Predetermined behavioral or academic cut point is met;

Staff member submits request for assistance; and/or

School-wide behavioral or academic screener data is reviewed

**Tier 2 Team Decision-Making Process**

Continue intervention for another four weeks

Yes - The intervention is having a positive impact

Additional information is gathered and reviewed:

1. Behavioral/academic data and artifacts

2. Request for assistance form

3. Brief functional behavior and/or academic assessment

4. Classroom observation

Staff member and Tier 2 team determines appropriate evidence-based Tier 2 level intervention based on data and artifact collection, request for assistance form, brief assessment, classroom observation

Intervention data recorded daily for at least four weeks

Tier 2 team analyzes behavioral/academic data to determine if the intervention is having a positive impact on the student’s behavior/academics

Not an effective intervention for student; Or intervention does not match behavior/academic needs

Modify, change, or stop intervention (go back to selecting intervention step)

Ensure intervention is being implemented with fidelity

Begin to fade support

After modifications are made/fidelity is assessed and student does not respond, advance to tier 3 intervention (intensive, individual support)