

## Tier II Interventions

### SWPBIS Tiered Fidelity Inventory

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

**2.6 Tier II Critical Features:** Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

*Tier II supports should focus on improving the skills & context needed for student success.*

<b>MAJOR FEATURES OF TIER II INTERVENTIONS</b>	<b>Check-in Check-out (CICO) is an EVIDENCE-BASED Tier II Intervention</b>	<b>CICO incorporates research-based practices into one intervention.</b>
<p>Continuously available</p> <p>Rapid access</p> <p>Continuous monitoring</p> <p>Low effort</p> <p>Consistency with SWPBIS expectations</p> <p>Implemented by all Staff</p> <p>Flexible/adaptable to match function</p> <p>Student chooses to participate</p>	<p>At least 5 peer reviewed studies</p> <p>At least 3 different researchers/settings</p> <p>At least 20 different participants</p> <p><i>*Preschool</i> (Chafouleas, et al 2007)</p> <p><i>*Elementary</i> (Todd et al in press, Fairbanks, et al 2007, Hawken et al 2007)</p> <p><i>*Middle School</i> (Hawken et al, Horner et al 2002)</p> <p><i>*High School</i> (Swain-Bradway 2015)</p>	<p>Defined expectations linked to SWPBIS</p> <p>Frequent positive adult contact</p> <p>Increased social skills training</p> <p>Direct Instruction</p> <p>Positive feedback</p> <p>Positive home-school communication</p> <p>Positive reinforcement</p> <p>Consistency/Predictability</p>