

**TIER 1**

*Every student every day*

*Focus is on teacher implementation and intervention*

*Are effective classroom management strategies and instructional delivery strategies being implemented consistently with fidelity?*

- Review referral trends on Educator’s Handbook
- The administrator completes classroom management/instructional delivery observations utilizing [checklists](#) to determine the effectiveness of Tier 1 practices



**YES**

Student *is not* making sufficient progress with Tier 1 strategies



**NO**

Administrator provides support and assistance to implement Tier 1 strategies



**Tier 2**

*Focus is on a specific student while Tier 1 interventions are still being implemented*

Teacher, counselor and administrator/designee:

- Identify and define target behavior
- Teacher contacts parent and shares concerns/plan
- Consider the impact of students cultural background on behaviors
- Select intervention from the [approved list](#) and create a plan using the [Student Intervention Profile](#)
- Implement intervention for a minimum of two/three weeks
- Team reviews intervention and monitors progress
- Teacher records/attaches data on [Student Intervention Profile](#)

*Have two Tier 2 strategies been implemented consistently for approximately two/three weeks with fidelity?*



**YES**

Based on progress monitoring data student *is not* making sufficient progress (has negative or stagnant growth)



**YES**

Based on progress monitoring data student is making sufficient progress. Continue implementing Tier 2 strategies



**NO** Administrator provides support and assistance in implementing Tier 2 interventions



Contact district behavior specialist to complete an observation, teacher interview, and a possible Functional Behavioral Assessment (FUBA).



**TIER 3 – ChAT MEETING 1**

*Focus is on an individualized targeted intervention for a student*

Administrator, general education teacher, counselor, special education teacher, ELD Teacher, district behavior specialist and other members that would have pertinent information about the specific child:

- Analyze Tier 1 and Tier 2 data
- Record data on [ChAT Form](#)
- Develop an individualized, intensive, targeted plan to address a specific behavior with progress monitoring i.e. a Behavior Intervention Plan (BIP)
- Assign staff to *interview* parent and complete [Educational History](#)
- Create a plan to return and review data in three weeks with ChAT

***Has the BIP been implemented with fidelity for approximately three weeks?***



**YES**

Based on progress monitoring data student *is not* making sufficient progress (has negative or stagnant growth)



**YES**

Based on progress monitoring data student is making sufficient progress. Continue implementing Tier 3 strategies



**NO** Administrator provides support and assistance in implementing Tier 3 interventions



**TIER 3 – ChAT MEETING 2**

*Focus is on an individualized targeted intervention for a student*

Core team, district behavior specialist, and district ELD teacher specialist (for students with ALS services):

- Analyze and adjust the BIP to increase effectiveness
- Create a plan to return and review data in three weeks
- Update [ChAT form](#)

***Does the team suspect a disability and therefore plan to refer the student for a special education evaluation?***



**YES**

- Administrator notifies parents of team’s plan to refer
- ChAT gathers intervention data and completes the referral packet
- Administrator gives completed packet to special education teacher
- Continue to implement revised BIP



**NO**

ChAT supports teacher in implementing the revised BIP