

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago



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5I - Leveling Up Our Tier 2 System:
Using Data-based Decision Making to
Improve Our Tier 2 Intervention Menu

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- **Topic:** Data-Based Decision Making
- **Keywords:** Tier 2, Targeted, Systems Alignment

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS

 **PBIS** Positive Behavioral Interventions & Supports

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Learning Objectives

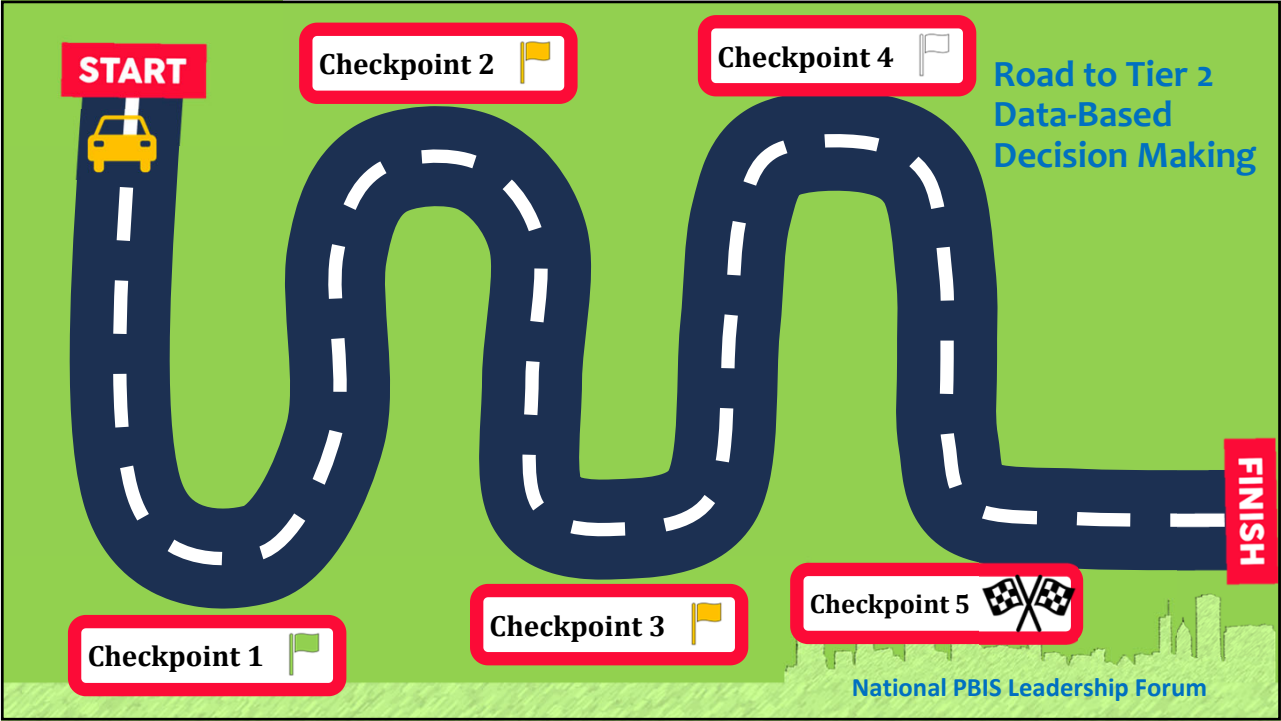
1. Identify the levels of data-based decision-making within Tier 2 PBIS

2. Explore questions and decisions for PBIS teams to ask about the fidelity and outcomes of each Tier 2 intervention offered

3. Engage in an interactive game to practice using data to guide Tier 2 intervention and school-wide decisions

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Start Your Engines



Role:
You are a member of the Tier 2 PBIS Committee
(choose school or district level)

Goal:
Be the first to cross the finish line after completing all laps.

Rules:
All checkpoint challenges must be completed with fidelity.
Fidelity: engagement, adherence, exposure, quality, specificity



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ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & Tier 2 academic and behavior instruction and supports.

Tier 2: Supplemental Interventions & Supports.
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.
General academic and behavior instruction and support provided to all students in all settings.

Tier 2 Systems support the implementation of supplemental interventions.

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Overview of a Tier 2 Behavioral System

Ensure Tier 1 Access

- Did the students receive instruction on school-wide and classroom expectations, rules, and procedures?
- Did the students recently receive a school-wide reinforcer for demonstrating school-wide and classroom expectations, rules, and procedures?

Use a Combination of Data Sources and Apply Decision Rules
Identify students in need of Tier 2 support for both school- and grade-wide

Use Nomination
(e.g., see FLPBIS Teacher/Team Nomination Forms)

Use Existing Data
(e.g., office discipline referrals, minors, attendance, or early warning indicators)

Use a Behavioral Screening Tool
(e.g., see FLPBIS LiveBinder Resources)

Determine Function of Behavior
What conditions are most likely to lead to the problem behavior?
What response reliably follows the problem behavior?

Obtain Attention or Item/Activity

- To get attention:
 - from adults and/or peers
- To get a tangible:
 - object, event, or activity
- To get sensory stimulation:
 - visual, auditory, olfactory, kinesthetic

Escape/Avoid Attention or Task/Activity

- To avoid/escape attention:
 - from adult and/or peers
- To avoid/escape tangible:
 - demanding or boring task
- To avoid/escape from sensory stimulation:
 - stimulation that is painful or discomforting

Group students to matched intervention by the function and skills needed

	Check-In, Check-Out	Social Skills Groups	Self Monitoring	Mentoring (e.g., Check and Connect)	Other
Get Adult Attention	X	X	X		
Get Peer Attention		X	X		
Avoid Adult Attention		X	X	X	
Avoid Peer Attention		X	X	X	
Avoid Tasks		X	X	X	

Ongoing Support After Match to Intervention:
Collect progress monitoring and fidelity data. Apply decision rules of "positive", "questionable", or "poor" for intervention groups and individual response to promote appropriate next steps.

Adapted from MO SWPBS Workbook and FLPBIS Tier 2 Training Materials

District MTSS Policy/Procedures – Tier 2

Impact at school level systems implementation

Impacts decisions made at the individual student level

Tier 2 Behavioral System Visual Link

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Ready, Set, Go...

How do you know your Tier 1 is strong?

Everything builds off a strong foundation

MTSS Behavior Decision Rules Summary

Tier 1: School-wide Core

1. If the benchmark of Quality (BQD) score is less than 70, then revisit Tier 1 PBIS critical elements (i.e., expectations, rules, reward system, discipline system) and/or Classroom supports.

2. If discipline data indicate an increase in ODRs, ISS, and/or OSS, then revisit Tier 1 PBIS critical elements.

3. If the BQD score is greater than 70, but the discipline data indicates an increasing trend in ODRs, ISS, and/or OSS, then revisit Tier 1 PBIS and/or Classroom supports.

4. If the BQD score is greater than 70, and the discipline data show a decreasing trend in ODRs, ISS, and/or OSS indicating that Tier 1 is being implemented with fidelity, then assess the need for Tier 2 supplemental interventions and/or Tier 3 individualized supports.

5. Tier 1 team decision rules for screening: The dual purpose of teams establishing a data-based decision rule at Tier 1 is to monitor effectiveness of the schoolwide Tier 1 system and to identify students at-risk for Tier 2 and 3 needs.

a. Examples include: 80% of students receive between 0-1 ODR and/or OSS, 90% of more days of attendance. Outcome criteria may differ by school context and district guidance.

Classroom PBIS

1. If over 50% of the school's ODRs are from numerous classrooms, then revisit Tier 1 PBIS for all classrooms.

2. If a few classrooms are responsible for the majority of ODRs, then address Classroom PBIS using coaching with the [3 Essentials of Classroom Tip Sheets](#) and/or the [Classroom Assistance Tool](#).

3. If the BQD score is less than 70, then revisit Tier 1 PBIS and address Classroom PBIS using the [3 Essentials of Classroom Tip Sheets](#) or [Classroom Assistance Tool](#). In addition, visit [School-Level Coaching](#) for additional resources.

4. If the discipline data indicates an increase in ODRs, ISS, OSS and most of the referrals are coming from multiple classrooms, then revisit Tier 1 PBIS critical elements.

5. If a teacher has received additional support, interventions were implemented with fidelity, but student behaviors are not improving, then consider the need for Tier 2 targeted group interventions and supports.

Tier 2: Targeted Group

1. If screening data indicate a student needing Tier 2 supports, but that student has not had access to Tier 1 PBIS (i.e., expectations taught and rehearsed), then revisit Tier 1 PBIS supports and/or review Classroom PBIS using coaching with the [3 Essentials of Classroom Tip Sheets](#) or [Classroom Assistance Tool](#).

Link to MTSS Decision Rules Summary

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START

Checkpoint 2

Checkpoint 4

FINISH

Checkpoint 1

Checkpoint 3

Checkpoint 5

Road to Tier 2 Data-Based Decision Making

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Checkpoint #1

Checkpoint 1

- Monitor Tier 1 PBIS Systems of Support
 - **Systems Fidelity:** Tiered Fidelity Inventory (TFI)
 - **System Outcomes:** Proportionate/Equitable Supports
Alignment of supports delivered with PBIS Triangle across all students and subgroups (e.g., gender, IEP, race/ethnicity)

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System Fidelity: TFI Data

Demo School

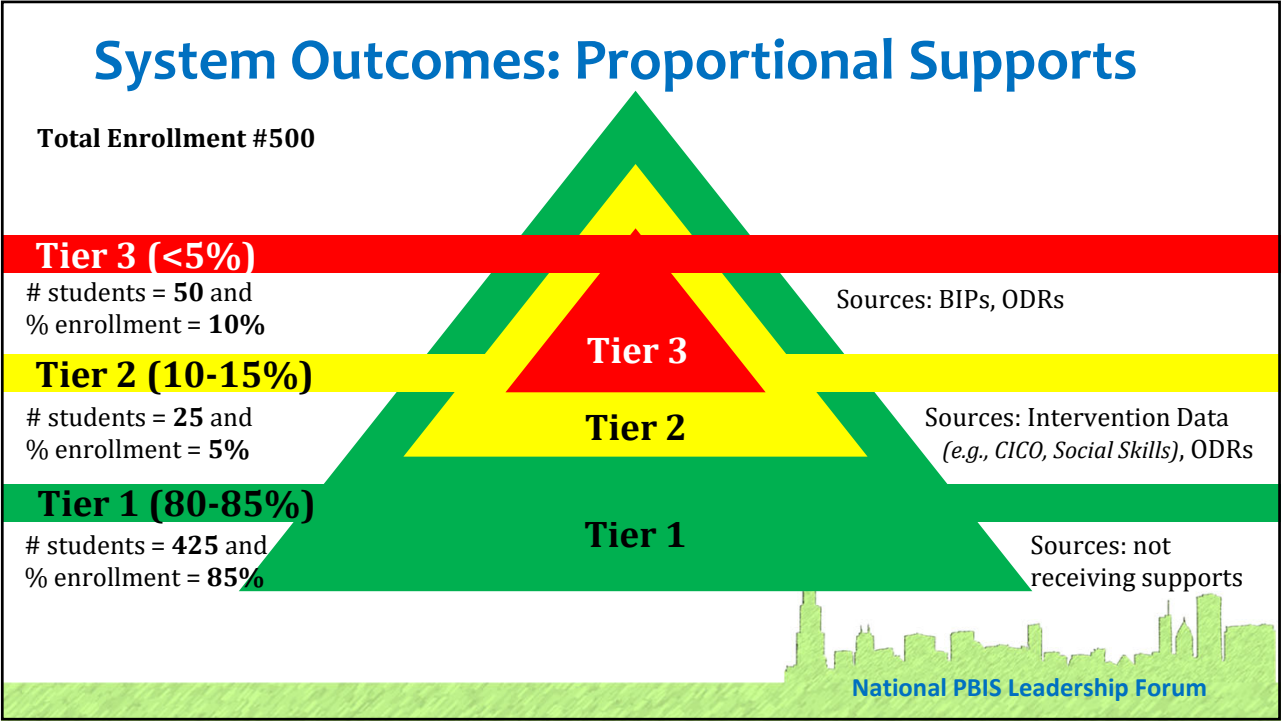
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Exemplar
9/20/2022 - 3/20/2024

Date Completed	Tier 1	Tier 2	Tier 3
9/20/2022	80%	NA	NA
10/7/2022	43%	23%	24%
10/31/2022	57%	42%	21%
4/6/2023	30%	NA	NA
5/5/2023	47%	NA	NA
5/31/2023	83%	88%	NA
3/20/2024	83%	58%	56%

Date Completed	Tier 1	Tier 2	Tier 3
9/20/2022	80%	NA	NA
10/7/2022	43%	23%	24%
10/31/2022	57%	42%	21%
4/6/2023	30%	NA	NA
5/5/2023	47%	NA	NA
5/31/2023	83%	88%	NA
3/20/2024	83%	58%	56%

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Checkpoint #1 Completed

**COMPLETED**

Monitor Tier 1 PBIS Systems of Support

- **Systems Fidelity:** Tiered Fidelity Inventory (TFI)
 - ✓ Tier 1 deemed good enough
- **System Outcomes:** Proportionate/Equitable Supports
 - Alignment of supports delivered with PBIS Triangle across all students and subgroups (e.g., gender, IEP, race/ethnicity)*
 - ✓ Tier 1 adequately supporting majority of students

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Comprehensive Universal Screening

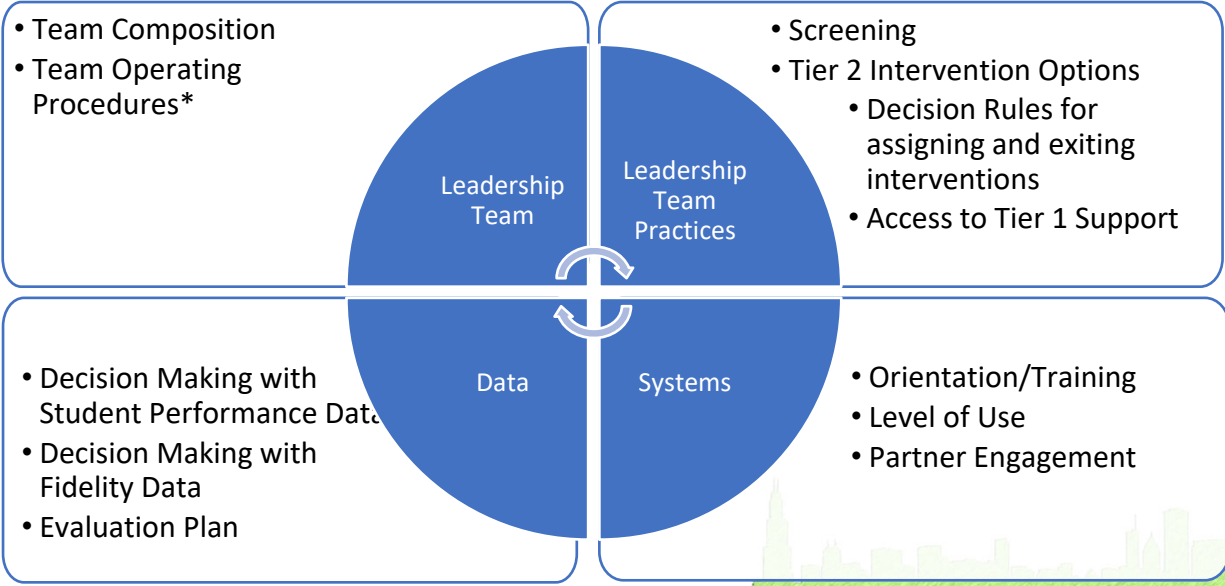
Getting ready to build on from Tier 1



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Tier 2: Targeted PBIS Features



Leadership Team	Leadership Team Practices
• Team Composition • Team Operating Procedures*	• Screening • Tier 2 Intervention Options • Decision Rules for assigning and exiting interventions • Access to Tier 1 Support
Data	Systems
• Decision Making with Student Performance Data • Decision Making with Fidelity Data • Evaluation Plan	• Orientation/Training • Level of Use • Partner Engagement



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The Pit Crew

- Uses multiple sources of data for screening
- Ensures that Tier 2 has multiple options for ongoing behavioral supports
- Follows written process for matching interventions and exiting interventions for students
- Supports systems activities
- Ensures data-based decision making and evaluation of Tier 2



- ✓ Administrator
- ✓ Expertise across tiers
- ✓ Data Analyst
- ✓ Intervention/Behavioral Expertise
- ✓ Defined Operating Procedures



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What Data is Needed to Support Tier 2 Decisions?

Multiple Data Sources

- ☐ Discipline Referrals
- ☐ Academic Progress
- ☐ Screening Tools
- ☐ Attendance
- ☐ Nominations

Multiple Informants

- ☐ Teacher(s)
- ☐ Families
- ☐ Student

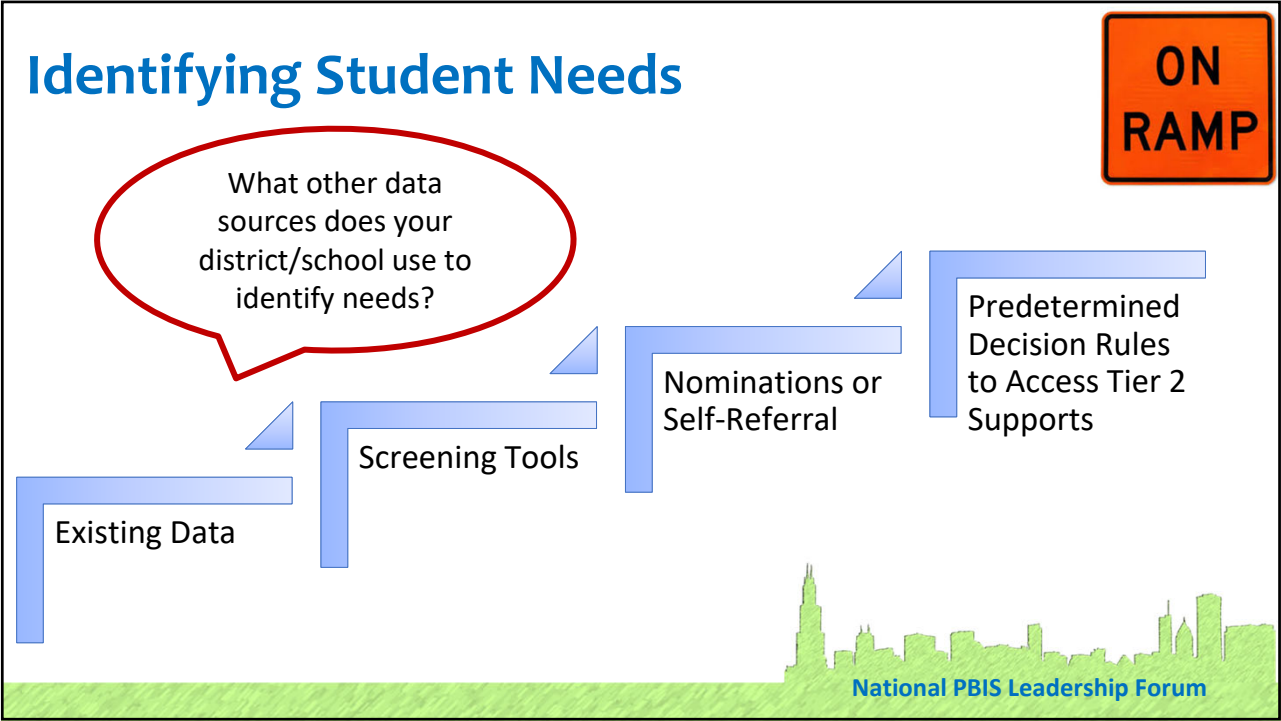
Multiple Points in Time

- ☐ Identified screening time
- ☐ On-going data review
- ☐ On-going access to nomination process



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Matching Students Needs

Area(s) of Concern

- Behavioral/externalizing only
- Emotional/internalizing only
- Behavioral in conjunction with academic deficits

Possible function of the behavior

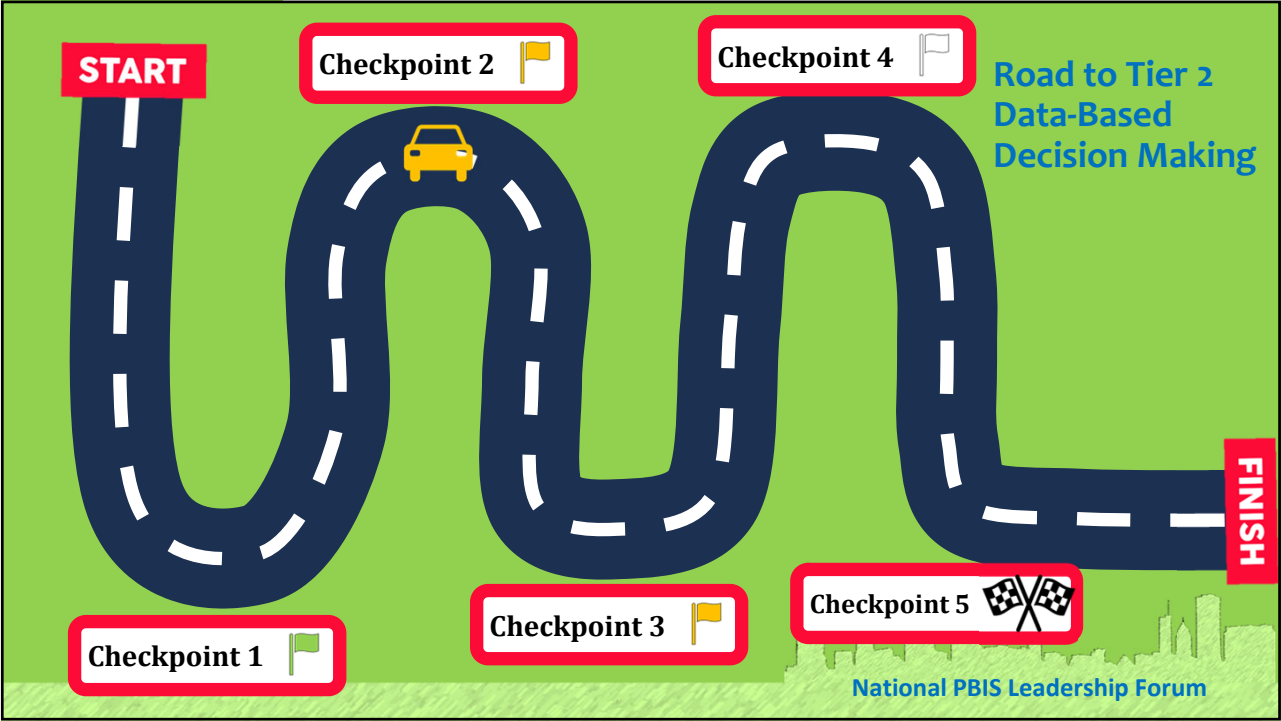
- To get/obtain
- To escape/avoid

Group students based on skill deficit need

- Students needing instruction in conflict resolution
- Students needing assistance with organization

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Checkpoint #2

Checkpoint 2

- Proactively Screen for Student Needs
 - Externalizing Social-Emotional-Behavioral Support Needs (Resilience): Office Discipline Referrals (Incident Reports), Suspension, Expulsion
 - Internalizing Social-Emotional-Behavioral Support Needs (Resilience): SDQ, attendance, nomination

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Student	Grade	Gender	DOB	Referrals	Discipline	Attendance	SDQ	Resilience	Internalizing	Externalizing	Overall
100	1	M	10/15/10	1	Detention	100%	10	10	10	10	10
101	1	F	11/10/10	2	Detention	100%	10	10	10	10	10
102	1	M	12/05/10	3	Detention	100%	10	10	10	10	10
103	1	F	01/01/11	4	Detention	100%	10	10	10	10	10
104	1	M	02/01/11	5	Detention	100%	10	10	10	10	10
105	1	F	03/01/11	6	Detention	100%	10	10	10	10	10
106	1	M	04/01/11	7	Detention	100%	10	10	10	10	10
107	1	F	05/01/11	8	Detention	100%	10	10	10	10	10
108	1	M	06/01/11	9	Detention	100%	10	10	10	10	10
109	1	F	07/01/11	10	Detention	100%	10	10	10	10	10
110	1	M	08/01/11	11	Detention	100%	10	10	10	10	10
111	1	F	09/01/11	12	Detention	100%	10	10	10	10	10
112	1	M	10/01/11	13	Detention	100%	10	10	10	10	10
113	1	F	11/01/11	14	Detention	100%	10	10	10	10	10
114	1	M	12/01/11	15	Detention	100%	10	10	10	10	10
115	1	F	01/02/12	16	Detention	100%	10	10	10	10	10
116	1	M	02/02/12	17	Detention	100%	10	10	10	10	10
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118	1	M	04/02/12	19	Detention	100%	10	10	10	10	10
119	1	F	05/02/12	20	Detention	100%	10	10	10	10	10
120	1	M	06/02/12	21	Detention	100%	10	10	10	10	10
121	1	F	07/02/12	22	Detention	100%	10	10	10	10	10
122	1	M	08/02/12	23	Detention	100%	10	10	10	10	10
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197	1	F	11/08/18	98	Detention	100%	10	10	10	10	10
198	1	M	12/08/18	99	Detention	100%	10	10	10	10	10
199	1	F	01/09/19	100	Detention	100%	10	10	10	10	10

Guiding Questions for Student Identification

1. Initial Universal Screening
2. Initial Sort Tier 2 and/or Tier 3 needs
3. Differentiating patterns for groups based on data
4. Finalizing grouping

Checkpoint #2 Completed

COMPLETED

- Proactively Screen for Student Needs
 - Externalizing Social-Emotional-Behavioral Support Needs (Resilience): Office Discipline Referrals (Incident Reports), Suspension, Expulsion
 - Review existing data (ODR/OSS)
 - Internalizing Social-Emotional-Behavioral Support Needs (Resilience): SDQ, attendance, nomination
 - Review additional screening and nomination data

Balanced Intervention Menus

Evidence-based Interventions

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Interventions at Tier 2

Continuum of multiple ongoing SEB support interventions are available schoolwide to meet both internalizing and externalizing needs and behavioral functions.

- ✓ Provides additional instruction/time for student skill development
- ✓ Provides additional structure/predictability
- ✓ Provides increased opportunity for feedback
- ✓ Provides increased communication with families
- ✓ Includes planned modifications to address a range of behavioral function, mental health needs, or academic needs.

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Context of Behavior and Function at Tier 2

- ❑ Behavior that occurs repeatedly serves a purpose.
- ❑ Same behavior may serve different functions.
 - *Example: A student's disruptive behavior may be to **gain** peer attention or **avoid** a non-preferred task*



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Context of Behavior and Function at Tier 2 (cont...)

- ❑ An intervention may be counterproductive if it is not aligned with the function of the behavior.
(McIntosh, Campbell, Russell-Carter & Rosetto-Dickey, 2009)
 - Interventions are more effective when aligned with function at Tier 2 *(Reinke et. al., 2013)*
 - Intensive functional-based assessment IS NOT recommended at Tier 2

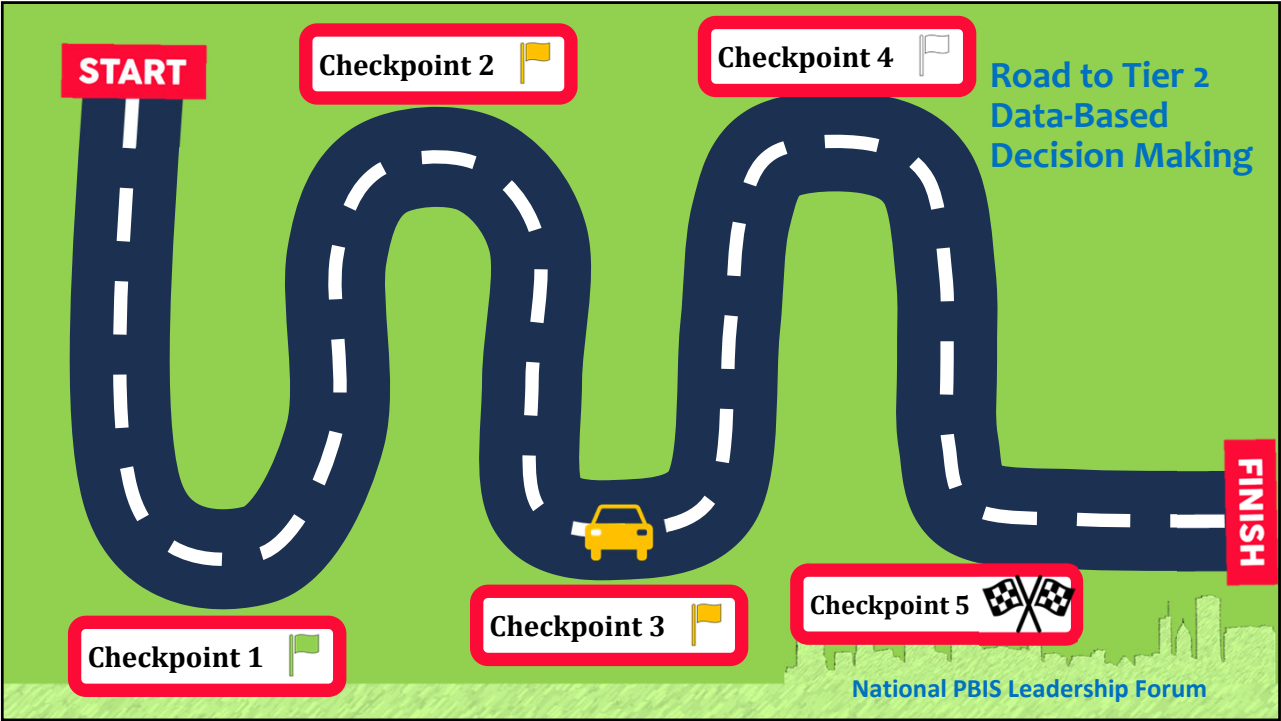


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Intervention	Check-In/Check-Out	Mentoring	Social Skills Groups	Counseling
Benefits	- Provides daily structure - Creates accountability - Daily feedback to student and caregivers - Builds internal motivation - Creates stronger home-school connection	- Builds interpersonal relationships - Increases sense of belonging - Increases attendance - Improves academic performance	- Provides opportunities to learn and practice social skills with peers - Increases social confidence - Builds independence - Improves self-control	Provides opportunity to improve overall mental health and well-being
Function of Behavior	Attention seeking	- Attention seeking - Access - Escape	- Attention seeking - Access - Escape - Sensory	- Attention seeking - Access - Escape - Sensory
Student Characteristics	- Low level disruptions (not aggressive) - Disrespectful - Disorganized - Difficulty completing tasks	- Difficulty making connections with others - Attendance concerns - Academics being impacted by behavior	- Difficulty with: - Conflict resolution - Coping skills - Relationship skills - Mindfulness - Understanding social cues	Difficulty with social, emotional, and/or behavioral issues that are impeding the educational setting
Required Components	- Point person - Schedule - Goal - Fidelity tracking - Student outcome tracking	- Point person - Schedule - Goal - Fidelity tracking - Student outcome tracking	- Point person - Schedule - Goal - Fidelity tracking - Student outcome tracking	- Point person - Schedule - Goal - Fidelity tracking - Student outcome tracking
Staff Providing Intervention	Any meaningfully matched staff member	Any meaningfully matched staff member	- School counselor - School intervention therapist - Licensed mental health professional - School psychologist - SLP (if language based)	- School counselor - School intervention therapist - Licensed mental health professional - School psychologist

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Checkpoint #3

- Create/Maintain a Balanced Tier 2 Intervention Menu by Function to Support Student Needs
 - Get/Obtain (e.g., attention, activity, sensory stimuli)
 - Escape/Avoid (e.g., attention, task, sensory stimuli)



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Sample Matching to Interventions	
Suspected Needs (Perceived Function)	Proposed Intervention for Tier 2
Issues with anger, and poor relationships with peers and adults (get/obtain function)	Anger management or stress management program
Issues with task completion, focus/attention, or minor classroom behavior concerns (get/obtain function)	Check-In/Check-Out (CICO) mentoring program
Issues with internalizing concerns, social avoidance, and/or emotional concerns (escape function)	Group Counseling/Therapy/Mental Wellness supports
Issues with negative or poor peer relations, social avoidance/isolation, and/or prosocial skill concerns (escape function)	Social Skills or Character-building program

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Checkpoint #3 Completed



- Create/Maintain a Balanced Tier 2 Intervention Menu by Function to Support Student Needs
 - Get/Obtain (e.g., attention, activity, sensory stimuli)
 - Escape/Avoid (e.g., attention, task, sensory stimuli)



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Decision Rules

Progress Monitoring & Decision Rules



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Decisions, Rules, and Next Steps

Practices Systems
Data Next Steps

Decision Rules to Pre-Decide our Actions

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Components of Progress Monitoring

Outcomes Data Collection
Decision Rules
Implementation Fidelity Data Collection

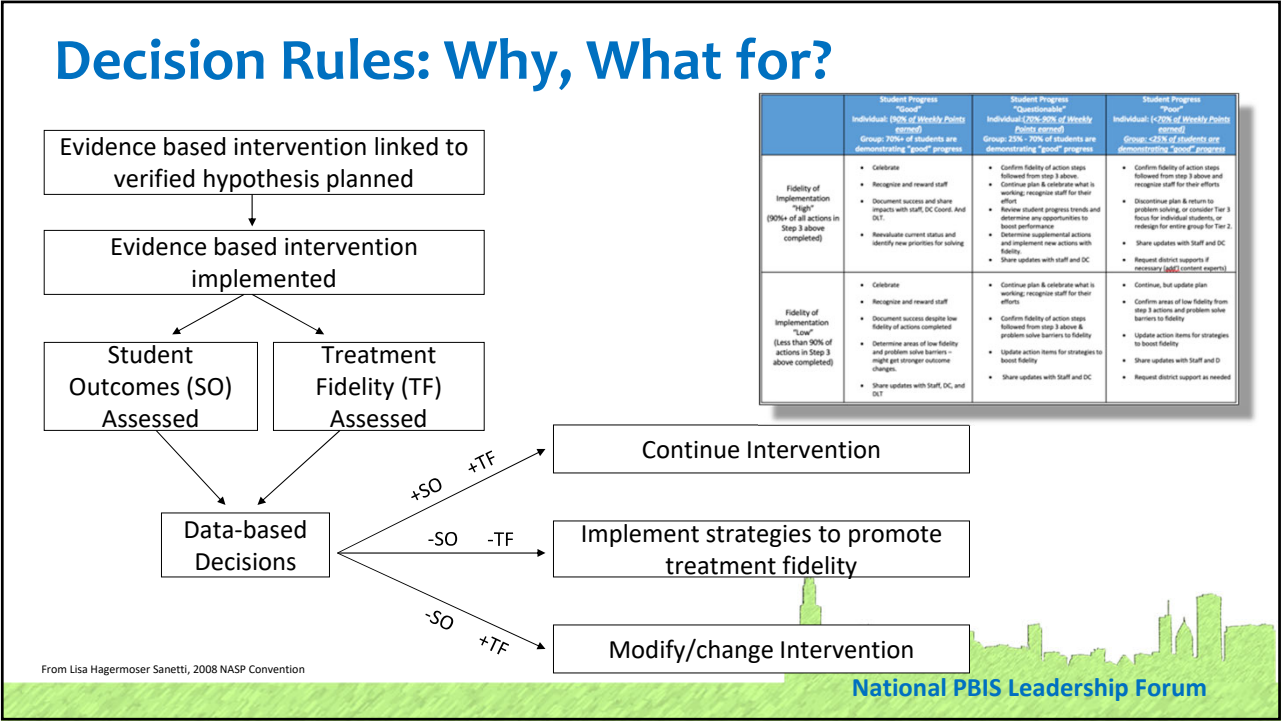
Individual Decision Making

Group or Intervention Progress Decisions

Progress Monitored at the Student and Group/Intervention Level!

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Checkpoint #4 (You Do in Partners)

- Base Tier 2 Actions on Decision Rules
 - Continue
 - Fade to Self-Management
 - Modify or Intensify
 - Graduate
 - Transition to Tier 3 Management



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Checkpoint #4a (You Do in Partners)

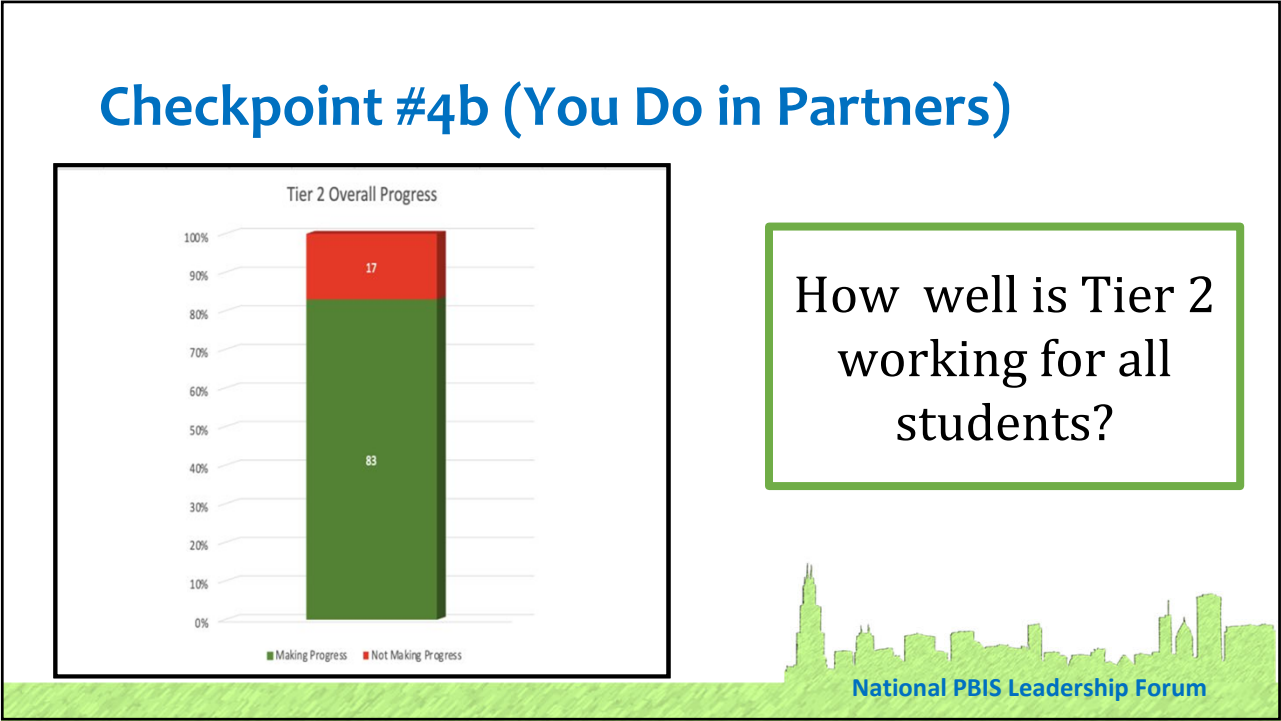


Decision Rules Across Tier 2 Interventions	Student Progress “Good”	Student Progress “Questionable”	Student Progress “Poor”
	Individual: ____% of weekly points earned Group: 70%+ of students demonstrating “good” progress	Individual: 65%-84% of weekly points earned Group: 30%-69% of students demonstrating “good” progress	Individual: less than 65% of weekly points earned Group: less than 30% of students demonstrating “good” progress
Fidelity of Implementation “High” (more than 85% of actions completed)	• Celebrate with student • Recognize and reward staff • Reevaluate current status and identify new priorities • Document and share success (staff, coordinator)	• Confirm fidelity of action steps • Continue plan and acknowledge student/staff efforts • Identify opportunities for individual/group improvement (adaptations, supplemental supports) • Document and share status (staff, coordinator)	• Check fidelity by _____ • Continue plan and acknowledge student/staff efforts • Discontinue plan and return to problem-solving at the individual and intervention level • Request district support • Document and share status (staff, coordinator)
Fidelity of Implementation “Low” (less than 85% of actions completed)	• Celebrate with student • Acknowledge staff efforts • Determine areas of low fidelity and address barriers • Document and share status (staff, coordinator)	• Continue plan and acknowledge student/staff efforts • Boost Fidelity by _____ • Document and share status (staff, coordinator)	• Update plan and acknowledge student/staff efforts • Confirm areas of low fidelity and solve barriers • Request district support • Document and share status (staff, coordinator)

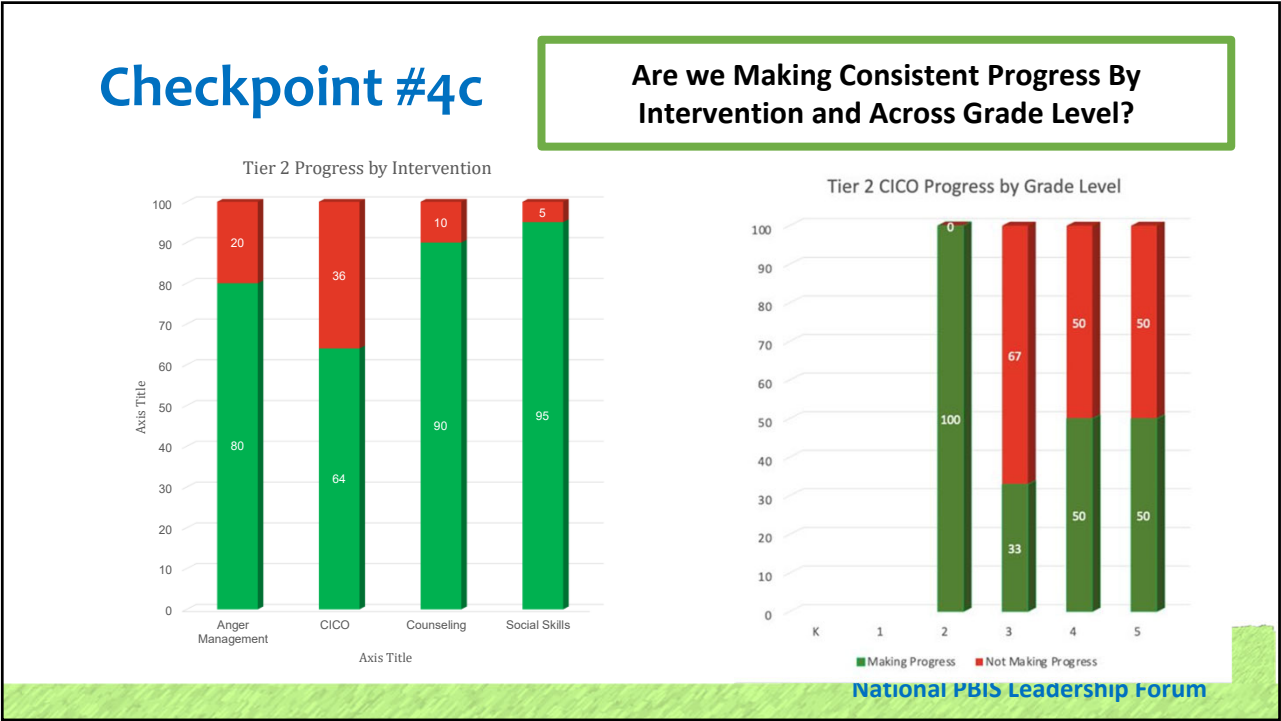
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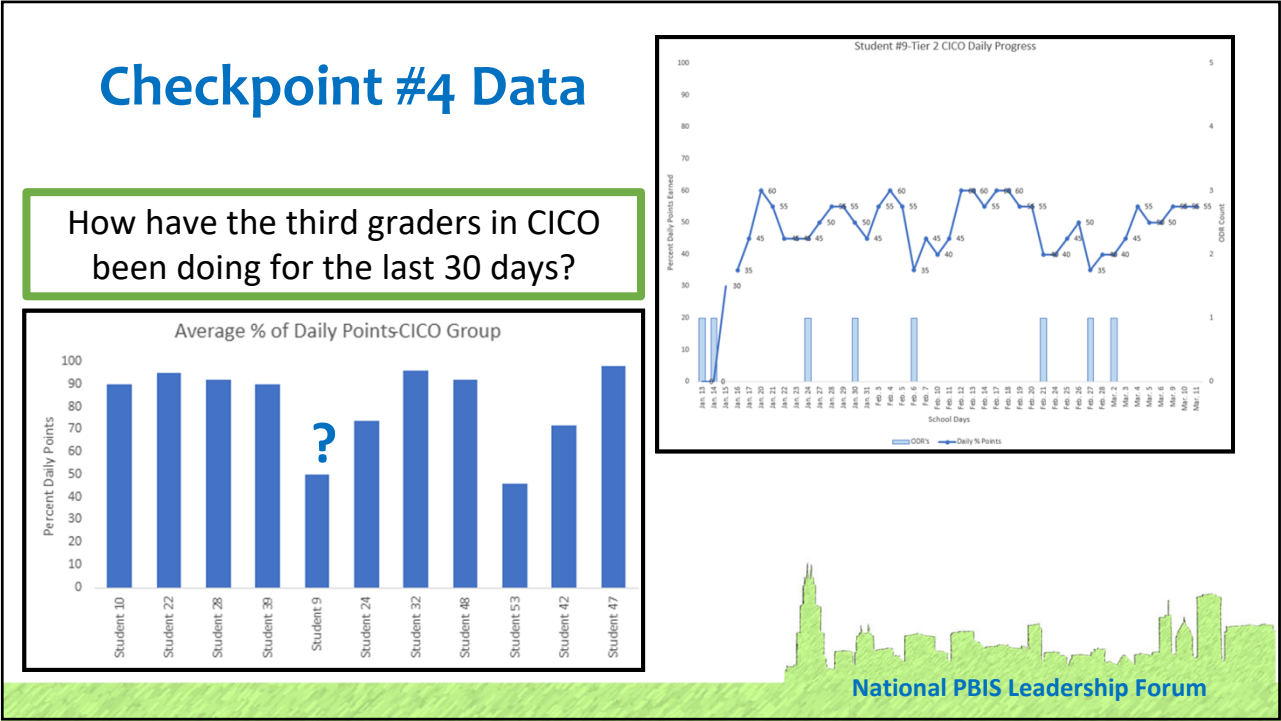
KC4
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KC1
KC3



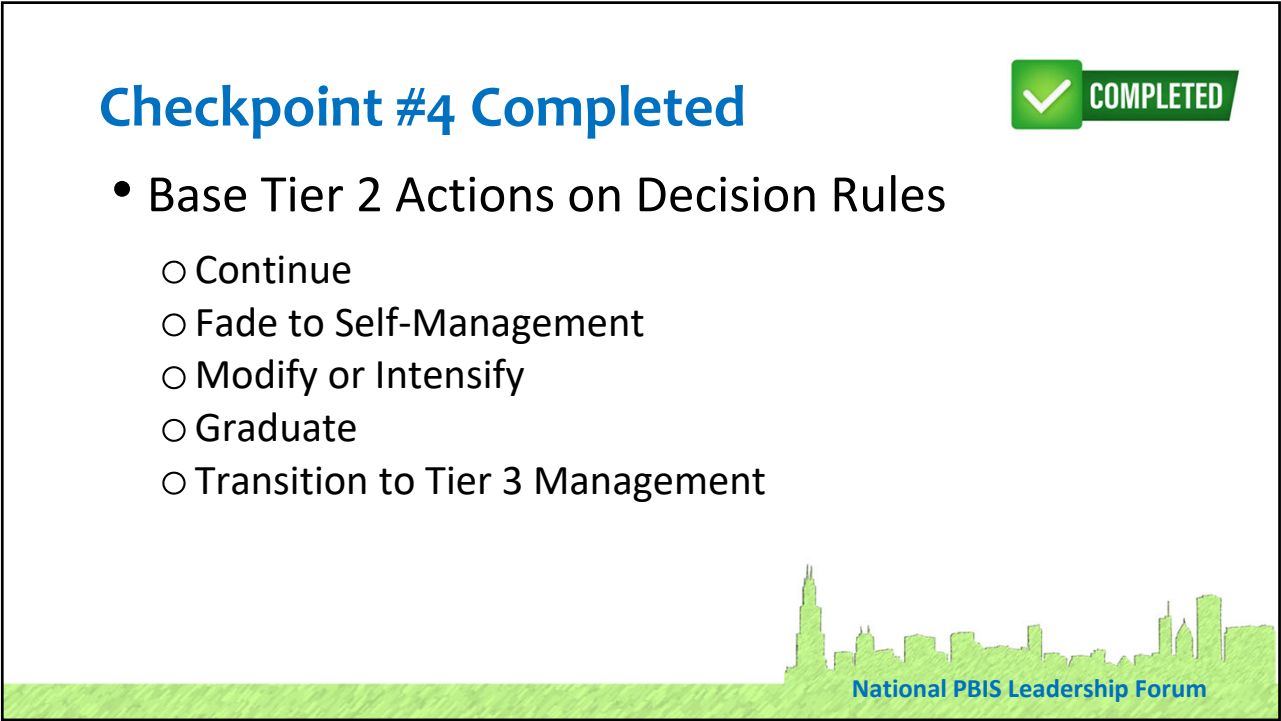
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Strengths and Gaps

Tier 2 Systems Reflection

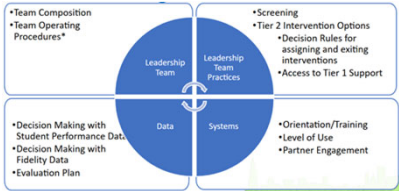


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Considering Strengths & Gaps

- **Teaming:** Composition and Operating Procedures (e.g., TIPS)
- **Practices:** Screening, Tier 2 Intervention Menu, Decision Rules, Access to Tier 1
- **Systems:** Schedules, Resources, Capacity, Orientation/Training, Level of Use, Partner Engagement
- **Data:** outcome, fidelity, reach, capacity



Insufficient	↔	Comprehensive
Insufficient	↔	Comprehensive
Insufficient	↔	Comprehensive
Insufficient	↔	Comprehensive



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Next Steps: Action Plan

Source: Schoolwide PBIS
Tiered Fidelity Inventory (TFI)

Tier 2

Item	Current Score	Action	Who	When
2.1 Team Composition	3			
2.2 Team Operating Procedures	2	Revise team guide	CM	Apr
2.3 Screening	3			
2.4 Request for Assistance	4			
2.5 Options for Tier 2 Interventions	3			
2.6 Decision Rules for Assigning and Exiting Students for Intervention	2	Locate samples and recruit staff feedback	JK	June
2.7 Access to Tier 1 Supports	4			
2.8 Orientation and Training	3			
2.9 Level of Use	3			
2.10 Student Engagement	2	Request training/PD	MM	Fall

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A winding road graphic with five checkpoints. Checkpoint 1 is at the bottom left, Checkpoint 2 at the top left, Checkpoint 3 at the bottom middle, Checkpoint 4 at the top right, and Checkpoint 5 at the bottom right. The road starts at a 'START' sign and ends at a 'FINISH' sign. A yellow car is on the road near Checkpoint 5. Checkpoint 5 is marked with two crossed flags. The text 'Road to Tier 2 Data-Based Decision Making' is on the right side.

START

Checkpoint 1

Checkpoint 2

Checkpoint 3

Checkpoint 4

Checkpoint 5

FINISH

Road to Tier 2
Data-Based
Decision
Making

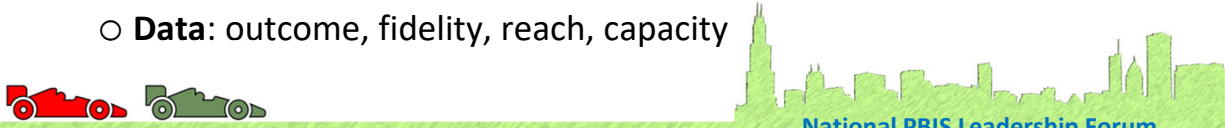
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Checkpoint #5-The Final Lap (You Do)

Do we have a comprehensive Tier 2 system of support?

- **Teaming:** Composition and Operating Procedures (e.g., TIPS)
- **Practices:** Screening, Tier 2 Intervention Menu, Decision Rules, Access to Tier 1
- **Systems:** Schedules, Resources, Capacity, Orientation/Training, Level of Use, Partner Engagement
- **Data:** outcome, fidelity, reach, capacity



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Action Plan Template

Identify 2-3 next steps

Tier 2				
Item	Current Score	Action	Who	When



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Congratulations! We Have a Comprehensive Tier 2 Systems of Support!

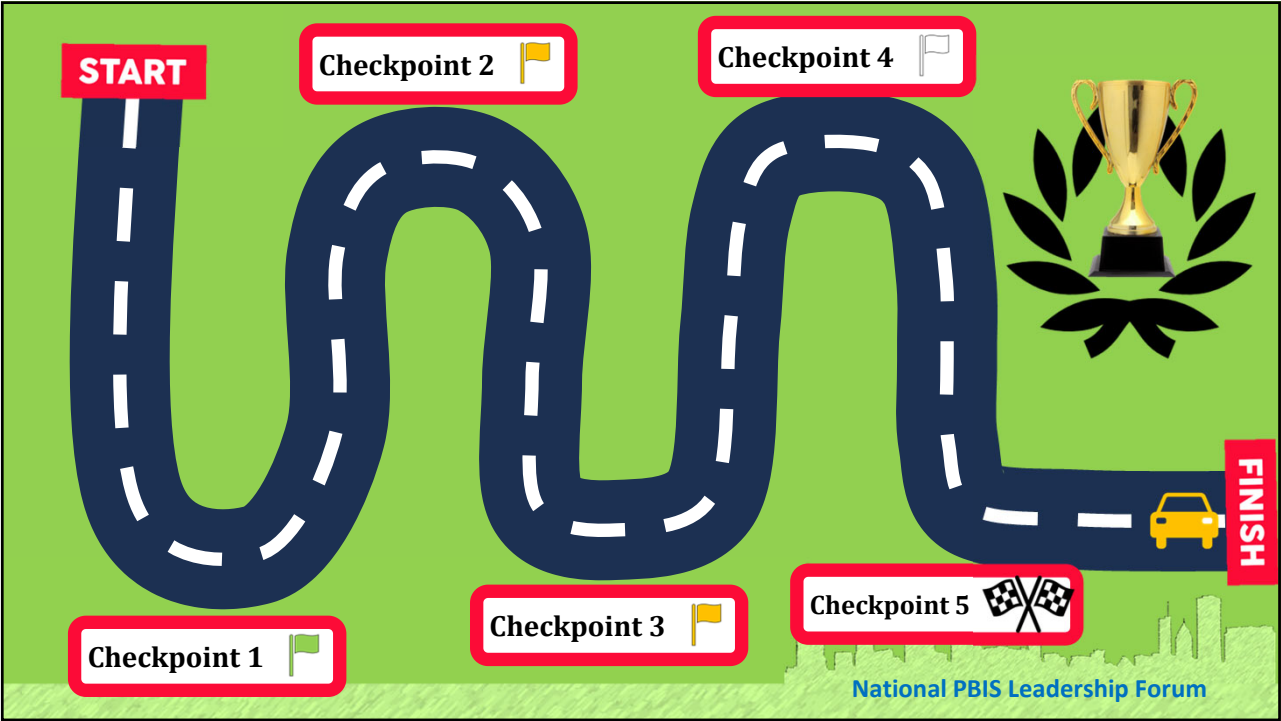
You have joined the winner's circle!

- ✓ A strong foundation of Tier 1 (adequate fidelity and outcomes)
- ✓ Critical features of Tier 2 in place
- ✓ Proactive screening for student needs
- ✓ Balanced Tier 2 intervention menu (based on function and context)
- ✓ Data-based decision rules to guide actions
- ✓ Shared understanding of strengths, gaps, and next steps (action plan)



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START

Checkpoint 2

Checkpoint 4

Checkpoint 1

Checkpoint 3

Checkpoint 5

FINISH



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Center on PBIS
Positive Behavioral Interventions & Supports

TIER 2
SCHOOL-LEVEL
SYSTEMS GUIDE

CENTER ON PBIS

July 2025

<https://www.pbis.org/resource/tier-2-school-level-systems-guide>

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FLPBIS Online Skill Development Module: Tier 2 Problem-Solving for PBIS
<https://canvas.instructure.com/enroll/FDD8CR>

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Please Complete this Session's Evaluation

10/23

5i – Leveling Up Our Tier 2 System: Using Data-Based Decision Making to Improve Our Tier 2 Intervention Menu

Four options, pick one!

1. Mobile App

Click “Take Survey” under the session description.

2. QR Code

Scan the code on this slide.





3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

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Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

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