

Tier 2 Interventions  
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*Tier 2 Alignment of SDQ Scale and Score to Intervention.*

SDQ Scale Description	Indicating Score and Matched Intervention	Materials	Time (min)
<i>Hyperactivity/Inattention</i>			
Restless, overactive, cannot stay still for long; constantly fidgeting or squirming; easily distracted, concentration wanders.	<b>Borderline (6)</b> Goal setting Lane, Menzies, Bruhn & Crnobori (2011).	Goal setting form	50
	<b>Abnormal (7-10)</b> Self-monitoring Rafferty (2010).	Prompters, Form	50
	Self-graphing Hirsch, Ennis & McDaniel (2014).	Excel or handmade graph	50
<i>Peer Problems</i>			
Rather solitary, tends to play alone; picked on or bullied by other children; gets on better with adults than with other children	<b>Borderline (4)</b> Contracts <a href="http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts">http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts</a>	Contract	20-100
	<b>Abnormal (5-10)</b> Problem solving activities O'Connor & Stichter (2011).	Forms, curriculum	as needed
	Social skills instruction Elliott & Gresham (2008).	Curriculum	100
<i>Emotional Symptoms</i>			
Somatic complaints; seems worried/anxious; nervous in new situations; loses confidence easily; difficulty initiating or maintaining personal relationships.	<b>Borderline (5)</b> Brief Coping Cat Kendall, Crawley, Behjamine & Mauro (2013).	Therapist manual, student	45-60
	<b>Abnormal (6-10)</b> Coping Cat Kendall & Hedtke (2006).	Workbook	45-60
		Therapist manual, student workbook	

<i>Conduct Problems</i>	<i>Check-in/Check-out &amp; variations:</i>		
Has temper tantrums or hot temper; fights with other children or bullies them; lies or cheats; steals from home, school or elsewhere.	<b>Borderline (3)</b> CICO Crone, Hawken & Horner (2010).	CICO form, DPR	150
	<b>Abnormal (4-10)</b> CICUCO Swoszowski, McDaniel & Melius (2013).	CICUCO form, DPR	200
	CCE Cheney & Lynass (2009).	CCE form, social skills curriculum DPR	250
<i>Prosocial</i>	<i>Social Problem Solving:</i>		
Considerate of other's feelings; shares readily with other children; helpful is some is hurt, ill, or upset; kind to younger children; often volunteers to help others.	<b>Borderline (5)</b> Contracts <a href="http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts">http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts</a>	Contract form	20-100
	<b>Abnormal (0-4)</b> Problem solving activities O'Connor & Stichter (2011).	Forms, curriculum	as needed
	Social skills instruction Elliott & Gresham (2008).	Curriculum	100

*Note.* Time requirement is defined as approximate minutes per week required.

**McDaniel, S. C., Bruhn, A. L., & Mitchell, B. (2015).** Tier 2: A framework for identification and intervention. *Beyond Behavior, 24(1)* 10-17

## Tier 2 Interventions

	Definition	Notes
Goal Setting		
Self-Monitoring		
Self-Graphing		
Behavior Contracts		

Problem Solving Activities		
Social Skills Training		
Brief Coping Cat		
Coping Cat		
CICO		

CICUCO		
CCE		