**Helping Schools to Be Strategic By Employing Tier 2 Decision Rules**

**The IN-ON-OUT Diagramming Activity**

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| **IN** | **ON** | **OUT** |
| These are the decisions rules to put a student into a Tier 2 intervention. They can be linked to existing protocols, screening tools, or referral systems. | These are the decisions rules to guide progress-monitoring (e.g., to determine effectiveness and when to fade or transition a Tier 2 intervention). These rules should correspond to the anticipated outcomes for the intervention. | These are the decisions rules to determine when a student graduates from a Tier 2 intervention. These rules should correspond to the anticipated outcomes for the intervention. |

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| **Links to the PBIS Tiered Fidelity Inventory Tier 2 components (Algozzine et al., 2014)** | |
| ***TFI*** *2.3* ***Screening****: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.* |  |
|  | ***TFI*** *2.11* ***Student Performance Data:*** *Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decsion rules for progress monitoring and modification.* |
| ***TFI*** *2.7* ***Practice Matched to Student Need:*** *A formal process is in place to select Tier II interventions that are (a) matched to sutdent need (e.g., behavioral function), and (b) adapted to improve contexual fit (e.g., cultue, developmental level).* | |

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| **STRONG CICO EXAMPLE:** | | |
| ***IN:***  Student received 3 ODRs within 3 weeks of school. | ***ON:***  Daily point card (DPC) shows the student is successfully meeting 80% of CICO expectations overall across the week. | ***OUT:***  Student meets DPC expectations 80% of the time daily for 5 weeks. |
| **“UNDER CONSTRUCTION” CICO EXAMPLE** | | |
| ***IN:***  Teacher Discussion | ***ON:***  Daily point card is used. Points earned are not being collected and recorded | ***OUT:***  [not defined] |

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|  | | | **Decision Rules:** | | |
| **Intervention Name** | **Intervention Coordinator** | **Type** (Skill- and/or Relationship-Building) | **In** | **On** | **Out** |
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