



## 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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## Supporting Tier II within Response to Instruction and Intervention for Behavior (*RTI<sup>2</sup>-B*)

Tennessee Tiered Supports Center  
Community of Practice (CoP)  
September 18, 2025





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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).

### RTI<sup>2</sup>-A+RTI<sup>2</sup>-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.

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# About Us

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

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# RTI<sup>2</sup>-A + RTI<sup>2</sup>-B

**RTI<sup>2</sup>-A + RTI<sup>2</sup>-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

NEEDS SUPPORT FOR STUDENTS

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# Problem-Solving Process

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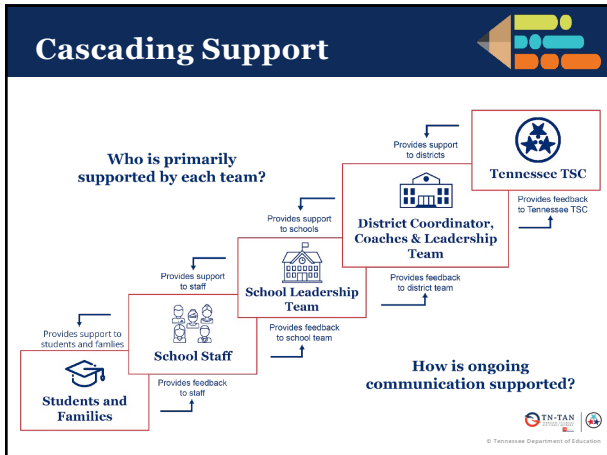
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### Learning Objectives

Session 1

1. Understand how Tier I behavior supports are foundational to an effective RTI<sup>2</sup>-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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### 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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# Matching Interventions to Areas of Need





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# Intervention Selection



After a team determines which students need Tier II interventions, it should consider:

- how to best serve students identified for Tier II interventions,
- how to support students who exceed grade-level expectations,
- how to support overlapping areas of academic and nonacademic need, and
- which needs should be targeted.



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# Analyze Data to Match Interventions to Needs



To match an intervention to a student's need:



1. Use all relevant data to prioritize an area of need.
2. Match the least intensive Tier 2 intervention to the prioritized area of need.
3. Analyze other data sources to make low-effort, initial adaptations to the intervention or modifications.

Define

Evaluate

Implement

Analyze



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(McDaniel et al., 2024)

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### Common Areas of Need

**Interfering Behaviors**

- Externalizing behaviors that are often associated with deliberate disregard for others and rules
- Example behaviors:
  - Tantrums
  - Outbursts of anger
  - Aggression
  - Bullying
  - Lying
  - Cheating
  - Stealing

(Goodman, 1997; McDaniel et al., 2024)



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### Common Areas of Need

**Social interactions and problem-solving**

- Characterized by externalizing behavior patterns, which may co-occur with internalizing behaviors, that involve difficulties forming and maintaining relationships, effectively interacting with others, and problem solving with others
- Example behaviors:
  - Playing alone
  - Avoiding interactions with others
  - Struggling to initiate or maintain conversations
  - Misunderstanding others' emotions
  - Refusing to cooperate

(Goodman, 1997; McDaniel et al., 2024)



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### Common Areas of Need

**Emotional regulation**

- Characterized by behavior patterns in which feelings, thoughts, and actions are directed inward
- Example behaviors:
  - Symptoms of anxiety, nervousness, sadness, or fearfulness
  - Social withdrawal
  - Somatic complaints

(Goodman, 1997; McDaniel et al., 2024)



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### Common Areas of Need

**Self-regulation**

- Characterized by externalizing behavior patterns that often stem from difficulty understanding expectations, managing impulsive tendencies, and directing behavior toward meeting those expectations
- Example behaviors:
  - Restlessness
  - Overactivity
  - Impulsiveness
  - Distractibility
  - Difficulty concentrating

(Goodman, 1997; McDaniel et al., 2024)



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### Common Areas of Need

**Co-occurring academic and behavior skill needs**

- Characterized by externalizing behavior patterns, which may co-occur with internalizing behaviors, that involve difficulty meeting academic expectations
- Example behaviors:
  - Off-task behavior during instruction or academic activities
  - Disruptive behavior during instruction or academic activities
  - Refusal
  - Elopement
  - Truancy

(Goodman, 1997; McDaniel et al., 2024)



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### Prioritizing an Area of Need

**Without Universal Behavior Screening Scores**

Multiple, Relevant Data Sources  
(e.g., Suspension Records,  
Attendance Records,  
Teacher Report)



↓

Aggression

↓

Area of Need: Interfering Behaviors

(Goodman, 1997; McDaniel et al., 2024)



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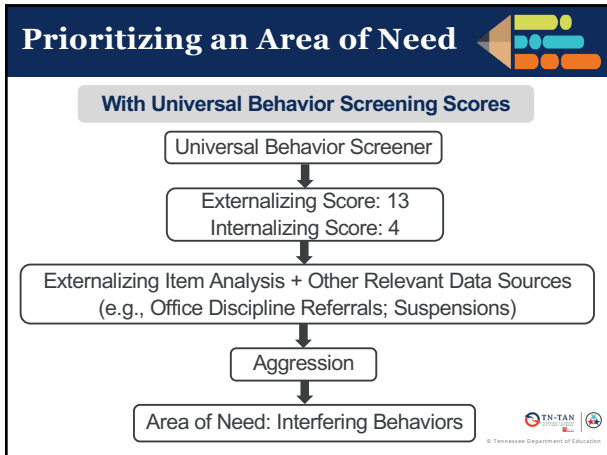
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### Matching Interventions to Needs

Area of Need	Example Intervention Options
<b>Interfering behaviors</b>	<ul style="list-style-type: none"><li>• Check-in/Check-out (CICO)</li><li>• Check and Connect</li><li>• Check, Connect, Expect</li></ul>
<b>Self-regulation</b>	<ul style="list-style-type: none"><li>• Goal setting</li><li>• Self-monitoring</li><li>• Self-graphing</li></ul>
<b>Social interactions and problem solving</b>	<ul style="list-style-type: none"><li>• Behavior contract</li><li>• Social skills group</li><li>• Restorative meetings or circles</li></ul>

(McDaniel et al., 2015; McDaniel et al. 2024)

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### Matching Interventions to Needs

Area of Need	Example Intervention Options
<b>Emotional regulation</b>	<ul style="list-style-type: none"><li>• Small-group counseling</li><li>• Individual counseling</li><li>• Check, Connect, Expect</li></ul>
<b>Co-occurring academic and behavior skill needs</b>	<ul style="list-style-type: none"><li>• Intensified academic instruction on needed skills</li><li>• Breaks Are Better (BRB)</li></ul>

(McDaniel et al., 2024)

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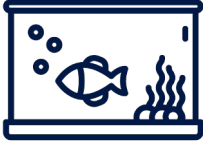
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# The Role of Environment

Challenging behaviors are supported by the environment.





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# The Role of Environment

A

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B

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C

Antecedent


Events that happen immediately before the behavior

Behavior

The target behavior

Consequence

Events that happen immediately after the target behavior



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(Cooper et al., 2019; graphic design adapted from Training Express, 2024)

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# Functions of Behavior

Behavior

Obtain

Avoid

Material Items


Task or Activity

Social Attention

Sensory Stimulation

Adult

Peer



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(Lloyd et al., 2017; Lloyd et al., 2021)

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### Low Effort Assessment of Behavior

Indirect assessments are a less intensive way to determine why a student's problem behavior is occurring.

**Examples:**

- Analyzing ODRs
- Open- or close-ended interviews
- Questionnaires
- Rating scales

(Majeika et al., 2020; McDaniel et al., 2024)



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### Initial Intervention Adaptations

Make low-effort, initial adaptations to ensure the intervention teaches needed skills and supports desired behavior.

**Example adaptations:**

- Skills to target
- Context for practicing new skills
- Feedback method
- Feedback schedule
- Goals
- Reward type
- Reward frequency
- Materials
- Group composition

(Majeika et al., 2020; McDaniel et al., 2024)



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### Examples

Matched Intervention(s)	Initial Adaptations
Check-in/Check-out (CICO)	<input type="checkbox"/> Number of expectations <input type="checkbox"/> Point goal
Check and Connect	<input type="checkbox"/> Type of expectation <input type="checkbox"/> Schedule for reward
Check, Connect, Expect	<input type="checkbox"/> Format of DPR <input type="checkbox"/> Function-based reward
	<input type="checkbox"/> Schedule for feedback <input type="checkbox"/> Peer mentor
	<input type="checkbox"/> Access to DPR <input type="checkbox"/> Other:
Goal setting	<input type="checkbox"/> Schedule for feedback <input type="checkbox"/> Function-based reward
	<input type="checkbox"/> Method of reflection <input type="checkbox"/> Other:
Self-Monitoring	<input type="checkbox"/> Skills targeted <input type="checkbox"/> Self-graphing
	<input type="checkbox"/> Format of form <input type="checkbox"/> Feedback provider
	<input type="checkbox"/> Length of intervals <input type="checkbox"/> Function-based reward
	<input type="checkbox"/> Accuracy matching <input type="checkbox"/> Other:
Self-graphing	<input type="checkbox"/> Skills targeted <input type="checkbox"/> Goal
	<input type="checkbox"/> Method of graphing <input type="checkbox"/> Function-based reward
	<input type="checkbox"/> Graphing frequency <input type="checkbox"/> Other:

(based on examples from McDaniel et al., 2024)



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Project	Start Date	End Date	Project Manager	Project Sponsor	Project Status	Project Budget	Project Risk	Project Impact
Project A	2023-01-01	2023-03-31	John Doe	John Doe	Completed	\$100,000	Low	High
Project B	2023-04-01	2023-06-30	Jane Smith	Jane Smith	In Progress	\$200,000	Medium	Medium
Project C	2023-07-01	2023-09-30	Mike Johnson	Mike Johnson	On Hold	\$150,000	High	Low
Project D	2023-10-01	2023-12-31	Sarah Brown	Sarah Brown	Planned	\$300,000	Low	High
Project E	2024-01-01	2024-03-31	David Wilson	David Wilson	Completed	\$120,000	Medium	Medium
Project F	2024-04-01	2024-06-30	Emily Davis	Emily Davis	In Progress	\$180,000	High	Low
Project G	2024-07-01	2024-09-30	Chris Miller	Chris Miller	On Hold	\$220,000	Medium	Medium
Project H	2024-10-01	2024-12-31	Alexander Lee	Alexander Lee	Planned	\$280,000	Low	High
Project I	2025-01-01	2025-03-31	Olivia White	Olivia White	Completed	\$110,000	Medium	Medium
Project J	2025-04-01	2025-06-30	Benjamin Green	Benjamin Green	In Progress	\$190,000	High	Low
Project K	2025-07-01	2025-09-30	Mia Black	Mia Black	On Hold	\$210,000	Medium	Medium
Project L	2025-10-01	2025-12-31	Noah Brown	Noah Brown	Planned	\$290,000	Low	High

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1945	W. G. Sebald	1980	Weg-Gesch.	NA	NA	NA	NA
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1945	W. G. Sebald	2022	Weg-Gesch.	NA	NA	NA	NA




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### Progress Monitoring



- Progress monitoring allows us to make decisions about:
  - student growth,
  - intervention effectiveness, and
  - how and when instructional changes are needed.
- When monitoring progress, team must consider **multiple data sources**, which may include both quantitative and qualitative data.
- When monitoring progress for behavior interventions, changes in a student's performance of **target** and **replacement** behaviors should be considered.

(Bruhn et al., 2018; Christ et al., 2009; National Center for Intensive Intervention, 2022e) © Tennessee Department of Education

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### Progress Monitoring



- To monitor progress for behavior interventions, data should be regularly collected and analyzed, with the type of data and frequency of data collection depending on the behavior of concern and the intervention.
- Decisions about the frequency of data collection and data analysis should be made by a data-based decision-making team.
- Data should reflect the student's behavior before intervention (baseline) and during intervention.

(Bruhn et al., 2018; Christ et al., 2009; National Center for Intensive Intervention, 2022e) © Tennessee Department of Education

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### Intervention Goals



- There are no standard growth rates or mastery criteria for behavioral progress monitoring.
- Measurements of target and replacement behaviors can be used to set intervention goals, against which progress can be assessed while also considering other data sources.
- Goals should be:
  - set slightly above or below a student's current performance, depending on the nature and desired outcome of the behavior,
  - set relative to behaviors expected of peers, and
  - reviewed regularly so that adjustments can be made as needed.

(McDaniel et al., 2024)

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### Goal Examples



- Joseph will ask for permission to use the calming corner during a minimum of 4 out of 5 opportunities each week.
- Alexis will increase the number of complex math problems completed independently by 10% each week.
- Mya will increase her week-over-week averages for percent of points earned by 10% during 3 of the 4 weeks in this month.
- James will report lower levels of anxiety on at least 3 of the next 5 unit assessments.

(McDaniel et al., 2024)

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### Measuring Student Behavior



- There are a variety of ways to measure student behavior.
- The methods used will depend on the behavior of concern and the selected intervention.
- **Indirect** methods rely on recollection and include:
  - narrative accounts,
  - interviews,
  - checklists, and
  - rating scales.
- **Direct** methods involve observing and measuring the behavior while it occurs.

(McDaniel et al., 2024)

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## Direct Behavior Ratings

- A teacher observes the student's behavior over a predetermined amount of time and then rates it.
- Ratings are based on a scale that includes anchor words (e.g., 0 = never; 3 = sometimes; 5 = always).
- Rating tools can be created for use with many students or customized for individual students.

Figure 18. Sample of a Direct Behavior Rating form. From: O'Neil, Mike, Nelson, Mike, & Brown, Karen. (2017). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes*. Third Edition. By Marjorie R. Horsey, © Mike Nelson, Mike Nelson, and Karen Brown. Copyright © 2017. The Guilford Press. Permission is granted to reproduce and distribute this form for personal use or use with students (no copyright fee required).

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## Intervention-Based Measure

- The team uses measures that are built into the intervention or data that are already collected as part of the intervention to measure student behavior.
- Examples include:
  - assessments that are included in published intervention programs,
  - daily progress reports used in Check-In, Check-Out, and
  - a teacher's recordings when self-monitoring forms are completed by the student and teacher in a student's self-monitoring intervention.

Figure 19. Sample Self-Monitoring Form: Class To-Do Checklist. From: O'Neil, Mike, Nelson, Mike, & Brown, Karen. (2017). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes*. Third Edition. By Marjorie R. Horsey, © Mike Nelson, Mike Nelson, and Karen Brown. Copyright © 2017. The Guilford Press. Permission is granted to reproduce and distribute this form for personal use or use with students (no copyright fee required).

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## Example Intervention-Based Measure

Figure 19. Sample Self-Monitoring Form: Class To-Do Checklist. From: O'Neil, Mike, Nelson, Mike, & Brown, Karen. (2017). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes*. Third Edition. By Marjorie R. Horsey, © Mike Nelson, Mike Nelson, and Karen Brown. Copyright © 2017. The Guilford Press. Permission is granted to reproduce and distribute this form for personal use or use with students (no copyright fee required).

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## Determining Response to Intervention

There are **no set requirements** for the number of data points, time in intervention, or tier of intervention required to make progress monitoring or instruction and intervention changes.

(TDOE, 2022)



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## Determining Response to Intervention



- Use **multiple data sources** that consider a student's comprehensive data profile when determining a student's response to intervention.
- In addition to analyzing measurements of the behavior, a team might consider:
  - office discipline data,
  - student observations,
  - attendance records,
  - academic scores,
  - work samples, and
  - intervention fidelity data.



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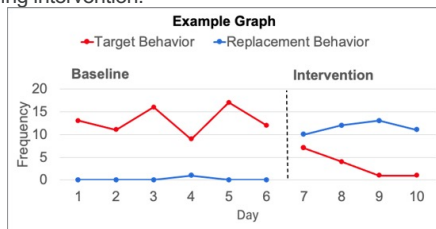
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## Analyzing Quantitative Behavior Data



When analyzing graphed behavior data, compare data collected before intervention (baseline) to data collected during intervention.



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## Analyzing Quantitative Behavior Data



Analyze these characteristics of the data:

- **Level:** how low, moderate, or high data are in relation to the vertical axis.
- **Variability:** the extent to which data are similar in value.
- **Trend:** the overall direction of a data path.
- **Immediacy:** how quickly a change in data path occurs.

(Burns et al., 2017; Ledford & Gast, 2024)



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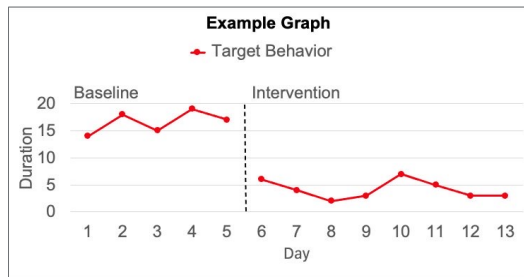
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## Level Change



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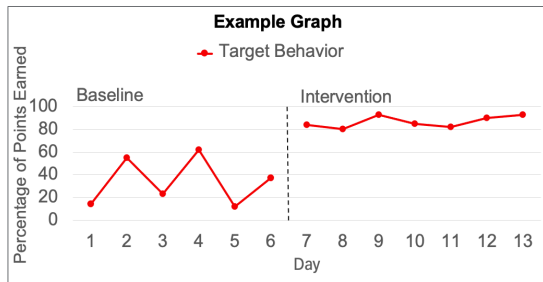
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## Variability Change



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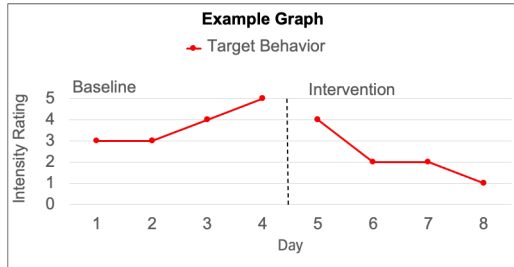
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## Trend Change



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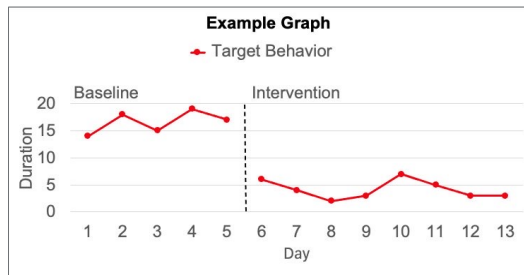
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## Immediacy



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## Intervention Fidelity



- When evaluating a student's response to intervention, a team needs evidence to confirm that the intervention was implemented as intended.
- Evidence may include data from direct or indirect fidelity assessments.
  - Direct:** involves observing implementation of the intervention
  - Indirect:** involves reviewing artifacts of the intervention



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## Communication and Engagement

**All Key Collaborators**

**Who**

Engage in ongoing, two-way communication with staff, students, families, district leaders, and community partners.

**What**

Share Tier II implementation success and positive student outcomes.

**How**

Create annual summaries, school board presentations, and posts for the website, newsletter, or social media.

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## Communication and Engagement

**Examples**

East Elementary School  
August 8 · 🌐

Humboldt City Schools  
A special thanks to Humboldt Union Club for their assistance in providing vision screenings for the students at East Elementary today.

Berkley Creek High School Q2 Data Summary

Q2 Test Scores

Q2 Attendance

Q2 Average GPA

Q2 Office Manager Problem Behavior (OPB) by gender

Q2 Grade

Q2 Grade

Humboldt City Schools Q2 Data Summary

Q2 Test Scores

Q2 Attendance

Q2 Average GPA

Q2 Office Manager Problem Behavior (OPB) by gender

Q2 Grade

Q2 Grade

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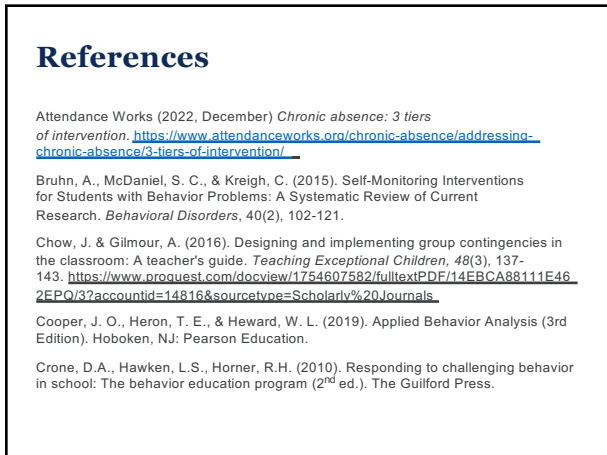
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## References

Fuchs, L.S., Fuchs, D., & Malone, A.S. (2017). The taxonomy of intervention intensification. *TEACHING Exceptional Children*, 50(1), 35-43. DOI: 10.1177/0040059917703962

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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://kysurvey.ca1.qualtrics.com/fe/form/SV\\_085eZrS8l4ZlIC](https://kysurvey.ca1.qualtrics.com/fe/form/SV_085eZrS8l4ZlIC)



TESS-Full

### Required Information:

Event Title: Tier II Behavior COP

Learning Objectives:

1. Explore ways to identify students needing additional support and matching 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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