New Hampshire Center for Effective Behavioral Interventions and Supports Targeted Tier 2 Positive Behavioral Interventions and Supports Checklist

Muscott & Mann (2010)

School:_____Team:_____Date:_____

STEP AREA: TEAM RELATED	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
1. Team is established, functioning effectively (norms, decisions, communication with staff and families) and meeting regularly		
2. Mission is established to address students at risk, differentiated from students with chronic and complex needs and communicated to staff and families		
3. Types of meetings identified and monthly schedule created (e.g., data review, group planning, individual student planning or monitoring, etc.)		
4. Assess current systems of support at Tier 1 (e.g., grade level teams, professional learning communities, universal teams, etc.) and 2 (e.g., pre-referral teams, targeted teams, universal teams, etc.)		
5. Team is trained in Tier 2 practices, systems, data and outcomes including function-based support		
6. Staff is trained in Tier 2 practices, systems, data and outcomes including how to activate support, function-based support, early interventions and group interventions, as needed		
7. Determine potential interventions (e.g., contracting, goal setting, Teacher Check, Connect & Expect, groups, function-based		
8. Develop and implement a logging system to determine success of the system as a whole (i.e., how many students were successful using which interventions)		

STEP AREA: EARLY IDENTIFICATION AND ACTIVATION	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
9. Determine what non-response looks like and any decision rules regarding previous interventions (i.e., what must have been tried)		
10. Determine activation process and aligned form		
11. Develop a quick data review process upon activation to secondary system (activation form includes data relevant for review)		
12. Determine behavioral indicators, cut scores, and schedules for review		
13. Determine whether to use a systematic screening process and tool		
14. Determine tools, process, and procedures for training and implementation of systematic screening including parent consent		
15. Determine post-screening team, teacher schedule and procedures		
STEP AREA: INTERVENTIONS	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
16. Determine minimal amount of information that must be included in a student plan (e.g., Goal, current level, intervention, success indicator, timeline)		
17. Determine whether an initial intervention is used unless counter-indicated to whether there is choice of options		
18. Determine decision rules on density of service (e.g., length of session, times per week and length of weeks) and what constitutes success (e.g., indicators and duration)		
19. Determine which staff will coordinate or lead each intervention including coaching support)		

STEP AREA: INTERVENTIONS 'CONTINUED'	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
20. Determine, train and coach initial intervention (e.g., contracting, TCCE, etc.) based on procedures		
21. Determine, train and coach any group intervention based on procedures		
22. Determine, train and coach any function-based assessment and behavior support planning based on procedures		
23. Communicate information and train faculty in each intervention		
STEP AREA: ASSESSMENT AND DATA	STATUS (In Place, Partial, Not in Place)	PRIORITY (High, Medium, Low)
24. Regularly assess fidelity of implementation using process and action planning tools		
25. Summarize and sort screening data for meetings and action planning		
26. Gather and discuss data on behavioral indicators monthly with action planning to identify students at risk		
27. Regularly log interventions and data on students being served		
28. Regularly assess student progress using progress monitoring tools and data		
29. Regularly assess staff for feedback and action planning to improve communication and the system		
30. Regularly assess families for feedback and action planning to improve communication and the system		

updated August 10, 2010

Tier 2 Positive Behavioral Interventions and Supports Checklist
Action Planning Worksheet

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

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