**Tier 2 Progressive application of Interventions.**

* The focus is always for students to miss as little instructional minutes as possible.
* Always place students in an intervention based on the Function of the Student’s behavior.

All Tier 2 interventions must align and support each school site’s Tier 1 System (Expectations, Consequences, and Acknowledgements)

**Tier 2 Intervention Description**

**CICO**

Upper Elementary (4th-6th)

* Parent Informed

Lower Elementary

(K-3rd grade)

* Parent permission requ.

**PALS**

**Tier 1 School-Wide PBIS**

* School-wide expectations
* Classroom supports
* School-wide Acknowledgments
* School-wide response to behavior

**COUNSELOR GROUP**

More intense intervention.

STEP Meeting Required

**PURPOSE of PALS**

* To provide students in Kindergarten through 3rd grade an additional layer of support for internalizing socially acceptable skills for the school setting.
* We acknowledge that students in those grade-levels might be displaying developmentally appropriate behaviors, so the PALS program seeks to support them by reinforcing the skills taught by classroom teachers through Second Step by utilizing the supplemental materials of that curriculum in their weekly small groups.
* The lessons will be delivered on a weekly basis by a trained City of Chino Specialist through small groups of 3-4 students.

**DESCRIPTION OF PALS**

Roles

* + *Tier 2 Team:* A team at each school site formed of an Administrator, Intervention Counselor, SpEd Representative, and Intervention Teacher (for schools not trained in Tier 2 yet, an Admin. and Intervention Counselor suffice).
  + *MTSS-B Counselor*: Designated person that will manage and coordinate the logistics of the intervention. This person will:
    - Participate in Tier 2 Team meetings where students are assigned to different interventions.
    - Prepare caseload for PALS Specialist and coordinate communication along with site Administrator.
    - Coordinate PALS DPR process.
  + *PALS Specialist*: City of Chino employee who delivers PALS intervention to students.

PALS is…

* + a targeted intervention for low-level concerns targeting lower-elementary students in grades K through 3rd.
  + Delivered at 10 Chino Elementary Schools (see below)
  + Delivered through 8-9 week sessions at 30 minutes per session
  + A group-based intervention: 3-4 students per group / 5-8 groups per school-site over the span of 1-2 days
  + A Data-driven intervention. Tier 2 teams must use district-adopted Entrance/ Exit Criteria to identify students.
  + A curriculum-driven intervention delivered by a *Specialist.*
  + **IS NOT** a counseling group facilitated by a school counselor nor a mental health professional.

Parent permission is required for intervention participation, but no STEP meeting required.

* + Parent permission required for any loss of academic instructional minutes.
  + There is no individualizing of this intervention, therefore a STEP meeting is not required.
  + City of Chino will provide Parent Permission slip and intervention Brochure once Caseload Form is provided by the *MTSS-B Counselor.*

Group Curriculum and Content

* + Skill-based Group Intervention
    - Groups will be formed using Tier 2 Team recommendations and Teacher Screener Form.
    - Groups aligned to School-expectations and behaviors of concern.
    - Group content is adapted from Second Step supplemental materials in support of Tier 1.

**STUDENT NOMINATIONS**

Student nominations can be done by following Tier 2 Criteria:

* + Staff Concern (Teacher, Admin, School Support Staff) through the “At-Risk Screener Form).
  + Parent Request (In writing to Administrator)
  + Other Data / Concerns (SAEBRS Assessment, Discipline Data, Attendance Data)

**INTERVENTION PROCESS**

PALS Timeline:

* Fall/Winter Round (September-November)
  + Grades: 1st through 3rd grade
* Spring Round (September-November)
  + Grades: Kindergarten through 3rd grade

Step by Step Process:

* 1. Referral is given to the Tier 2 Team.
  2. The Tier 2 Team reviews all referrals and assigns the appropriate intervention based on the student need and/or function of behavior.
  3. The *MTSS-B Counselor* will provide the Caseload form for the *PALS Specialist* along with a copy of the “At-Risk Screener Form” for each student. The *MTSS-B Counselor* will also prepare the DPRs for the teacher with all necessary intervention information.
  4. The *Specialist* will provide each nominated student with an Intervention Brochure and a Permission Slip. The Permission Slip **must** be returned to an identified School Site representative within…………… days for the student to be included in the intervention.
  5. The *Specialist* will coordinate service days and group times with *MTSS-B Counselor* and impacted Teachers. The *Specialist* will also communicate about group focus and content at the beginning of the intervention.
  6. As the intervention is delivered, the *Classroom Teacher* will fill out the DPR (see DPR process below) and return to *MTSS-B Counselor* at the end of the week.
  7. The *MTSS-B Counselor* will log DPR results and will communicate with Tier 2 Team at least every 2 weeks to review student progress. The Tier 2 Team will review student progress and layer on supports if they deem that the progress is not adequate or if there are additional concerns during the process.
  8. At the end of the Intervention:
     + The *Specialist* will report on the completed number of group sessions and any pertinent concerns.
     + The *MTSS-B Counselor* will share overall student progress to Tier 2 Team. The Team will determine if student continues to a more intense Tier 2 Intervention or if the student can discontinue Tier 2 participation.

**PROGRESS MONITORING THROUGH DPR (Daily Progress Report)**

The purpose of the DPR:

* + 1. support the internalizing of skills by increasing positive teacher-student contact through the review of the expectation.
    2. Gather daily data on student performance.
  + Monitor identified expectation through targeted DPR that aligns with School-wide expectations
  + The teacher will get a weekly sheet containing the expectation to be monitored.

Process**:**

1. *MTSS-B Counselor* will produce all DPRs for teachers and give them at beginning of intervention.
2. Teacher briefly meets one-on-one with the student at the end of the instructional day and gives student feedback on his/her daily behavior. Then marks the DPR with the appropriate score.
3. Teacher writes any positive feedback and initials the day.
4. Teacher returns the weekly sheet to the *MTSS-B Counselor* for data recording and evaluation by the Tier 2 Team.

**DETERMINING STUDENT SUCCESS**

Exit / Intensifying Intervention

* + - On-going Basis:
      * The Tier 2 Team must evaluate data in an on-going manner to ensure student success. If student displays additional needs or concerning behaviors, Tier 2 team should either intensify the intervention or layer-on supports depending on the circumstance.
    - At the end of the Intervention:
      * Tier 2 Team must evaluate Specialist & Teacher feedback and make final determination as to student success or need for intensifying intervention.
      * Students will only go through 1 round of access to the PALS program. Each student will be either progressed to a more intense intervention if the data indicates the need or discontinued from Tier 2 interventions.

**Schools Participating in Pilot PALS Program**

1. Anna Borba 6. Newman
2. Howard Cattle 7. Edwin Rhodes
3. Alicia Cortez 8. Walnut
4. Doris Dickson 9. Lyle Briggs Fundamental Academy
5. E.J. Marshall 10. Cal Aero Preserve Academy