**Phase 3 - Recognition Application—Reflection Prompt Review**

**Note: Schools are to use this guide to plan responses and be sure all required components are answered. Responses should not be submitted in this table format.**

| School: | | Date: | | |
| --- | --- | --- | --- | --- |
| Prompt: | Items | Notes | Comments | + or - |
| Consider your Tier 2 **Problem Solving** Conversations:  Reflect on one student who was successfully supported by a Tier 2 intervention in your school.  *Note: The intervention should not be for an individual Tier 3 support.* | Provide a brief description of the Tier 2 intervention.  Include:  □ Name and Description □ Evidence-base  Select One:  □ Skill Building □ Relationship Building  (*identify specific skill*) |  |  |  |
| How did the team determine the student demonstrated a need for this intervention?  Consider:  □ Referral  □ Data  □ Screening Tool |  |  |  |
| Think about why the intervention was selected.  Consider:  □ Behavioral need/ function  □ Linkage to Tier 1 school-wide expectations  □ Rules for entering *this* intervention |  |  |  |
| How did the student learn the intervention steps?  Consider:  □ Who taught the steps?  □ Where did this occur?  □ When did this occur? |  |  |  |
| How did the student’s teacher support the intervention?  Consider:  □ How were they notified about their student’s involvement?  □ How were they coached or informed about their direct involvement (e.g. data tracking, feedback)? |  |  |  |
| How were the parents/guardians informed about the intervention?  Consider:  □ How were they notified about their child’s involvement?  □ How were they notified about their child’s progress? |  |  |  |
| How was the student’s progress monitored by the team?  Consider:  □ What data was collected for the student throughout the intervention? □ Who was responsible for ensuring the data was available for review? □ How often was the data reviewed? |  |  |  |
| Summarize student data.  □ Pre-intervention data  □ Post-intervention data |  |  |  |
| How did the student graduate from the intervention?  Consider:  □ Rules for exiting *this* intervention  □ Fading plan |  |  |  |