Tier 2 Student Review (K-12)

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Room \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Data referral (describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Formal screening measure\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Risk level: Low Moderate High
* Teacher nomination (name of referring adult)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Attendance: Absent \_\_\_\_\_\_\_\_\_\_ days Tardy \_\_\_\_\_\_\_\_\_\_\_\_ days

**Reason for student review:**

|  |  |
| --- | --- |
| Social-Behavioral Concerns | * Student has 2 to 5 Office Discipline Referrals (majors) per year * Student has 2 or more detentions or suspensions * Student risk level on formal screening measure indicates moderate or high risk * Inappropriate behavior interferes with friendships and academics * Student is not engaged in school (frequent absences, tardies, fails to complete work) |
| Academic Concerns | * Student does not master academics at same rate as peers * Student does not complete assignments/homework |
| Emotional Concerns | * Student is withdrawn and/or disengaged from school * Student is socially isolated * Student is experiencing circumstances that may affect performance (e.g., death in family, homelessness) |

|  |  |
| --- | --- |
| Operationally define the behavior |  |
| Where does it occur? |  |
| When does it occur? |  |
| How frequently does it occur? |  |

|  |  |
| --- | --- |
| Based on the behavior definition, which of the following best explains the reason (function) of the behavior? | |
| **Behavioral** | **Academic** |
| * Skill deficit | * Skill deficit |
| * Has limited motivation | * Has limited motivation |
| * Seeks attention from adults | * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Seeks attention from peers | * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Reacting to teasing/bullying | * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Tries to escape from work or setting | * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Seeks access to privileges, rewards | * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Seeks sensory stimulation | * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Other | * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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Based on the previous discussion, can the team identify the function of the behavior?

* Positive reinforcement (student is able to access peer attention, adult attention, preferred activity, desired item or object)
* Negative reinforcement (student is able to escape or avoid adult or peer interaction or attention, settings, work, environmental conditions)
* Skill deficit
* Not sure (consider Functional Behavioral Assessment)

What is the desired replacement behavior(s)?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Using the MTSS Potential Tier 2 Targeted Interventions found in Step 14 of this manual, determine if an existing Tier 2 intervention is appropriate, based on the established concern, function, and desired replacement behavior.***

|  |  |
| --- | --- |
| * **Yes**   Which Tier 2 intervention is appropriate?  Who facilitates the selected Tier 2 intervention?  When and how will this student be referred to the intervention facilitator? | * **No**   If no Tier 2 action is an appropriate intervention for this student, consider developing a simple function-based plan. Proceed to Simple Functional Assessment (e.g., Functional Assessment Checklist for Teachers and Staff: FACTS). |

Based on the information above, what behaviors will be monitored?

How often does the student currently display the appropriate replacement behavior?

* Never
* Rarely
* Sometimes
* Often

**It is critical to use the current level of performance when setting goals for each student’s intervention.**

*(Adapted from: L. Newcomer (2009). University of Missouri Schoolwide Systems of Positive Behavior Support.*

**Tier 2 Student Review (Preschool)**

Classroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(circle one) Morning / Afternoon

School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Data referral (describe)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Formal screening measure\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Risk level: Low Moderate High
* Teacher nomination (name of referring adult)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Attendance: Absent \_\_\_\_\_\_\_\_\_\_ days

**Reason for student review:**

|  |  |
| --- | --- |
| Social-Behavioral Concerns | * Student has 2 to 5 Behavior Incident Reports (majors) per year * Student risk level on formal screening measure indicates moderate or high risk * Inappropriate behavior interferes with friendships and participation in learning opportunities * Student is frequently absent |
| Academic Concerns | * Student rate of skill acquisition appears lower than same-age classroom peers |
| Emotional Concerns | * Student is withdrawn and/or disengaged from others * Student is socially isolated * Student is experiencing circumstances that may affect performance (e.g., death in family, homelessness) |

|  |  |
| --- | --- |
| Operationally define the behavior |  |
| Where does it occur? |  |
| When does it occur? |  |
| How frequently does it occur? |  |

|  |  |
| --- | --- |
| Based on the behavior definition, which of the following best explains the reason (function) of the behavior | |
| **Behavioral (Obtain)** | **Behavioral (Escape)** |
| * Skill deficit * Seeks attention/comfort from adults * Seeks attention from peers * Seeks stimulation/sensory input * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Avoidance of adults * Avoidance of peers * Avoidance of activity * Avoidance of stimulation/sensory input * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Tier 2 Student Review** **(Preschool)** - page 2

Based on the previous discussion, can the team identify the function of the behavior?

* Positive reinforcement (student is able to access peer attention, adult attention, preferred activity, desired item or object)
* Negative reinforcement (student is able to escape or avoid adult or peer interaction or attention, settings, work, environmental conditions)
* Skill deficit
* Not sure (consider Functional Behavioral Assessment)

What is the desired replacement behavior(s)?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Using the MTSS Potential Tier 2 Targeted Interventions found in Step 14 of this manual, determine whether an existing Tier 2 intervention is appropriate, based on the established concern, function, and desired replacement behavior.***

|  |  |
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Based on the information above, what behaviors will be monitored?

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* Sometimes
* Often

***It is critical to use the current level of performance when setting goals for each student’s intervention.***