



TIER 2 INTERVENTIONS

Snapshot

Tiered Fidelity Inventory

2.6 Tier II Critical Features

Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

Interventions

Academic or behavior interventions are strategies or techniques applied to instruction to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation. Interventions require a targeted assessment, planning and data collection. Interventions should be research-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

Major Features of Tier 2 Interventions

- ▲ Continuously available
- ▲ Rapid access
- ▲ Continuous monitoring
- ▲ Low effort
- ▲ Consistency with SWPBIS expectations
- ▲ Implemented by all Staff
- ▲ Flexible/adaptable to match function
- ▲ Student chooses to participate

Intervention Essential Features Rubric

- ▲ Follows guidelines for piloting or developing EACH Tier 2 intervention established at your school
- ▲ Provides structure for describing the components of Tier 2 interventions and supports
- ▲ Evaluates the implementation of key components of the intervention
- ▲ Outlines information necessary for developing a Tier 2 School Handbook

Name of Interventions	
1. Description of intervention including the function addressed: Obtain _____ Avoid/Escape _____	8. Description of documented strategies for promoting generalization and maintenance of skills across settings, over time and linked to schoolwide expectations.
2. Intervention coordinator and/or facilitator(s) identified.	9. Description of documented strategies for weekly family communication/ feedback regarding intervention.
3. List at least two sources of data used to identify students for intervention, with criteria for entry to intervention clearly described.	10. Description of documented strategies for weekly communication/feedback with participating classroom teachers.
4. Description of system to determine function of student behavior.	11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention.
5. Description of documented procedures for introducing/orienting new participants to the intervention.	12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response.
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly).	13. Description of documented system for regularly assessing social validity of intervention.
7. Documented fading process including decision rules, description of process and graduation from intervention.	14. Description of documented system for annually evaluating intervention outcomes including: # Students Participating # Students Graduating # Students Needing More Intensive Support

Intervention Essential Features Rubric



MO SW-PBS Tier 2 Team Workbook, 2018-2019, page 218-221

Intervention Essential Features Rubric

Feature	Proficient (2points)	Developing (1 point)	Not in Place/ No Evidence (0 points)	Score
1. Description of major components of intervention, including function addressed.	<p>Description of major components of intervention is clear and concise and includes the specific function of behavior that is addressed by the intervention.</p> <p><input type="checkbox"/> Obtain</p> <p><input type="checkbox"/> Escape</p>	<p>Description of major components of intervention is unclear or insufficient, but does include the specific function of behavior that is addressed by the intervention.</p> <p><input type="checkbox"/> Obtain</p> <p><input type="checkbox"/> Escape</p>	<p>Description of major components of intervention is unclear and does not address function.</p>	<p>2</p> <p>1</p> <p>0</p>
2. Intervention coordinator and/or facilitator(s) identified.	<p>There is an assigned Intervention Coordinator and/or assigned facilitator(s) who are able to coordinate and deliver the intervention with fidelity.</p>	<p>One or more staff members have been assigned to implement this intervention, but assignments/roles are not clearly delineated.</p>	<p>No one has been assigned to deliver this intervention with fidelity.</p>	<p>2</p> <p>1</p> <p>0</p>
3. List at least two sources of data used to identify students for intervention, with criteria for entry to intervention clearly described.	<p>Two or more of the following sources were used to identify students who would participate in this intervention and the criteria for entry is described (i.e. Student Identification Plan):</p> <p><input type="checkbox"/> Existing School Data</p> <p><input type="checkbox"/> Staff or parent nomination</p> <p><input type="checkbox"/> Universal Screening process</p>	<p>Only one of the following sources was used to identify students who would participate in this intervention:</p> <p><input type="checkbox"/> Existing School Data</p> <p><input type="checkbox"/> Staff or parent nomination</p> <p><input type="checkbox"/> Universal Screening process</p>	<p>There is not a standard method to identify which students will participate in this intervention that includes school data, nomination, or universal screening.</p>	<p>2</p> <p>1</p> <p>0</p>
4. Description of system to determine function of student behavior that includes both record review and context analysis.	<p>Team collects information to determine possible function of student behavior (i.e. Tier 2 Adapted FACTS part A) which includes:</p> <p><input type="checkbox"/> records review</p> <p><input type="checkbox"/> context analysis</p>	<p>Team collects information using one but not both of the following methods:</p> <p><input type="checkbox"/> records review</p> <p><input type="checkbox"/> context analysis</p>	<p>Team does not collect information that includes records review and context analysis to determine the function of behavior.</p>	<p>2</p> <p>1</p> <p>0</p>

Feature		Proficient (2points)		Developing (1 point)		Not in Place/ No Evidence (0 points)		Score
5. Description of documented procedures for introducing/ orienting new participants to intervention for students, teachers and families.	Documented procedures for introducing/orienting new participants to the intervention that include sufficient detail for implementation are in place for: <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Families	Procedures for introducing/ orienting new participants to the intervention are unclear or undocumented or are in place for only two of the three listed below: <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Families	There are no formal, documented procedures in place for introducing/orienting new students, teachers and families to the intervention.					2 1 0
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring) with data decisions applied at least monthly.	A data-based system is in place to graph daily/weekly behavior ratings; weekly monitoring of student progress in the intervention takes place with data decisions applied at least monthly.	A data-based system is in place but is monitored less than weekly and/or decisions based on data from student progress in the intervention do not take place at least monthly.	There is no data-based system in place for monitoring student progress.					2 1 0
7. Documented fading process that includes decision rules, description of process and graduation from intervention.	There are documented decision rules in place to determine when a student is ready to begin the fading process from this intervention. Documentation also exists that systematically describes the fading process and graduation from the intervention.	There are decision rules as to when a student begins the fading process from this intervention and completes the fading process, but they are not documented or used consistently.	There are no documented decision rules in place about fading and graduating from the intervention.					2 1 0
8. Description of documented strategies for generalization and maintenance of skills across settings and over time that are linked to Schoolwide Expectations.	to begin the fading process from this intervention. Documentation also exists that systematically describes the fading process and graduation from the intervention.	There are decision rules as to when a student begins the fading process from this intervention and completes the fading process, but they are not documented or used consistently.	There are no strategies in place for follow-up from this intervention that are linked to building's Schoolwide Expectations Matrix that will promote generalization over time and across settings.					2 1 0

Feature	Proficient (2points)	Developing (1 point)	Not in Place/ No Evidence (0 points)	Score
9. Description of documented strategies for weekly family communication / feedback regarding intervention.	<p>There are strategies in place to communicate with families of students participating in the intervention that include all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly documented <input type="checkbox"/> Contains Feedback Process <input type="checkbox"/> Occurs at least weekly 	<p>There are strategies in place to communicate with families regarding the intervention, but one or more of the following are not present:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly documented <input type="checkbox"/> Contains Feedback Process <input type="checkbox"/> Occurs at least weekly 	<p>There are no documented strategies in place to communicate with and receive feedback from families regarding the intervention.</p>	<p>2 1 0</p>
10. Description of documented strategies for weekly communication and feedback with participating classroom teachers.	<p>There are strategies in place to communicate with participating classroom teachers regarding their students in this intervention that include all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly documented <input type="checkbox"/> Contains Feedback Process <input type="checkbox"/> Occurs at least weekly 	<p>There are strategies in place to communicate with teachers regarding their students in this intervention, but one or more of the following are not present:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly documented <input type="checkbox"/> Contains Feedback Process <input type="checkbox"/> Occurs at least weekly 	<p>There are no documented strategies in place to communicate with and receive feedback from participating classroom teachers regarding their students in this intervention.</p>	<p>2 1 0</p>
11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention.	<p>There are documented strategies in place to provide updates to full staff regarding the intervention or students involved in the intervention at least quarterly.</p>	<p>Updates regarding the intervention are provided to some staff, are not documented, or do not take place at least quarterly.</p>	<p>There are no strategies in place to provide updates regarding the intervention to full staff.</p>	<p>2 1 0</p>

Feature	Proficient (2points)	Developing (1 point)	Not in Place/ No Evidence (0 points)	Score
12. Description of documented system for monitoring fidelity of implementation of intervention process.	<p>There is a clear, documented system in place for the Tier 2 Team to monitor and review the fidelity of implementation of the intervention process that includes at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Permanent Product Review (i.e. DPR/WPR, Lesson Plans) <input type="checkbox"/> Direct Observation <input type="checkbox"/> Self-Assessment 	<p>The Tier 2 Team monitors and reviews the fidelity of implementation of the intervention process but it is unclear, not documented, or does not include at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Permanent Product Review (i.e. DPR/WPR, Lesson Plans) <input type="checkbox"/> Direct Observation <input type="checkbox"/> Self-Assessment 	<p>If student data indicates a questionable or poor response to the intervention, the fidelity of implementation of the intervention process is not monitored, reviewed, updated or modified.</p>	<p>2 1 0</p>
13. Description of documented system for regularly assessing social validity of intervention.	<p>There is a documented system in place to assess the social validity of the intervention at least twice during the intervention and modify intervention as needed.</p>	<p>Social validity of the intervention is assessed, but the system is not documented, or it does not take place at least twice during the intervention.</p>	<p>There is no system in place to assess the social validity of the intervention.</p>	<p>2 1 0</p>
14. Description of documented system for annually evaluating intervention outcomes that includes:	<p>There is a documented system in place to evaluate intervention outcomes that is completed at least annually (i.e. MO SW-PBS Outcomes Evaluation Tool) and includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> # Students Participating <input type="checkbox"/> # Students Graduating <input type="checkbox"/> # Students Needing More Intensive Support 	<p>There is a system in place to evaluate intervention outcomes but is not documented or is not completed annually or includes some but not all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> # Students Participating <input type="checkbox"/> # Students Graduating <input type="checkbox"/> # Students Needing More Intensive Support 	<p>There is no system in place for evaluating intervention outcomes.</p>	<p>2 1 0</p>