

## Tier 2/3 Critical Components Checklist

Directions: Criteria for rating each item are provided below and should be applied to available documentation related to meetings in which Tier 2 and/or Tier 3 interventions are planned and evaluated. A score of N/A (not applicable) may be appropriate for some items, see Notes column.

Item	0 = Absent	1 = Partially Present	2 = Present	Notes	Rating
<b>Goal/Problem Identification (What is the goal?) (Items 1-3)</b>					
1. Target skills described in observable and measurable terms were identified (i.e., specifically what student(s) should know or be able to do)	No target skill was identified, or the focus was on the problem only (e.g., "students have reading problems," "student is disruptive in class")	A target skill was identified, <u>but</u> was not described in observable and measurable terms (e.g., "students will comprehend better," "student will demonstrate better social skills")	A target skill was identified <u>and</u> was described in observable and measurable terms (e.g., "students will read target grade-level passages with 90% accuracy", "student will correctly complete 2-digit by 2-digit multiplication problems")		
2. Data directly measuring the identified skill were collected, and included all of the following components: <ul style="list-style-type: none"> <li>• Student(s) current level of performance</li> <li>• Expected level of performance</li> <li>• Peer level of performance</li> </ul>	No data were collected measuring the identified skill	Data directly measuring the identified target skill were collected, <u>but</u> not for all components	Data directly measuring the identified target skill were collected, <u>and</u> included all components		
3. Comparisons were made between: <ul style="list-style-type: none"> <li>a) the current level of performance and the target/expectation</li> <li>b) the current level of performance and peer performance</li> </ul>	No comparisons were made	A comparison was made, <u>but</u> only for a) or b)	Comparisons were made <u>and</u> were for both a) and b)	N/A if item 2 was scored a 0, or if only one area of data was collected	

**Problem Analysis (What are the barriers to success?) (Items 4-6)**

<p>4. Potential reasons (hypotheses) for why student(s) are not performing the target skill were alterable and developed across multiple domains (i.e., instruction, curriculum, environment and learner) or a functional assessment of behavior was completed</p>	<p>Hypotheses were not developed, <u>or</u> the hypotheses developed were unalterable</p>	<p>Alterable hypotheses were developed, <u>but</u> did not span more than one domain (e.g., curriculum domain only)</p>	<p>Alterable hypotheses were developed, <u>and</u> did span multiple domains (e.g., instruction and environment) or were derived from a functional assessment of behavior</p>		
<p>5. Data were collected using RIOT (Review, Interview, Observe, Test) procedures to validate (i.e., support/not support) hypotheses for why student(s) are not performing the target skill, and were appropriately matched to the developed hypotheses</p>	<p>No data were collected to validate hypotheses</p>	<p>Data were collected using RIOT procedures, <u>but</u> data were not appropriate for validating the hypotheses</p>	<p>Data were collected using RIOT procedures, <u>and</u> were appropriate to validate the hypotheses, or were identified as part of a functional behavior assessment</p>		
<p>6. Alterable and validated (i.e., supported by data) hypotheses for why student(s) are not performing the target skills were clearly identified</p>	<p>No alterable and validated hypotheses were clearly identified</p>	<p>Hypotheses were clearly identified, <u>but</u> were either alterable or supported by data</p>	<p>Hypotheses were clearly identified, <u>and</u> were both alterable and supported by data</p>		
<p>7. A goal, matched to data used to identify the target skill, was developed and included all of the following necessary components:</p> <ul style="list-style-type: none"> <li>• Specific (e.g., includes how it will be measured)</li> <li>• Measurable (e.g., includes % of students to meet the expectation)</li> <li>• Ambitious (e.g., higher than current level of performance)</li> <li>• Realistic</li> <li>• Time bound (e.g., date is in the future)</li> </ul>	<p>A goal, matched to data used to identify the target skill was not developed, or included none of the necessary components</p>	<p>A goal, matched to data used to identify the target skill, was developed, <u>but</u> included some of the necessary components</p>	<p>A goal, matched to data used to identify the target skill, was developed, <u>and</u> included all of the necessary components</p>		

**Intervention Planning and Implementation (What are we going to do?) (Items 8-13)**

<p>8. A comprehensive intervention plan was developed, and included the following necessary components:</p> <ul style="list-style-type: none"> <li>• What will be done</li> <li>• Who is responsible</li> <li>• When it will be done</li> </ul>	<p>An intervention plan was not developed</p>	<p>An intervention plan was developed, <u>but</u> did not include all the necessary components</p>	<p>An intervention plan was developed <u>and</u> included all the necessary components</p>		
<p>9. The intervention plan was evidence based and linked to a validated hypothesis</p>	<p>The intervention plan was not evidence-based or linked to a validated hypothesis</p>	<p>The intervention plan was <u>either</u> evidence-based or linked to a validated hypothesis</p>	<p>The intervention plan was <u>both</u> evidence-based and linked to a validated hypothesis</p>	<p>N/A if item 6 was scored a 0</p>	
<p>10. A plan for providing support to the personnel responsible for implementation of the intervention plan (i.e., intervention support plan) was developed and included the following necessary components:</p> <ul style="list-style-type: none"> <li>• Support to be provided or actions to be taken</li> <li>• Who is responsible for providing support or taking actions</li> <li>• When the support provided or actions taken will occur</li> </ul>	<p>No intervention support plan was developed</p>	<p>An intervention support plan was developed, <u>but</u> did not include all the necessary components</p>	<p>An intervention support plan was developed <u>and</u> included all the necessary components</p>		
<p>11. A plan for assessing intervention fidelity was developed, and included the following necessary components:</p> <ul style="list-style-type: none"> <li>• Who is responsible</li> <li>• What specifically will be documented</li> <li>• How frequently will documentation occur</li> </ul>	<p>No plan for assessing intervention fidelity was developed</p>	<p>A plan for assessing intervention fidelity was developed, <u>but</u> did not include all the necessary components</p>	<p>A plan for assessing intervention fidelity was developed, <u>and</u> included all the necessary components</p>		
<p>12. A plan for progress monitoring was developed, and included the following necessary components:</p> <ul style="list-style-type: none"> <li>• Who will collect the data</li> <li>• What data will be collected</li> <li>• Frequency of data collection</li> </ul>	<p>No plan for progress monitoring was developed</p>	<p>A plan for progress monitoring was developed, <u>but</u> did not include all the necessary components</p>	<p>A plan for progress monitoring was developed, <u>and</u> included all the necessary components</p>		
<p>13. A follow-up meeting to review data for evaluating progress was scheduled during the initial meeting</p>	<p>No follow-up meeting was scheduled during the initial meeting</p>	<p>A follow-up meeting was generally indicated, but no specific date was provided (e.g., “will meet again during second quarter”)</p>	<p>A follow up meeting was scheduled for a specific date during the initial meeting</p>		

**Plan Evaluation/RTI (Did it work?) (Items 14-18)**

14. Data matched to the target skill were collected for progress monitoring, and were presented graphically	No progress monitoring data were collected	Progress monitoring data were collected <u>but</u> the data were not presented graphically or did not match the target skill	Progress monitoring data were collected, <u>and</u> the data were matched the target skill and presented graphically		
15. Data measuring intervention fidelity were collected and used to determine fidelity of intervention plan implementation	No data measuring intervention fidelity were collected	Data measuring intervention fidelity were collected, <u>but</u> were not used to determine fidelity of intervention plan implementation	Data measuring intervention fidelity were collected, <u>and</u> were used to determine fidelity of intervention plan implementation		
16. Data-based, defensible, decisions regarding good, questionable, or poor response to intervention were evident	No decisions regarding response to intervention were evident	Decisions regarding response to intervention were evident (e.g., good, questionable, or poor) <u>but</u> the decisions made were not defensible given the data presented	Decisions regarding response to intervention were evident (e.g., good, questionable, or poor) <u>and</u> were defensible given the data presented		
17. A decision to continue, modify, or fade the intervention was evident	No decision to continue, modify or fade the intervention was evident	A decision to continue, modify, or fade the intervention was evident, <u>but</u> was not consistent with students' response to intervention (i.e., decision was not defensible considering the data)	A decision to continue, modify, or fade the intervention was evident, <u>and</u> was consistent with students' response to intervention		
18. At the follow-up meeting, a subsequent follow-up meeting was scheduled to assess the impact of planned next steps (e.g., modifications to, or continuation of the intervention plan, or development of a new plan)	At the follow-up meeting, no subsequent follow-up meeting was scheduled	At the follow-up meeting, a subsequent follow-up meeting was suggested, however a specific date was not scheduled (e.g., "Will meet again during second quarter")	At the follow-up meeting, a specific date for a subsequent follow-up meeting was scheduled	N/A if item 13 was scored a 0 and no follow-up meeting occurred	