New Hampshire Center for Effective Behavioral Interventions and Supports
Response to Intervention Tier 2 Secondary Systems Team
Self-Assessment and Action Planning Tool

Name of School:
Date:

FEATURE AND ACTION	Status (IP, P, or N)	Priority for Improvement (H, M, or L)
FEATURE 1 – Secondary Prevention Tier 2 Support Systems: Targeted Secondary Supports Team and Coaches		
1. A knowledgeable and skilled Secondary Prevention Tier 2 Team exists which a) assumes ownership and oversight for design, implementation and sustainability, (b) uses effective group process, (c) and uses data-based decision making to achieve desired outcomes.		
2. Knowledgeable and skilled coaches with expertise in academic and behavior content, facilitation, training, and evaluation have been identified; roles and responsibilities established and time in their schedule		
3. Team members create a blended mission statement (e.g., academic and behavior) and can articulate the mission to others.		
4. Team has developed goals and indicators of success for the year as part of a strategic planning process.		
5. Team has developed an effective system for communicating and engaging faculty in a process that leads to a commitment to design, implement and sustain blended (e.g., academic and behavior) Tier 2 systems, data and practices.		
6. Team members have developed a professional development plan that aligns with the work of the team.		
7. Team members have been trained in the Tier 2 systems, data and practices needed for effective behavior support including (a) early and efficient initial interventions, (b) group interventions, (c) function-based support, and (d) data-based decision making.		
8. Team members have been trained in the Tier 2 systems, data and practices needed for effective academic support including (a) early and efficient initial interventions, (b) group interventions, (c) data-based decision making.		

Status: IP (In Place) P (Partially in Place) or N (Not in Place)
Priority for Improvement: H (High) M (Medium) L (Low)

FEATURE 2 – Secondary Prevention Tier 2 Support Systems: Early Identification and Referral Procedures		
9. Decisions about the early identification systems or ways students will be identified as at-risk have been made with administrative approval and faculty commitment (e.g., systematic screening, teacher and parent referral, other indicators).		
10. Systematic screening procedures and other indicators of students that may be at-risk of academic disengagement or failure have been identified along with cut scores for each.		
11. Systematic screening procedures and other indicators of students that may be at-risk of social, emotional or behavioral disengagement or failure have been identified along with cut scores for each.		
12. Faculty and administration have been trained in systematic screening and the adopted referral procedures and forms.		
13. Criteria for differentially determining what referrals are appropriate for secondary vs. the intensive supports have been made with administrative approval and faculty commitment.		
14. A referral form that addresses student strengths, academic and behavioral information, evidence of non-response to primary supports, and function-based perspective was developed with faculty input and adopted.		
15. Referral procedures that address activating a referral (i.e., faculty, family, & benchmarks/cut-scores), protocol for parent involvement and protocol for team follow-up have been developed with faculty input and adopted.		
16. A plan for communicating to families how to activate a referral has been developed and implemented.		
FEATURE 3 – Secondary Prevention Tier 2 Support Systems: Designing Practices		
17. Decisions regarding which early and efficient Tier 2 interventions will be implemented have been made with administrative approval and faculty commitment.		
18. Decisions regarding the expected outcomes for early and efficient Tier 2 interventions have been made with administrative approval and faculty commitment.		
19. Decisions regarding success and what constitutes non-response for each intervention (i.e., benchmarks and/or cut scores) have been made with administrative approval and faculty commitment.		
20. Decisions regarding the schedule (days and times, number of weeks, number of times per week, how long each session) of early and efficient interventions have been made with administrative approval and faculty commitment.		
21. Faculty members responsible for designing, implementing and evaluating the chosen early and efficient interventions and group interventions have been trained.		
22. Faculty members responsible for designing, implementing and evaluating function-based support plans have been trained.		
23. Official team meeting records (including a student referral log) are kept secure and confidential.		
24. The team has developed a logging system for collecting descriptive data on the effectiveness of Targeted, Tier 2 supports.		

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FEATURE 4 – Secondary Prevention Tier 2 Support Systems: Implementing Practices with Fidelity		
25. Referrals from faculty and families follow the prescribed procedures and include the necessary information in order to facilitate a timely response by the team.		
26. The team follows the prescribed procedures for (a) identifying non-responders or students at risk of academic disengagement or failure (systematic screening, benchmarks/cut-scores) and (b) notifying families.		
27. The team follows the prescribed procedures for (a) identifying non-responders or students at risk of social disengagement or failure due to problem behavior (systematic screening, benchmarks/cut-scores) and (b) notifying families.		
28. Systematic screening procedures are implemented with fidelity and supported by data.		
29. Early and efficient interventions are implemented with fidelity and supported by data.		
30. Group interventions are implemented with fidelity and supported by data.		
31. Functional assessments are completed with fidelity and supported by data.		
32. Function-based behavior support plans are developed and implemented with fidelity utilizing data to evidence progress.		
TIER 2 FEATURE 5 –Secondary Prevention Tier 2 Support Systems: Evaluating Practices with Data		
33. Descriptive data on the number and effectiveness of Tier 2 supports is logged and reviewed monthly, shared quarterly with faculty and used for decision making.		
34. Progress monitoring data for individual students is available, reviewed at least twice a month by the team and classroom teachers, shared with family at least quarterly and used for decision making.		
35. Administration and/or team shares data with central office.		
36. Faculty and families are periodically surveyed to gather feedback on implementation and satisfaction with Tier 2 support systems.		

Mann & Muscott (2009)

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Response to Intervention Tier 2 Secondary Systems Team Self-Assessment
Action Planning Worksheet

Item(s) to Address	Action to be Taken	By Whom	By When