**Tier 2 Bridges Framework**

**Campus Plan & Procedures**

**Campus:**

**School Year:**

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| **Tier 2 Framework Purpose Statement** |
| The purpose of the Bridges framework is to teach and instruct students in the area of behavior. Social, emotional, and behavioral skills are essential to long term success for students. Through early identification of needs, instruction in skills and strategies, and support through feedback and reflection, students can thrive in the school setting and beyond.  Tier 2 supports are the middle layer of a multi-tiered system and are intended to supplement the Tier 1 foundation of social, emotional and behavior instruction. Tier 2 interventions provide additional support for students until they develop the skills they need and no longer require this extra support, or transition to Tier 3 individualized supports and intervention.  Interventions are provided by a variety of school staff including, interventionists, counselors, and general classroom teachers. Data is collected and used regularly to inform decisions and indicate student progress and future needs. |

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| **Framework Support Contacts** | | |
| **Staff Name** | **Role** | **Contact Information** |
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| **Feature** | **Purpose (Why?)** |
| **Connections** | Some students may need additional connections that includes non-contingent attention that is not connected to academic performance or challenging behaviors. |
| **Skill Building** | An instructional approach is necessary for students to master social, emotional and behavioral skills. Students with skill or performance gaps in specific areas may need additional explicit instruction to address those deficits. |
| **Acknowledgments** | Students need feedback on appropriate use of skill in order to make continued progress towards mastery. |
| **Corrections** | Corrections should be focused on replacement behaviors students can use instead of the current challenging behaviors. |
| **System Support** | A focus on staff training and coaching is needed to ensure quality implementation and maintenance over time. |
| **Data Informed** | To make intentional improvements to enhance the quality of supports teams should continuously analyze student progress and intervention fidelity. |

**Tier 2 Support Features**

**DATA SUPPORT**

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| Month | Y/N |
| July |  |
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| Establish dates for universal behavior screening. | |  |
| Determine CI/CO mentors and social skills group schedule. | |  |
| Aug./Sept. | Start interventions for students continuing from the previous school year. | |  |
| Start progress monitoring for students in interventions. | |  |
| Conduct beginning-of-year Universal Behavior Screening | |  |
| Hold 1st RtI team meeting to review progress and consider new cases from Universal Behavior Screening. | |  |
| Oct./Nov. | Continue progress monitoring for students in interventions. | |  |
| Hold 2nd RtI team meeting to review progress and consider new cases from teacher referral or other sources. | |  |
| December | Continue progress monitoring for students in interventions. | |  |
| Hold 3rd RtI team meeting to review progress and consider new cases from teacher referral or other sources. | |  |
| Review fidelity of all interventions, problem-solve to address fidelity concerns. | |  |
| Conduct middle-of-year Universal Behavior Screening | |  |
| January/  February | Continue progress monitoring for students in interventions. | |  |
| Hold 4th RtI team meeting to review progress and consider new cases from MOY Universal Behavior Screening. | |  |
| March/  April | Continue progress monitoring for students in interventions. | |  |
| Hold 5th RtI team meeting to review progress and consider new cases from teacher referral or other sources. | |  |
| May | Conduct end-of year Universal Behavior Screening. | |  |
| Finish progress monitoring for students in interventions | |  |
| Hold final RtI team meeting to review progress, consider results from EOY Universal Behavior Screening, and update all documentation. | |  |
| June | Save all documentation for next school year. | |  |
| Transfer documentation to next year campus for students who promote/transfer. | |  |

**SKILL-BUILDING**

**ACKNOWLEDGMENTS**

**CORRECTIONS**

**SYSTEM SUPPORT**

**CONNECTIONS**

**Bridges Tier 2 Framework: Implementation Overview**

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| **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** | **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. |
| **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. |
| **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. |
| **Review** | Collect progress monitoring behavior data on a daily basis. 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. Make adjustments 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). |

**Intervention: Check-in**

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| **Purpose of Check-in** |  |
| **Who provides Check-in?** |  |
| **When & where does Check-in take place?** |  |

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| **Intervention Practice** |
| **Connect and Assess** |
| Mentor meets with student at the start of the school day. |
| Mentor provides a positive greeting to welcome the student. |
| Mentor uses connection questions to assess the student’s mood and check that their basic needs have been met. |
| **Goal Setting** |
| Mentor provides a review of long term (annual) goals or school expectations.  *\*If the student utilizes a paper copy of the Daily Behavior Report Card (DBRC), mentor provides it to the student at this time.* |
| Student and mentor set a short-term goal for the day (i.e.: remember to use a quiet tone of voice during reading time, etc.) and may include a plan for reinforcement if goal is met. |
| **Skill Practice** |
| Mentor prompts the student to describe the skills or strategies they will use to meet the goal. |
| Mentor models, role-plays or practices the skills/strategies with the student. |
| Mentor ensures student has the necessary supplies or materials they need for the day and provides a positive launch as they leave for class. |

**Intervention: Check-out**

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| **Purpose of Check-out** |  |
| **Who provides Check-out?** |  |
| **When & where does Check-out take place?** |  |

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| **Intervention Practice** |
| **Connect and Assess** |
| Mentor meets with student at the completion of the school day. |
| Mentor provides a positive greeting to the student. |
| Mentor uses connection questions to assess the student’s mood. |
| **Guided Reflection** |
| Mentor asks student to reflect upon successful application of skills/strategies that day. Mentor responds with feedback and specific acknowledgment.  *\*Use the Daily Behavior Report Card (DBRC) tool to review.* |
| Mentor asks student to reflect upon challenges from the day. Mentor asks guiding questions to help the student identify their actions and choices.  *\*Use the Daily Behavior Report Card (DBRC) tool to review.* |
| Mentor and student identify actions or revisit skills/strategies the student will try tomorrow. |
| **Goal Review** |
| Mentor and student revisit and assess goal set during the morning Check-In.  *\*If goal was achieved reinforcement may be delivered at this time.* |
| Mentor ensures student has needed supplies, or items for home and provides a positive launch for the day. |

**Intervention: Skill Instruction**

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| **Purpose of Skill Instruction** |  |
| **Who provides Skill Instruction?** |  |
| **When & where does Skill Instruction take place?** |  |

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| **Intervention Practice** |
| **Preparing for Instruction** |
| Instruction occurs at least weekly. |
| Established classroom procedures are posted or otherwise evident. |
| Instructor uses a prepared lesson plan or curriculum materials. |
| Materials are ready and prepared in advance. |
| **Beginning Instruction** |
| Instructor greets students in a positive manner at the start of the class period. |
| Instructor posts and/or states the lesson objective. |
| Students begin a warm-up or starter activity within one minute of the start of the class period. |
| **During Instruction** |
| Direct instruction includes the use of visuals and examples. |
| Instructor solicits student feedback and ideas throughout the lesson. |
| Students are provided time and activities for individual or group practice of skills. |
| Students remain engaged in the lesson throughout the instructional period. |
| Connections are drawn between new skills and previous knowledge in order to generalize skills. |
| Instructor checks for student understanding throughout the lesson. |
| **Concluding Instruction** |
| Instruction ends with a summary or wrap-up activity. |
| A positive launch is provided at the end of the instructional time period as students transition to a new activity or new setting. |

**Intervention: Feedback with DBRC**

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| **What is the purpose of Feedback with DBRC?** |  |
| **Who will be responsible for delivering Feedback to students?** |  |
| **How will the data be transferred into the progress monitor software?** |  |

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| **Intervention Practice** |
| Staff initiates the feedback loop process at the time indicated on the DBRC *(feedback occurs regardless of behavior performance)*. |
| The scale on the DBRC form is utilized as a reference/tool to guide feedback. |
| Staff describe the behavior observed (seen, heard) and provide specific **acknowledgment** for approximate and desired behaviors and/or **instructional correction** for challenging behaviors. |
| Staff provide a positive and optimistic launch with a prompt to the next transition or activity. |
| Staff maintain an instructional, neutral & calm tone when discussing behavior with the student. |
| The teacher is discreet in providing feedback and maintains the student’s privacy and confidentiality. |
| The feedback is brief and takes 1 minute or less to conduct. |

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| **Behavioral Rating** |
| Staff reference the Daily Behavior Report Card 1-5 scale to quantify the student’s behavior performance during the time period. |
| Staff record this score on the designated form or directly in a software tool to allow for progress monitoring of behavior skill. |
| Teacher refrains from other written feedback on the DBRC form. |
| Teacher initials under rating to indicate that verbal feedback was given to the student. |

**Data Tools**

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| **Tool** | **Universal Behavior Screener** | **Daily Behavior Report Card (DBRC)** | **Fidelity Checklists** |
| **Recommended Frequency** | Up to 3 x year | At least 4 x day | 4 x year |
| **Data purpose** |  |  |  |
| **Collection responsibility** |  |  |  |
| **Frequency of Review/ Analysis** |  |  |  |

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| **Universal Screener- Data Practice** |
| Screening takes place at the beginning, middle, and end of each school year. |
| Teachers assess all assigned students according to a rubric for safe, respectful and responsible behaviors. |
| When teachers are finished, a variety of campus teams utilize the data to make decisions for individual students and campus systems. |

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| **Daily Behavior Report Card- Data Practice** |
| Teacher consults the written scale on the DBRC to rate behavior. |
| Teacher records the number most closely corresponding with the observed behavior during the rating period. |
| Teacher only records a numerical score (or designated symbol) and refrains from other written feedback on the DBRC form. |
| Scores are entered into the Progress Monitor software. |

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| **Fidelity Recording- Data Practice** |
| Staff record the completion of the Check-in & Check-out process on a daily basis through an indication in the Progress Monitor software. |
| Teachers sign the DBRC form at the end of each time period to indicate the completion of the feedback process. Completion should also be indicated in the Progress Monitor software. |
| Staff utilize fidelity checklists for all interventions (CI/CO, Feedback Loop, Social Skills) from the Bridges resources several times each year. |

**Problem-Solving Process for MTSS Behavior**

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| **Step** | | **Details** |
| **Before Referral to**  **Intervention Support** | 1. Universal screening & data collection | Data is collected and considered for all students. This includes universal screening for behavior and school records such as discipline and attendance. |
| 1. Define the problem | Determine the specific areas of concern (safe, respectful or responsible) based on data. |
| 1. Brainstorm, implement, and document Tier 1 efforts | Begin process of documenting intervention efforts for the student (teacher documentation of efforts). |
| 1. Submit referral paperwork for intervention consideration | Paperwork should guide teachers to document specific areas of behavior concern and previous efforts to intervene/address behavior at Tier 1. |
| **MTSS Meeting** | 1. Preparation in advance of team meetings | Designated team member ensures student is listed on the agenda for discussion and gathers all necessary data for review. |
| 1. Conduct team meeting, make support decisions and update student record | Team considers all information and determines next steps for intervention. Team plans for progress monitoring of behavior skills. |
| **Providing Intervention** | 1. Communicate recommendations and train intervention to stakeholders | The plan for student support is communicated to the student, their family and teachers. Teachers are trained in the Feedback with DBRC process. |
| 1. Collect data and review progress with team every 6-9 weeks (return to step 5) | Review progress monitor data to determine student progress and next steps. Use fidelity checklists from the Bridges manual to assess fidelity of intervention. |
| **Annually** | At beginning of school year, information is distributed to campus teachers regarding students currently in the intervention process and a schedule is set for progress review. | |
| At end of school year, team coordinates with sending/receiving campus to exchange necessary student records and information to prepare for next school year. | |

**MTSS Meeting Schedule: Team Problem-Solving**

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| **Date** | **Time** | **Location** |
| August: |  |  |
| Sept/October: |  |  |
| Nov/December: |  |  |
| Jan/February: |  |  |
| March/April: |  |  |
| May: |  |  |

**System Support: Roles and Responsibilities**

Below are roles/responsibilities of each staff member who supports implementation of Tier 2 behavior support. An “X” indicates primary responsibility, and an “O” to indicates supporting responsibility.

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| *Personnel Responsible:* | Principal | Asst Principal | Counselor | Interventionist | Classroom Teacher |
| Ensure Tier 1 behavior systems are fully in place and maintained on campus |  |  |  |  |  |
| Check fidelity of Tier 1 classroom systems periodically or as needed |  |  |  |  |  |
| Provide classroom coaching as needed for teachers at the Tier 1 level |  |  |  |  |  |
| Train all staff in Tier 2 intervention processes |  |  |  |  |  |
| Train all staff in Universal Behavior Screening process |  |  |  |  |  |
| Plan and oversee Universal Behavior Screening process |  |  |  |  |  |
| Use Universal Screening data to create list of students to consider for intervention |  |  |  |  |  |
| Schedule MTSS meetings, plan meeting agendas |  |  |  |  |  |
| Maintain record of students discussed at each MTSS meeting. |  |  |  |  |  |
| Ensure MTSS documentation/paperwork is maintained and up to date |  |  |  |  |  |
| After MTSS meetings, inform necessary staff of intervention plan for students |  |  |  |  |  |
| Check fidelity of Tier 2 interventions periodically or as needed |  |  |  |  |  |
| Address Tier 2 intervention fidelity issues |  |  |  |  |  |
| Complete data entry in progress monitoring software |  |  |  |  |  |
| Oversee progress monitor usage, maintains campus access for all students |  |  |  |  |  |
| Contact parents to update them on student plan & student progress |  |  |  |  |  |
| Other: |  |  |  |  |  |
| Other: |  |  |  |  |  |

**System Support: Training & Communication**

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| **Component** | **Details** | **Campus Plan** |
| Campus Staff Training | Annual presentation for all campus staff, additional time may be provided for new-to-campus staff. |  |
| Intervention Training | Initial training and annual refreshers. May be provided through a live presentation or online courses/webinars from the Emergent Tree Virtual Learning Academy. |  |
| Family Communication | Proactive and individualized communication is recommended at least once each grading period. Additional communication should take place as needed or requested through phone, text, or email. |  |
| Administrator Communication | Proactive meeting between campus leaders and intervention staff is recommended at least once each grading period. |  |
| Teacher Communication | Individual or small group in-person meetings between academic teachers and behavior intervention staff should take place at the start of every school year. Additional communication may take place as necessary. |  |
| Student Communication | Meetings between individual students and behavior intervention staff should take place each grading period. |  |

**Bridges Tier 2 Intervention Process: Annual Cycle**

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| Month | Actions | Y/N |
| July | Update/review list of students with behavior intervention supports for next year. |  |
| Gather transition information for students coming from other campuses. |  |
| Establish the MTSS team meeting schedule for next year. |  |
| Plan & schedule staff training in behavior interventions and multi-tiered process. |  |
| Establish dates for universal behavior screening. |  |
| Determine CI/CO mentors and skills instruction group schedule. |  |
| August & September | Train all staff and intervention personnel in process & intervention. |  |
| Start interventions for identified students w/in the first 2 weeks of school. |  |
| Start progress monitoring for students receiving interventions. |  |
| Conduct beginning-of-year universal behavior screening. |  |
| Hold 1st MTSS meeting to review progress and consider new cases from universal behavior screening or teacher referral. |  |
| October & November | Continue progress monitoring for students in interventions. |  |
| Hold 2nd MTSS meeting to review progress and consider new cases from teacher referral or other sources. |  |
| December | Continue progress monitoring for students in interventions. |  |
| Hold 3rd SST meeting to review progress and consider new cases from teacher referral or other sources. |  |
| Review fidelity of all interventions, problem-solve and train to address concerns. |  |
| Conduct middle-of-year universal behavior screening. |  |
| January & February | Continue progress monitoring for students in interventions. |  |
| Hold 4th MTSS meeting to review progress and consider new cases from most recent universal behavior screening. |  |
| March &  April | Continue progress monitoring for students in interventions. |  |
| Hold 5th MTSS meeting to review progress and consider new cases from teacher referral or other sources. |  |
| May | Conduct end-of year universal behavior screening. |  |
| Finish progress monitoring for students in interventions. |  |
| Hold final MTSS meeting to review progress, consider results from most recent universal behavior screening, and update all documentation. |  |
| June | Save all documentation for next school year. |  |
| Transfer documentation to next year campus for students who promote/transfer. |  |