TFI Team Items
2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about the operations of the school across grade levels and programs.
Guiding Questions

1. Are all necessary roles/functions represented on the Tier 2 team?
   - ❑ Coordinator/CICO
   - ❑ Team Facilitator/Lead
   - ❑ Administrator/Administrative authority
   - ❑ Data Manager
   - ❑ Applied behavioral expertise
   - ❑ Knowledge about students
   - ❑ Knowledge about school operations
2. Does the team have administrative support and represents school community?
3. Is there a crossover member to inform the Tier I team of the status of Tier II?
4. Is the attendance of these members at or above 80%?

2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
Guiding Questions

1. What meeting procedures are currently in place at the Tier II level?
   - ❑ Regular, monthly meetings
   - ❑ Consistently followed meeting format
   - ❑ Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)
   - ❑ Participant roles are clearly defined (facilitator, recorder, timekeeper, data manager, etc.)
   - ❑ Action plan current to the school year
2. Has the team established a clear mission/purpose and current action plan?
3. Does the team run efficient and effective regular meetings (at least monthly) with agenda and meeting minutes?
4. Does the Tier II team present/disseminate information during grade level/department meetings or faculty meetings on the number of students, program fidelity and progress of students receiving Tier II supports?

TFI Implementation Items
2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.
Guiding Questions

1. Are there written risk indicators or guidelines utilizing an Early Warning System, ABC or Decision Rules/Rubric for identifying students in need of assistance?
2. Does your Early Warning System, ABC or Decision Rubric include *at minimum* risk indicators for discipline/behavior, attendance, and academics/course performance?
3. Are multiple data sources for additional risk indicators considered for identifying students (i.e., retention, minors, etc.)?
4. Has the Tier II Team developed a formal process for identifying students by either using a universal screener or nomination form in combination with the Early Warning System, ABC or Decision Rubric?
5. Is there a process for notifying and including teachers/families/students in identifying students who may be eligible for Tier II supports?

2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.
Guiding Questions

1. Is there a formal and written process for requesting behavior assistance in place for all staff, families and students?
2. Is the formal and written process highly predictable and low effort?
3. Has a nomination form been developed?
4. Have school staff been trained in and know the process for utilizing the nomination form to request Tier II support for students?
5. Are decisions about whether students will receive Tier II support communicated to families/staff and made in a timely manner (i.e., 3-5 days)?
6. Are student receiving support in a timely manner (i.e., 3-5 days)?

TFI Implementation Items
2.5 Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
Guiding Questions
1. Are there multiple Tier II interventions (Check In/Check Out, Social Skills Groups, Check and Connect, Self-Monitoring, etc.) readily in place?   2. Can the Tier II interventions be applied to groups of student consistently with little to no "start-up" time for each student?   3. Do the Tier II Interventions have written materials that describe the critical features, functions, processes and systems?   4. Are the Tier II Interventions have an evidence base of effectiveness with students?   5. Are the interventions matched to student need or perceived motivation?
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).
Guiding Questions
1. Do the Tier II Interventions include a formal process for teaching appropriate behaviors while allowing for additional structure and predictability?   2. Do the Tier II Interventions include regular opportunities for students to perform appropriate behaviors/provide additional instruction or time for student skill development?   3. Do the Tier II Interventions include accurate and objective data to adapt, modify and improve support?   4. Do the Tier II Interventions include frequent (once a week) communication with family members?   5. Are the Tier II Interventions efficient (approx. no more than 10 minutes per instructional staff person, per day)?   6. Is a Daily Progress Report Card developed and regularly used to provide daily feedback to students?

2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

Guiding Questions

1. Is there a formalized process/documented decision rules to select appropriate Tier II interventions by student?
2. Is grouping by function/perceived motivation utilized to match to appropriate Tier II interventions?
3. Does the formalized process/documented decision rules consider student need and contextual fit?

TFI Implementation Items

2.8 Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.

Guiding Questions

1. Do students receiving a Tier II intervention have full access to Tier I supports (e.g. taught rules and expectations, have opportunities to receive acknowledgement through Tier I system that is in place throughout the school, etc.)?
2. Are the Tier II interventions consistent/aligned with the Tier I school-wide expectations?

2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.

Guiding Questions

1. Have all members of the Tier II Leadership Team received training on the interventions, the systems needed for implementation and progress monitoring tools?
2. Is there a faculty-wide orientation led by the Tier II Team on Tier II interventions such as CICO?
3. Is there a scheduled annual orientation for new faculty?
4. Do orientation materials and procedures exist for the staff, substitutes, families and volunteers regarding Tier II processes and interventions?
5. Is the process for requesting assistance around behavioral concerns known by all easy to follow, and encouraged?
6. Have staff members received training on specific positive feedback, pre-corrects, error corrections, etc.?

2.10 Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.

Guiding Questions

1. Is between 5% - 15% of the total population receiving Tier II supports?
2. Does the school have the capacity to sustain effective Tier II interventions for this proportion of students?

2.11 Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.

Guiding Questions

1. Is a data-based system used to collect the outcome data (collect the behavior ratings daily and monitor behaviors/impact of the intervention weekly)?
2. Does the Tier II team have access to reports summarizing intervention outcome data?
3. Are documented decision rules used to monitor, modify, fade or discontinue/exit student involvement in a Tier II intervention?
4. Are the teachers directly involved with implementing Tier II supports notified about changes to interventions immediately and their impact weekly?
5. Are family members notified about changes to interventions immediately and their impact weekly?

2.12 Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.

Guiding Questions

1. Are fidelity tools identified, administered for Tier II?
2. Does the Tier II team take the TFI for Tier II at least twice a year?
3. Does the Tier II team/or external coach/observer complete a Tier II walkthrough at least once a year?
4. Are the fidelity data used for decision making and action planning at Tier II?

2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluation are shared with staff and district leadership.

Guiding Questions
1. Is your Tier II system evaluated at least once a year (reviewed, updated and modified as needed)?
2. Does your Tier II evaluation assess the overall effectiveness and efficiency of strategies including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers?
3. Are the outcomes of the evaluation shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)?
4. Are the outcomes clearly linked to a Tier II action plan?

Notes