Welcome and Attendance

Introduce yourself in the chat box by sharing your:

- name,
- district, and
- position (e.g., school specialist, principal, Special Education Director).

Complete the attendance survey using the QR Code.

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1

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TENNESSEE TECHNICAL
ASSISTANCE NETWORK

Supporting Tier II within Response to Instruction and Intervention for Behavior (*RTI²-B*)

Tennessee Tiered Supports Center
Community of Practice (CoP)
September 11, 2025

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DISCLAIMER – Generative AI Tools

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data. Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public. While the State supports your desire to maintain documentation of the meeting and what you learn, please respect our decision to safeguard information and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.

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Tennessee Technical Assistance Network (TN-TAN)

TN-TAN provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.
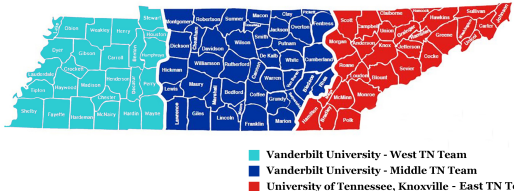
Assistive Technology

The Assistive Technology Project for Education (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.

Family Engagement

The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integrates family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in order to ensure a successful school experience.
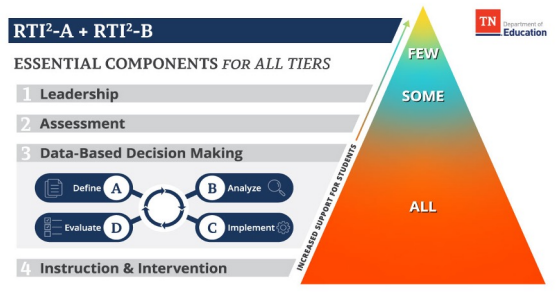
4

About Us

Vanderbilt University - West TN Team
Vanderbilt University - Middle TN Team
University of Tennessee, Knoxville - East TN Team

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RTI²-A + RTI²-B

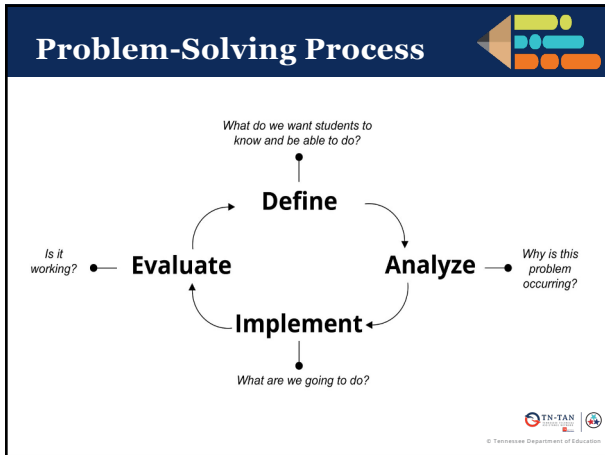RTI²-A + RTI²-B

ESSENTIAL COMPONENTS *FOR ALL TIERS*

1 Leadership
2 Assessment
3 Data-Based Decision Making

- Define A
- Analyze B
- Evaluate D
- Implement C

4 Instruction & Intervention
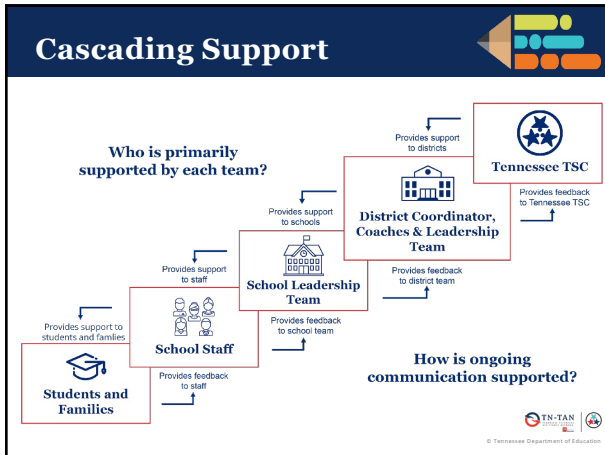
INCREASED SUPPORT FOR STUDENTS

FEW
SOME
ALL

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Problem-Solving Process

What do we want students to know and be able to do?

Define

Is it working? **Evaluate**

Analyze *Why is this problem occurring?*

Implement

What are we going to do?

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Cascading Support

Provides support to districts

Tennessee TSC

Who is primarily supported by each team?

Provides feedback to Tennessee TSC

Provides support to schools

District Coordinator, Coaches & Leadership Team

Provides support to staff

Provides feedback to district team

School Leadership Team

Provides support to students and families

Provides feedback to school team

School Staff

How is ongoing communication supported?

Provides feedback to staff

Students and Families

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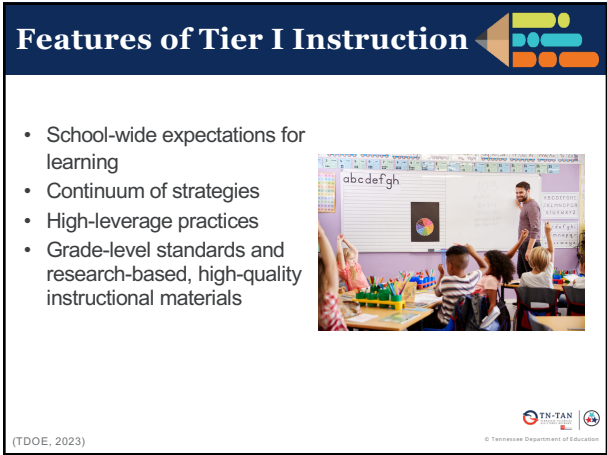## Learning Objectives

Session 1

1. Understand how Tier I behavior supports are foundational to an effective RTI^2-B system.
2. Consider factors for identifying students in need of Tier II support.
3. Identify critical aspects of implementing Tier II behavior interventions.
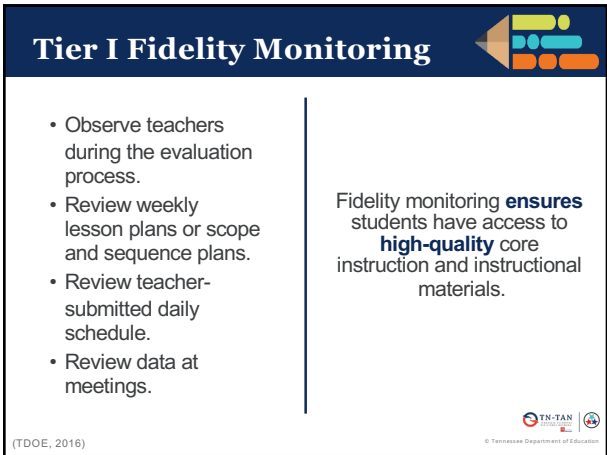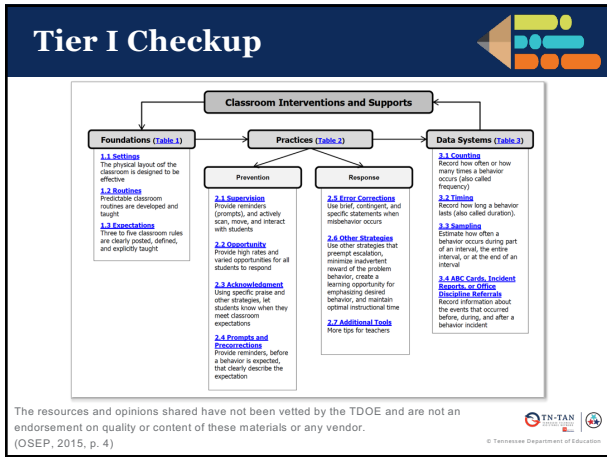
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Importance of Tier I Instruction

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Features of Tier I Instruction

- School-wide expectations for learning
- Continuum of strategies
- High-leverage practices
- Grade-level standards and research-based, high-quality instructional materials

(TDOE, 2023)

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Tier I Fidelity Monitoring

- Observe teachers during the evaluation process.
- Review weekly lesson plans or scope and sequence plans.
- Review teacher-submitted daily schedule.
- Review data at meetings.

Fidelity monitoring **ensures** students have access to **high-quality** core instruction and instructional materials.

(TDOE, 2016)

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Tier I Checkup

Classroom Interventions and Supports

Foundations (Table 1)

1.1 Settings
The physical layout osf the classroom is designed to be effective

1.2 Routines
Predictable classroom routines are developed and taught

1.3 Expectations
Three to five classroom rules are clearly posted, defined, and explicitly taught

Practices (Table 2)

Prevention

2.1 Supervision
Provide reminders (prompts), and actively scan, move, and interact with students

2.2 Opportunity
Provide high rates and varied opportunities for all students to respond

2.3 Acknowledgment
Using specific praise and other strategies, let students know when they meet classroom expectations

2.4 Prompts and Precorrections
Provide reminders, before a behavior is expected, that clearly describe the expectation

Response

2.5 Error Corrections
Use brief, contingent, and specific statements when misbehavior occurs

2.6 Other Strategies
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time

2.7 Additional Tools
More tips for teachers

Data Systems (Table 3)

3.1 Counting
Record how often or how many times a behavior occurs (also called frequency)

3.2 Timing
Record how long a behavior lasts (also called duration).

3.3 Sampling
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval

3.4 ABC Cards, Incident Reports, or Office Discipline Referrals
Record information about the events that occurred before, during, and after a behavior incident

The resources and opinions shared have not been vetted by the TDOE and are not an endorsement on quality or content of these materials or any vendor.
(OSEP, 2015, p. 4)

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Overview of Tier II

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Tier II Intervention

Tier II intervention for both academics and behavior includes explicit and systematic skill-based interventions that are designed to address the unique needs of students and be anchored in grade-level content and expectations, whenever possible.

(TDOE, 2023)

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Characteristics of Tier II Interventions

Tier II Interventions are:
- cohesively linked to Tier I instruction and expectations,
- supported by research,
- standardized,
- delivered by trained interventionists,
- administered at an appropriate dosage,
- comprehensive, and
- aligned with needed skills or behaviors.

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022d)

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What makes Tier II instruction more intensive?

Increased:
- alignment to needed skills,
- explicitness,
- opportunities to practice needed skills and receive feedback,
- attention to transfer,
- attention to behavioral function, and
- communication with home.

(Fuchs et al., 2017; National Center on Intensive Intervention, 2022d)

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Fading and Graduating from Tier II

It is important to develop a plan to scaffold and support students exiting an intervention. The plan should address how the student's progress will be monitored so that the student does not fall behind again before the next universal screening.

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Allocating Resources to Support Tier II Intervention

Tier II interventions should be:

- continuously available;
- easily accessible;
- accompanied by professional development on implementation fidelity, data collection, and progress monitoring; and
- feasible.

(Bruhn et al., 2021; Mitchell et al., 2015)

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Roles of School Personnel

Administrators
ensure funding and resources needed to support Tier II are identified and available.

Interventionists
deliver Tier II interventions with fidelity to small groups of students with similar needs.

Teachers
are responsive to the needs of students with emerging academic and behavior skills.

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Aligning Tier I Instruction and Intervention

- Tier I instruction and intervention should be cohesively linked so that all students can access grade-level content.
- Align intervention and Tier I instruction through:
  o regular communication and collaboration between interventionists and teachers;
  o a unified approach to language and support strategies throughout a student's learning experience.
  o opportunities to practice developing skills using grade-level content and expectations; and
  o opportunities to generalize mastered skills across a variety of contexts.

(Tennessee Department of Education, 2024)

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Identification of Students in Need of Tier II

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Assessment Process

Screening Process

Drill-down Assessment

Progress Monitoring

Fidelity

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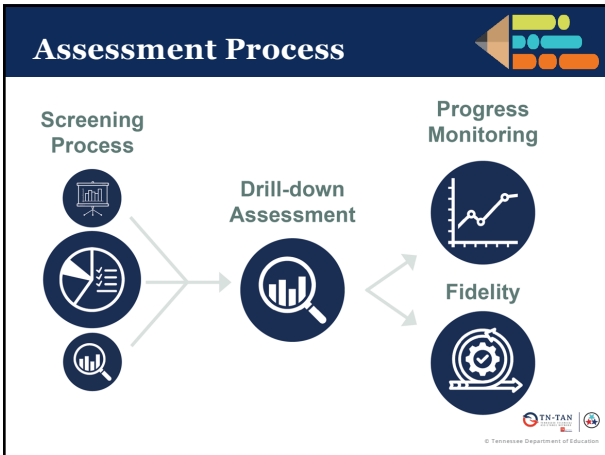
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Review Data

- Universal screeners
- Survey-level assessments
- Diagnostic assessments
- Observations
- Student records (e.g., attendance, suspensions, office discipline referrals)
- Work samples
- Teacher, parent, student report

Identify and **verify** risk by comparing multiple sources of information.

Define

Evaluate

Analyze

Implement

(TDOE, 2023)

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Elementary Risk Indicators

Measure	Low Risk	At Risk	High Risk
Universal Screener for Reading, Math, or Written Expression[1]			
Student Risk Screening Scale (SRSS-IE) – Externalizing and Internalizing Scores[2]			
Tennessee Comprehensive Assessment Program (TCAP) Scores			
Unexcused Absences[3]			
Office Discipline Referrals*			
Tardy*			
In-School Suspension*			
Counseling Referrals*			

([1]TDOE, 2021; [2]Lane et al., 2015; [3]Attendance Works, 2022)

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High School Risk Indicators

Measure	Low Risk	At Risk	High Risk
Absences[2]			
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS[3])			
Math and English Language Arts Tennessee Comprehensive Assessment Program (TCAP) Scores*			
Course Grades in Math, English Language Arts, Science, and Social Studies*			
Office Discipline Referrals*			
In-School and Out-of-School Suspensions*			

([1]TDOE, 2021; [2]Lane et al., 2015; [3]Attendance Works, 2022)

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Requests for Assistance

How to Establish a Consistent Process

Student exhibits reoccurring academic and/or behavior concern. → Teacher consults with colleagues about classroom strategies. → Teacher implements strategies and contacts family.

Student concern **improves.** → Teacher continues to implement strategies.

Student concern **continues.** → Teacher submits *Request for Assistance Form* for team to review.

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Example Request Form

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Managing Data

Integrated Data Management
- Do you use a specific platform to enter and manage student data?
  - Does the platform allow you to enter data for all tiers of instruction and intervention?
  - If it does not, how do you access and manage the excluded data?
- How do you organize and store progress monitoring and fidelity data?
- How do you compile and share all data for an individual student so it can be analyzed together?

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Data Walls

Example

(Oakland Unified School District, n.d.)

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Schoolwide Display Board

Example

Time						
8:00-8:40	Specials	Specials	Specials	Writing Lab	Writing Lab	Writing Lab
8:40-9:20	Reading/ELA	Reading/ELA	Reading/ELA	Science	Science	Science
9:20-10:00	Reading Intervention	Reading Intervention	Reading Intervention	Math	Math	Math
10:00-10:40	Science	Science	Science	Math Intervention	Math Intervention	Math Intervention
10:40-11:20	Social Studies	Social Studies	Social Studies	Reading/ELA	Reading/ELA	Reading/ELA
11:20-12:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Reading Intervention	Reading Intervention	Reading Intervention
12:00-12:40	Math	Math	Math	Lunch and Recess	Lunch and Recess	Lunch and Recess
12:40-1:20	Math Intervention	Math Intervention	Math Intervention	Specials	Specials	Specials
1:20-2:00	Writing Lab	Writing Lab	Writing Lab	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention
2:00-2:40	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Enrichment, Social Skills, Writing Intervention	Social Studies	Social Studies	Social Studies
2:40-3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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Managing Intervention Enrollment

- How do you keep track of all students receiving Tier II intervention?
- How do you keep track of students enrolled in specific interventions?
- Is information about intervention enrollment available during meetings?
- How do you determine intervention capacity (the number of students that can be enrolled in an intervention) at a given time?

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Schoolwide Schedule

Provides adequate time for staff to engage in collaborative, data-based problem solving and decision making

Supports multiple levels of instruction and intervention at each grade level

Allows for a minimum of 30 minutes of Tier II instructional time for reading, math, and or written expression per TDOE recommendation

(TDOE, 2023)

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Grouping Process

- Use data and grouping tools, like:
    - aligned academic and behavior resource maps,
    - aligned instructional plans,
    - data walls, and
    - schoolwide display boards.
- Group students with common needs.
- Limit the group size.
- Consider available resources.

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Revisit Tier I

If a large proportion of students are identified through the screening process, consider **adjustments to Tier I instruction**.

- Strengthen Tier I practices.
- Implement class-wide interventions.
- Continue to monitor the students' data.

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How to Enhance Tier I

Instructional Practices

- Alter the physical setting.
- Develop and review routines.
- Reteach expectations.
- Increase active supervision.
- Increase opportunities to respond.
- Increase positive feedback.
- Pre-correct challenging behavior.

Class-Wide Interventions

- Class-Wide Function-Related Intervention Teams (CWFIT)
- Other group contingency-based interventions

(Chow & Gilmour, 2016; OSEP, 2015; Wills et al., 2018)

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Wrap Up

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Learning Objectives

Session 2

1. Explore ways to identify students who need additional support and match interventions to identified needs.
2. Develop a systematic process for reviewing multiple data sources to evaluate student progress.
3. Understand the importance of intervention fidelity and consider ways to monitor the fidelity of intervention delivery.

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Connect With Us

To learn more about our services, connect with us on our website, through our newsletter, and on social media.

Website	Newsletter	Social Media
tennesseetsc.org		@tennesseetsc

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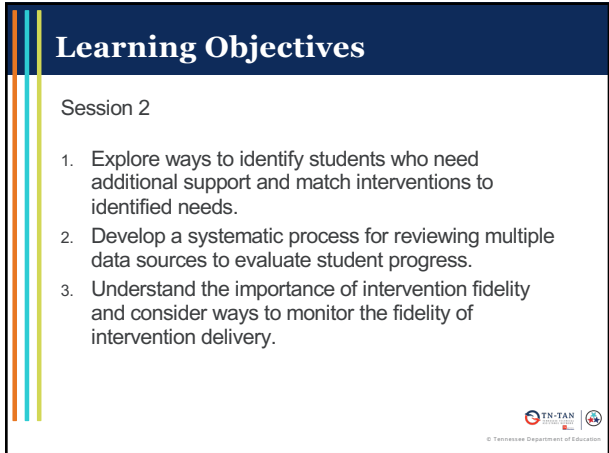
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TN-TAN End of Session Survey

Please complete the evaluation survey by using the following link or scanning the QR code:
https://kusurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8I4jZIIC

TESS-Full

Required Information:
Event Title: Tier II Behavior COP

Learning Objectives:
1. Understand how Tier I behavior supports are foundational to an effective RTI[2]-B system.
2. Consider factors for identifying students in need of Tier II support.
3. Identify critical aspects of implementing Tier II for behavior interventions.

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