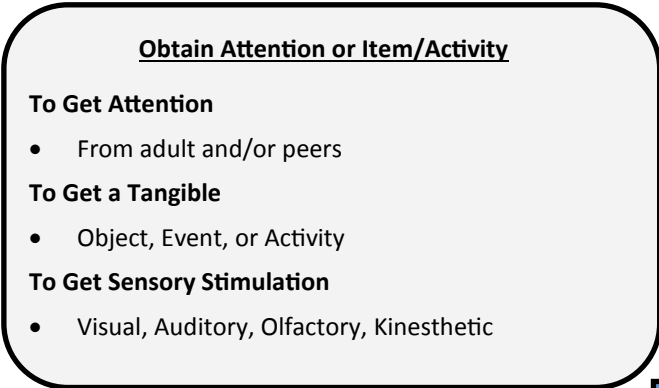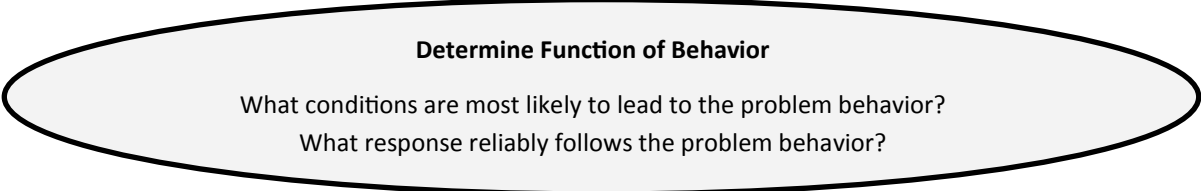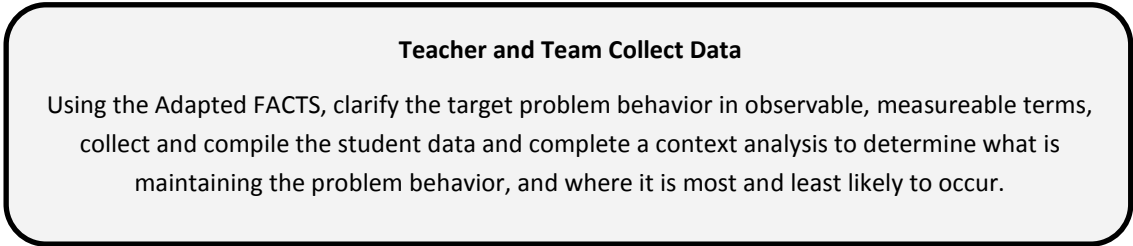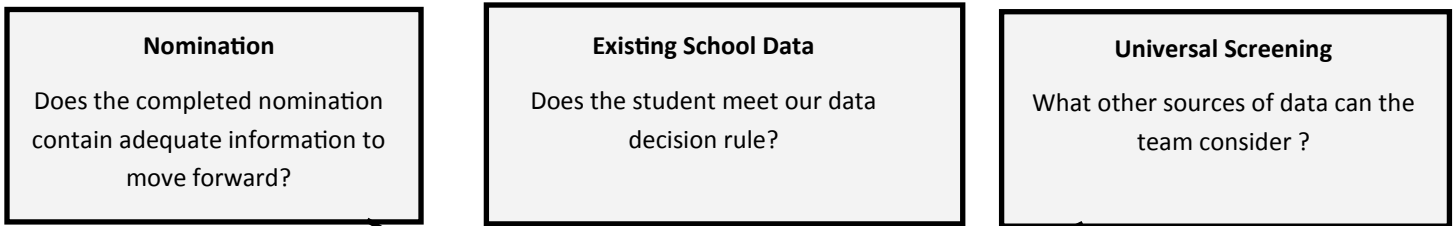# MO SW-PBS Tier 2 Student Identification Process Guide

Did the student receive instruction on School-wide and Classroom Expectations, Rules, and Procedures?

Did the student receive recognition recently for following School-wide 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 behavior in observable, measureable 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 reliably follows the problem behavior?

Obtain Attention or Item/Activity

To Get Attention
- From adult and/or peers

To Get a Tangible
- Object, Event, or Activity

To Get Sensory Stimulation
- Visual, Auditory, Olfactory, Kinesthetic

Escape/Avoid Attention or Task/Activity

To Avoid/Escape Attention
- From adult and/or peers

To Avoid/Escape Tangible
- Demanding or boring task

To Avoid/Escape from Sensory Stimulation
- Stimulation that is painful or discomforting
- Setting, Activity, or Event

	Check In/ Check Out	Social Skill Groups	Check and Connect	Self Monitoring	Academic Intervention
Get Adult Attention	X	X	X		X
Get Peer Attention		X	X		
Avoid Adult Attention		X	X	X	
Avoid Peer Attention		X	X	X	
Avoid Tasks		X	X	X	X
Access to Activities or Tangibles		X	X		

Adapted from Umbreit, Ferro, Liaupsin, & Lane, 2007

Add student to Advanced Tiers Spreadsheet.