

TFI Tier 2 Systems Checklist

TFI Indicator	Tasks	Person Responsible	Timeline
TFI 2.1 Team Composition <ul style="list-style-type: none"> ● Ensure Tier 2 Team has required expertise (Work smarter, Not Harder) <ul style="list-style-type: none"> ○ Tier 2 Systems Coordinator, applied behavioral expertise, administrative authority, knowledge of students, knowledge about operation of school across grade levels and programs 			
TFI 2.2 Team Operating Procedures <ul style="list-style-type: none"> ● Team Purpose and Norms ● Regular meeting agenda ● Calendar of meeting dates ● Minutes ● Roles & responsibilities <ul style="list-style-type: none"> ○ Coordinator, Facilitators, Minute Taker, Data Analyst, Time Keeper ● Action Plan 			
TFI 2.3 Screening <ul style="list-style-type: none"> ● Develop data decision rules <ul style="list-style-type: none"> ○ ODRs, grades, attendance, & nomination ● Consider universal screening <ul style="list-style-type: none"> ○ SSRS/ SSRS-IE 			
TFI 2.4 Request for Assistance <ul style="list-style-type: none"> ● Staff member Request for Assistance Form ● Family Request for Assistance Form 			
TFI 2.6 Tier 2 Critical Features: increased structure, feedback, instruction <ul style="list-style-type: none"> ● Check-In Check-out <ul style="list-style-type: none"> ○ Determine where will check-in and check-out occur ○ Decide the maximum number of students that can be served on CICO at one time ○ Name CICO for your school (e.g. HAWK Program, HUG Program) ○ Decide who will check-in check-out with students and select back-ups ○ Establish Daily Progress Report (tied to school-wide expectations) ○ Create DPR exemplar with instructional feedback/ comments ○ Develop a CICO acknowledgement system- focus on social reinforcement ● Social/ Academic Skills Groups <ul style="list-style-type: none"> ○ Three basic groups: Pro-Social, Problem-Solving, Academic Behaviors ○ Select Curriculum ○ Determine who will teach the skills ○ Determine location and frequency ○ Create Daily Progress Report for each group with skills aligned to school-wide expectations and/or Direct Behavior Rating Scale 			

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<ul style="list-style-type: none"> ○ Develop a system to communicate the skills/ steps being taught to all involved staff members so skills/ steps can be generalized ● Structured Breaks <ul style="list-style-type: none"> ○ Create break card, teach student to appropriately request break, determine where break takes place, develop acknowledgement system for appropriate use of break, what to do when teacher denies break 			
<p>TFI 2.7 Practices Matched to Student Need</p> <ul style="list-style-type: none"> ● Ensure interventions are available to match function/ need: obtain peer attention, obtain adult attention, escape social interaction, escape work/ task, teaches replacement behavior/ skill 			
<p>TFI 2.8 Access to Tier 1 Supports</p> <ul style="list-style-type: none"> ● Check-In Check-Out <ul style="list-style-type: none"> ○ Link DPR behaviors directly to school-wide expectations ○ Recognition and feedback provided is tied to the behavior matrix ○ Acknowledgment system for CICO is tied to school-wide system ● Social/ Academic Skills Groups <ul style="list-style-type: none"> ○ Link skills directly to school-wide expectations ○ Ensure students access any universal Tier 1 social skills lessons 			
<p>TFI 2.9 Professional Development</p> <ul style="list-style-type: none"> ● Check-In Check Out <ul style="list-style-type: none"> ○ Develop Coordinator (manages the CICO system- collects and enters data, reports on level of use, contacts parents) and facilitator (greet students, provides DPR and readiness for school checks, gives encouragement, checks out with student, celebrates and problem-solves with student) roles for CICO ○ Train staff members in basic CICO process <ul style="list-style-type: none"> ● Purpose ● Logistics ● How to request assistance ● Simple functional assessment ● Decision rules for entering, monitoring, and exiting CICO ● Teacher responsibilities for CICO ● Student responsibilities for CICO and plan to train students ● How to complete the DPR ● Demonstration of examples/ non-examples regarding providing effective/ instructional feedback with behavior specific praise ● Strategies for common problems (e.g., forgotten card, etc.) 			

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<ul style="list-style-type: none"> • CICO school-home communication process • Social/ Academic Skills Groups <ul style="list-style-type: none"> ○ Train Staff members in SAIG process <ul style="list-style-type: none"> • Logistics • Various groups’ purpose • Number and length of lessons • Skills being taught • How to complete the DPR or Direct Behavior Rating (DBR) Scale • Structured Breaks <ul style="list-style-type: none"> ○ Train staff members in basic break process • Other <ul style="list-style-type: none"> ○ Training substitutes on the CICO/ SAIG DPR or DBR/ break cards 			
<p>TFI 2.10 Level of Use</p> <ul style="list-style-type: none"> • Establish Tier 2 Tracking Plan <ul style="list-style-type: none"> ○ Number/ % of students in each intervention ○ Number/ % of students responding ○ Number/ % of students exiting 			
<p>TFI 2.11 Student Performance Data</p> <ul style="list-style-type: none"> • Check-In Check-out <ul style="list-style-type: none"> ○ Select a range of points for DPR ○ Determine how data will be collected ○ Develop progress monitoring schedule ○ Establish criterion for maintaining, modifying, fading, or exiting from CICO • Social/ Academic Skills Groups & Structured Breaks <ul style="list-style-type: none"> ○ Ensure DPR or Direct Behavior Rating Scale is directly tied to school-wide ○ Determine what, when, and how data will be collected ○ Develop progress monitoring schedule ○ Create decision guidelines for continuing or exiting from SAIG 			
<p>TFI 2.12 Fidelity Data</p> <ul style="list-style-type: none"> • Use/ create fidelity of implementation checklists for each intervention (see CICO Fidelity Checklist, SAIG Fidelity Checklist examples) 			
<p>TFI 2.13 Annual Evaluation</p> <ul style="list-style-type: none"> • Determine how often team will complete the TFI- Tier2 • Gather staff/ student/ family input regarding Tier 2 systems (surveys, focus) • Action plan based on TFI-Adjust Tier 2 data, systems, practices based on data 			

*developed by Heather Robbins