# **Implementation of a Tier 2 Intervention**

## Questions to Guide Implementation of a Tier 2 Intervention

Consider outcomes, practices, data, and systems to ensure its effective use

### (Identified Tier 2 Intervention)

#### **Outcomes**

|  |  |
| --- | --- |
| Questions | Responses |
| What desired behavior(s)/skills will the intervention increase? |  |
| What behavior(s) will the intervention decrease? |  |
| What defines overall success for this intervention (i.e., explicit goal statement)? |  |
| What level of fidelity is needed for the intervention to be confident it’s implemented as intended? |  |

#### **Practices**

|  |  |
| --- | --- |
| Questions | Responses |
| How will explicit instruction of the desired behavior(s)/skills occur? |  |
| How will the student be provided prompts and opportunities to practice the new behavior(s)/skill? |  |
| How will increased feedback be provided for the student on his/her use of the new behavior(s)/skill? |  |

#### **Data**

|  |  |
| --- | --- |
| Questions | Responses |
| What is the inclusion criteria to determine if the student is a right fit for the intervention? |  |
| What is the exclusion criteria?  |  |
| What data source will be used for progress monitoring? |  |
| What data source will be used for monitoring fidelity? |  |

#### **Systems**

|  |  |
| --- | --- |
| Questions | Responses |
| Once a student is selected for the intervention, what is the procedure to inform and train students, parents, and teachers in order to begin the intervention? |  |
| Who will gather and enter data, and how frequently for progress monitoring?  |  |
| What defines lack of progress? |  |
| What is the procedure to modify (fade or adjust) the intervention? |  |

*Adapted from Anderson & Borgmeier, 2010*

## Example Using Mentoring as the Evidence-Based Practice

### Tier 2 Intervention: Mentoring

#### **Outcomes**

|  |  |
| --- | --- |
| Questions | Responses |
| What desired behavior(s)/skills will the intervention increase? | Attendance, work completion, engagement, attachment to school  |
| What behavior(s) will the intervention decrease? | Absences, tardies  |
| What defines overall success for this intervention (i.e., explicit goal statement)? | Student will have 3 continuous weeks of 100% attendance and no missed assignments  |
| What level of fidelity is needed for the intervention to be confident it’s implemented as intended? | At least 90%  |

#### **Practices**

|  |  |
| --- | --- |
| Questions | Responses |
| How will explicit instruction of the desired behavior(s)/skills occur? | During meetings with mentor  |
| How will the student be provided prompts and opportunities to practice the new behavior(s)/skill? | Mentor will facilitate practice during mentor meetings. Can add additional prompts from teachers as necessary.  |
| How will increased feedback be provided for the student on his/her use of the new behavior(s)/skill? | Mentee receives feedback during mentor meetings. Add additional ways for adults to increase positive feedback in natural settings.   |

#### **Data**

|  |  |
| --- | --- |
| Questions | Responses |
| What is the inclusion criteria to determine if the student is a right fit for the intervention? | At least 2 referrals for truancy/skipping GPA below 2.5  |
| What is the exclusion criteria?  | Avoids adult attention, more than 5 referrals  |
| What data source will be used for progress monitoring? | Mentor will complete a tracking sheet each week that has attendance, grades, and referrals  |
| What data source will be used for monitoring fidelity? | Mentor will complete an attendance log of mentor meetings and contacts with parents  |

#### **Systems**

|  |  |
| --- | --- |
| Questions | Responses |
| Once a student is selected for the intervention, what is the procedure to inform and train students, parents, and teachers in order to begin the intervention? | Coordinator contacts student and mentor; facilitates an initial meeting. Tier 2 Team Lead contacts parents. Ongoing support provided by Mentoring Coordinator.  |
| Who will gather and enter data, and how frequently for progress monitoring?  | Coordinator will enter data provided by mentor on a weekly basis. Data is reviewed by Tier 2 Team every other week. Mentor reviews as well.  |
| What defines lack of progress? | No change in attendance or assignments after 1 week. Student receives more than 1 major referral in a 2-week period.  |
| What is the procedure to modify (fade or adjust) the intervention? | Tier 2 Team reviews data. Hosts meeting with mentor, student, and parents in order to make adjustments or fade intervention.  |