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*Social, Emotional, and Behavioral Supports in Schools:  
Linking Assessment to Tier 2 Intervention*  
by Sara C. McDaniel, Allison L. Bruhn, Sara Estrapala  
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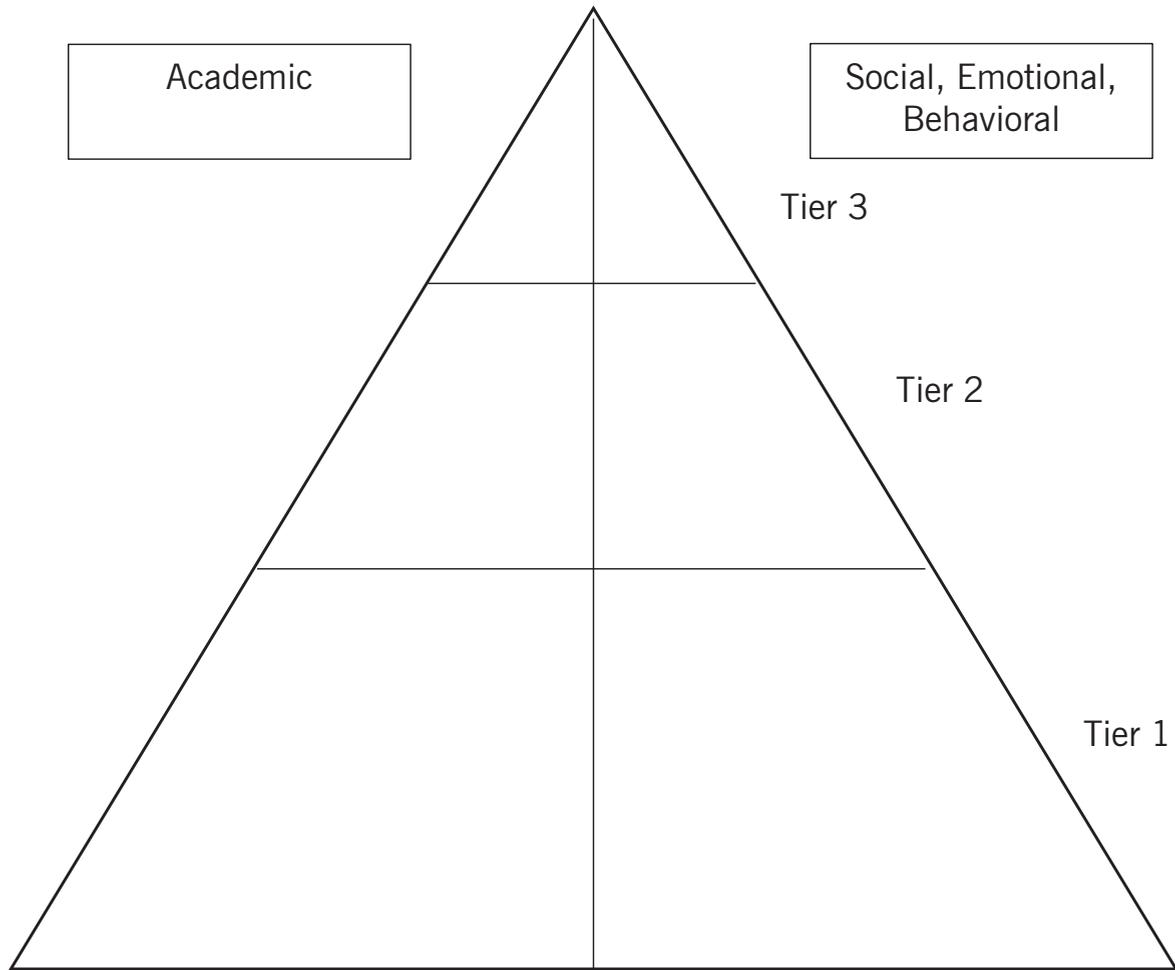
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Readiness Component	Response
Tier 1 TFI Score is 70% or higher.	
We consistently use data to make PBIS decisions.	
Tier 2 Team includes administrator, someone with behavioral expertise or the desire to develop it, and a grade-level teacher.	
Has the school principal committed to ensuring professional development and ongoing coaching for the whole staff related to Tier 2 PBIS for SEB needs?	
Is a plan in place to make all school faculty members aware of Tier 2 implementation and alignment with existing practices?	
Do you have a Tier 2 coordinator for your school?	
Does your school or district have a universal screener for SEB needs?	
<b><i>If yes above, list below:</i></b>	
Does your school have any SEB evidence-based interventions for targeted groups of students?	
List all personnel who will be able to assist with delivering Tier 2 SEB interventions (who in the building has some free time to work with students with SEB needs and is skilled at doing so?).	
Does your school have a full-time behavior interventionist or something similar?	

**FIGURE 1.2.** Tier 2 Readiness Checklist. Adapted from National PBIS Technical Assistance Center; *www.pbis.org/resource/tier-2-systems-readiness-guide*.

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**FIGURE 1.3.** Double-sided MTSS triangle.

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## Individual Plan of Action (IPA): Tier 2

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_

Team Members: \_\_\_\_\_

Initial Referral Date: \_\_\_\_\_

### Referral Information

This student was referred by:

- Universal screening score
- Teacher referral
- Caregiver referral
- Student (self) referral
- Other:  \_\_\_\_\_

### Intervention Planning

**Results from the SDQ (fill in score and circle risk range):**

- Overall Score: \_\_\_\_\_ (normal, borderline, elevated)
- Conduct: \_\_\_\_\_ (normal, borderline, elevated)
- Hyperactivity: \_\_\_\_\_ (normal, borderline, elevated)
- Peer problems: \_\_\_\_\_ (normal, borderline, elevated)
- Prosocial: \_\_\_\_\_ (normal, borderline, elevated)
- Emotional Symptoms: \_\_\_\_\_ (normal, borderline, elevated)

**Student information summary (strengths, preferences, interests):**

### Intervention Matching

**Primary Domain of Focus:** \_\_\_\_\_

Least intensive strategy or intervention: \_\_\_\_\_

More intensive strategy or intervention: \_\_\_\_\_

Initial intervention to begin with: \_\_\_\_\_

Initial adaptations to include with this intervention: \_\_\_\_\_

*(continued)*

**FIGURE 1.4.** Tier 2 Tracking and Referral Form.

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Domain #1	Intervention • _____	Interventions • _____ • _____
Domain #2	Intervention • _____	Interventions • _____ • _____
Domain #3	Intervention • _____	Interventions • _____ • _____
Domain #4	Intervention • _____	Interventions • _____ • _____
Domain #5	Intervention • _____	Interventions • _____ • _____

**FIGURE 3.1.** Fillable matrix of SEB interventions.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1 = never    2 = rarely    3 = often    4 = always

	<b>Be Respectful</b>				<b>Be Responsible</b>				<b>Be Safe</b>			
<b>Period 1</b>	1	2	3	4	1	2	3	4	1	2	3	4
<b>Period 2</b>	1	2	3	4	1	2	3	4	1	2	3	4
<b>Period 3</b>	1	2	3	4	1	2	3	4	1	2	3	4
<b>Period 4</b>	1	2	3	4	1	2	3	4	1	2	3	4
<b>Period 5</b>	1	2	3	4	1	2	3	4	1	2	3	4
<b>Period 6</b>	1	2	3	4	1	2	3	4	1	2	3	4
<b>Period 7</b>	1	2	3	4	1	2	3	4	1	2	3	4
<b>Totals</b>												

Today's Goal: \_\_\_\_\_

Did I reach my goal?    **YES**    **NO**

**FIGURE 4.1.** CICO DPR.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rarely = 1	Sometimes = 2	Always = 3
		

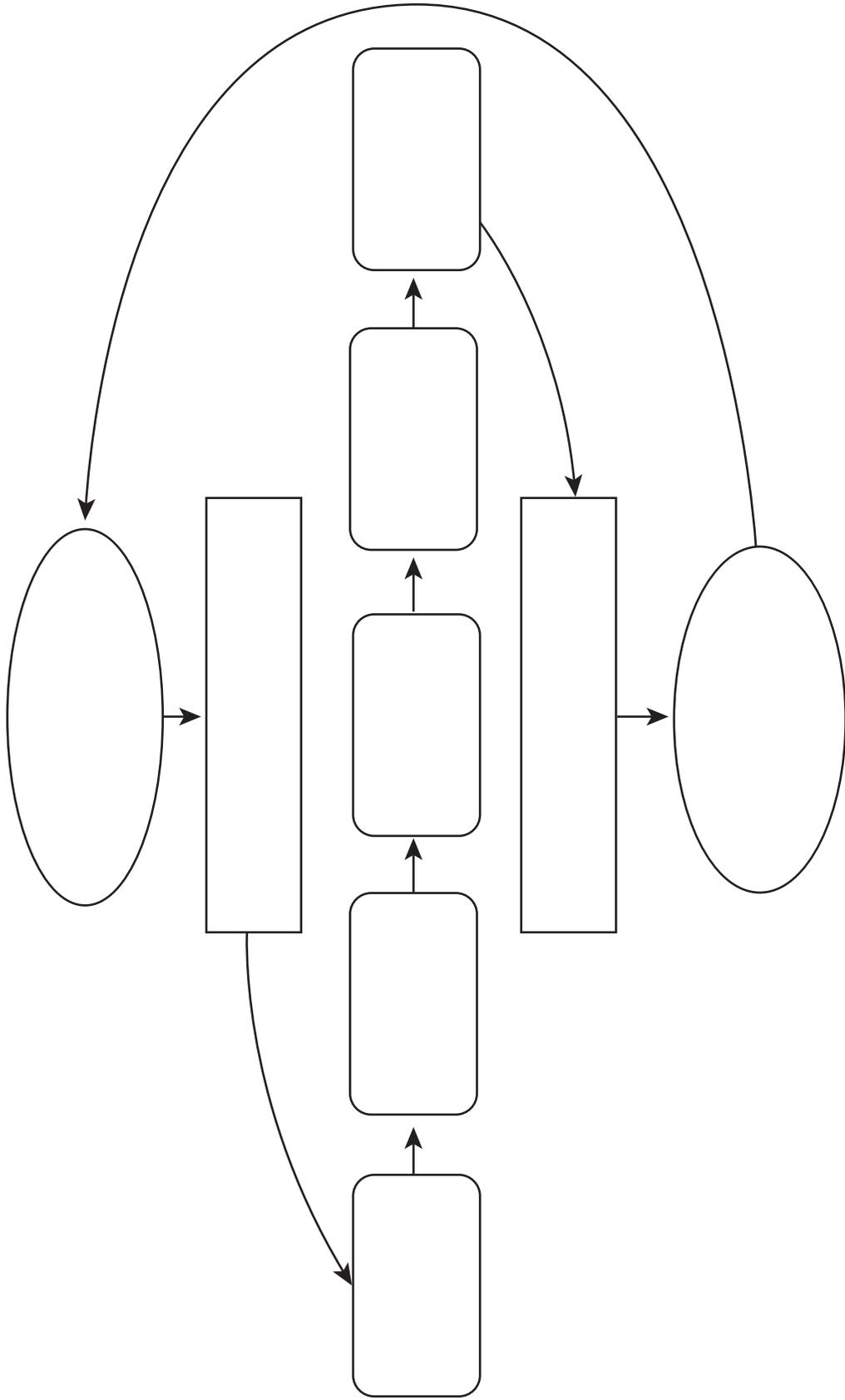
	Be Respectful			Be Responsible			Be Safe		
Reading									
Math									
Science									
Social Studies									
Writing									
Totals									

Today's Goal: \_\_\_\_\_

Did I reach my goal?    **Yes**    **No**

**FIGURE 4.2.** CICO DPR for early childhood.

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**FIGURE 4.4.** CICO schedule.

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**CICO Feedback Implementation Fidelity Checklist**

<b>Check-In</b>			
Greeted student.	Yes	No	NA
Collected signed home note.	Yes	No	NA
Praised student for bringing the signed home note back to school.	Yes	No	NA
Review expectations on DPR.	Yes	No	NA
Precorrected any challenges the student might face that day (e.g., tests, fire alarms, assemblies).	Yes	No	NA
Reminded the student of their daily goal.	Yes	No	NA
Ended with a positive, encouraging statement.	Yes	No	NA
Maintained a positive tone throughout.	Yes	No	NA
<b>Teacher Feedback</b>			
Prompted student to begin DPR rating session.	Yes	No	NA
Verbally stated and marked the rating the student earned for each expectation on the DPR.	Yes	No	NA
Verbally provided behavior-specific praise for any 2 rating.	Yes	No	NA
Verbally provided specific corrective feedback, followed by encouragement, for any 0 or 1 ratings.	Yes	No	NA
Ended the session with a positive, encouraging statement.	Yes	No	NA
Maintained a positive tone throughout.	Yes	No	NA
<b>Check-Out</b>			
Greeted student.	Yes	No	NA
Totaled DPR points earned.	Yes	No	NA
Helped student identify if goal was met.	Yes	No	NA
Provided reinforcement (if applicable).	Yes	No	NA
Provided behavior-specific praise if goal was met.	Yes	No	NA
Provided corrective feedback if goal was not met, followed by encouragement.	Yes	No	NA
Prepared home note and sent with student.	Yes	No	NA
Maintained positive tone.	Yes	No	NA

Total number of Yes circled = \_\_\_\_\_

Total number possible (exclude NA) = \_\_\_\_\_

Percent implementation (total Yes / total possible × 100) = \_\_\_\_\_

**FIGURE 4.5.** CICO Implementation Fidelity Checklist.

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ABC Graphic Organizer

Name: \_\_\_\_\_

What was happening around me:

What I chose to do and why:

What happened as a result of my choices:

Who I need to apologize to:

What I plan to do differently next time in the same situation:

**FIGURE 6.2.** ABC graphic organizer.

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Facilitator's Name: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Circle Participants: \_\_\_\_\_

<b>Core component</b>	<b>Observation rating score (0= not at all, 1= partially in place, 2= fully in place)</b>
Group discussion of the context and environment in which the incident occurred was held.	
The target student described the choice that was made and reasons why the choice was made.	
The target student described the consequences or reactions to the incident.	
Group discussion to repair harm, express feelings, and to make a different plan for the same context or situation in the future was facilitated.	
Total Score	/8 (Goal of 6)

**FIGURE 6.3.** Restorative Circle Fidelity Checklist.

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Skill	Frequency count (record a tally mark each time you see this skill)
Appropriate voice volume	
Appropriate taking turns while talking	
Inappropriate communication error	

**FIGURE 6.4.** Recording Form.

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Skill	Self-rated fidelity score (circle one)		
1. All students in the identified group attended our session.	In place	Partially in place	Not in place
2. I explicitly define the expected social skill.	In place	Partially in place	Not in place
3. I taught the smaller steps.	In place	Partially in place	Not in place
4. I provided a rationale.	In place	Partially in place	Not in place
5. I gave relative examples and non-examples.	In place	Partially in place	Not in place
6. Instruction was engaging and each student had numerous opportunities to respond and participate.	In place	Partially in place	Not in place
7. I provided constructive corrective feedback, praise, and practice opportunities.	In place	Partially in place	Not in place
8. I promoted the use of this new skill throughout the school day by discussing various contexts, time of day, and setting expectations.	In place	Partially in place	Not in place

**FIGURE 6.6.** Social Skill Fidelity Checklist.

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Student Name: \_\_\_\_\_ Observer Name: \_\_\_\_\_

Target Behavior: \_\_\_\_\_

Examples: \_\_\_\_\_

Non-Examples: \_\_\_\_\_

Date	Start time	End time	Total time	Frequency (tally marks)	Total occurrences	Rate (total/time)

**FIGURE 9.1.** Event data recording sheet.

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Student Name: \_\_\_\_\_ Observer Name: \_\_\_\_\_

Target Behavior: \_\_\_\_\_

Examples: \_\_\_\_\_

Non-Examples: \_\_\_\_\_

Length of Observation: \_\_\_\_\_ Length of Intervals: \_\_\_\_\_

Interval	Behavior	
	Yes	No
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Interval	Behavior	
	Yes	No
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Total Occurrences of Behavior: \_\_\_\_\_

Percentage of Intervals ( $\frac{\text{Total Occurrences}}{20 \text{ Intervals}} \times 100$ ): \_\_\_\_\_

**FIGURE 9.2.** Momentary time sampling data recording sheet.

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Student Name: \_\_\_\_\_ Observer Name: \_\_\_\_\_

Target Behavior: \_\_\_\_\_

Examples: \_\_\_\_\_

Non-Examples: \_\_\_\_\_

Length of Observation: \_\_\_\_\_ Length of Intervals: \_\_\_\_\_

*Directions:* When prompted, at each interval mark whether the student was performing the positive behavior (“Y” for yes) or was not performing the positive behavior (“N” for no) at that moment. Both the student and teacher should record at the same time, but this may be done on different forms. Both data may be graphed, but the teacher data will be used to determine responsiveness. Graph the number or percent of “Y.”

	1	2	3	4	5	6	7	8	9	10	Total “Y”
Student											
Teacher											

**FIGURE 9.4.** Intervention-based measure for self-monitoring intervention.

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Student Name: \_\_\_\_\_

Item	Criteria for Scoring	Rating (0, 1, 2) or N/A
<b>Resources Subscale 1</b>		<b>6 Total</b>
1.1 Referral to Tier 2 received and responded to within 72 hours	0 = Referral not responded to 1 = Referral responded to after 72 hours 2 = Referral responded within 72 hours	
1.2 Team allocated time to meet and review student case	0 = Team did not have time to meet 1 = Some team members were given time to meet 2 = All team members were allocated time to meet	
1.3 Team had the correct forms, resources, materials needed to complete the case administration	0 = Team did not have any forms or materials needed 1 = Team had some forms or materials needed 2 = Team had all forms or materials needed	
<b>Identification Subscale 2</b>		<b>10 Total</b>
2.1 Universal screener completed by appropriate staff	0 = Screener informant has not known student for requisite time (e.g., 1 month). 1 = Screener informant has known student for a portion of the requisite time. 2 = Screener informant has known student for the entirety of the requisite time.	
2.2 Completed all items on screener	0 = Screener not complete 2 = Screener complete	
2.3 Screener data were scored for total and subscales	0 = Screener data left as raw and not scored for total and subscales 1 = Total or subscales were scored but not both 2 = Total and subscales were all scored	
2.4 Screener analysis report developed	0 = Screener analysis data not summarized in a report 1 = Screener analysis data summarized in anecdotal report 2 = Screener data summarized in formal report	

(continued)

**FIGURE 10.1.** Tier 2 Identification and Intervention (T2I2) Procedural Fidelity Checklist.

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Item	Criteria for Scoring	Rating (0, 1, 2) or N/A
<b>Domain Identification and Matching Subscale 3</b>		<b>4 Total</b>
2.5 (a) Referring teacher, (b) administrator, and (c) team are made aware of the new Tier 2 case	0 = Confirmation of Tier 2 case not communicated 1 = Confirmation of Tier 2 case communicated to at least one group or person 2 = Communication of Tier 2 case confirm communicated to all three groups	
3.1 Specific, prioritized domain(s) identified by the team using screening data	0 = Intervention assignment does not match screener domain 1 = partial match such as assignment to the correct strategy but not to level of intensity 2 = Intervention assignment matches screener domain	
3.2 Evidence-based Tier 2 interventions within identified domain(s) are matched to intensity of (a) need, (b) contextual fit, (c) student characteristics, (d) available resources	0 = Intervention is not matched 1 = Intervention is matched to at least two of the components 2 = Intervention is matched to all four components	
<b>Decision Rules and Initial Adaptation 4</b>		<b>6 Total</b>
4.1 Team identifies and records decision rules for (a) expected mastery criteria, (b) pace of expected improvement, (c) level of improvement per monthly data analysis	0 = Team does not identify or record decision rules 1 = Team identifies and records at least one rule 2 = Team identifies and records all three rules	
4.2 Decision rules have been applied to ongoing data-based intervention decisions	0 = Team does not revisit or adhere to decision rules documented 1 = Team discusses decision rules but does not apply them in making decisions 2 = Team adheres to decision rules, updates decision rules, and applies them in making intervention decisions	
4.3 Team identifies and records potential intervention adaptations to improve effectiveness if student does not respond	0 = Team does not identify or record adaptations for nonresponse 2 = Team identifies and records potential adaptations for nonresponse	

(continued)

**FIGURE 10.1.** (continued)

Item	Criteria for Scoring	Rating (0, 1, 2) or N/A
<b>Progress Monitoring 5</b>		<b>8 Total</b>
5.1 Team identifies and records progress monitoring schedule for student case (e.g., daily, weekly)	0 = Team does not identify or record progress monitoring schedule to be used 2 = Clear progress monitoring schedule is identified and recorded	
5.2 Team identifies and records progress monitoring tool that matches intervention and SEB domain	0 = Team does not identify or record appropriate progress monitoring tool that matches intervention and SEB domain 2 = Progress monitoring tool identified is matched and appropriate	
5.3 Team identifies and notifies who will collect progress monitoring data	0 = Team does not identify who is responsible for monitoring progress 1 = Team does not report notifying the person responsible for monitoring progress 2 = Team identifies and notifies the person responsible for monitoring progress	
5.4 Team identifies and notifies who will bring progress monitoring data to case review meeting monthly	0 = Team does not identify or notify the person responsible for providing progress monitoring data to the case review meeting 1 = Team identifies but does not notify the person responsible for providing progress monitoring data to the case review meeting 2 = Team identifies and notifies the person responsible for providing progress monitoring data to the case review meeting	
<b>Data-Based Decision Making 6</b>		<b>8 Total</b>
6.1 Team meets at least monthly to review student case	0 = Team does not meet at least monthly to review student case 1 = Team meets informally at least monthly to review student case 2 = Team meets formally at least monthly to review student case	
6.2 Team presents progress monitoring data for discussion	0 = Student case meetings do not have progress monitoring data presented 1 = Student case meetings have some progress monitoring data presented informally 2 = Student case meetings have formal progress monitoring data presented including a visual graph	

(continued)

**FIGURE 10.1.** (continued)

Item	Criteria for Scoring	Rating (0, 1, 2) or N/A
6.3 Data are used to identify next steps (e.g., fading, intensifying, tailoring)	0 = Data not available to make data-based decisions 1 = Some data are used to identify next steps informally, or steps may not match data provided 2 = Data are used to identify matched next steps in a formal process	
6.4 Fading, intensifying, tailoring and adaptations are put into action	0 = Next steps are not followed up on 1 = Next steps are discussed but not put into action 2 = Next steps are acted upon in a measurable, observable way	
<b>Communication with Stakeholders 7</b>		<b>8 Total</b>
7.1 Team communicates confirmation of Tier 2 student case upon referral or screening analysis to (a) caregivers, (b) student, (c) staff	0 = Team does not communicate confirmation of Tier 2 case 1 = Team communicates to at least one included group 2 = Team communicates confirmation of Tier 2 case to all three stakeholder groups	
7.2 Team communicates progress updates monthly to (a) caregivers, (b) student, (c) staff	0 = Team does not communicate progress updates monthly 1 = Team communicates progress updates monthly to at least one group 2 = Team communicates progress updates monthly to all three stakeholder groups	
7.3 Team communicates tier movement decisions to (a) caregivers, (b) student, (c) staff	0 = Team does not communicate Tier movement decisions 1 = Team communicates Tier 2 decisions to at least one stakeholder group 2 = Team communicates Tier movement to all three stakeholder groups	
7.4 Team requests caregiver input regarding motivation, home circumstances, collaboration, and coordination	0 = Team does not include caregiver input throughout the handling of the Tier 2 student case 1 = Team includes caregiver input at least once throughout the handling of the Tier 2 student case 2 = Team includes caregiver input at least twice throughout the handling of the Tier 2 student case	
<b>TOTAL</b>		___/50 = ___%

**FIGURE 10.1.** (continued)

<b>Item</b>	<b>Scoring/Open Feedback</b> (e.g., yes, mostly, not at all)
Do you think our Tier 2 plan is working for all students?	
Is the current Tier 2 plan cost-effective?	
Is there a positive time benefit to implementing our current Tier 2 plan?	
Is our Tier 2 plan culturally responsive and appropriately adapted to the needs, resources, and contextual factors in our school?	
If you serve on the Tier 2 PST, is the PST time used in an efficient manner?	
If you serve on the Tier 2 PST, does your team have adequate resources to effectively implement Tier 2 procedures and interventions?	
If you serve on the Tier 2 PST, does the current plan meet the needs of all students at Tier 2 and reduce overreliance on Tier 3 supports?	

**FIGURE 10.2.** Social Validity Checklist.

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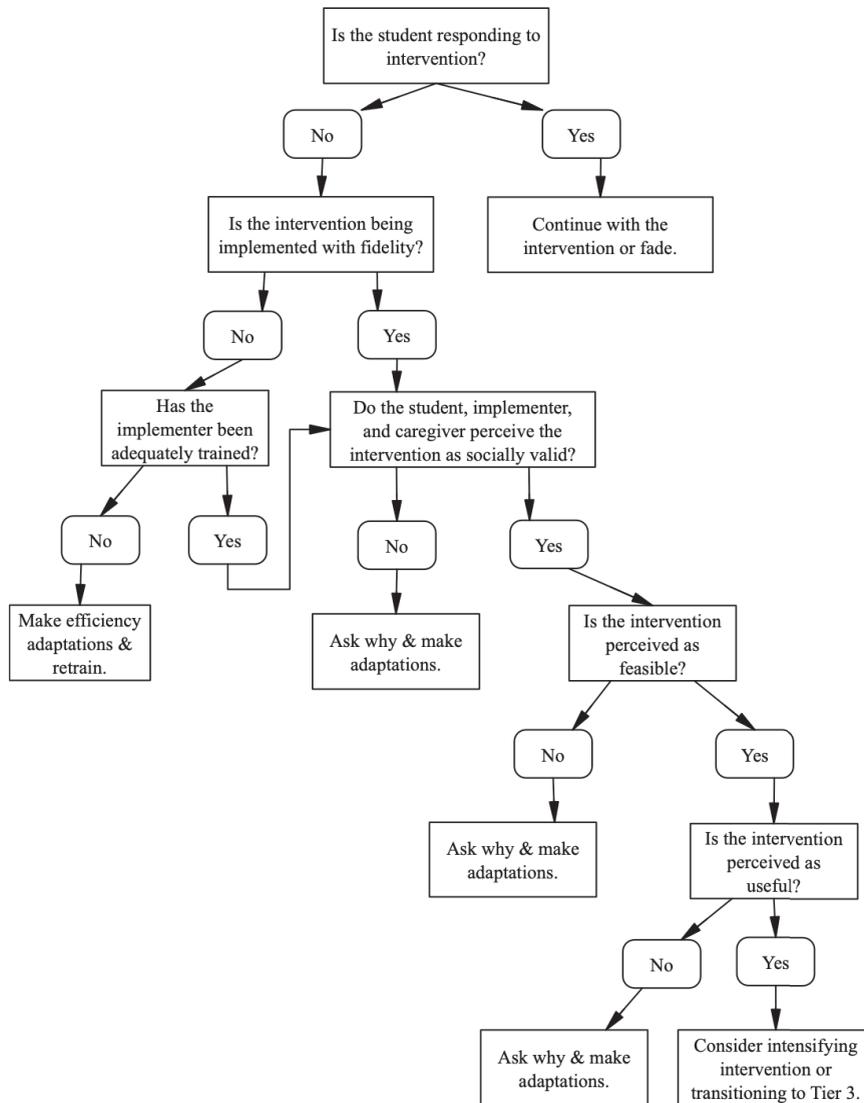
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	<b>Rating Scale</b> (0 = not at all, 1 = sometimes, 2 = yes)
I like spending time with my Tier 2 coach.	
I am glad I get to participate in Tier 2 intervention.	
I think my Tier 2 intervention is helping me do better in school.	
I think my Tier 2 intervention was designed with my strengths, interests, and preferences in mind.	
I would choose to continue to participate in this Tier 2 intervention.	

**FIGURE 10.3.** Student Social Validity Checklist.

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**FIGURE 10.4.** Fidelity decision tree.

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## Tier 2 Identification and Intervention Blueprint

School Name: \_\_\_\_\_

School Year: \_\_\_\_\_

### 1. TIER 2 TEAMING

Who is on the team?

Administrator: \_\_\_\_\_

Grade-level/student knowledge: \_\_\_\_\_

Behavioral expertise: \_\_\_\_\_

Other: \_\_\_\_\_

Team roles:

Leader: \_\_\_\_\_

Notetaker: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

Data Expert: \_\_\_\_\_

When will the team meet (monthly day/time)?: \_\_\_\_\_

How will the team report back to teachers?

How will the team report back to caregiver/parent?

### 2. IDENTIFICATION/SCREENING

What universal social, emotional, behavioral screener will we use?

Strengths and Difficulties Questionnaire (SDQ)

Social, Academic, Emotional, Behavior Screener (SAEBRS)

Other: \_\_\_\_\_

How will we implement this screener?

Universal, teacher completed

Targeted, teacher nomination then teacher completed

Other: \_\_\_\_\_

When will the universal screener be completed?:

4–6 weeks into the new year (Date: \_\_\_\_\_)

More than once per year (Dates: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)

Other: \_\_\_\_\_

(continued)

### FIGURE 10.5. Tier 2 Identification and Intervention Blueprint.

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Who will complete the screener (what period teacher)?: \_\_\_\_\_

Where do scores/score reports get submitted?: \_\_\_\_\_

Date for planning meeting to conduct initial data meetings: \_\_\_\_\_

Secondary data to consider in identification and planning:

- Office discipline referrals and suspensions
- Attendance
- Academic

How will students receive support throughout the year?:

- Teacher Request for Referral Form is complete and available
- Student Self-Referral Form is complete and available
- Caregiver/Parent Referral Form is complete and available

**Other notes:**

### 3. TIER 2 INTERVENTIONS

**Conduct:**

- Check-in/Check-out
- Check-in/Check-up/Check-out
- Check, Connect, Expect
- Other: \_\_\_\_\_

**Match/Adaptation/Align with Tier 1 notes:**

**Hyperactivity/Inattention:**

- Goal setting
- Self-monitoring
- Self-monitoring with self-graphing
- Other: \_\_\_\_\_

**Match/Adaptation/Align with Tier 1 notes:**

**Peer Problems/Prosocial:**

- Behavior contracts
- Problem-solving activities (ABC-GO, restorative chat, peer mediation)
- Social skills lessons (small group, individual)
- Other: \_\_\_\_\_

**Match/Adaptation/Align with Tier 1 notes:**

*(continued)*

**FIGURE 10.5.** *(continued)*

**Emotional Symptoms (for school counselor):**

- Emotion regulation strategies (emotion identification, calming, mindfulness, trauma informed practices)
- Small group (brief CBT, SEL group)
- Individual sessions (full CBT, SEL)
- Other: \_\_\_\_\_

**Match/Adaptation/Align with Tier 1 notes:**

**4. PLANNING AND PREPARATION**

**Educator professional development:**

- ALL teachers will receive training on the screening and teaming process
- ALL teachers will receive training on interventions they will interact with
- ALL teachers will receive training on progress monitoring procedures
- Other: \_\_\_\_\_

How will we track enrollment/proportions?

- Number/proportions of students identified for Tier 2 (quarterly) \_\_\_\_\_
- Number/proportions of students staying at Tier 2 (quarterly) \_\_\_\_\_
- Number/proportions of students moving to Tier 3 (quarterly) \_\_\_\_\_

Plan for monitoring intervention fidelity:

Plan for monitoring annual Tier 2 fidelity:

**5. DATA-BASED PROGRESS MONITORING**

What data will we have available?:

- DPR (from check-in/check-out variations)
- Self-monitoring scores
- Goal setting (instances when goal was met)
- Behavior contracts (instances when contract was met)
- Direct behavior rating
- Other: \_\_\_\_\_

Who will be responsible for collecting these data?

Who will be responsible for bringing these data to the monthly meeting?

Who will be responsible for graphing/storing these data (data expert)?

How will these data be shared/communicated out?:

- Email caregiver monthly by team lead
- Share data and intervention decisions with grade-level team in meeting
- Share data updates with student
- Other: \_\_\_\_\_

**FIGURE 10.5.** *(continued)*

<b>ASSESSMENT</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	<b>MONTHLY</b>	<b>ANNUALLY</b>	<b>OTHER</b>
<b>TRAINING</b>						
Tier 2 readiness <b>(PST)</b>						
<b>SYSTEM FIDELITY</b>						
Tier 2 TFI <b>(PST)</b>						
Tier 2 procedural fidelity <b>(PST)</b>						
<b>SOCIAL VALIDITY</b>						
Student						
Interventionist						
Caregiver						
<b>INTERVENTIONS</b>						
Conduct						
Social						
Emotional						
Inattention						
Academic						
<b>SCREENING</b>						
Initial						
Outgoing						
<b>PROGRESS MONITORING</b>						
Data Collection						
Data Analysis						

**FIGURE 10.7.** Tier 2 Assessment Schedule Form.

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<b>Critical Implementation Item</b>	<b>Score</b> (0 = not started, 1 = somewhat in place, 2 = fully in place)	<b>Action Planning Steps for Items with a 1 or 0:</b> What task needs to be completed, by whom, and when
Are we consistently inspecting our own part (e.g., not implementing with fidelity, expectations not contextually relevant) in Tier 2?		
Are we examining strengths as well as needs?		
Are we discussing students in positive rather than negative terms (e.g., “Tier 2 student,” “frequent flyer,” “deficits”)?		
Are we holding high expectations for all students?		
Are students experiencing fewer punitive disciplinary actions?		
Are we providing positive feedback for student effort?		
Are we sharing progress with students?		
Are we considering context, conditions, and structures in power instead of blaming individual students?		
Are we working with students directly to be able to demonstrate new skills across all settings?		
Do we have the right partners at the table with an equal voice during planning (e.g., family, mental health)?		
Do we have an explicit plan at Tier 2 for students with multiple areas of need within SEB?		

**FIGURE 11.1.** Tier 2 Implementation Self-Assessment.

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**Directions:** Record the date and type of generalization strategy in the table below. Make any notes regarding special considerations, who is involved with the generalization strategy, or modifications made to the intervention. Continue collecting and monitoring outcome and fidelity data.

**Generalization Strategies:**

1. Ask the student to try the new skill or strategy in a new setting.
2. Ask the student to try the new skill or strategy with a new person or group of people.
3. Ask the student’s classroom teacher to reinforce the student for using the new skill or strategy.
4. Ask other adults interacting with the student to reinforce the student for using the new skill or strategy (e.g., cafeteria workers, bus driver, hall monitor).
5. Implement the intervention in a new setting.
6. Implement the intervention with new people.
7. Implement the intervention with new behaviors.

Date	Strategy	Notes

**FIGURE 11.2.** Generalization Tracking.

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