



TIERED GROUP INTERVENTIONS | DECISION GUIDE | INTERVENTION PROCESS

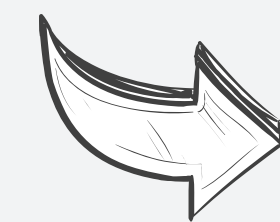
IF a student qualifies for a Tier II intervention, based on your school-developed KPIs, **THEN** collect/check qualitative data (e.g., Relational Trust Inventory)

- ▶ Is this student experiencing school positively?
- ▶ Do they feel a sense of belonging?
- ▶ Have they developed relationships with peers? Teachers?



IF NOT, THEN STOP!

Intervene first by connecting with the student.



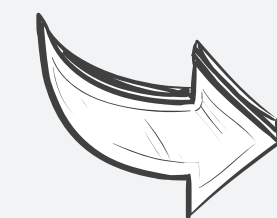
IF so, **THEN** identify the “barrier behaviors” (symptoms) the student is exhibiting and determine a root cause.

- ▶ Is the root cause of the “barrier behavior” an underdeveloped competency “skill”, rather than a mismatch between the student and the school and/or classroom context?



IF NOT, THEN STOP!

Examine the student/context mismatch.



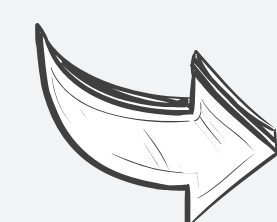
IF so, **THEN** set an academic goal that addresses the development of the competency (skill) and a behavior goal that identifies the “new” or “replacement” student behavior (what the student will be doing as a result of learning the skill).

- ▶ Are there other students with similar profiles that would benefit from the development of this competency?



IF NOT, THEN STOP!

Develop the individual student intervention.



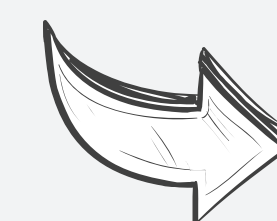
IF so, **THEN** determine how many students have like-profiles (needs).

- ▶ How many other students (especially those in need of a Tier II intervention) fit this same profile or need to develop this competency?
- ▶ Does this cohort represent <20% of your entire 9th grade cohort?



IF NOT, THEN STOP!

Consider teaching the skill (competency) as a Tier I, universal strategy for ALL students in your 9th grade cohort (see below).



IF so, **THEN** develop a Tier II, small group targeted intervention designed to develop the competency (skill). Set academic behavior goals for the individuals and/or intervention as a whole.

- ▶ Did students develop the skill (competency)?
- ▶ Did students meet their academic and/or behavior goals?



IF NOT, THEN STOP!

Consider conducting a “Kid Talk” for those students who did not reach their goals.