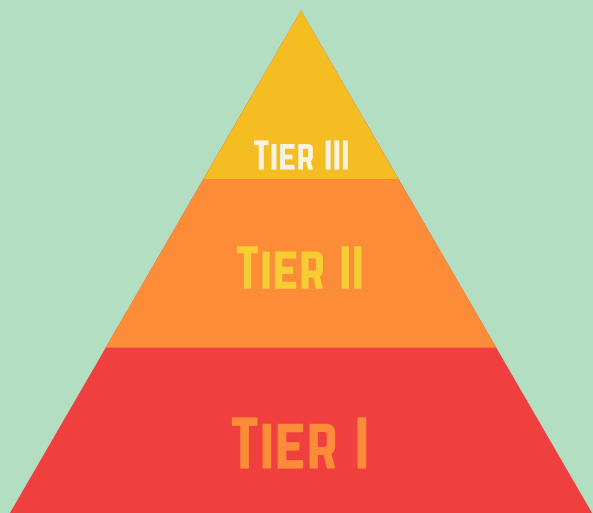


CHOOSING TIER II BEHAVIOR INTERVENTIONS

THE SYSTEM



Before starting a Tier II intervention, it is important to check to see how Tier I is going. The team can consider whether there is a concern with only one or a couple of students or if there are several students with similar behavior concerns. This can help the team decide if they should use a class-wide, Tier I, intervention or more individualized intervention (Tier II).

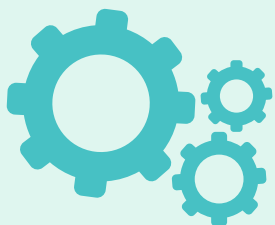
It is also important to explore what intervention resources and supports are available at the school.

What are Tier II interventions?

Tier II interventions are additional programs and strategies provided to students who require supports in addition to Tier I.

Why are Tier II interventions important?

Tier II interventions reduce the risk of academic or behavior problems by giving support to students early rather than waiting for problems to get bigger.



THE FUNCTION

- 1) Consider the hypothesized function. In other words, why is the behavior is happening.
- 2) Assess whether there are appropriate building-level intervention options.
- 3) If there are, choose a building-level intervention that matches the function of the student's behavior.
- 4) If there are no appropriate building-level interventions available, explore interventions to add or engage in individualized planning.



EXAMPLES OF TIER II INTERVENTIONS



- Check-In Check-Out (Function of behavior: Attention & Tangible)
- Check & Connect (Function of behavior: Attention & Tangible)
- Class Pass (Function of behavior: Escape)
- Breaks Are Better (Function of behavior: Escape)

HOW TO MEASURE EFFECTIVENESS

- Use Check-In Check-Out point cards
- Frequency counts
- Systematic direct observations
- Direct Behavior Ratings



This infographic was created by Mari Ridgely as part of the Interdisciplinary Behavioral Consultation Program at the University of Nebraska at Omaha.

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