



# PBISApps Community

The transition from tier 2 to tier 3 supports

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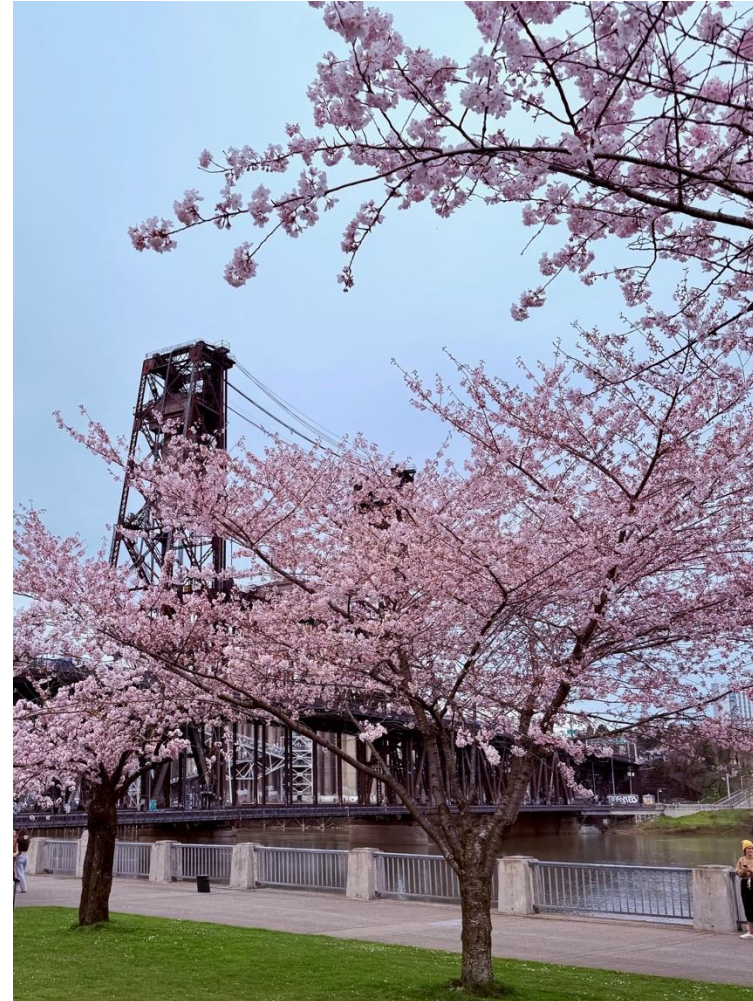
*Welcome!*

How do you define the difference between tier 2 and 3?



# Today's Plan

1. Tier 2 and 3 data, systems, practices, and teaming
2. CICO-SWIS data analyst example
3. Example from the field and discussion time



*Portland,  
Oregon*

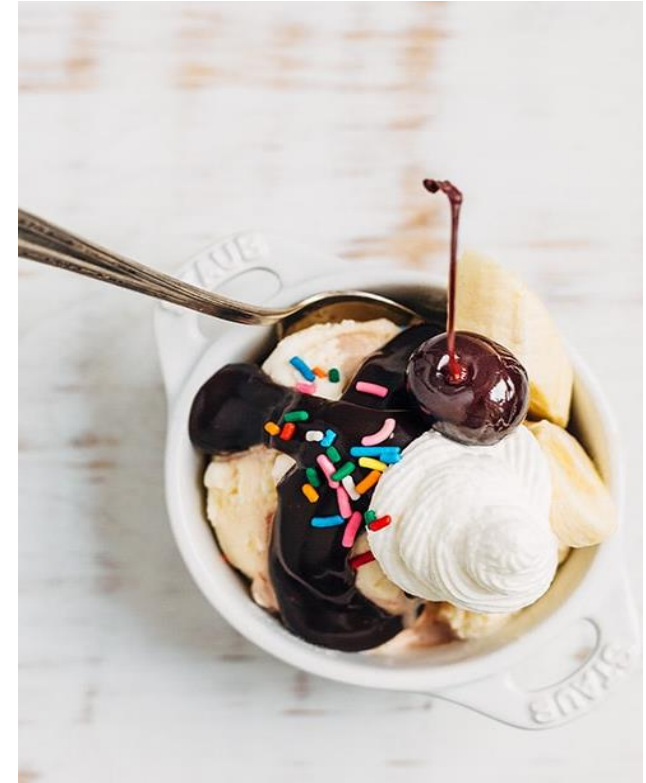
# Layering of Tiers



Tier 1



Tier 2



Tier 3

# Tier 2: Layering Targeted Supports

- Tier 2 interventions are supplemental, small-group supports layered on top of universal Tier 1 instruction for students who need more help.
- Approximately 10–15% of students may need Tier 2 support.
- Supports are targeted at specific academic, behavioral, or social-emotional needs to prevent students from falling further behind.



# Tier 3: Intensive, Individualized Supports

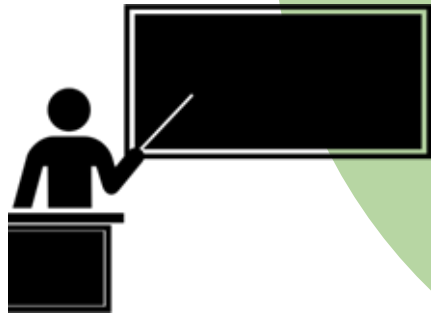
- Tier 3 interventions are intensive, individualized supports layered on top of Tier 1 and 2 for students who need more help.
- Approximately 1-5% of students may need Tier 3 support.
- Key practices at Tier 3 include Function-Based Assessments, Wraparound, Person Centered Planning, and Cultural and Contextual Fit.



A Venn diagram consisting of two overlapping circles. The left circle is green and labeled "Fidelity Data". The right circle is blue and labeled "Outcome Data". The overlapping area in the center is a darker teal color.

**Fidelity  
Data**

**Outcome  
Data**



**Did we implement the systems  
and strategies we agreed upon?**



**Is the plan resulting in  
progress toward our goals?**

# Purpose of the TFI



The purpose of the Tiered Fidelity Inventory (TFI) 3.0 is to provide a **valid, reliable, and efficient measure** of the extent to which school personnel are applying the core features of Positive Behavioral Interventions and Supports (PBIS).

The TFI may be used:

- for initial assessment to determine if a school is using (or needs) PBIS
- as a guide for implementation of Tier 1, Tier 2, and Tier 3 practices
- as an index of sustained PBIS implementation
- as a metric for identifying schools for recognition within their state implementation efforts

## Increased DBDM

### 2.9 LEVEL OF USE

Tier 2 leadership team follows written process to track proportion of students participating and experiencing success in Tier 2 supports, determining if access is appropriate (i.e., % of total student population supported by Tier 2 is reasonable given context), and equitable (i.e., disaggregated data demonstrate equitable representation in Tier 2 support by group [e.g., race/ethnicity, IEP/504, language status, gender]), and disaggregated data are used for decision making and shared with Tier 1 and Tier 3 teams to inform distribution of tiered supports.

Experiencing Success

Equitable

Disaggregated Data Across Teams

### 3.8 LEVEL OF USE

Tier 3 leadership team follows a written process to track the proportion of students participating in and experiencing success in Tier 3 supports, determining if access is appropriate (i.e., % of total student population supported by Tier 3 is reasonable given context) and equitable (i.e., disaggregated data demonstrate equitable representation in Tier 3 support by group [e.g., race/ethnicity, IEP/504, language status, gender]), and disaggregated data are examined and shared with Tier 1 and Tier 2 teams to inform the distribution of tiered supports.

### 3.9 STAFFING

A written administrative plan is used to ensure staff with adequate FTE, training, and support are available to consistently facilitate individualized plans for the students enrolled in Tier 3 supports.

## More Intervention Features

**2.5 OPTIONS FOR TIER 2 INTERVENTIONS**

Tier 2 continuum has multiple ongoing SEB support interventions available schoolwide that meet a range of student SEB internalizing or externalizing needs and behavioral functions, are designed to support groups of students, have documented evidence of effectiveness, and provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, (c) increased opportunity for feedback (e.g., daily progress report), (d) increased communication with families, and (e) include planned modifications to address a range of behavioral function, mental health needs, or academic skills.

**2.6 DECISION RULES FOR ASSIGNING AND EXITING STUDENTS FOR INTERVENTION**

A written process and set of decision rules is used for (a) matching students to Tier 2 interventions that are aligned to student need, cultural fit, and family and student preference and (b) exiting students from intervention after reaching pre-determined levels of performance.

Internalizing Behaviors

Increased Communication with Family

Modifications & Exiting

Family & Student Preference

# Targeted Interventions Reference Guide Map

## Targeted Interventions Reference Guide Map

This reference guide is designed to be used as a map when discussing function-based support needs for students. Use this Reference Guide when trying to determine if your school's Tier 2 interventions meet a range of student needs.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Common Tier 2 Intervention Features				
Access to Adult Attention				
Access to Peer Attention				
Access to Choice of Alternatives/Activities				
Option for Avoiding Aversive Activities				
Option for Avoiding Aversive Social Peer/Adult Attention				
Structural Prompts for 'What To Do' Throughout the Day				
Explicitly teaches SEB skills to address identified SEB or mental health needs				
Addresses identified academic needs				
Positive feedback is set up at least five times per day				
A School-Home Communication System				
Opportunity for Adaptation into a Self-Management System				

\_\_\_ = part of typical implementation; \_\_\_ = adaptation possible; \_\_\_ = not part of typical implementation

**Standardized  
Protocols**

**3.4 COMPREHENSIVE ASSESSMENT PROTOCOL**

Tier 3 leadership team (defined in item 3.1) develops, implements, and monitors the use of a comprehensive assessment (e.g., functional behavioral assessment [FBA]) protocol to guide consideration of all data gathered in the context of Tiers 1 and 2, information uncovered during screening (item 3.3), and other relevant data sources on strengths and needs across life domains including behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), academic (e.g., reading, math, writing), medical, and mental health data. The protocol prompts the examination of the following student-specific elements:

- 1. strengths: data-based statement of the student's SEB strengths that honors student and family values, student identity, and lived experiences
- 2. needs: operational description of internalizing or externalizing SEB need (e.g., chronic or significant display of contextually inappropriate behavior)
- 3. hypothesis statement: data-based identification of situations (antecedents) that predict and reinforcers that maintain these behaviors (i.e., statement of behavioral function)
- 4. additional information: other relevant indicators of strength and need relevant to developing an individual support plan (e.g., diagnostic academic data, attendance, mental health/wellness, physical health/wellness, basic needs across life domains)

**3.5 INDIVIDUAL SUPPORT PLAN PROTOCOL**

Tier 3 leadership team develops, implements and monitors the use of an individual support plan protocol to guide the development of individualized support plans based on individualized assessment data (item 3.16), including decision rules for matching plan to student level of need (e.g., brief, comprehensive, wraparound) and all of the following plan elements:

- 1. prevention strategies
- 2. teaching strategies
- 3. consequence strategies
  - a. to encourage or reinforce contextually appropriate behaviors
  - b. to prevent reinforcement of and respond to contextually inappropriate behaviors
- 4. safety elements that prioritize alternatives to restraint where needed
- 5. systematic process for assessing fidelity and impact
- 6. action plan for putting the comprehensive support plan in place
- 7. adaptations or modifications to Tier 1 and 2 supports are prioritized before adding new interventions

**Comprehensive  
Assessment Protocol**

**Individual Support Plan  
Protocol**

**Prioritizes Adaptations to  
T1 & T2 Supports First**

## Subscale: Data

### 2.13 DECISION MAKING WITH STUDENT PERFORMANCE DATA

Tier 2 leadership team establishes and uses decision rules and a written process for regular data review to (a) monitor benefit overall, by group, and for individual students and (b) adjust support (e.g., intensify, modify, or fade) to increase responsiveness.

### 2.14 DECISION MAKING WITH FIDELITY DATA

Tier 2 leadership team uses a protocol for ongoing review of fidelity for each Tier 2 practice.

## Group & Individual Decision-Making

## Subscale: Data

### 3.13 DECISION MAKING WITH AGGREGATED STUDENT PERFORMANCE DATA AND FIDELITY DATA

Tier 3 leadership team has a protocol for ongoing review of aggregated student performance data and fidelity of Tier 3 systems and each Tier 3 practice, including those implemented by school-based and natural (e.g., family, friend) supporters and uses this data to monitor the effectiveness of Tier 3 foundational practices (items 3.3-3.6) and systems (items 3.7-3.12) overall and by group and to adjust supports (e.g., referral pathways, range of supports, training and coaching) to increase student benefit.

Monitor Benefit by Group  
& Individual Student

T3- Fidelity of Natural  
Supports

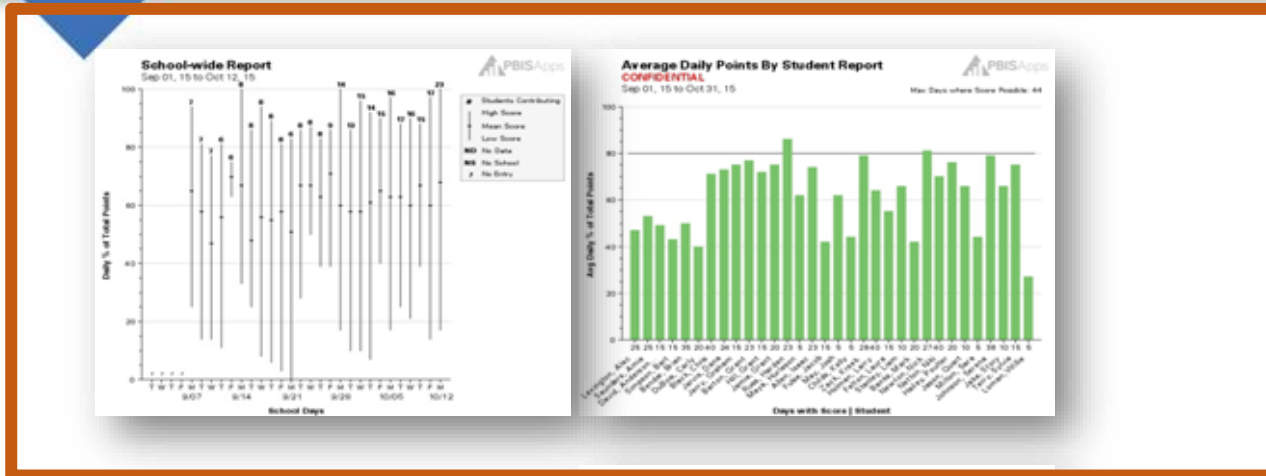
# School-wide and Individual Student Reports Analysis



## The data analyst(s) are responsible for:

- Generating the CICO-SWIS Reports at least weekly
- Providing a summary and relevant graphs to the team before/during the twice monthly Tier II meeting
  - School-Wide Summary (across all students)
  - Individual Student Reports (for each student)
- Monitoring data integrity (fix as needed)
- Generating ad hoc reports upon request (e.g., parent-teacher conferences, behavior assessment)

# Using CICO-SWIS Data to Identify Problems



*Start with school-wide patterns*

School- Wide  
Average Points

Student Count

Period

Single Period



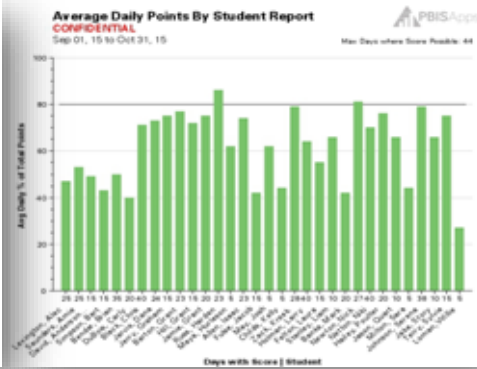
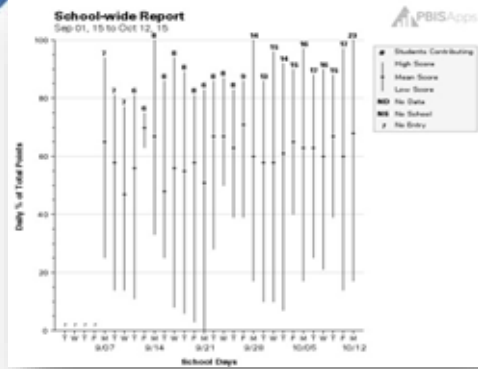
System-Level

Student-Level



*Narrow down to the student(s) who are/are not progressing and the specific context*

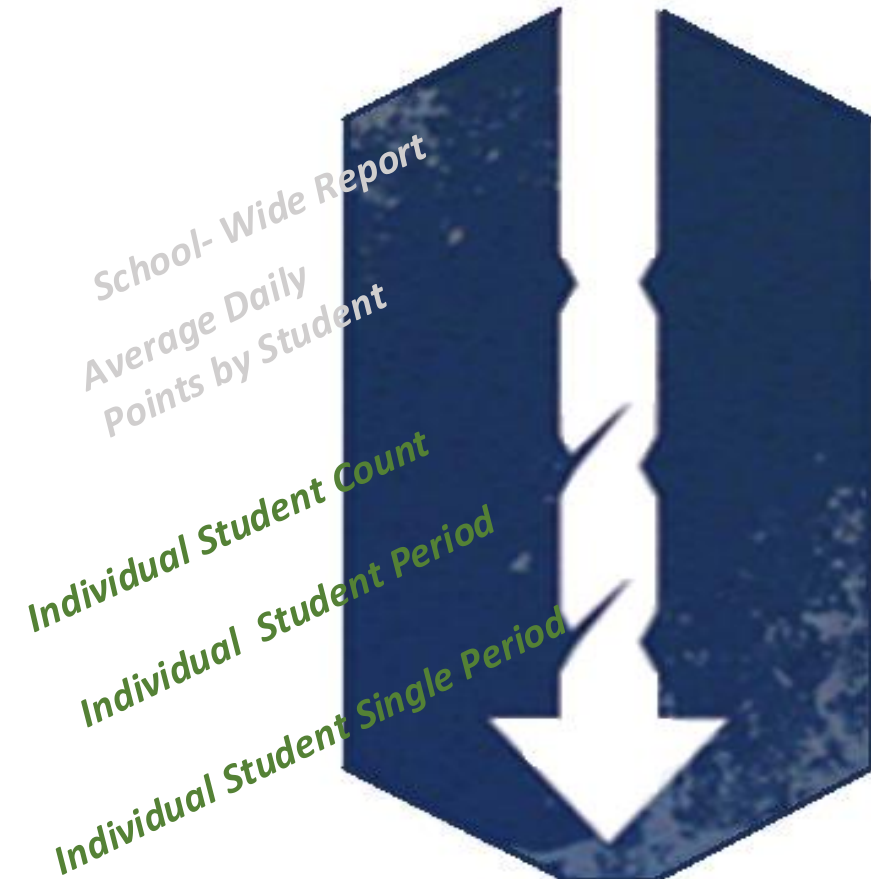
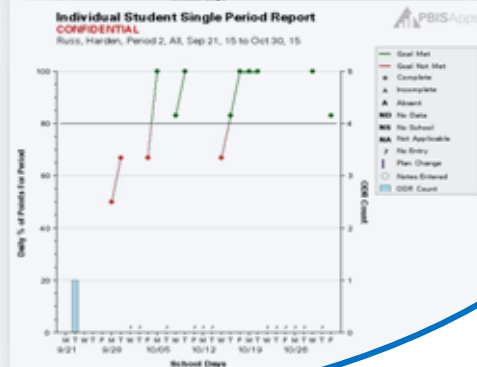
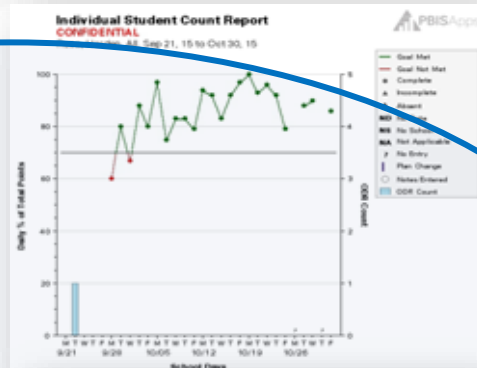
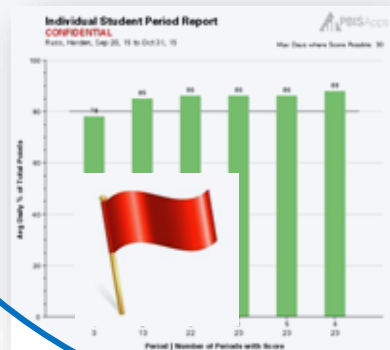
# Individual Student Summary



*Start with school-wide patterns*

System-Level

Student-Level



*Narrow down to the student(s) who are not progressing and the specific context*

## Primary Statements

Too many students on CICO aren't checking in on time, and it's bottlenecking the breakfast line and increasing classroom tardiness.

Students aren't checking in.

## Precise Statements

In April, 10 CICO students (30%) did not consistently meet the school-wide CICO goal of 80%. Students participated regularly, and staff report high levels of fidelity. More information is needed about how the 10 students are doing across their day.

- How are we implementing CICO-SWIS School-wide?
  - CICO-School-wide Report
    - How many students are in CICO?
    - What is the average daily % of points?
  - Average Daily Points by Student:
    - What is the average % of points for each student?
    - How many days of data does each student have?

# Data Analyst Report

CICO Data Analyst Report Date: \_\_\_\_\_

## School-wide Summary

- How many students participated across the month? example: 10-20 students
- Is there an upward, downward or static trend in terms of the mean?
- What number or percentage of students have at least 15 or more days of data and **are** meeting or exceeding the school-wide goal?
- What number or percentage of students have 10 or more days of data and **are not** meeting/are below the school-wide goal?
- As the data analyst, what would you do next to help the team make good decisions for the students described above?

						<input type="checkbox"/> Fading/ Self- Management <input type="checkbox"/> More intensive supports <input type="checkbox"/>
						<input checked="" type="checkbox"/> Plan change/Modifications <input type="checkbox"/> Fading/ Self- Management <input type="checkbox"/> More intensive supports <input type="checkbox"/>

# Decision Rule (suggestion)

Students who have 10 or more days of data and their average % of points is **below** the school-wide goal:

Students who have 20 or more days of data and their average % of points **exceeds** the school-wide goal:

**Drill Down to Generate Individual Student reports**

- Team Review
- Plan Change/Modifications?
- More intensive supports?

- Team Review
- Plan Change/Modifications?
- Fading/Graduation?

- How are each of our students doing on CICO?
  - Student Count Report
    - How is the student doing each day?
    - Are there any notes, plan changes or referrals?
  - Student Period Report
    - How is the student doing in each of the periods?
  - Student Single Period Report
    - How is the student doing in a specific period?

# Data Analyst Report

Student	Days with Data	Goal	Average Daily % Points	Progress/Success	Barriers/Challenges	Consider:
Chris	34	80%	76%	At or above 80% in periods 1,2,4,5; met goal 7 out of the last 10 days in period 6	Referrals, Notes indicate problems with substitute teacher, Period 3	<input checked="" type="checkbox"/> Plan change/Modifications <input type="checkbox"/> Fading/ Self- Management <input type="checkbox"/> More intensive supports <input type="checkbox"/>
Amy						<input type="checkbox"/> Plan change/Modifications <input type="checkbox"/> Fading/ Self- Management <input type="checkbox"/> More intensive supports <input type="checkbox"/>
						<input type="checkbox"/> Plan change/Modifications <input type="checkbox"/> Fading/ Self- Management <input type="checkbox"/> More intensive supports <input type="checkbox"/>

# Example Tier 2 Summary (Data Analyst) Report

CICO Data Analyst Report Date: \_\_\_\_\_



## Overall School CICO Report

Our overall average percentage of points is between 70-90% with a slightly upward trend. We have 20 students currently in CICO. 16 of the 20 students are progressing. Two students need possible modifications/plan changes and 2 students are ready for fading/self-management. Staff CICO fidelity checks are consistently showing implementation accuracy.

Student	Days with Data	Goal	Average Daily Points	Progress/Success	Barriers/Challenges	Consider:
Maria Williams	25	80%	65%	Periods 1-4 have many days between 75-90%.	Period 5 (Math) Met goal 3 days; absent 2 days; 5 days below goal (40-50%) Period 6 (Science) Met goal 2 days, absent 2 days; 5 days below goal (30-50%) 2 Major ODRs	<input checked="" type="checkbox"/> Plan change/Modifications <input type="checkbox"/> Fading/ Self- Management <input type="checkbox"/> More intensive supports <input type="checkbox"/>
Kayla Rodriguez	23	70%	80%	Consistently meeting her goal the last 10 days in all periods, except Period 1.	Kayla is consistently tardy to Period 1. She is dropped off at school consistently late.	<input checked="" type="checkbox"/> Plan change/Modifications <input type="checkbox"/> Fading/ Self- Management <input type="checkbox"/> More intensive supports <input type="checkbox"/>
						<input type="checkbox"/> Plan change/Modifications <input type="checkbox"/> Fading/ Self- Management <input type="checkbox"/> More intensive supports <input type="checkbox"/>

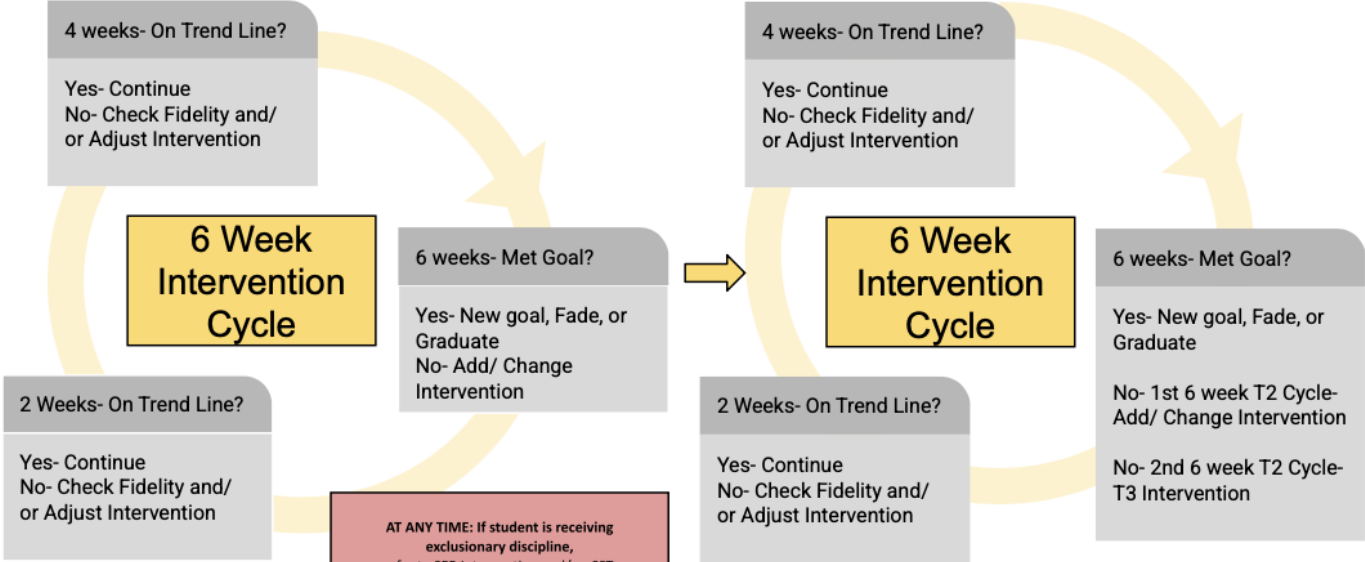
*By being more specific about how students are doing now, measurable goals are easier to create and track.*

*~Alan Cook, EdD*



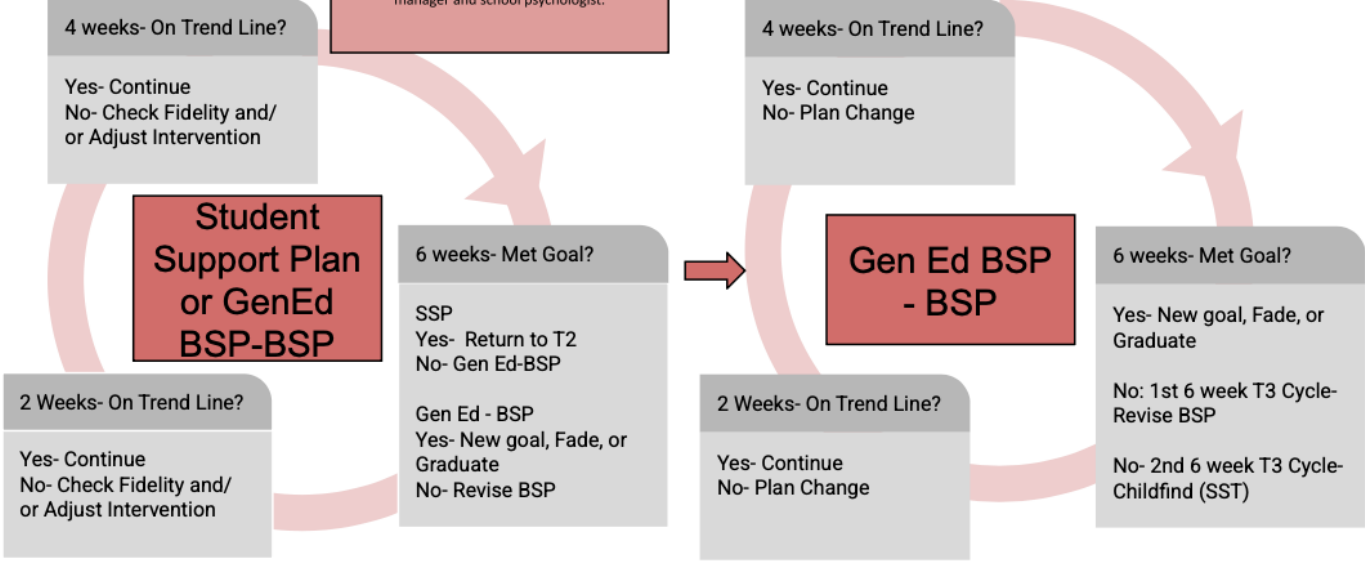
Students remain in T2 intervention if meeting 6 week cycle goals, but not successful with only T1 supports. Students move to T3 intervention after 2 consecutive 6 week cycles without meeting goals.

Student meets decision rules for T2 Intervention  
Select Intervention.  
Set 6 Week Goal



**AT ANY TIME:** If student is receiving exclusionary discipline, refer to SEB Intervention and/ or SST. If student is in special education, notify case manager and school psychologist.

Student meets decision rules for T3 Intervention or 2 unsuccessful T2 6 week cycles



Students remain in T3 intervention if meeting 6 week cycle goals, but not successful with only T2 supports. Students move to CHILDFIND team (SST) after 2 consecutive 6 week cycles without meeting goals. If student behavior is significantly increasing despite Tier 3 supports continue to CONSULT WITH SCHOOL PSYCHOLOGIST

- The takeaways:
  - Tier 3 supports are for anyone who needs them
  - This does not mean forever
  - Layers of support
  - Interventions matched to function



When has your intensified tier 2 become individualized?

When do you move a student from tier 2 to tier 3 support?

When do you decide to form an individual support team for a student?

# Resources: Upcoming Webinars

1  
PD hours

1  
APR

Evaluating Tier 3 Support Plans: Data  
Collection that Leads to Meaningful Action  
Planning

 LIVE ONLINE

Free

1  
PD hours

7  
APR

End of Year Series: Power Next Year's  
Success with Year-End Evaluation

 LIVE ONLINE

Free

1  
PD hours

20  
APR

Beyond Check In Check Out

 LIVE ONLINE

Free

1  
PD hours

20  
MAY

Making the Most of Tier 2 and 3 Meetings

 LIVE ONLINE

Free



## Engagement Series on Linking PBIS with Crisis Prevention, Protection, and Mitigation

### Community of Practice

These 60-minute sharing sessions will provide a safe space for state and district leaders to (a) network with national leaders, (b) share implementation examples with each other, and (c) ask questions.

### Webinars

These 60-minute webinars provide an opportunity to learn from national, state, and district leaders engaged in integrating school safety and PBIS/MTSS efforts.

### Podcast Mini-Series

This podcast mini-series will provide a deep dive into PBIS implementation examples.

Coming soon!



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## Rooted in Relationships: Building Community for Sustainable PBIS

*Strong connections, strong systems, strong futures.*

**April 29 – May 1, 2026** | Spokane Convention Center

### About the Conference

The Northwest PBIS 2026 Conference brings together educators, school leaders, family partners, and community members to explore how positive relationships form the foundation for thriving PBIS systems. This year's theme, *Rooted in Relationships*, highlights the critical role of trust, collaboration, and shared purpose in building strong school communities that support every learner.

[pbisnetwork.org](https://pbisnetwork.org)



**NEPBIS**

*Northeast Positive Behavioral Interventions and Supports*

## **Mark Your Calendars!**

**The 2026 NEPBIS Leadership Forum will be held  
May 14th and 15th, 2026 in Mystic, CT**

**Registration and access to a discounted hotel room block  
will open in January, 2026**

Registration for the full 2026 conference: \$395

Pre-conference workshops: \$275

[nepbis.org](https://nepbis.org)

# Resources: Training and PD



**ISTE  
LIVE 26**

*Designing the  
future of learning*

**JUNE 28–JULY 1  
ORLANDO, FL**

**REGISTER NOW**

Co-located with ASCD Annual—two amazing events, one registration.

The banner features a blue background with decorative elements: a large orange sunburst, a white square with an orange center, and blue wavy lines at the bottom right.



**2026  
CALIFORNIA  
MTSS PLI**

**From Innovation to Transformation: Empowering Every Learner**

**JULY 14–16, 2026 • • • ANAHEIM, CA**

**Register Now**

[Already registered?](#)

The banner features a colorful geometric pattern at the top with orange, purple, and blue shapes. The text is centered and includes a large 'PLI' acronym.

# Wrap up with Intention



What stuck with  
you the most  
from today's  
session?

Contact info:  
[training@pbisapps.org](mailto:training@pbisapps.org)

# Bonus Time!



**11:00-11:15 open for questions, problem solving, resource sharing, etc.**