

Tier 2 Intervention Sampler

Nine of the 71+ interventions pre-loaded in ScholarPath. A peek at the catalog — what's in the library, how each one is monitored, and when to escalate.

71+

Interventions pre-loaded across academic, behavior, and social-emotional strands.

17 with full plan templates — all fillable inside ScholarPath.

AUDIENCE Tier 2 interventionists, MTSS coordinators, counselors	TIME 5-minute read	USE Reference · team handout · share with admin	FORMAT 5-page PDF · free download
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ACADEMIC

3

of 24 in library

BEHAVIOR

3

of 24 in library

SOCIAL-EMOTIONAL

3

of 23 in library

Academic

Academic interventions target measurable skill gaps in reading, math, or writing — usually with brief, focused, daily practice and clear data tracking.

Reading Fluency Practice

T2

Repeated reading of grade-level passages with timed accuracy and rate tracking, 10–15 minutes daily.

BEST FIT WHEN Student decodes accurately but reads slowly enough that comprehension breaks down; oral reading fluency below grade-level benchmark.

MONITORING CADENCE Words-correct-per-minute, 3× weekly · graphed over 6-week cycle

DECISION RULE 3 consecutive data points below aimline → adjust passage difficulty or move to phonics intervention. 4 weeks at goal → fade frequency, shift to comprehension focus.

Reading Comprehension Support

T2

PLAN

Targeted strategy instruction (questioning, summarizing, graphic organizers) on grade-level texts, 2–3× weekly in small group.

BEST FIT WHEN Student decodes adequately but doesn't retain or interpret what they read; comprehension scores below grade-level on diagnostic.

MONITORING CADENCE Curriculum-based comprehension check, weekly · running record monthly

DECISION RULE 6 weeks without measurable gain → review for vocabulary or background-knowledge gaps; consider Tier 3 referral or shift to language-based intervention.

Math Intervention Plan

T2

PLAN

Targeted small-group instruction on identified skill gaps (number sense, fact fluency, problem-solving), 3–4× weekly.

BEST FIT WHEN Student is 1+ grade levels below in math on diagnostic screener; gaps in foundational number sense or computation blocking grade-level access.

MONITORING CADENCE Skill-specific probes weekly · curriculum unit assessment monthly

DECISION RULE 4 weeks without progress on target skill → switch instructional approach. 8 weeks below aimline → escalate to Tier 3 or evaluate.

Behavior

Behavior interventions structure feedback and reinforcement around specific, observable behaviors — most are adult-facilitated, short-cycle, and tied to a function-based hypothesis.

Check-in / Check-out

T2

PLAN

Daily teacher feedback on 3–5 behavior goals via point sheet, with morning check-in and afternoon check-out from a trained mentor.

BEST FIT WHEN Student responds positively to adult attention; behavior issues are mild-to-moderate and span multiple settings; Tier 1 supports aren't enough.

MONITORING CADENCE Daily point sheet · weekly mentor review · biweekly team review

DECISION RULE 4 consecutive weeks at 80%+ of daily goal → fade to self-monitoring. 4 weeks below 50% → review function or escalate to Tier 3.

ABC Behavior Tracker

T2

PLAN

Structured Antecedent-Behavior-Consequence data collection across settings to identify behavior patterns and likely function.

BEST FIT WHEN Behavior is recurring but function is unclear; before designing a Behavior Contract or BIP; alongside FBA work.

MONITORING CADENCE Continuous data collection across 2–3 weeks · team review at end of cycle

DECISION RULE Pattern clear (≥10 incidents, consistent triggers/function) → move to function-based intervention. Pattern unclear after 3 weeks → escalate to FBA.

Behavior Intervention Plan

T3

PLAN

Formal individualized plan based on FBA findings, specifying replacement behaviors, antecedent strategies, and reinforcement schedule.

BEST FIT WHEN FBA complete; function of behavior identified; previous Tier 2 interventions tried and documented; IEP or 504 team involvement.

MONITORING CADENCE Daily behavior data · weekly team review · 30-day formal plan review

DECISION RULE Reduction in target behavior of 50%+ over 30 days → continue with planned fading. No reduction over 30 days → revise plan with team; consider placement review.

Social-Emotional

Social-emotional interventions build regulation, relationship, and coping skills — often through brief group or 1:1 work with a counselor or trusted adult, paired with classroom supports.

Social Skills Group

T2

PLAN

Direct instruction in specific social skills (conversation, conflict resolution, perspective-taking) in a small group with counselor or trained staff, 1–2x weekly.

BEST FIT WHEN Student has identified social skill deficits affecting peer relationships, classroom participation, or unstructured-time interactions.

MONITORING CADENCE Skill-specific rubric weekly · teacher report biweekly · self-report at cycle midpoint and end

DECISION RULE 6–8 week cycle minimum; demonstrated skill use in 2+ settings → fade. No generalization after one cycle → individualize or move to Tier 3.

Anxiety Management Plan

T2

PLAN

Individualized plan combining classroom accommodations, regulation strategies, and counselor check-ins for students whose anxiety is affecting school functioning.

BEST FIT WHEN Persistent anxiety affecting attendance, participation, or task completion; pre-existing diagnosis or counselor recommendation; family aware.

MONITORING CADENCE Daily/weekly self-rating scale · biweekly counselor session · monthly team review

DECISION RULE Reduction in anxiety indicators (avoidance, somatic complaints, missed work) over 30–45 days → continue and gradually fade supports. No improvement → coordinate with outside provider or Tier 3.

Trauma-Informed Support Plan

T2

PLAN

Coordinated plan applying trauma-informed practices (predictability, choice, regulation supports, trusted-adult access) across the student's school day.

BEST FIT WHEN Known trauma history (ACEs, family disruption, loss) or trauma-related behaviors (hypervigilance, dissociation, dysregulation) affecting learning.

MONITORING CADENCE Weekly check-in with trusted adult · monthly team review · indicators tracked: regulation events, missed instruction, trusted-adult connections

DECISION RULE Stable or improving regulation across 60–90 days → continue plan and gradually expand independence. Increasing dysregulation → coordinate with outside trauma-informed provider; Tier 3.

What this is — and what it isn't.

What you're seeing here

Nine of the 71+ pre-built interventions inside ScholarPath, with the basics: the indication signal, the monitoring cadence, the decision rule. **This is the menu.**

What's *not* on this PDF: the goal-writing language, the materials checklist, the delivery scripts, the parent-portal letters, the fidelity tools, the data charts, the other sixty-plus interventions, and the unlimited custom-add capability. **That's the kitchen — and it lives inside ScholarPath Intervention Management.**

If you're tracking interventions across three platforms, a binder, and a spreadsheet, the gap this resource shows is the gap the product was built to close. Not a pitch. A reference point.

About ScholarPath Intervention Management

71+ pre-built interventions across academic, behavior, and social-emotional strands. 17 ship with full plan templates — all fillable inside the platform, with built-in progress monitoring, decision-rule alerts, and a parent portal for every active plan.

Custom-add capability is unlimited. Imports from any SIS. FERPA compliant with a Data Processing Agreement ready to sign. Flat-rate pricing — no per-pupil fees, no per-seat fees. Designed by a working educator, not a tech company.

Built and maintained by ScholarPath Systems · first customer Summit Learning Charter · 90-day pilot available.

RELATED FREE RESOURCES

Tier 1 Assessment

20 questions, 4 domains, live scoring · identify where Tier 1 systems are working and where they aren't.

EOY MTSS Transition Checklist

Two-page system-level checklist for closing out this year and setting up next.

5 Hard Parent Conversations

Reference card for the conversations educators rarely get coached on.

Tier 1: 10 Signs I Wish I'd Caught Sooner

A 5-minute classroom check — the Tier 1 signals that, when missed, become Tier 2 referrals.