Tier 2 Student Identification Process

Did the student receive:
- instruction on Schoolwide and Classroom Expectations, Rules, and Procedures?
- Recognition recently for following Schoolwide and Classroom Expectations, Rules, and Procedures?

Nomination
Does the completed nomination contain adequate information to move forward

Existing School Data
Does the student meet our data decision rule?

Universal Screening
What other sources of data can the team consider?

Teacher and Team Collect Data
Using the Adapted FACTS, clarify the target problem in observable, measurable terms, collect and compile the student data and complete a context analysis to determine what is maintaining the problem behavior, and where it is most and least likely to occur.

Determine Function of Behavior
What conditions are most likely to lead to the problem behavior?
What response reliability follows the problem behavior?

Obtain Attention or Item/Activity
To get:
- Attention → from adult and/or peers
- Tangible → object, event, or activity
- Sensory Stimulation → visual, auditory, olfactory, kinesthetic

Escape/Avoid Attention or Task/Activity
To avoid/escape:
- Attention → from adult and/or peers
- Tangible → demanding or boring task, setting, activity, or event
- Sensory Stimulation → stimulation that is painful or discomforting

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<th>Check-in, Check-out</th>
<th>Social Skills Groups</th>
<th>Self-Monitoring</th>
<th>JAG (MS/HS)</th>
<th>Academic Intervention</th>
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<td>Get Adult Attention</td>
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<td>Get Peer Attention</td>
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<tr>
<td>Avoid Adult Attention</td>
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<td>Access to Activities or Tangibles</td>
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