

**TFI Item**  
**Tier II**

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**2.1 Team Composition**

- List of team members
- Coordinator
- Knowledge/expertise
  - Applied behavioral expertise
  - Administrative authority
  - Knowledge about students
  - Knowledge of school operations

\*Team may consist of 2-4 people; behavioral expertise/administrative authority

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- School organizational chart
- Tier II team meeting minutes**
- Other:

**TFI Item**  
**Tier II**

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**2.2 Team Operating Procedures**

- Meets at least monthly
- Agendas (consistent format)
- Meeting minutes
- Participants roles defined (coordinator, admin authority, behavior expertise)
- Meeting roles are defined (facilitator, recorder, time keeper, etc.)
- Action Plan (disseminate to staff)

\*Team may be part of Tier I Team but a separate meeting is needed to review data and for new students that are nominated for Tier II.

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Tier II team meeting agendas and minutes**
- Tier II meeting roles descriptions**
- Tier II action plan**
- Other:

**TFI Item**  
**Tier II**

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**2.3 Screening**

- Written policy for screening students exists
  - Timely selection process
  - Decision rules
- Multiple data sources for identifying students
  - ODR's, academics, attendance, teacher/family nominations, screening tools, etc.)
- Process for notifying families

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Multiple data sources used (e.g., ODR's, time out of instruction, attendance, academic performance)**
- Team decision rubric**
- Team meeting minutes
- School policy
- Other:

**TFI Item**  
**Tier II**

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**2.4 Request for Assistance**

- Written policy or rubric for identifying students
- Written request for assistance form
- Available for staff and families (students)
- Team responds within 3 school days
- Multiple data sources

\*Process for nominating should be easily understood and accessed by all (to include families); emphasis should be given on having quick access to needed supports

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- School handbook
- Request for assistance form**
- Family handbook**
- Other:

**TFI Item**  
**Tier II**

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## 2.5 Options for Tier 2 Interventions

- Multiple Tier II interventions available
- Supports improve student success
- Evidence based effectiveness

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### Possible Supporting Evidence

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- School Tier II handbook**
- Targeted Interventions Reference Guide**
- Other:

**TFI Item**  
**Tier II**

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**2.6 Tier II Critical Features**

- Interventions include
    - additional instruction/time for student development
    - include structure/predictability
    - increased opportunities for feedback (daily progress report)
- 

**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Universal lesson plans
- Tier II lesson plans**
- Daily/weekly progress report**
- School schedule
- School Tier II handbook**
- Other:

**TFI Item**  
**Tier II**

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**2.7 Practices Matched to Student Need**

- Formal process to select Tier II supports
    - Matches student needs (behavioral function)
    - Developmentally and culturally appropriate
- 

**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Data sources used to identify interventions
- School policy
- Tier II handbook
- Needs assessment
- Targeted Interventions Reference Guide**
- Other:

**TFI Item**

**Tier II**

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**2.8 Access to Tier I Supports**

- Tier II supports are linked to Tier I supports (core features; 70%)
  - Students receiving Tier II supports have full access to Tier I supports
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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Universal lesson plans and teaching schedule**
- Tier II lesson plans
- Acknowledgement system**
- Family communication
- Other:



**TFI Item**  
**Tier II**

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**2.9 Professional Development**

- Written process for teaching/coaching relevant staff in intervention delivery
    - Request for assistance process
    - Using progress report as an instructional prompt
    - Delivering feedback
    - Monitoring student progress
  - Scheduled trainings
  - Staff wide training led by Tier II Team
- 

**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Professional development calendar
- Staff handbook
- Lesson plans for teaching trainings
- School policy
- Other:

**TFI Item**  
**Tier II**

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**2.10 Level of Use**

- Team defines criteria and tracks proportion
- 5%-15% of total population is receiving Tier II supports

\*School needs to have capacity to sustain Tier II supports; at least 70% of students should succeed on initial Tier II supports

**2.10 Level of Use**

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Tier II enrollment data**
- Tier II team meeting minutes
- Progress monitoring tool**
- Other:

**TFI Item**  
**Tier II**

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### 2.11 Student Performance Data

- System to collect and organize intervention outcome data
  - Team has access to reports (graphed, preferably)
  - System for data decision rules (fade or intensify intervention)
- 

#### **Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Student progress data {e.g., % of students meeting goal(s)}**
- Intervention Tracking Tool**
- Daily/Weekly Progress Report sheets
- Family communication
- Other:

**TFI Item**  
**Tier II**

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**2.12 Fidelity Data**

- Protocol for ongoing review of fidelity (initial implementation)
- Direct assessments of fidelity collected by Tier II Team for interventions

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Tier II coordinator training
- Tier II district technical assistance
- Tier II Fidelity Data: Fidelity probes taken monthly by a Tier II A team member**

**TFI Item**  
**Tier II**

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**2.13 Evaluation**

- Conducted annually
  - TFI/SAS
  - Staff, parent, and student surveys (for those in Tier II supports)
- Evaluations are shared with staff and district leadership
- Linked to Action Plan

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Staff and student surveys
- Tier II handbook
- Fidelity tools**
- School policy
- Student outcomes
- District reports
- Other: