

## Intermediate Level/Tier 2 School Support

**Small Group/Informal Plan/Intervention Support**

**Available Outside of the Classroom and on School Campuses**

**Created and Taught by Specialized Staff**

**Supports Students Who Need Help More Help than the Classroom Teacher can Provide**

The second level of support is Intermediate Level School Support which is support that takes place outside of the classroom and is created by and taught by trained staff. This support is for students who are struggling more than a little bit (like 1-2 years behind their peers) and need extra help beyond what is available in the classroom or beyond what the classroom teachers/general school staff can provide. **Intermediate Level of Support and specific supports are called and known in education by school staff as Tier 2 Supports so you may hear the term Tier 2 Supports used.**

Intermediate Supports must be specifically requested by Parents or schools may put students into these supports based on their own guidelines for grades, progress in school, or specific struggles. Intermediate Level School Supports are often delivered with or without informal plans, in small groups, and on school campuses outside of the classrooms. They are taught by specialized school staff such as counselors, social workers, learning strategists, and interventionists.

Intermediate Level/Tier 2 School Supports for Reading/Writing/Math include:

- Small group/individualized work in Reading/Writing/Math offered outside of the classroom (these supports are often called Intervention Groups/Programs or called a Response to Intervention Program). A student is often pulled from a class (hopefully never during instruction) into the Intervention. Interventions may be taught using specialized curriculum approved by the school district that is taught in person or via computer with a teacher supporting the online work.
- Reading/math/science/social studies classes with extra support pushing into them or sections of these classes specifically targeted for struggling students; and/or
- After/Before school tutoring in Reading/Writing/Math Skills

Intermediate Level/Tier 2 School Support for Behavior\* includes:

- Special skills groups or classes schools offer such as social skills, friendship groups, or coping skills groups that reach specific skills in an area that a child may be pulled out of class for or taught after school
- Referrals to specialized school staff like counselors or social workers for counseling or mental health check ins or sessions either in small groups or individually
- Informal incentive/behavior plans or a Behavior Intervention Plan (See **High Level School Support Option: Behavior Intervention Plan (BIP)** below) where students get rewarded for working through school struggles such as not going to school or anger/frustration issues
- A Crisis/Safety/Transition Plan for children moving schools or who need support due to trauma/mental health issues
- Referrals to the School's Intervention Team (a team of professionals who review a child's struggles and determine what supports are needed to provide)
- Other unique programs the school might offer – some schools partner with community agencies and other experts in areas their students struggle in for programs or consulting (i.e. CCSD partners with Boys Town and Communities in School for student/family supports on their campuses) \* The word "Behavior" in education known as struggles not related to academics but for any other reason/reasons like social emotional, anxiety, peer issues, and/or attention struggles.

**Your can request Intermediate Level School Supports by [clicking here](#) and using our Form or you can ask your child's teacher/counselor/social worker (if your child is in Elementary School) or your child's school counselor and social worker (if your child is in Middle/High School) about any of these specific supports/Tier 2 Supports for your child.**

## Intermediate Level School Support Option: Behavior Intervention Plan (BIP)

A Behavior Intervention Plan (BIP) is a formalized plan that has interventions, supports, and strategies designed to assist students whose behavior impedes their happiness, home lives, school lives, and self-esteem. A BIP is a systematic approach to changing challenging behaviors and teaching students more positive behaviors to replace them.

A BIP shows not only what school is going to do to help the student to turn around challenging behaviors but *how* schools will be working with the student so that there is a uniform approach for everyone working with the student (teachers, specialists, administration, Parents) to follow.

BIPs include: an explanation of any behavioral triggers; why the student might engage in negative behaviors; steps for teaching of better new behaviors; incentives when a student uses the better behaviors; the crisis plan for when the student exhibits challenging behavior; and how the BIP will be monitored and adjusted to make sure it is helping the student.

An example of a BIP could be that a student who is having meltdowns in the classroom or shuts down due to anxiety is taught to use a pressure pass to go to a quiet place in the classroom or on campus to cool down and relax. A BIP for this behavior might include what a meltdown or anxiety looks like for that child so staff can know a meltdown might happen, how using the pressure pass would be taught to the student, having the student practice going to designated cool down areas, how to handle the student when a meltdown or anxiety occurs, and rewards for the student when using the pressure pass instead of melting down or shutting down. BIPs can also be created for work avoidance/missing work, attentional issues, school avoidance/refusal, and/or any behavior getting in the way of the child doing well in school.

It is best practice that when a student shows a pattern of behavior and/or needs behavioral support, a BIP is put into place if a school uses BIPs. As a BIP is a school record, it can travel from school to school with a child so that all staff working with a child use the same methods/strategies with the child. If a BIP is written into a 504 Plan or IEP, a student is legally entitled to it.

A BIP can be put into place without a formal evaluation if the Parent and school have identified why, when, and how the behavior occurs or schools/Parents may request or want to do a Functional Behavioral Assessment (FBA) which is a data collection plan that takes place over several weeks that will collect data on any specific behavior to help create the BIP based on what is observably happening when the student's behavior occurs.

BIPs are in place indefinitely and reviewed/changed as identified within them. Best practices are that BIPs should be reviewed every quarter by someone on the school staff and the Parent to make sure they are working to change the student's behavior or to see if the Plan need to be tweaked for effectiveness.

***If your child does not have a 504 Plan or IEP, a BIP should be requested through your child's teacher or school staff such as the counselor/social worker (if their child is in Elementary School) or your child's assigned counselor or school social worker (Middle or High School). If your child has a 504 Plan, a BIP can be requested through the School 504 Liaison or child's counselor. If your child has an IEP, a BIP can be requested via your child's special education teacher or case manager. You can click here to use our Behavior Intervention Plan First Request Form to request a BIP as well.***