



**NTACT**

National Technical Assistance Center on Transition



## Secondary School-Wide Positive Behavior Interventions and Supports – Tier 2

*Sandhill High School has been effectively implementing School-Wide Positive Behavior Interventions and Supports (SWPBIS) Tier 1 for the last year. The SWPBIS Tier 2 Team is now interested in identifying an effective research-based Tier 2 intervention that can be used to support targeted students at the Tier 2 level. After investigating various options, Mr. Alfonzo, the Principal, and the Tier 2 team have decided to implement an enhanced Check-in, Check-out intervention called Academic Seminar (Swain-Bradway & Pinkney, 2014). The team feels Academic Seminar will be beneficial in supporting at-risk students at Sandhill High School because it includes components of Check-in, Check-out, in addition to goal-setting and planning, organizational skill development, learning strategies instruction, and self-monitoring of academic and social behavior.*

### What is SWPBIS?

School-Wide Positive Behavior Interventions and Supports (SWPBIS) is a multi-tiered system of support currently being implemented in elementary, middle, and high schools across the country. SWPBIS is an approach that involves core features implemented through a variety of interventions across three prevention tiers (i.e., primary, secondary, tertiary) to support youth with disabilities in achieving social and academic goals (Horner, Sugai, & Lewis, 2015). To support the social behavior success of all students, the core elements at the primary level (school-wide; Tier 1) include defining and teaching behavioral expectations, implementing a school-wide reward system, clearly defining consequences, differentiating instruction, data-based decision making and use of existing data systems (e.g., office referrals, suspensions) to identify areas for improvement, screen for students requiring additional support, and progress monitor (Horner et al., 2015; Technical Assistance Center on PBIS, 2015). The core elements at the secondary level (targeted group; Tier 2) support students in reducing problem behavior and include: (a) progress monitoring for at-risk students; (b) developing systems for increasing structure, predictability, contingent adult feedback, and home/school communication; (c) linking academic and behavioral performance; (d) basic function-based support; and (e) on-going data-based decision making (Horner et al., 2015; Technical Assistance Center on PBIS, 2015). Finally, the core elements at the tertiary level (individual; Tier 3) include functional behavioral assessment (FBA), team-based assessment, linking academic and behavior supports, implementing individualized interventions, and on-going data-based decision making (Horner et al., 2015; Technical Assistance Center on PBIS, 2015). This fact sheet will provide information about secondary SWPBIS at the Tier 2 level.

### Why is SWPBIS-Tier 2 Important for Secondary Youth with Disabilities?

Ensuring all youth, including youth with disabilities, graduate high school prepared to live independent, productive lives is the ultimate goal of high schools in the 21st century. While being prepared academically for postsecondary education and the world of work, it is only one

element to support post-school success (AIR, 2013). Students with disabilities must also have the social behavior skills to promote social and academic achievement in high school and become successful, independent adults (Flannery & Sugai, 2009; Horner, Sugai, & Lewis, 2014; Walker, 2015). The implementation of SWPBIS-Tier 1 in secondary schools has been identified as one promising practice to support youth with disabilities in developing appropriate social behavior skills to successfully complete high school and transition into post-school life. While the majority of youth will benefit from SWPBIS-Tier 1, some youth with disabilities will need additional support at the Tier 2 level (Hawken, Bundock, Kladis, O’Keeffe, & Barrett, 2014). Youth, who require Tier 2 supports, often (a) experience academic failure; (b) have a history of behavior problems, low attendance, and grade retention; and (c) have poor relationships with teachers (Swain-Bradway & Malloy, 2009). Tier 2 interventions and supports in high school can provide more intensive support to at-risk youth with disabilities in developing the social behavior skills to be successful in high school and post-school life.

### **How Does Research Support SWPBIS – Tier 2?**

Providing Tier 2 supports at the secondary level includes providing “add-on” services that align with Tier 1 to support youth with more intensive support needs (Swain-Bradway & Malloy, 2009). Research on SWPBIS-Tier 2 in high schools is limited; however, there are two specific models that have a promising research base, including Check-in, Check-out (CICO; Hawken et al., 2014) and Check & Connect (Sinclair, Christenson, & Thurlow, 2005). First, CICO is a Tier 2 structured intervention model that includes: (a) checking in with a CICO Coordinator (e.g., teacher, mentor, guidance counselor) in the morning prior to beginning the school day; (b) accruing behavior points via a behavior report card throughout the school day; and (c) checking out with the CICO Coordinator at the end of the school day (Hawken et al., 2014; Ross & Sabey, 2015). CICO follows the principles of PBIS by providing clear behavior expectations and social skills instruction, promoting positive interaction (e.g., positive reinforcement) with adults, student self-monitoring of behavior, and collaboration between school and home (Ruiz, Smith, Naquin, Morgan-D’Atrio, & Dellinger, 2014). Second, Check & Connect is a structured school engagement model that has been identified as an evidence-based drop-out prevention strategy for secondary youth with disabilities. Check & Connect includes two components: (1) “check”, which includes on-going monitoring of student performance (e.g., absences, grades, office referrals), and (2) “connect”, which includes providing individualized interventions to help students solve problems to support student social behavior skill development, and promoting student self-efficacy and engagement (Sinclair et al., 2005; What Works Clearinghouse [WWC], 2015). Experimental research (i.e., group, single-case) has shown both CICO and Check & Connect to be effective models for improving youth with disabilities’ problem behavior and increasing student engagement in middle and high school (e.g., Hawken et al., 2014; Ross & Sabey, 2015; Sinclair et al., 2005; WWC, 2015).

### **Where Can You Find the Primary Source for Positive Behavior Interventions and Supports?**

The Technical Assistance Center on Positive Behavioral Interventions and Supports (<http://www.pbis.org/>), funded through the U.S. Department of Education's Office of Special Education Programs, is the primary resource for information on PBIS. The purpose of the Center is to define, develop, implement, and evaluate a multi-tiered approach to technical assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the

Positive Behavior Interventions and Supports (PBIS) framework. The Center emphasizes the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities (Technical Assistance Center on PBIS, 2015).

### **How Does This Apply to Youth with Disabilities and Families?**

- Be familiar with high school schedules, policies, and programs to help facilitate a positive home-school partnership – [www.pbis.org/common/cms/files/pbisresources/SFCP\\_UniversalManual\\_33009.pdf](http://www.pbis.org/common/cms/files/pbisresources/SFCP_UniversalManual_33009.pdf)
- Engage with students in setting academic and behavior goal. - [www.pbis.org/common/cms/files/pbisresources/SFCP\\_UniversalManual\\_33009.pdf](http://www.pbis.org/common/cms/files/pbisresources/SFCP_UniversalManual_33009.pdf)
- Involve students in setting post-school goals for employment, education, and independent living - [www.pbis.org/common/cms/files/pbisresources/SFCP\\_UniversalManual\\_33009.pdf](http://www.pbis.org/common/cms/files/pbisresources/SFCP_UniversalManual_33009.pdf)
- Participate in planning for Tier 2 students by providing input from the family perspective – [www.pbis.org/family](http://www.pbis.org/family)
- Reinforce desired student behavior at home - [www.pbis.org/family](http://www.pbis.org/family)
- Participate on universal (Tier 1) PBIS team at the high school – [www.pbis.org/family](http://www.pbis.org/family)

For more information about youth and family roles in high school SWPBIS implementation: See <http://www.pbis.org/family>

### **How Does This Apply to Administrators?**

- Apply Tier 2 interventions to those students who visit the office between 2 and 5 times per year - <http://www.pbis.org/school/secondary-level/faqs>
- Provide adequate resources to support implementation of Tier 2 interventions and supports by school staff and faculty - <http://www.pbis.org/school/secondary-level/faqs>
- Hold weekly meetings with SWPBIS Tier 2 team to support Tier 2 intervention implementation- <http://www.pbis.org/school/secondary-level/faqs>
- Train staff on Tier 2 intervention implementation and data collection - <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>
- Implement academic and social behavior screeners to identify students not responding to Tier 1 support - <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>
- Establish a team-based approach to ensure effective implementation of SWPBIS across tiers - <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>

For more information about administrators' roles in high school SWPBIS implementation: See [Chapter 2: Administration Roles and Functions in PBIS High Schools](#)

### **How Does This Apply to School-Level Practitioners?**

- Work with administration to become a member of the Tier 2 team (e.g., student support team, dropout prevention committee) - <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>
- Work with Tier 2 team to identify research-based Tier 2 interventions (e.g., Check in-Check out, Check & Connect, evidence-based academic and social groups, mentoring) - <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>
- Link students with the appropriate Tier 2 interventions (e.g., Check in, Check out) as needed

<http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>

- Provide input to Tier 2 team to identify ongoing professional development and training needs related to implementation of Tier 2 interventions and supports - <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>
- Conduct frequent progress monitoring and direct observations to evaluate students participating in Tier 2 interventions – <http://www.pbis.org/evaluation/evaluation-tools>
- In collaboration with Tier 2 team, self-assess implementation of Tier 2 support systems across the high school - <http://www.pbis.org/evaluation/evaluation-tools>

For more information about teachers' roles in high school SWPBIS Implementation:

See [Chapter 6: Secondary and Tertiary Tier Supports in PBIS High Schools](#)

### **How Does This Apply to Vocational Rehabilitation Counselors?**

- Become informed about and/or actively involved with SWPBIS leadership and Tier 2 team(s) activities - <https://www.pbis.org/training/new-team>
- Participate in school-level Tier 2 professional development and training focused on SWPBIS - <https://www.pbis.org/training/new-team>
- Promote youth self-determination in community-based work experiences - [www.pbis.org/common/cms/.../pbisresources/A9\\_Malloy\\_Flammini.ppt](http://www.pbis.org/common/cms/.../pbisresources/A9_Malloy_Flammini.ppt)
- Provide career development and vocational supports to ensure youth are successful in community-based work experiences - [www.pbis.org/common/cms/.../pbisresources/A9\\_Malloy\\_Flammini.ppt](http://www.pbis.org/common/cms/.../pbisresources/A9_Malloy_Flammini.ppt)
- Collaborate with school-level practitioners to provide mentoring to ensure social behavior expectations are met within community-based work settings - [www.pbis.org/common/cms/.../pbisresources/A9\\_Malloy\\_Flammini.ppt](http://www.pbis.org/common/cms/.../pbisresources/A9_Malloy_Flammini.ppt)
- Provide sustainable community connections for youth - [www.pbis.org/common/cms/.../pbisresources/A9\\_Malloy\\_Flammini.ppt](http://www.pbis.org/common/cms/.../pbisresources/A9_Malloy_Flammini.ppt)
- Collect and use data to track student behavior in community-based work settings - Tool for Assessment of Effective Practices at [http://www.onestops.info/website.php?page=ud\\_resources](http://www.onestops.info/website.php?page=ud_resources)

For more information about Vocational Rehabilitation Counselors' roles in high school SWPBIS Implementation:

See [Chapter 6: Secondary and Tertiary Tier Supports in PBIS High Schools](#)

### **For additional PBIS resources relevant to secondary education see:**

Technical Assistance Center on PBIS

- <https://www.pbis.org/>

High School PBIS

- <https://www.pbis.org/school/high-school-pbis>

Academic Seminar, the High School Behavior Education Program, 2nd Edition

- [https://www.pbis.org/Common/Cms/files/pbisresources/Acdemic\\_Seminar\\_Handbook\\_Second\\_Edition.pdf](https://www.pbis.org/Common/Cms/files/pbisresources/Acdemic_Seminar_Handbook_Second_Edition.pdf)

The High School Behavior Education Program (HS-BEP): A Secondary Level Intervention

- <https://www.pbis.org/resource/877/the-high-school-behavior-education-program-hs-bep-a-secondary-level-intervention>

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