**Phase 3 - Recognition Application—Reflection Prompt Review**

**Note: Schools are to use this guide to plan responses and be sure all required components are answered. Responses should not be submitted in this table format.**

| School:  | Date: |
| --- | --- |
| Prompt: | Items | Notes | Comments | + or - |
| Consider your Tier 2 **Problem Solving** Conversations:Reflect on one student who was successfully supported by a Tier 2 intervention in your school.*Note: The intervention should not be for an individual Tier 3 support.* | Provide a brief description of the Tier 2 intervention.Include:□ Name and Description□ Evidence-baseSelect One: □ Skill Building □ Relationship Building (*identify specific skill*) |  |  |  |
| How did the team determine the student demonstrated a need for this intervention? Consider: □ Referral □ Data □ Screening Tool  |  |  |  |
| Think about why the intervention was selected. Consider: □ Behavioral need/ function □ Linkage to Tier 1 school-wide expectations □ Rules for entering *this* intervention |  |  |  |
| How did the student learn the intervention steps?Consider: □ Who taught the steps?□ Where did this occur?□ When did this occur? |  |  |  |
| How did the student’s teacher support the intervention?Consider: □ How were they notified about their student’s involvement? □ How were they coached or informed about their direct involvement (e.g. data tracking, feedback)? |  |  |  |
| How were the parents/guardians informed about the intervention?Consider: □ How were they notified about their child’s involvement? □ How were they notified about their child’s progress?  |  |  |  |
| How was the student’s progress monitored by the team?Consider:□ What data was collected for the student throughout the intervention?□ Who was responsible for ensuring the data was available for review?□ How often was the data reviewed? |  |  |  |
| Summarize student data. □ Pre-intervention data□ Post-intervention data |  |  |  |
| How did the student graduate from the intervention?Consider:□ Rules for exiting *this* intervention□ Fading plan |  |  |  |