

The Bridges Framework

Tier 2 behavior supports, and interventions should be provided to students identified with risk factors and in need of additional instruction in behavior skills and strategies. The Bridges framework includes a specific set of research-based interventions and is summarized in the table below:

Tier 2 Student Support Process	
Identify	Utilize a multi-gated process to identify students for behavior intervention support. This process should include universal screening, school records, and feedback from teachers and families.
	A MTSS/SST team should meet to brainstorm the student's needs and review the efforts and results of Tier 1 supports. This team may determine it is appropriate to move a student to Tier 2 behavior interventions or recommend implementation of other strategies at Tier 1.
Intervention	<p>Check-in/Check-out: Provide daily support to the student by reviewing their goal(s) and providing opportunities to practice skills and strategies during Check-in. During Check-out, guide self-reflection on the student's use of strategies and attainment of goals.</p>
	<p>Skills Instruction: Provide weekly small group instruction on skills related to safe, respectful and responsible behaviors. This instruction should be in addition to instruction provided at Tier 1 and may take place several times a week if appropriate.</p>
	<p>Feedback Loop: In scheduled increments throughout the day (at least 4 times), provide explicit feedback to the student regarding their demonstration of safe, respectful, and responsible behaviors.</p>
Review	Collect progress monitoring behavior data daily. Enter the data in the Emergent Tree Progress Monitoring tool to support organization and visual analysis.
	Monitor the fidelity of all interventions to ensure they are provided with consistency and quality. Adjust as necessary to address barriers or implementation concerns.
	Review & analyze data and collaborate among stakeholders (school staff, student & family) every 6-8 weeks. Share progress, engage in celebrations, and plan for the next steps of support (continuing, adjusting, intensifying, or reducing interventions).

