**10 Critical Features
of Tier 2 Interventions**

**Tier 2 Intervention Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | 1. Intervention linked directly to school wide expectations and/or academic goals. |
|  | 2. Intervention continuously available for student participation. |
|  | 3. Intervention is implemented within 3 school days of determining the student is in need of the intervention |
|  | 4. Intervention can be modified based on assessment and/or outcome data |
|  | 5. Intervention includes structured prompts for what to do in relevant situations. |
|  | 6. Intervention results in students receiving positive and corrective feedback from staff (with emphasis on positive). |
|  | 7. Intervention includes a school-home communication exchange system at least weekly. |
|  | 8. Orientation process and introduction to materials is provided for students as they begin the intervention |
|  | 9. Orientation to and materials provided for staff/sub’s/volunteers who have students using the intervention. Ongoing information shared with staff. |
|  | 10. Systematic attention to generalization and fading of supports.  |

***From the******Illinois PBIS Network***

 **Tier 2 Interventions**

**Points to Remember**

* Tier 2 Systems information and should be shared with and understood well by all staff
* All staff should be informed on a regular basis of Tier 2 systems Intervention Outcome Data
* Tier 2 Team makes sure there is ongoing communication with SW Team and vice versa
* Secondary Systems Conversation evaluates intervention not individual students and must occur at least monthly
* Teams need to establish data-based decision rules

**Tier 2 Teams have….**

**System**

**Conversations**

Uses process data; evaluates overall effectiveness; does not involve discussion of individual students

**Problem Solving Conversations**

Matches students to interventions and monitors progress, making adjustments as needed

