School:

Date:

Attendees (*Capture attendees; if not all are voting, make note of that that are. E.g. Sally Smith (V), Joe Jones)*:

Date for Action Plan:

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|  | **TFI Feature** | **Current Score** | **Scoring/Reaching Consensus Notes** | **Action Step(s)** | **Who** | **When** |
| **TEAMS** | | | | | | |
| **2.1** | **Team Composition**  *Goal: Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: Tier II teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders. Tier II team includes those who have the authority to allocate resources, develop policies and commit to necessary and critical changes in how both school and community employed personnel function at the school and student level (i.e. school-based clinicians, etc).* | | | | | | |
| **2.2** | **Team Operating Procedure**  *Goal: Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: Teams review community and school data to inform decisions regarding which evidence-based interventions are selected along the continuum of Tier II supports. Teams review role and utilization of school and community employed clinician and Community partners’ roles at Tier 2 are clearly defined through a memorandum of understanding (MOU).* | | | | | | |
| **2.3** | **Screening**  *Goal: Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier 2 supports.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: School-wide screening protocol includes a process to identify both internalizers and externalizers. Data from screening and Tier II decision rules are used to select appropriate evidence-based intervention (e.g., if a small group of students are experiencing anxiety, an intervention specifically aligned to teach coping skills is selected).* | | | | | | |
| **2.4** | **Request for Assistance**  *Goal: Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: There are written procedures that are shared with staff, families, and students regarding how to access the continuum of interventions. ALL available interventions, regardless of who facilitates/delivers them, are included in one request for assistance process.* | | | | | | |

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| **INTERVENTIONS** | | | | | | |
| **2.5** | **Options for Tier 2 Interventions**  *Goal: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: School employed and community employed staff develop a single continuum of interventions that is evidence-based, matches needs in a culturally appropriate way, increases to match intensity level, and prioritizes family perspective. Which staff deliver which intervention is decided by the team based on skills/fluency of personnel with the each specific evidence-based intervention.* | | | | | | |
| **2.6** | **Tier 2 Critical Features**  *Goal: Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: School employed and community employed staff receive professional development regarding their role in Tier II critical features, including the teacher’s role in providing prompts, pre-corrects and reinforcement of skills being taught in Tier 2 interventions (e.g. using the Daily Progress Report with all Tier2 interventions). As interventions are selected through a team-based protocol, critical features are addressed specific to each intervention before implementation begins. Linkage to Tier 1 expectations and progress monitoring are clarified.* | | | | | | |
| **2.7** | **Practices Matched to Student Need**  *Goal: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual t (e.g., culture, developmental level).* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider:Decisions/selection of all interventions, regardless if delivered by school or community employed personnel, are made though one team at the Tier 2 level. Interventions are matched to how a student responds to a life event, rather than because they experienced a life event (e.g., a student’s parents get divorced, the student is not automatically placed in an intervention for students whose parents get divorced; rather students are assigned to groups based on a specific presenting/problem and skill needed).* | | | | | | |
| **2.8** | **Access to Tier 1 Supports**  *Goal: Tier 2 supports are explicitly linked to Tier I supports, and students receiving Tier 2 supports have access to, and are included in, Tier I supports.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: All staff, families, and students are aware of interventions, understand their role and actively participate in the intervention, and encourage the transfer of knowledge of key aspects of the intervention across home, school, and community. Resource Mapping of current practices, programs, initiatives includes current and potential collaborations and partnerships with community programs/initiatives (e.g., girls and boys clubs, parks and recreation, library, local mental health).* | | | | | | |
| **2.9** | **Professional Development**  *Goal: A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider:Professional development is available for both school and community staff on how to identify students who display internalizing behavior/needs (e.g nurses office visits, attendance, time out of class to seek clinician, etc.). Professional development is available for both school and community employed staff on understanding function-based problem-solving.* | | | | | | |

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| **EVALUATION** | | | | | | |
| **2.10** | **Level of Use**  *Goal: Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider:All Tier II interventions, regardless of if they are delivered by school or community employed, are progress monitored for fidelity and impact through an integrated tier II systems team. School employed and community employed staff install interventions according to data and need (e.g., if a large percentage of students within a building have experienced trauma, a trauma-informed intervention would be appropriate at Tier I vs. a smaller percentage (5-15%) of students, who might receive a targeted intervention within the Tier II continuum).* | | | | | | |
| **2.11** | **Student Performance Data**  *Goal: Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: School and community employed staff are proficient at using consistent data gathering tools and processes where possible (e.g. daily progress report) so that communication, systems, and processes can be streamlined. Barriers to intervention success (e.g., that a student was able to access/participate in the intervention) are reviewed and discussed.* | | | | | | |
| **2.12** | **Fidelity Data**  *Goal: Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: School employed and community employed staff are in the process of gathering process data for identified evidence-based interventions. School and community employed staff use process/performance data to determine the overall effectiveness of interventions. Both school and community employed staff use a similar process of gathering and analyzing data so that decisions regarding intervention effectiveness can be streamlined.* | | | | | | |
| **2.13** | **Annual Evaluation**  *Goal: At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.* | **[Final #]** | [Add details] |  |  |  |
| *ISF enhancements to consider: Families and community stakeholders actively participate in the evaluation, review of data, and action planning. The evaluation/assessment of fidelity of implementation guides decisions regarding which interventions to continue and which to remove. The evaluation/assessment of fidelity of implementation guides decisions regarding which interventions to continue and which to remove.* | | | | | | |