

Example of a Tier 2 Process

<i>Tier 2 Process:</i>			
Identify	Match	Begin	Monitor

A complete Tier 2 process includes 4 components:

1. A process to **identify** students for additional supports
2. A brief, efficient method to **match** students' needs to supports, based on function
3. A process to **begin** the intervention, which includes informing all stakeholders and training staff, parent/guardian(s), and the student on the intervention.
4. A routine to **monitor** the impact (outcomes) and impact (implementation) of the intervention.

Identify:

- Office discipline referrals (ODRs) are analyzed each quarter to identify students who may need Tier 2 supports.
- A screening measure is used twice/year to identify students as well.
- Teachers can complete a "request for assistance" form at any point throughout the year.
 - Based on thresholds, the team determines if a student would benefit from Tier 2. This includes validating the student's need with additional data/information.
 - For example, a student has received 2 ODRs, which put her total for the year up to 4. Her need for Tier 2 supports is validated by a brief interview with the teacher who confirms difficulty with staying on-task for the student.

Match:

- The Tier 2 team reviews ODRs and other information (e.g., brief FBA interview with teacher) to determine a likely function of the student's behavior. An appropriate intervention is chosen, based on a "menu" of Tier 2 interventions (see table below).

Behaviors and Function	Intervention	Fidelity Measure
<ul style="list-style-type: none"> • <i>Mild off-task or hyperactivity; avoids work; seeks adult attention</i> 	<ul style="list-style-type: none"> • Check In, Check Out 	<ul style="list-style-type: none"> • Fidelity self-review checklist • Student attendance
<ul style="list-style-type: none"> • <i>Avoids work, has low academic scores</i> 	<ul style="list-style-type: none"> • Academic Intervention 	<ul style="list-style-type: none"> • Brief observation by administrator • Student attendance
<ul style="list-style-type: none"> • <i>Avoids adults, seeks out peers</i> • <i>Poor impulse control</i> 	<ul style="list-style-type: none"> • Peer Mentoring 	<ul style="list-style-type: none"> • Brief observation by administrator

Begin:

- The Tier 2 team lead contacts the teacher and student about the intervention
- The principal contacts parents of the student
- The coordinator for the chosen intervention trains the student and teacher on the intervention, ensuring they understand the procedures and their part in the intervention. The coordinator ensures the student starts on the specified date.

Monitor:

- The Tier 2 team reviews data on progress monitoring twice/month for each students. They determine if the intervention needs intensified/adjusted or when it can be faded out. They review fidelity data as part of this review.