survey resources in your school that can be used to support behavioral/social-emotional interventions at Tiers 2 & 3.

### 1. Personnel Resources

Personnel/Flexible Time. List the names of any personnel available in your school/district with flexibility in their schedule to allow them—with appropriate training—to support RTI-B in various ways (e.g., serving as mentors, participating in Check In/Check Out, assisting in a customized intervention plan, etc.) Check the Availability/Access? box next to any name if you are unsure of how to access the person for RTI support. After completing the survey, follow up to answer any availability or access questions.

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Personnel/Expert Knowledge. List the names of those personnel in your school/district with formal training or experience in behavioral or social-emotional interventions, behavioral consultation, or related RTI topics who can serve as interventionists, consultants, coaches, or trainers to other staff. Check the ‘Availability/Access?’ box next to any name for which you are unsure of the availability of that person or of how to access the person for RTI support. After completing the survey, follow up to answer your availability or access questions.

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<td>Tom Peters</td>
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<td>✓</td>
<td>Sally Fulton</td>
<td>Psychologist</td>
<td>CsIng: Anxiety</td>
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<td>Rory Blane</td>
<td>School CsIr</td>
<td>Self-Monitoring</td>
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### 2. Intervention Programs/Services

**Existing Tier 2/3 Programs/Services.** List all programs or services that your school or district currently has in place to address Tier 2/3 behavioral or social/emotional needs. If you are unsure whether a particular program or service qualifies as research-based, list it and follow up to verify that it is supported by research. TIP: Be sure to list counseling services offered by any staff in your school/district on this inventory.

<table>
<thead>
<tr>
<th>Tier 2/3 Intervention Program or Service</th>
<th>Grade Level(s) Served</th>
<th>Area(s) of Behavior or Social-Emotional Functioning Addressed</th>
<th>Person(s) Delivering This Intervention Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In/Check Out</td>
<td>5-8</td>
<td>Work Completion, Compliance</td>
<td>R. Russell, TA</td>
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<tr>
<td>Solution-Focused Brief Counseling</td>
<td>9-12</td>
<td>Student-Selected Beh/Acad Problems</td>
<td>Brian Taylor, SW</td>
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</tbody>
</table>
Activity: Start to Survey
Your School’s Tier 2 Supports

At your tables:

Appoint a recorder.

Using the Survey: RTI-B Tier 2/3 Intervention Resources form, inventory your school’s:

1. personnel available to provide or assist with interventions.
2. existing social-emotional or behavioral programs or services that serve Tier 2.