

## Tier 2 Team Effective Behaviors Monitoring Form

To complete this form, determine what section(s) of the problem-solving process will be addressed for each student on the agenda. Award one point for each behavior listed that is observed by the team for each student. At the end of the meeting, add up the points from the top section as well as all points collected from the bottom section for a final score.

Item	Yes	Partial	No
1. Meeting includes staff who teach the skills of focus to the group of students being discussed. (Partial = Key people teaching students are absent. No = The majority of teachers who teach the students are missing.)			
2. Purpose of the meeting is stated ("Today we are looking at progress-monitoring data and making decisions about our groups."), or an agenda is handed out.			
3. Data to be reviewed are provided (on paper, via LCD projector, on the computer, or by other means).			
4. Data being reviewed include general outcome measures. Other data may also be reviewed.			
5. Progress graphs for individual students or small groups of students are shared.			
6. There is discussion of progress, lack of progress, or maintained progress for each student or small group of students, or a subset of all students was preselected for discussion, and all those preselected were discussed. (Partial = Some but not all are discussed.)			
7. Based on Item 6, team members discuss possible reasons (hypotheses) for progress or lack of progress, and these hypotheses are based on alterable variables.			
8. Instructional changes proposed are linked to the hypotheses generated.			
9. Teams struggling with why one or more student is not making progress with Tier 2 interventions consult with the RTI team or a representative of the team for additional considerations. (If teams don't struggle with intervention ideas for any students, mark Yes.)			
10. Changes in instructional groups are made explicit: who is teaching, what strategies or programs are being taught, when the instruction is to be delivered, and when it will start. (Partial = Some but not all details discussed.)			
11. Graphs have evidence of prior instructional changes if data indicate need for change. Phase changes are indicated on some graphs.			
12. Discussion of topics other than student data, progress, and instructional planning is kept to a minimum.			
13. An opportunity to discuss the progress of other students not currently receiving intervention or not currently monitored is available (new students or students newly identified during the screening period).			
14. The next meeting date is announced and is within six weeks of this date. (Partial = Date is announced, but it is not within six weeks.)			