New Hampshire Center for Effective Behavioral Interventions and Supports Targeted Tier 2 Positive Behavioral Interventions and Supports Checklist

Muscott & Mann (2010, Revised 2013)

School:_____Team:_____Date:_____

STEP AREA: TEAM RELATED	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
1. Tier 2 Team is established, functioning effectively (norms, decisions, communication with staff and families) and meeting regularly		
2. Tier 2 Team Mission is established (and communicated to staff and families) to address students at risk, differentiated from students with chronic, intensive and complex needs		
3. Types of meetings are identified and monthly schedule created (e.g., data review, group intervention planning, individual student planning/monitoring, etc.)		
4. Assess current systems of support at Tier 1 (e.g., grade level teams, professional learning communities, universal teams, etc.) and 2 (e.g., pre-referral teams, targeted teams, etc.) to ensure alignment and to avoid overlap of missions		
5. Determine potential Tier 2 interventions (e.g., Teacher Check, Connect & Expect, social or emotional skills groups, organization skills group, HW support group, simple behavior plan)		
6. Team is well-trained in Tier 2 practices, systems, data and outcomes including function-based support		
7. A logging system is developed and implemented to record success of the system as a whole (i.e., which students were successful using which interventions)		

STEP AREA: EARLY IDENTIFICATION AND ACTIVATION	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
8. Determine criteria for Tier 1 non-responsiveness and any decision rules regarding implementation of previous interventions (i.e., what must be tried prior to T2 nomination)		
9. Determine a protocol for teacher nomination and develop aligned form(s)		
10. Staff are trained in how to nominate for Tier II supports		
11. Develop a quick data review process to implement upon nomination to T2 system		
12. Determine behavioral indicators and cut scores (e.g., how many major office referrals triggers consideration for Tier 2 nomination)		
13. Determine whether to use a systematic screening process to identify candidates for Tier 2		
14. If using systematic screening, determine tools, process, and procedures for training and implementation including addressing parent consent		
15. Determine post-screening team, teacher schedule for post-screening review meetings, procedures for assessing the results of screening, and decisions that can be made at the post-screening review meetings		
STEP AREA: INTERVENTIONS	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
16. Decide whether an efficiently accessed intervention (e.g., Teacher Check, Connect and Expect) will be used initially for all T2 activated students unless counter-indicated		
17. Determine minimal amount of information that must be included in a simple student behavior plan (e.g., current level, intervention, success indicator, timeline)		
18. Determine decision rules on density of service (e.g., length of sessions, times per week and number of weeks) and what constitutes success for each intervention		
19. Determine which staff will coordinate or lead each intervention including provision of coaching support		

STEP AREA: INTERVENTIONS 'CONTINUED'	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
20. If an efficient initial intervention is to be assigned (unless counter-indicated) at the point of T2 activation, determine what intervention is and train and coach staff in the intervention (e.g., TCCE, Simple Plan, etc.)		
21. Determine, train and coach staff in the purpose of group interventions		
22. Determine, train and coach staff in function-based perspective and basic function-based behavioral support planning		
STEP AREA: ASSESSMENT AND DATA	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
23. If screening will occur, determine the frequency and approximate schedule for school-wide screening (e.g., 2 times a year in fall and spring; quarterly, etc.)		
24. Effectively and regularly assess and report to staff fidelity of implementation of all interventions and processes		
25. Regularly log interventions and progress data on students being served		
26. Schedule Tier 2 progress monitoring meetings (every 4-6 weeks) using student progress data (organized by each intervention 'lead')		
27. Regularly survey staff for feedback to improve communication and Tier 2 systems		
28. Survey families for feedback to improve communication and Tier 2 systems		

Tier 2 Positive Behavioral Interventions and Supports Checklist
Action Planning Worksheet

Item(s) to Address	Action to be Taken	By Whom	By When