



Tier 2 PBIS Planning Checklist

[CCS Tier 2 Workbook](#)

TFI 2.1 and 2.2: Team Composition and Operating Procedures

- ☐ Create and establish your Tier 2 PBIS team (can be a separate Tier 2 team or a combined Tier 2 / 3 Team)

POSSIBLE TIER 2 TEAM COMPOSITION

School Administrator

An individual designated to coordinate each Tier 2 intervention and maintain data collection

Individual with knowledge related to behavior management (e.g., school counselor, school psychologist, school social worker, Intervention Specialist)

PEAK IA/ISS support personnel

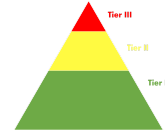
Intervention Specialist

Classroom teacher

- ☐ Create meeting schedule for the year and put dates on the calendar (meet at least once a month)
- ☐ Define Team member roles (facilitator, note taker, data person, etc...)
- ☐ [Sample Team roles](#)
- ☐ [Sample Team meeting agenda](#)
- ☐ [Sample Team meeting agenda](#)

TFI 2.3 Screening:

- ☐ Specify Data Decision Rules: Create a written policy for screening students (timely selection process with decision rules)
- ☐ Identify the data the team will use to identify students in need of Tier 2 supports. Multiple data sources are used for screening (ODR's, academics, attendance, teacher/family nominations, screening tools, etc.)-Put dates on calendar for data review
- ☐ Create a written policy or rubric that is utilized for identifying students and shared with staff
- ☐ Identify a process for notifying families (Explain how families/caregivers are notified that students are selected for Tier 2 intervention groups. e.g. blank parent Letter, phone)
- ☐ [Example Criteria and Tier 2 Data Inventory](#)



TFI 2.4 Request for Assistance:

- ☐ Create a written policy for identifying students in need of Tier 2 supports
- ☐ Create a process for staff, families and students to nominate students in need of Tier 2 supports (develop a written request form or use IC MTSS referral form)
- ☐ [Sample teacher nomination form](#)
- ☐ [Sample staff nomination form](#)
- ☐ [Sample staff nomination form](#)
- ☐ 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- Plan for how to train staff in nomination process
- ☐ Put dates on the calendar to review request and referral forms.
- ☐ Put written process for how to nominate students in PBIS/Staff handbook and plan for how to train staff on process

2.5 Options for Tier 2 Interventions and 2.6 Tier 2 Critical Features:

- ☐ Identify multiple Tier 2 supports and interventions to improve student success
- ☐ List Tier 2 evidence-based interventions available and provide brief descriptions each (1 to 2 sentences). Describe group meeting date, time and describe how the students/parents will receive feedback about their progress.
- ☐ [Sample Targeted Interventions Definition](#)
- ☐ [Tier 2 Intervention Descriptions](#)

2.7 Practices Matched to Student Need:

- ☐ Create a formal process to intentionally match Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).
- ☐ Create a formal process on how to match
- ☐ [Student Identification Process flow chart](#)
- ☐ [Student Information matching form](#)
- ☐ [BFF \(Behavior Function Finder\)](#)

2.8 Access to Tier 1 Supports:

- ☐ Ensure Students receiving Tier 2 supports also have access to Tier 1 supports (core features-building expectations, feedback and acknowledgement system, etc..)



2.9 Professional Development:

- ☐ Plan for when and how to teach/review Tier 2 systems and structures with staff (how to nominate a student/request assistance, how to deliver/implement intervention, how to monitor and track effectiveness, etc...)
- ☐ Put PD dates on calendar (BOY and revisit throughout the year)
- ☐ Determine other PD focus to enhance Tier 2 systems (Intervention implementation, behavior management strategies Tier 2 SEL, TIC, Restorative Practices, Zones of Regulation, etc...)
 - ☐ [Sample Tier 2 Intervention Descriptions for staff](#)
 - ☐ [Sample Tier 2 staff handbook with Intervention Descriptions](#)
 - ☐ [Tier 2 Staff handbook organizer](#)

2.10 Level of Use:

- ☐ Create a process to track proportion of students receiving Tier 2 supports (5%-15% of total population)
- ☐ **How to determine your school(s) projected number of students who may need tier 2 supports:**
 - Step 1: Go to CCS webpage and click on Our District
 - Step 2: Click on District Transparency
 - Step 3: Click on Enrollment – to identify school(s) student total population
 - Step 4: Calculating projected student numbers-
School Enrollment # multiplied by .05 = _____ (Tier 3)

School Enrollment # multiplied by .15 = _____(Tier 2)

2.11 Student Performance Data:

- ☐ Create a process for Tier 2 team to track proportion of students experiencing success (% of participating students being successful) [Sample Tracking Form](#)
- ☐ Create a process to progress track students participating in each Tier 2 support and to progress monitor effectiveness of interventions
- ☐ A system is in place for data decision rules (fade or intensify intervention)
 - ☐ [Sample Progress monitoring](#)
 - ☐ [Sample Tier 2/3 tracking form](#)
 - ☐ [Sample Tracking Form](#)



2.12 Fidelity Data:

- ☐ Create a process to monitor the fidelity/effectiveness of intervention (Describe how the team will monitor the implementation of the interventions).
- ☐ **Example** [CICO Self assessment](#)

2.13 Evaluation:

- ☐ Plan to review Tier 2 TFI Action plan throughout the school year (BOY, MOY, EOY or monthly)-put dates on the calendar
- ☐ Plan a time to complete the Tier 2 TFI Scoring Action planning (typically occurs annually in Spring)-put date on the calendar