

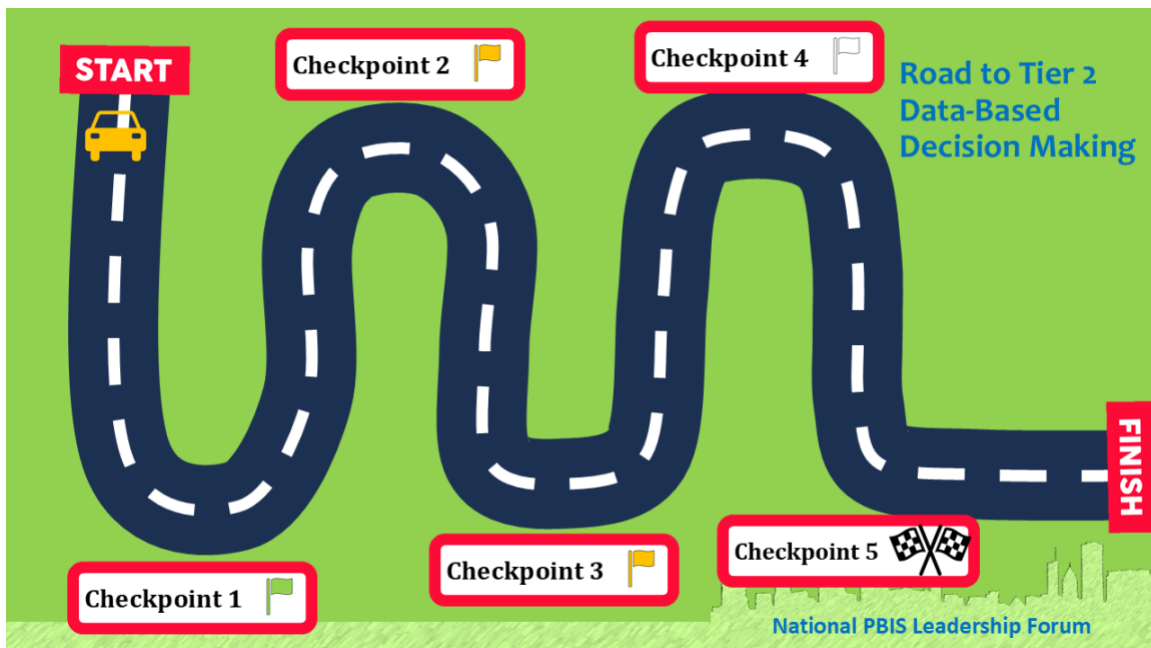
The Road to Tier 2 Data-Based Decision Making

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

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Welcome to the track! You're part of a Tier 2 PBIS Pit Crew racing toward efficient, data-driven decision making. Use this handout to capture insights, team reflections, and action items as you progress through each checkpoint.



Crew Setup

Role	Name
Crew Chief (Facilitator)	
Changer (Data Analyst)	
Spotter (Recorder)	
Gasman (Timekeeper)	

Checkpoint 1: Monitor Tier 1 PBIS Systems of Support (I Do)

Focus: Before accelerating into Tier 2, ensure your Tier 1 system is implemented with fidelity and reaching most students.

Key Data: Tiered Fidelity Inventory (TFI), Proportionate Triangle, Universal Supports.

Fill in your team's current data:

TFI Tier 1 Score: _____%

Percent of Students Supported at Tier 1: _____%

Tier 1 Reflection Notes: _____

 **Pit Stop:** What Tier 1 systems need maintenance or support?

 **Keep Driving:** What tells us we're ready to expand Tier 2 supports?

Checkpoint 2: Proactively Screen for Student Needs (We Do)

Focus: Identify students in need of additional support using multiple sources of data over time.

Data Sources: Office Discipline Referrals (ODRs), attendance, nominations, SDQ, teacher input, family feedback.

Record current screening tools and timelines:

Needs	Data Source	Frequency	Adequate
Externalizing			
Internalizing			

 **Pit Stop:** Where do data gaps exist?

 **Keep Driving:** What's working well in our screening process?

 Checkpoint 3: Create a *Balanced Tier 2 Intervention Menu (We Do)*

Focus: Develop or refine a balanced intervention menu addressing both internalizing and externalizing student needs.

Key Concept: Align interventions with behavior function — Get/Obtain vs. Escape/Avoid.

Student Need/Function	Existing Intervention	Notes

 **Pit Stop:** Gaps or overlaps in interventions?

 **Keep Driving:** Interventions to pilot, scale, or refine.

Checkpoint 4: Base Tier 2 Actions on Decision Rules (You Do)

Focus: Use data and fidelity information to pre-decide actions for efficiency and equity.

Example Thresholds: 80% fidelity × 65% progress = Continue; below thresholds = Modify or Intensify.

Decision Rules Across Tier 2 Interventions	Student Progress “Good” Individual: ____% of weekly points earned Group: 70%+ of students demonstrating “good” progress	Student Progress “Questionable” Individual: 65%-84% of weekly points earned Group: 30%-69% of students demonstrating “good” progress	Student Progress “Poor” 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)

 **Pit Stop:** Where do our decision rules need refinement?

 **Keep Driving:** What visuals or processes support faster, better team decisions?

Checkpoint 5: Do We Have a Comprehensive Tier 2 System? (You Do)

Focus: Reflect on the completeness of your Tier 2 systems and identify next steps for strengthening implementation.

Domains to Review: Teaming, Practices, Systems, Data.

Domain	Strengths	Gaps	Action Steps	Who/When

Tier 2 Action Plan

Item	Current Score	Action	Who	When

 **Pit Stop:** What resources or supports do we need next?

 **Keep Driving:** Celebrate progress and plan your next lap!

Winner's Circle & Resources

Congratulations! You've crossed the finish line toward a comprehensive Tier 2 system of support!

- ☐ Strong Tier 1 foundation
- ☐ Critical Tier 2 features in place
- ☐ Proactive screening
- ☐ Balanced intervention menu
- ☐ Data-based decision rules
- ☐ Clear next steps

Session Evaluation



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

Resources:

- Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). [School-wide PBIS Tiered Fidelity Inventory](#). OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.
- Center on PBIS. (2025). [Tier 2 School-Level Systems Guide](#). Center on PBIS, University of Oregon. www.pbis.org
- Center on PBIS. (2025). [Tiered fidelity inventory 3.0](#). Center on Positive Behavioral Interventions and Supports. www.pbis.org
- Horner, R. H., Newton, J. S., Todd, A. W., Algozzine, R. F., Algozzine, K. M., Cusumano, D., & Preston, A. (2018). A randomized waitlist controlled analysis of team-initiated problem solving professional development and use. *Behavioral Disorders*, 43, 444-456. <https://doi.org/10.1177/0198742917745638>
- FLPBIS Online Skill Development Module: Tier 2 Problem-Solving for PBIS
<https://canvas.instructure.com/enroll/FDD8CR>