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Positive Behavioral  
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# TIER 2 SCHOOL-LEVEL SYSTEMS GUIDE

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July 2025



# Tier 2 School-Level Systems Guide

Center on Positive Behavioral Interventions and Supports  
U. S. Department of Education, Office of Special Education Programs  
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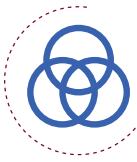
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## Purpose

This practice guide aims to assist school-level Tier 2 Teams, or combined Advanced Tiers (Tier 2 and 3) Systems Teams, in developing foundational school-level system features to implement and sustain Tier 2 supports. These system features include procedures for teaming, defining characteristics of Tier 2 interventions, identifying students needing support, training and coaching staff, engaging students and families, and using data to evaluate overall effectiveness and individual student responsiveness to academic, social, emotional, and behavioral supports.

Students requiring targeted social, emotional, and behavioral (SEB) supports often have academic difficulties as well. This guide focuses primarily on supporting students' SEB needs but includes considerations for integrating academic and SEB supports through key systems features. The following resource provides more guidance on targeted academic supports:

- [Classroom Integrated Academics Behavior](#)<sup>1</sup> (Brief)
- [Effective Instruction as a Protective Factor](#)<sup>2</sup> (Brief)
- [Intensifying Reading Instruction: What to Consider](#)<sup>3</sup> (Webpage)
- [Integrated Multi-Tiered System of Support Overview](#)<sup>4</sup> (Webpage)
- [Integrating Academic, SEB, and Mental Health Supports for Student Need](#)<sup>5</sup> (Video)

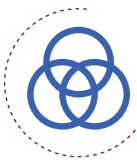


- [National Center on Intensive Intervention: Educators Page](#)<sup>6</sup> (Webpage)
- [PBIS Increases Student Engagement and Academic Achievement](#)<sup>7</sup> (1-Page Overview)

## Introduction

### What Is Tier 2?

Tier 2 involves implementing systems and practices, layered upon Tier 1, that provide targeted interventions for students with or at risk for developing more intensive SEB and/or academic concerns. Tier 2 supports are characterized as providing a “higher dose” of Tier 1 and are provided to small groups of students with similar needs and/or behavioral functions. Positive behavioral interventions and supports (PBIS) or multi-tiered systems of supports (MTSS) logic suggests that with solid universal supports, approximately 10-15% of the student population may require Tier 2 academic and/or SEB supports. For an overview of Tier 2, see [PBIS Tier 2](#)<sup>8</sup> on the Center on PBIS Website.



## What Are the Characteristics of Tier 2 Interventions?

Tier 2, or targeted, interventions should be highly efficient and readily accessible to students. Therefore, Tier 2 Teams should select and define a small array of Tier 2 interventions based upon available resources and school-wide SEB and academic need, as determined by available data. To ensure efficiency, each intervention should have core components (e.g., process, treatment, data collection) that are the same across all students receiving the intervention.

## Who Is Supported by Tier 2?

Tier 2 is designed to provide an additional layer of proactive support to the 10-15% of students who need more than Tier 1 supports. The focus of Tier 2 is on implementing preventative strategies that address academic and SEB needs before students require more intensive supports.

## Who Provides Tier 2 Supports?

All school staff play a role in successfully implementing Tier 2. Each staff member in the school should expect and be prepared to provide Tier 2 supports. Members of a school-level Tier 2 Team lead and coordinate overall Tier 2 implementation.

## Tier 2 Teaming

The goal of the Tier 2 Team is to ensure that students in need of supports beyond Tier 1 receive them proactively and effectively. Therefore, it is recommended that schools prioritize time for two types of meetings to install and sustain an efficient and effective array of Tier 2 interventions. This will

ensure that students are identified and matched to appropriate targeted interventions and that progress is monitored regularly.

- **Tier 2 Systems.** The purpose of this meeting is to install and monitor the implementation of targeted interventions. The function of systems conversations is to:
  - Identify and install an array of evidence-based interventions matched to student need
  - Monitor overall fidelity and effectiveness of Tier 2 interventions
  - Address system barriers (e.g., staff training, time for student intervention to occur) to implementation
- **Tier 2 Individual Student Support.** This meeting aims to implement and monitor individual student progress on Tier 2 interventions. This includes:
  - Matching individual students to interventions based on referral data
  - Monitoring each student's progress
  - Fading or intensifying supports based on student responsiveness data

A variety of teaming structures may be used to accomplish these tasks. Some buildings may opt for one Tier 2 Team that meets weekly and carries out systems and individual student support functions. In other sites, creating or utilizing an existing team to carry out individual student support functions may be more efficient, while a different team monitors systems functions. In these cases, the systems team may be a subset of the individual student support team and/or may also monitor Tier 3 systems.

## Effective team operating procedures for

### Tier 2 teams include:

- Regular meeting format and agenda that prompts review of Tier 2 practices, systems, and data
- Established and used team norms
- Defined meeting roles (e.g., timekeeper, facilitator, recorder)
- Regular (e.g., quarterly) two-way data sharing and communication with Tier 1 and Tier 3 teams to inform decision making
- Current action plan
- Procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving Fidelity Checklist), at least twice annually
- Formal process to monitor the impact of team norms
- Procedures to ensure all team members can participate as equal partners

For additional guidance on establishing effective team operating procedures, see [Enhancing Team Functioning in Schools' Multi-Tiered System of Supports](#).<sup>9</sup>

## Tier 2 Team Composition

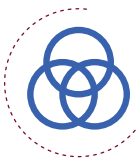
It is recommended that Tier 2 Teams include the following members to effectively support Tier 2 systems:

- One or two Tier 2 system coordinators (e.g., coaches)
- A school administrator

- A representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff)
- Members from underserved groups
- Relevant community partners (e.g., mental health providers; Algozzine et al., 2019; Center on PBIS, 2025)

Administrators promote district and school vision and provide authority on decision-making, especially regarding system changes (e.g., staff responsibilities, schedules) needed for implementation. Tier 2 coordinators (i.e., coaches) are responsible for organizing and overseeing all Tier 2 interventions and systems, and providing training and coaching to staff. Often, school-based clinicians (e.g., school social workers, counselors, interventionists) will serve in a coordinator role, which may include responding to requests for assistance, orienting students and families to interventions, supporting implementers of interventions, and monitoring student progress on interventions. School and community-based clinicians bring SEB expertise to the team and may also serve as coordinator(s).

When identifying team membership from underserved groups, consider family and youth who represent underserved groups within your community. Family and youth voices in systems-level conversations can empower families and youth in designing effective supports. For more information on utilizing family, youth, and community voices, see the [PBIS Cultural Responsiveness Field Guide](#).<sup>10</sup>



It is critical for the Tier 2 Team to include members who provide expertise in the following areas (Center on PBIS, 2025):

- Applied behavior support
- Mental health and trauma
- Academic instruction
- Coaching
- Equitable implementation
- Physical health and wellness (e.g., nurse, health teacher)
- Data systems and information regarding the system and student academic, and SEB strengths and needs
- Operations of the school across grade levels and programs

### **Tier 2 Systems Meetings**

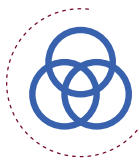
Tier 2 Systems meetings should occur at least monthly to ensure a robust and effective Tier 2 support structure. The purpose of these meetings is to ensure

- Tier 2 interventions are evidence-based and match student need
- A system is in place to effectively and efficiently monitor the overall fidelity and effectiveness of Tier 2 interventions
- Access to Tier 2 interventions is equitable and proportionate
- Systems exist for training staff and familiarizing families and students with Tier 2 interventions

### **Key activities to define and monitor**

#### **Tier 2 systems include:**

- Using aggregate school-community data (e.g., office discipline referrals, crisis/life-threat assessment data, universal SEB screening data) and district guidance to identify student strengths and needs and select and install evidence-based Tier 2 interventions aligned with Tier 1 that address identified needs
- Creating, documenting, and monitoring the use of a request for assistance process
- Defining decision rules and processes for identifying, monitoring, and exiting students from Tier 2 interventions
- Tracking the total number of students within subgroups (e.g., grade level, disability status, race/ethnicity) receiving Tier 2 and the specific types of interventions delivered at Tier 2
- Gathering data from intervention coordinators to evaluate overall student response to Tier 2 interventions (e.g., 60% of students are responding to SEB groups)
- Identifying tools and procedures to assess the fidelity of each Tier 2 intervention
- Using Tier 2 intervention response and fidelity data to create and implement action plans to improve Tier 2 systems coordination and intervention implementation
- Coordinating with the District-Level Systems Team to provide staff training opportunities to ensure all staff have the necessary skills to support Tier 2 interventions



### Additional resources to assist in defining and monitoring Tier 2 systems:

- [\*Tier 2/Tier 3 Tracking Tool\*](#)<sup>11</sup> — Provides organization for monitoring level of use (i.e., proportion of students accessing Tier 2 interventions) and aggregate student performance data (i.e., the percent of students experiencing success on an intervention)
- [\*Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools\*](#)<sup>12</sup> — This brief describes the core features of Tier 2 systems and practices and provides examples of researcher-developed measures used to assess them

### Tier 2 Individual Student Support Meetings

Tier 2 Individual Student Support meetings occur more frequently than Systems Meetings, such as weekly or twice a month, to ensure that students' progress on Tier 2 interventions is monitored closely (Nese et al., 2023). The purpose of these meetings is to use data to match students to available interventions based upon need and function of behavior and monitor individual student responses to interventions. Specific activities include:

- Using data to match referred students to appropriate Tier 2 interventions
- Using data decision rules to determine student response to intervention
- When there is a lack of response to intervention, analyzing individual student data to make adjustments to the intervention (e.g., increase frequency or intensity, re-evaluate function)
- When there is a positive response to intervention, fading the student to lower levels of support

### Components of Tier 2 Interventions

Although dozens of research-based Tier 2 interventions are designed to address a variety of student needs (see Table 1), all share components that align with the function and purpose of implementing Tier 2 supports. In addition, critical features of Tier 2 interventions include:

- Additional instruction/time for student skill development
- Additional structure/predictability
- Increased opportunity for feedback, (e.g., daily progress report)
- Increased communication with families
- Modifications to address a range of behavioral functions, mental health needs, or academic skills (Algozzine et al., 2019; Center on PBIS, 2025)

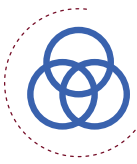
As described below, these components enable systematic student identification, efficient delivery, and effective data-based decision making.

### Standardized Implementation

Tier 2 interventions include standardized procedures allowing them to be implemented similarly across students. This standardization streamlines the implementation process by having a common set of data collection measures and procedures for monitoring implementation and reviewing progress.

### Builds on Tier 1

Tier 2 interventions align with and build upon the essential components of Tier 1 supports. This means that the skills targeted within Tier 2 interventions



should align with core curriculum, schoolwide expectations, systems for teaching academic and SEB skills, and acknowledgement systems and should not require significant additional training for staff to implement or for students to participate.

### **Linked to Function**

Considering the function of a student's behavior will likely increase the effectiveness of Tier 2 interventions (Jeong & Copeland, 2020). For example, a student who wishes to avoid adult attention would be poorly matched to an intervention that relies heavily on increased adult attention, like Check-In/Check-Out (see Table 1). An intervention that does not involve high rates of adult attention, such as peer mentoring or self-monitoring, would be more effective. Inferring the function of a student's behavior does not require a comprehensive functional behavioral assessment. Rather, we recommend Tier 2 teams utilize existing data from Tier 1 to consider possible functions (e.g., hypothesized function on office discipline referral). If needed, brief assessments such as the Functional Assessment Checklist for Teachers and Staff ([FACTS](#);<sup>13</sup> Anderson & Borgmeier, 2007) can provide additional data. See the [Tier 3 Brief Functional Behavioral Assessment \(FBA\) Guide](#)<sup>14</sup> for more information on assessing behavioral function.

### **Quickly Accessible**

It is imperative that Tier 2 systems are set up to allow students quick access to interventions (e.g., 1-2 days) once they are identified. This means that Tier 2 Teams should have established procedures for

identifying students in need of Tier 2 interventions and procedures for matching students to an appropriate intervention based on need. In addition, teams should have a menu of Tier 2 intervention options that are continuously available and can address a variety of student needs, and all school personnel should be familiar with implementation and data monitoring procedures.

### **Direct Instruction and Repeated Feedback**

Tier 2 interventions include explicitly teaching and reinforcing the use of targeted academic and/or behavior skills. These skills are taught during student intervention training by (a) defining, (b) providing examples and non-examples, and (c) providing opportunities for students to practice using the new skills. After training, students receive prompts and repeated feedback on using these new skills to build fluency. Connecting these skills to the core curriculum or schoolwide expectations provides increased opportunities for educators and families to acknowledge and reinforce the use of these skills.

### **Time Limited**

Tier 2 interventions are intended to be relatively short (e.g., 6-8 weeks). To ensure responsive support, teams should engage in frequent data-based decision-making cycles. When adopting Tier 2 interventions to add to their menu of options, teams should also establish data decision rules for when to intensify or fade interventions based on student response data. These decision rules should include criteria for determining whether students should continue or fade



the intervention, whether to increase intervention intensity, the ultimate criteria for returning to Tier 1, and when to progress to Tier 3 supports. Missouri School-Wide Positive Behavior Supports offers a free guidebook that includes a chapter on [Data-Based Decision-Making](#)<sup>15</sup> for Tier 2, including strategies for selecting and implementing a data collection system. They also offer a brief [Student Progress Monitoring Guide](#)<sup>16</sup> for download.

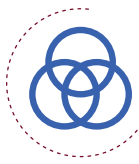
### **Adaptable**

Tier 2 Teams should also keep in mind that, while the primary components of Tier 2 interventions should be standardized (e.g., completing a daily progress report in Check-in/Check-Out [CICO], attending 30-mins of direct social skills instruction per week), interventions can and should include small adaptations to suit individual student needs and preferences. For more information on adapting Tier 2 interventions, view [Tier 2 Practice Adaptations](#)<sup>17</sup> and other supporting research (e.g., Sterrett et al., 2020).

## **Categories of Tier 2 Interventions**

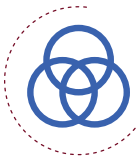
As indicated above, Tier 2 interventions should not follow a “one size fits all” approach. Rather, schools should offer a variety of intervention options that address a range of common Tier 2 academic and SEB needs. [Appendix C of the TFI 3.0](#)<sup>18</sup> includes a table that denotes key features present across a variety of common Tier 2 interventions and what interventions may meet different behavioral functions.

In the Table 1, we present six categories of interventions that share common components (McDaniel et al., 2024). We do not recommend adopting every evidence-based intervention in this table. Teams should carefully consider available resources, the effectiveness of existing interventions, and their school and community context. Further, some interventions may overlap categories, depending on how and for whom they are implemented. Links to additional resources are provided in the last column.



**Table 1. Evidence-Based Tier 2 Interventions by Category**

Category	Key Features	Interventions	Resources
Academic Skills & Dropout Prevention	<ul style="list-style-type: none"> <li>Implemented alongside teaching and learning activities</li> <li>Increases student access to academic content</li> </ul>	<ul style="list-style-type: none"> <li>Study skills</li> <li>Academic accommodations</li> <li>Organizational skills</li> <li>Help-seeking behaviors</li> <li>Academic Seminar (Swain-Bradway &amp; Pinkney, 2015)</li> <li>Check and Connect (Christenson et al., 2012)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Two Strategies to Increase High School Success: Academic Seminar and Freshman Success Curriculum</a><sup>19</sup></li> <li><a href="#">University of Minnesota Check &amp; Connect Website</a><sup>20</sup></li> </ul>
CICO and variations	<ul style="list-style-type: none"> <li>Multiple opportunities for students to receive behavior-specific feedback throughout the day</li> <li>Builds relationships with multiple adults</li> </ul>	<ul style="list-style-type: none"> <li>Check-In/Check-Out (CICO) (Hawken et al., 2021)</li> <li>Check, Connect, Expect (Cheney et al., 2009)</li> <li>Breaks are Better (Boyd &amp; Anderson, 2013)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">MO-SWPBS Tier 2 CICO Workbook</a><sup>21</sup></li> <li><a href="#">Implementation guide published by CalTAC PBIS</a><sup>22</sup></li> </ul>
Mental health supports	<ul style="list-style-type: none"> <li>Delivered by trained mental health personnel (e.g., counselor, school psychologist)</li> <li>Cognitive behavioral therapy components</li> </ul>	<ul style="list-style-type: none"> <li>Brief Coping Cat (Kendall et al., 2012)</li> <li>Penn Resiliency Program (Gillham et al., 2006)</li> <li>Resilience Education Program (Kilgus et al., 2022)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Early Intervention &amp; Treatment Services &amp; Supports (Tiers 2 &amp; 3)</a><sup>23</sup> by National Center for School Mental Health</li> <li><a href="#">Tier 2 Social-Emotional Learning/ Mental and Behavioral Health Interventions: Post COVID-19</a><sup>24</sup> by the National Association of School Psychologists</li> <li><a href="#">School Mental Health Collaborative</a><sup>25</sup></li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Instruction and practice of key self-management skills: goal setting, self-monitoring, self-recording, self-modeling, self-evaluation</li> <li>Promotes self-knowledge, self-awareness, and independence</li> </ul>	<ul style="list-style-type: none"> <li>Goal setting strategies</li> <li>Self-monitoring</li> <li>Self-determination</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">MO-SWPBS Tier 2 Self-Monitoring Workbook</a><sup>26</sup></li> <li><a href="#">I-Connect self-monitoring application</a><sup>27</sup></li> <li><a href="#">Self-Determined Learning Model of Instruction</a><sup>28</sup></li> </ul>
Social skills	<ul style="list-style-type: none"> <li>Instruction of prosocial skills aligned to the educational context and student age</li> <li>Might include conflict resolution and social problem-solving</li> <li>Manualized curriculum options available</li> </ul>	<ul style="list-style-type: none"> <li>Social problem solving</li> <li>Peer mediation</li> <li>Social skills groups</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">MO-SWPBS Tier 2 Social Skills Intervention Workbook</a><sup>29</sup></li> <li><a href="#">Teaching Social-Emotional Competencies within a PBIS Framework</a><sup>30</sup></li> </ul>



Additional resources to guide Tier 2 Teams in assessing needs and identifying evidence-based Tier 2 interventions include:

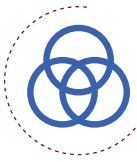
- [\*The Hexagon Tool\*](#)<sup>31</sup> – A tool that helps teams evaluate the fit and feasibility of implementing programs in a given context.
- [\*What Works Clearinghouse\*](#)<sup>32</sup> – Organizes interventions by category and classifies them based on research support.
- [\*SAMHSA Evidence-Based Practices Resource Center\*](#)<sup>33</sup> – Searchable database of evidence-based interventions for treating mental and substance disorders.

## Data Sources for Identifying Students for Tier 2

Tier 2 Teams should consider a variety of data sources to identify students who demonstrate the need for targeted intervention. No single data source is likely to be both proactive and objective, provide sufficient information to identify all students in need, match students to an appropriate intervention, and include information to make initial intervention design decisions. In addition, multiple data sources allow for multiple perspectives on students' academic and SEB strengths and needs, which is important when

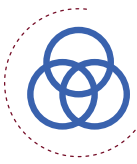


identifying students with internalizing Tier 2 behaviors. Table 2 includes five possible data sources that Tier 2 teams can use to identify students and make initial intervention placements. Additional resources can be found in [Chapter 3 of the MO SW-PBS Tier 2 Workbook on Student Identification](#).<sup>34</sup>



**Table 2. Data Sources Used to Consider Additional Supports**

Data Source	Description	Benefits	Resources
Academic Indicators and Screening	<ul style="list-style-type: none"> <li>Grades</li> <li>Work completion</li> <li>Work samples</li> <li>Academic screening tools</li> </ul>	<ul style="list-style-type: none"> <li>Valued outcomes across stakeholders</li> <li>Consistent across all students in a class</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Academic Screening Tools Chart</a><sup>35</sup></li> </ul>
Discipline	<ul style="list-style-type: none"> <li>Minor classroom behavioral incidents</li> <li>Office discipline referrals</li> <li>In and out of school suspensions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects schoolwide policy</li> <li>Used in many PBIS data-based decisions</li> <li>Generally, identifies students displaying externalizing behaviors</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">MO SW-PBS Tier 2 Workbook, Chapter 4: Data-Based Decision-Making</a><sup>36</sup> (pbissmissouri.org)</li> </ul>
Request for assistance	<ul style="list-style-type: none"> <li>Formal process for school staff, parents/ caregivers, and students to request Tier 2 supports</li> </ul>	<ul style="list-style-type: none"> <li>Gives voice to all relevant parties</li> <li>Continuously available</li> <li>May assist in identifying students displaying internalizing behaviors</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">MO SW-PBS Teacher Nomination for Assistance Form</a><sup>37</sup> (pbissmissouri.org)</li> </ul>
Time spent in or out of class	<ul style="list-style-type: none"> <li>Attendance</li> <li>Tardies</li> <li>Time spent out of instruction</li> <li>Visits to nurse</li> <li>Requests to see counselors</li> <li>Hall passes (e.g., bathroom, drink, locker visits requested during class)</li> </ul>	<ul style="list-style-type: none"> <li>Objective</li> <li>Systematic</li> <li>Valued outcome across all relevant parties</li> <li>Generally, identifies students displaying internalizing behaviors</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Improving Attendance and Reducing Chronic Absenteeism</a><sup>38</sup> (PBIS.org)</li> </ul>
Universal SEB Screening	<ul style="list-style-type: none"> <li>Reliable and valid measure of SEB strengths, needs, or wellbeing taken for or by all students in a school</li> </ul>	<ul style="list-style-type: none"> <li>Proactive</li> <li>Provides information on a variety of needs (and often strengths)</li> <li>Can expand voices through multiple informants</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Systematic Screening: Practicalities &amp; Considerations</a><sup>39</sup> (PBIS.org)</li> <li><a href="#">Psychometric Properties of Behavior Screening Tools</a><sup>40</sup> (PBIS.org)</li> </ul>



## Proactive Versus Reactive Data

Many of the data sources included in Table 2 are reactive in nature, meaning that a pattern of problem behaviors must emerge before identifying students in need. Therefore, it is important for teams to include universal academic and SEB screening within their school-wide PBIS plan. For example, many schools have a Tier 2 eligibility decision rule stating that students must receive at least 2 office discipline referrals within the last two months to be referred to Tier 2. This means the student has already developed a pattern of negative behavior that may have increased their risk for academic failure or damaged their relationships with adults or peers. If the same school implemented universal screening, the same student may be identified as at-risk before engaging in behaviors resulting in an office discipline referral. In addition, most commercially available universal screeners have subscales that relate to different domains of SEB strengths, needs, and/or wellbeing, which teams can use to match student needs to appropriate intervention. For example, if a screener includes scores for social behavior, academic behavior, and emotional behavior, then a student who scores with elevated risk for social behaviors could be matched to a social skills intervention. Or, a student with elevated risk for emotional behaviors could be matched to a mental health support group. For more information on getting started with implementing systematic screening, see [Systematic Screening: Practicalities & Considerations](#).<sup>41</sup>

## Staffing and Training

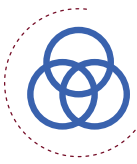
A written process for orienting and training all relevant staff, families, and students on Tier 2 systems and interventions should be developed by the Tier 2 Team. This should include how to request assistance and implement or support each Tier 2 intervention (Center on PBIS, 2025). The responsibilities of school staff supporting Tier 2 implementation vary based on:

- Their existing roles within the school (e.g., school administrator, behavior support team leader, general or special education teacher)
- Time allocated for Tier 2 implementation activities
- Whether they are supporting Tier 2 systems, interventions, or both

Given these different responsibilities and roles, training is differentiated. For example, training for all school personnel and building administrators often occurs at the beginning of the school year with shorter booster trainings throughout the year when data indicate a need (e.g., returning from winter break). However, training for Tier 2 Team members is likely to occur throughout the school year as team members work to install Tier 2 systems (e.g., team meeting agenda and format, data and data decision systems) and interventions (e.g., Check-In/Check-Out, Breaks are Better).

## Training for Tier 2 Team

Tier 2 Team members need to be trained on Tier 2 systems and interventions. As Tier 2 systems support implementation of Tier 2 interventions, training on



systems should occur before, or concurrently with, training on specific Tier 2 interventions. Table 3 provides an example of critical content to include in a training sequence for Tier 2 teams during the first year of Tier 2 implementation. The example includes implementing CICO because it is commonly the first formal Tier 2 intervention piloted given the clearly defined and available resources, training materials, and fidelity measures, but the training sequence can apply to any Tier 2 intervention (Kittelman et al., 2023).

**Table 3. Example Year 1 Training Content for Tier 2 Team Members**

Elements	Critical Content
Tier 2 Systems	<ul style="list-style-type: none"> <li>• Team roles and responsibilities</li> <li>• Meeting structures</li> <li>• Core features of Tier 2 systems and practices</li> <li>• Integration with other tiers</li> <li>• Acknowledgement systems for Tier 2 interventions</li> <li>• Student, family, and community engagement</li> <li>• Student-Family Orientation process</li> </ul>
Tier 2 Practices	<ul style="list-style-type: none"> <li>• CICO core features</li> <li>• CICO data and decision systems</li> <li>• Intensifying and fading students from CICO</li> <li>• Training on the rollout of CICO to all school staff</li> <li>• Orientation to CICO for students and families</li> </ul>
Tier 2 Data	<ul style="list-style-type: none"> <li>• Student identification and matching the student to intervention</li> <li>• Data systems</li> <li>• Data-based decision making</li> <li>• Monitoring and communicating student progress</li> </ul>

### Training for All School Staff

Training for all school staff is often facilitated by Tier 2 Team members. Training helps to build capacity to support the 10-15% of students demonstrating need for Tier 2 interventions. Although staff training on different Tier 2 interventions will vary on specific features, the core features of Tier 2 interventions are similar. To support implementation of these core features, it is recommended that, at a minimum, staff training include training on (a) requesting assistance and (b) implementing/supporting Tier 2 interventions (Center on PBIS, 2025). Training topics may also include:

- Data and systems used to identify students who may require Tier 2 support. This may include examples and nonexamples of students who would be suitable for Tier 2 interventions
- The array of academic and SEB interventions available to students at Tier 2
- Explanation of how Tier 2 interventions are linked with and build off of Tier 1
- Data systems for measuring Tier 2 intervention fidelity and student response

### Training for Building Administrators

Active commitment from building administrators is essential for providing the resources (e.g., time, space, personnel), support, and authority for implementing Tier 2. Therefore, it is necessary that at least one administrator is an active member on the Tier 2 Team and attends team trainings. In addition, it is important that all building administrators receive at least the level of training provided to all school staff and support

the Tier 2 Team in delivering intervention trainings to all school staff to show a strong commitment to implementing these interventions.

## Coaching

[Coaching](#)<sup>42</sup> is used to facilitate the application of newly learned skills (often delivered through training) with high fluency and accuracy in practice (Massar et al., 2023; Rowe et al., 2021). Attributes and skills needed to provide effective coaching can be found in Table 2 of the [Tier 3 Student-Level Systems Guide](#).<sup>43</sup> At Tier 2, coaching may be provided by district or school-level staff to teams (e.g., the Tier 2 school team) or individuals (e.g., the interventionist coordinating Check and Connect, teacher implementing CICO). Coaching activities are broadly categorized into systems (e.g., coaching Tier 2 Team) and instructional (e.g., coaching individual school staff member) activities.

### Systems Coaching

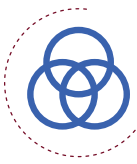
Systems coaching is intended for individuals serving on the Tier 2 Team. Often, this level of coaching comes from district-level personnel or an external partner. These coaching activities occur during systems-level conversations described earlier in this guide. During the initial implementation of Tier 2 systems and interventions, coaches may regularly attend Tier 2 Team meetings to support team members in developing, implementing, and monitoring the use of their Tier 2 systems. Coaching activities may include:

- Helping to identify and define Tier 2 Team members' roles and responsibilities (e.g., data analyst, notetaking)

- Co-creating or sharing resources for documenting and monitoring requests for assistance for students needing Tier 2 interventions
- Identifying and connecting Tier 2 Teams with exemplars and resources (e.g., templates, measures, recommendations from other schools implementing Tier 2)
- Identifying and assisting with installing data systems (e.g., student outcome, fidelity) to monitor student performance and fidelity on Tier 2 interventions
- Selecting culturally relevant Tier 2 interventions (that address multiple needs and behavior functions) to pilot before training and rolling out to all school staff
- Establishing and using data decision rules and processes for monitoring and adjusting (e.g., intensifying, fading) implementation of Tier 2 interventions as needed
- Ensuring the Tier 2 Team is monitoring and participating in action planning on implementation of Tier 2 systems using systems-level fidelity measures (e.g., TFI)

### Instructional Coaching

Instructional coaching is provided to individuals directly supporting students receiving Tier 2 interventions. Those receiving instructional coaching may include members of the Tier 2 Team providing direct intervention supports to students (e.g., CICO program coordinator/facilitator) or school staff implementing components of Tier 2 interventions (e.g., teachers providing verbal and written feedback to students using a daily point card). Instructional coaching is highly individualized and based on the components of the



Tier 2 intervention and the roles and actions of those implementing the Tier 2 intervention. Coaching may occur before or after individuals are expected to use a newly learned skill and can be provided using various formats, including in-person, virtual, one-on-one, or through small groups (Center on PBIS, 2022). During implementation of Tier 2 interventions, coaching will likely center around how and when to:

- Implement components of Tier 2 interventions
- Develop, collect, and record implementation fidelity and student outcome data
- Problem-solve barriers during implementation of the Tier 2 interventions
- Adapt the Tier 2 interventions to better meet student needs (Center on PBIS, 2022)

## Data Systems

Tier 2 data systems are critical for monitoring the implementation of Tier 2 systems, interventions, and student outcomes. Tier 2 Teams use these data systems to answer specific questions regarding the quality of Tier 2 implementation and whether student outcomes are improving. Common features of these data systems include the generation of accessible graphs to provide teams with school-wide data reports (progress of all students participating) and individual data reports (progress of one participating student).

The following resources provide examples of and further information on Tier 2 data systems:

- [What is Data-Based Decision Making?](#)<sup>44</sup>
- [CICO-SWIS](#)<sup>45</sup>
- [Tier 2 and Tier 3 Data Tools](#)<sup>46</sup>

## Outcome Data

Outcome data systems are used to evaluate individual students' progress towards meeting intervention goals and the overall effectiveness of interventions to monitor Tier 2 systems (Algozzine et al., 2019; Center on PBIS, 2025).

### **TIER 2 SYSTEM USE AND OUTCOME DATA**

A Tier 2 data system should assist in monitoring the proportion of students participating and experiencing success in Tier 2 interventions and allow disaggregation of data by subgroup (e.g., race/ethnicity, IEP/504, language status, gender). Tier 2 teams should monitor disaggregated data to ensure the proportion of students in interventions is reasonable (e.g., between 10-15%) for all students and not disproportionate for any subgroup of students. Tracking and regularly monitoring the percent of students responding to all Tier 2 interventions helps to ensure interventions are delivered with fidelity and allows systems adjustments to implementation when the response is low (e.g., below 70%).

Tier 2 data systems should allow teams to ask and answer the following systems-level questions on a monthly to quarterly basis:

- What percent of the school population is enrolled in the intervention?
- What percent of students enrolled in the intervention are responding to the intervention?
- What percentage of students are meeting their daily/weekly individual goals?
- Do data suggest a need for a systems-level modification to the intervention?

## INDIVIDUAL STUDENT OUTCOME DATA

Tier 2 data systems must efficiently and effectively monitor both skill generalization (e.g., Daily Progress Report data) and broader student outcome data (e.g., attendance, office discipline referrals). Connecting Tier 2 student intervention goals to Tier 1 curricula and practices supports skill generalization. It is also recommended that teams monitor broader student improvements using existing student outcome data collected and defined with systems at Tier 1 (e.g., attendance, decreases in office discipline referrals). An effective data system for tracking individual student outcome data should allow Tier 2 Teams to compare data before and after students begin participating in a Tier 2 intervention and allow for specific drilldown into student data while on the intervention (e.g., data on skill generalization by class period, by day of week). Data graphs should support the Tier 2 Team in answering questions such as:

- How are students doing overall during the first two weeks of Tier 2 intervention?
- How is the student trending towards the decision rule for response?
- What class periods do we need to provide additional support for a specific student or staff?
- What might behavior data indicate about function to better match to the SEB intervention?

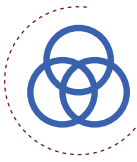
## Fidelity Data

Tier 2 Teams use fidelity data to evaluate the degree to which Tier 2 interventions are implemented as designed and the degree to which the entire Tier 2 system is implemented as planned.

### TIER 2 SYSTEMS FIDELITY

It is recommended that the Tier 2 Team conduct a fidelity assessment (i.e., [TFI 3.0](#)<sup>47</sup>) of overall Tier 2 implementation at least annually and utilize the data for action planning. Data systems for monitoring Tier 2 behavior systems implementation also include easily accessible web-based dashboards, such as [PBIS Assessment](#),<sup>48</sup> that can summarize fidelity data (e.g., overall scores, subscale scores) collected from validated fidelity measures (e.g., [TFI 3.0](#)<sup>49</sup>). These data systems assist Tier 2 Teams in answering the following questions and forming an action plan:

- Are we implementing Tier 2 systems with high fidelity?
- What Tier 2 systems do we need to focus on improving to better support the implementation of our Tier 2 interventions?
- Are our Tier 2 systems equitable and accessible for all students needing and receiving Tier 2 intervention supports?



## TIER 2 INTERVENTION FIDELITY

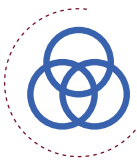
Tier 2 Teams also select and use data systems for monitoring fidelity of Tier 2 interventions. Similar to student outcome data systems, these systems are used by the Tier 2 Team to examine the intervention fidelity (e.g., daily, weekly, overall) of students receiving a particular Tier 2 intervention. Tier 2 Teams can use these data to drill down further into individual student graphs to examine student performance over time or across periods/classes. Specific questions Tier 2 Teams can focus on include:

- For what percentage of students do we need to adapt or individualize their Tier 2 interventions?
- What was the fidelity of implementation for the first two weeks?
- Can we begin fading a student from the intervention?

Some evidence-based interventions have a fidelity measure developed or incorporated into the intervention. For those that do not, Tier 2 Teams will need to develop a way to assess fidelity of implementation. The following resources provide more information and guidance on assessing Tier 2 fidelity:

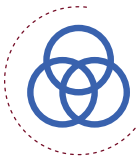
- [Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools](#)<sup>50</sup>
- [Strengthening Your Tier 2 Implementation: Using Fidelity Measures to Tier 2 Interventions](#)<sup>51</sup>





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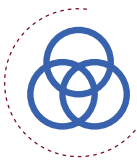
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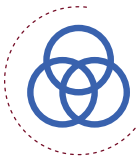
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## Embedded Hyperlinks

1. <https://www.pbis.org/resource/classroom-integrated-academics-and-behavior-brief>
2. <https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>
3. <https://www.improvingliteracy.org/resource/intensifying-reading-instruction-what-to-consider>
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6. <https://intensiveintervention.org/audience/educators>
7. <https://www.pbis.org/resource/pbis-increases-student-engagement-and-academic-achievement>
8. <https://www.pbis.org/pbis/tier-2>
9. <https://www.pbis.org/resource/enhancing-team-functioning-in-schools-multi-tiered-systems-of-support>
10. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
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12. <https://www.pbis.org/resource/measuring-fidelity-of-core-features-of-tier-2-systems-and-practices-in-schools>
13. <https://www.pbis.org/resource/efficient-functional-behavior-assessment-the-functional-assessment-checklist-for-teachers-and-staff-facts>
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41. <https://www.pbis.org/resource/systematic-screening-practicalities-considerations>
42. <https://www.pbis.org/topics/coaching>
43. <https://www.pbis.org/resource/tier-3-student-level-systems-guide>
44. <https://www.pbis.org/topics/data-based-decision-making>
45. <https://www.pbisapps.org/products/cico-swiss>
46. <https://pbissmissouri.org/tier-2-and-tier-3-data-tools/>
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