EVALUATION
Snapshot

Tiered Fidelity Inventory

2.10 Level of Use: Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.

⚠ *Is at least 5% of the total population receiving Tier 2 supports?*
⚠ *Does the school have the capacity to sustain effective supports for this proportion of students?*

Tier 2 team and administration should know the proportion of students on Tier 2 supports.
The level of Tier 2 supports should be between 3% and 17% to be effective and worth the organizational costs.
At least 70% of students should succeed on initial Tier 2 supports. If lower, consider if Tier 2 supports are missing, or ineffective.

Main Idea: Tier 2 supports that are used too little (e.g. 1%) or too much (e.g. 20%) are not sustainable.

2.11 Student Performance Data: Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.

⚠ *Is there a system to collect and organize intervention outcome data?*
⚠ *Does the Tier 2 team have access to reports summarizing intervention outcome data?*
⚠ *Does the Tier 2 team have a system with data decision rules to identify how Tier 2 supports should be altered?*

Main Idea: Tier 2 team needs regular access to information about student success to be able to adapt and improve Tier II supports.

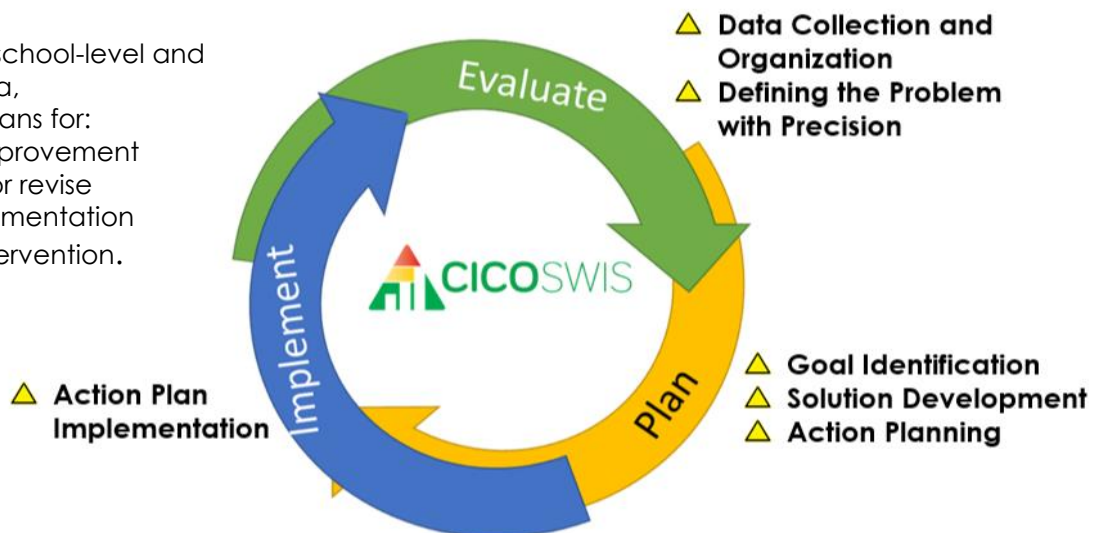**2.12 Fidelity Data:** Tier 2 team has a protocol for on-going review of fidelity for each Tier 2 practice.

⚠ *Is the team assessing fidelity of implementation at Tier 2?*
⚠ *Is there regular assessment of fidelity?*
⚠ *Are the fidelity data used for decision making and action planning at Tier 2?*

Main Idea: Fidelity assessments should always be included as part of implementation practice.

Continuous Quality Improvement for Students

After evaluating school-level and student-level data,
the Tier 2 team plans for:
- o   quality improvement
- o   to keep or revise
   the implementation
   of the intervention.

Evaluate
⚠ Data Collection and Organization
⚠ Defining the Problem with Precision

Plan
⚠ Goal Identification
⚠ Solution Development
⚠ Action Planning

Implement
⚠ Action Plan Implementation

CICOSWIS

"Is the Intervention Effective?"

⚠ Data is collected when monitoring a student's response to an intervention

⚠ Without objective measures, behavior change may be too gradual to determine if the student is responding to the intervention.

⚠ Why spend time and energy doing something that does not have the desired effect?

⚠ The longer a student uses inappropriate behavior, the more likely it will become a habit and harder to extinguish.

⚠ We would not consider teaching an academic skill without determining the current level of functioning and then monitoring the acquisition of the skill. The same reasoning should be applied to social behavioral skills.

> What data will be collected to determine student progress during intervention?
>
> How will the data be converted into graph for visual display?
>
> How often will student data be reviewed?

Data-based Decision Making
POSITIVE RESPONSE TO INTERVENTION
2018-2019 MO SW-PBS Tier 2 Team Workbook, page 127

⚠ Continue the intervention with the current goal.

⚠ Continue the intervention with an increased goal.

⚠ Teach self-management and begin fading intervention components to determine if the student has acquired functional independence.

⚠ As a general guideline a reasonable goal indicates consistent success is four consecutive weeks with four or more daily data points per week at 80% or higher

> It is suggested the student participate in the intervention and the Tier 2 team collect data for at least two to three weeks before making a decision about the student's response to the intervention.
> Crone, Hawken & Horner, 2010

> A general recommendation is to generate at least eight data points within three weeks of instruction before making a decision as to whether or not an intervention change is needed.

Data-based Decision Making
QUESTIONABLE RESPONSE TO INTERVENTION
MO SW-PBS Tier 2 Team Workbook. 2018-19, page 128

1. Reconsider function

⚠ Ensure the correct function was identified

⚠ Confirm the intervention aligns with the function

⚠ Review all features of the implemented intervention to determine alignment with the function

2. Reconsider the goal

⚠ Review the initial goal to ensure it was appropriately established based on the baseline data

⚠ Review student's current daily percentages and adjust goal as appropriate to ensure student success; as success is achieved, begin increasing the goal

3. Provide more frequent feedback
⚠ Implement additional feedback session with the intervention facilitator
⚠ Allow for more frequent interactions between the student and his or her teachers

4. Individualize the feedback procedure
⚠ Allow the student to select the adult with whom he or she will regularly meet to review progress
⚠ Allow the student to use alternative ways to contact the adult that will monitor his or her progress (e.g. e-mail, text messaging, etc.)

5. Add a Self-Monitoring Component

6. Individualize the reinforcer
⚠ Collaboratively develop an individualized contract that specifies the reinforcers the student will earn
⚠ Allow the student to select an adult with whom he or she can spend additional time
⚠ Individualize the reinforcer based on the student's function of behavior

Data-based Decision Making
POOR RESPONSE TO INTERVENTION
MO SW-PBS Tier 2 Team Workbook. 2018-2019, page 129

After ensuring the intervention was implemented correctly and consistently, then the team should consider the following questions:

⚠ Was the primary problem behavior identified correctly?
⚠ Is the intervention aligned with the function of the student's behavior?
⚠ Are there other functions to consider?

> When the distance between the trend line and the goal line widens, the response to the intervention is *poor.*
>
> When data indicate the student's response to intervention is poor the team first should verify fidelity of implementation.

TIER 2
TRACKING TOOL

Level of Use

1. Tier 2 team and administration should know the proportion of students on Tier 2 supports.
2. The level of Tier 2 supports should be between 3% and 17% to be effective and worth the organizational costs.
3. At least 70% of students should succeed on initial Tier 2 supports. If lower, consider if Tier 2 supports are missing, or ineffective.

School Name:_____   School Total Population as of 6 weeks after start date:_____

Interventions	CICO		T2 Intervention		T2 Intervention		T2 Intervention	
	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

Data-based decision rules for defining "response to Tier 2 intervention".

Please list below your data-based decision-rule to determine youth "response" or outcome for each of the Tier II interventions. Example: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.
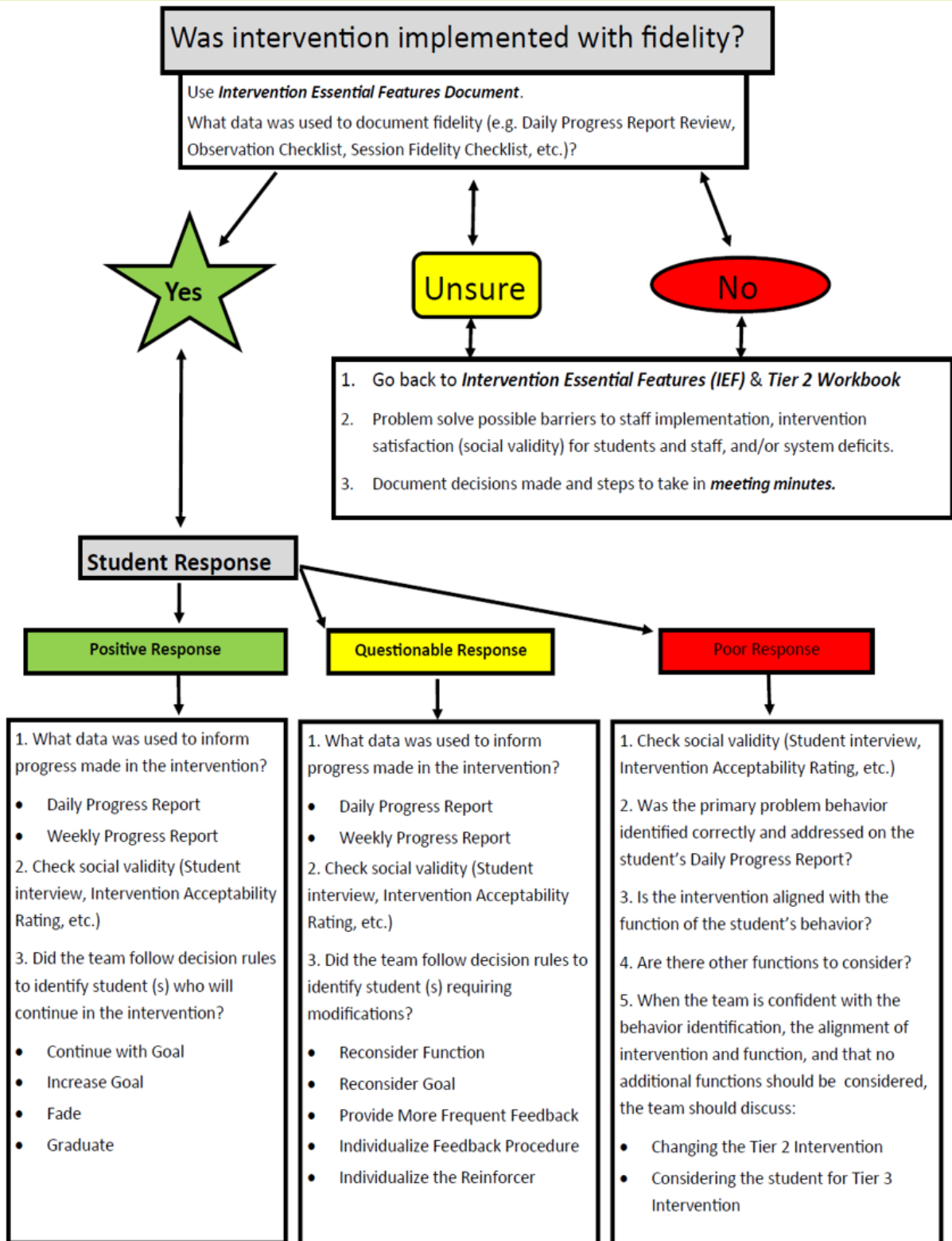
Responding to CICO:

Responding to T2 Intervention:

Responding to T2 Intervention:

Responding to T2 Intervention:

#2

Was intervention implemented with fidelity?

Use *Intervention Essential Features Document*.

What data was used to document fidelity (e.g. Daily Progress Report Review, Observation Checklist, Session Fidelity Checklist, etc.)?

Yes

Unsure

No

1. Go back to *Intervention Essential Features (IEF)* & *Tier 2 Workbook*
2. Problem solve possible barriers to staff implementation, intervention satisfaction (social validity) for students and staff, and/or system deficits.
3. Document decisions made and steps to take in *meeting minutes*.

Student Response

Positive Response	**Questionable Response**	**Poor Response**
1. What data was used to inform progress made in the intervention? • Daily Progress Report • Weekly Progress Report 2. Check social validity (Student interview, Intervention Acceptability Rating, etc.) 3. Did the team follow decision rules to identify student (s) who will continue in the intervention? • Continue with Goal • Increase Goal • Fade • Graduate	1. What data was used to inform progress made in the intervention? • Daily Progress Report • Weekly Progress Report 2. Check social validity (Student interview, Intervention Acceptability Rating, etc.) 3. Did the team follow decision rules to identify student (s) requiring modifications? • Reconsider Function • Reconsider Goal • Provide More Frequent Feedback • Individualize Feedback Procedure • Individualize the Reinforcer	1. Check social validity (Student interview, Intervention Acceptability Rating, etc.) 2. Was the primary problem behavior identified correctly and addressed on the student's Daily Progress Report? 3. Is the intervention aligned with the function of the student's behavior? 4. Are there other functions to consider? 5. When the team is confident with the behavior identification, the alignment of intervention and function, and that no additional functions should be considered, the team should discuss: • Changing the Tier 2 Intervention • Considering the student for Tier 3 Intervention

Student Progress Monitoring Guide Decision Rules

Criteria	Decision
Less than 6 weeks of success or upward trend	Stay as is
3-5 days of downward trend	Check fidelity
3-5 days of downward trend; CICO is being implemented with fidelity	Make a plan change
Continued downward trend after plan change/modification and fidelity checked	Move to more intensive supports
At least 6 weeks with 80% success	Move to fading/self-management
4-6 weeks of success with fading/self-management	Graduate of CICO

*Presented by Celeste Rosetto Dickey, 2018 California PBIS Conference in Sacramento, CA

STUDENT PERFORMANCE DATA

Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.

Behavior Support Team		
What questions do we have?	**What reports are needed?**	**Who will generate the report and how often?**
How is each student on CICO doing?	CICO-SWIS Individual Student Count report	Who? How Often?
Are there students who need to be discussed?	CICO-SWIS Individual Student Period Report	Who? How Often?
Tier 2 Systems Coordinator/Coach or Facilitator		
What questions do we have?	**What reports are needed?**	**Who will generate the report and how often?**
How is each student doing using CICO?	CICO-SWIS School-wide Report Average Daily Points by Student Individual Student Count Report	Who? How Often?
If a student is having a problem, where, with what, and why is the student having the problem?	CICO-SWIS Individual Student Single Period	Who? How Often?

CICO-SWIS Readiness Checklist

#4

CICO-SWIS Requirements	Data Source	Not In Place	Partial	In Place	Next Check
1. Building administrator supports the implementation and use of the CICO Intervention and CICO-SWIS.					
2. A school/facility-wide behavior support team exists with access to training and support for the CICO Intervention and reviews CICO-SWIS data at least twice monthly.					

3. The school/facility has a CICO point card with the following information
   a. Standard for all students
   b. Defined number of check-in periods (up to 10)
   c. Defined number of expectations (up to 5)
   d. A three-point rating scale					

4. Within three months of CICO-SWIS licesning, the school/facility is committed to having a clearly documented CICO system. Procedures include:
   a. Description of program
   b. CICO Coordinator
   c. Process for identifying students for CICO
   d. Process/materials for trainig adults, students, and families					

5. Data entry time and staffing are scheduled to ensure point card data will be current to within three days at all times. Data entry staff have access to all necessary information (e.g. student records)					
6. A small number of people within the school/facility are identified to gain CICO-SWIS access and are scheduled to attend a 90 minute SWIFT at CICO-SWIS Training conducted by a certified CICO-SWIS Facilitator.					
7. The school/facility agrees to maintain technology (i.e., internet browsers, district permissions) compatible with CICO-SWIS.					
8. The school/facility agrees to both initial and ongoing coaching and support on the se of CICO-SWIS with a certified CICO-SWIS Facilitator.					
9. The schoo/facility agrees to maintain CICO-SWIS readiness/compatability					

TIER 2 SYSTEMS EVALUATION GUIDELINES

Questions to Answer Per plan/goal		Target (Goal)/Monthly Review Cycle
Implementation Fidelity	Are systems of support in place and being implemented as planned?	*Aim for 70% systems implementation fidelity on TFI Tier 2, quarterly & staff reporting 80% implementation fidelity, monthly*
Current Level of student proportions	How many students are receiving Tier 2 supports?	*Aim for no more than 15% of student population (at one time) requiring Tier 2 supports, monthly*
Trends in student proportions	What proportion of our students is receiving Tier 2 supports?	*Aim for no more than 15% of student population (at one time) requiring Tier 2 supports, monthly*
Trends in overall student progress	What are the trends of overall progress across students with Tier 2 supports?	*Aim for 70% of students receiving Tier 2 support progressing, monthly*
	What proportion of students receiving Tier 2 support for 6 weeks is progressing and have met goals?	*Aim for 80% of students receiving Tier 2 support for at least 4- 6 week to be progressing, monthly*
Trends in individual student data	Do any students need to be referred for Tier 2 supports?	*Aim for no more than 5% of student population (at one time) requiring Tier 3 supports, monthly*
Use information to create an Overall Status Statement regarding fidelity of implementation and student progress toward goals and to trigger further queries of the data.		

Tier 2 New Problem/New Referral Triggers	Tier 2 Progress Monitoring Guidelines

- Student was receiving Tier 2 support in prior placement - Students who enroll in school after the first 3 weeks of the school year participate in CICO for the first 2-5 days of attendance as an orientation to school expectations, procedures and locations - Student receives 2 or more ODR's - Student has more than 5 absences in a 30-day period - There is a significant concern regarding mental health issues, anti-social behavior, or serious concerns about family support - Student has a 504 plan - Student, teacher and/or family request - Student is in crisis - Instructional staff are not trained to implement Tier 2 interventions (fidelity of implementation)	<u>Fidelity of Implementation</u>
	   - Tiered Fidelity Inventory for Tier 2 to measure the systems procedures and processes - Fidelity Checklist for staff participating in Tier 2 intervention <u>Student Outcomes</u>
	   - As defined in student support plan/IEP *After documenting fidelity of implementation* <u>Retain</u> intervention of at least 6 weeks of success or upward trend toward goals
	<u>Modify</u> intervention if after two weeks of implementation there is no improvement
	    Add to basic CICO, or
	    Move to Tier III supports
	<u>Fade</u> supports to self-management system when student has been successful 4 days a week (80% of time) for at least 6 weeks

Multi-tiered Data Review and Monitoring Plan Guide #6

Today's Date:			Next Review Date:		
Tier 1 Team Meeting Schedule		Tier 1 Coach		Tier 1 Data Analyst	
Tier 2 Team Meeting Schedule		Tier 2 Coordinator		Tier 2 Data Analyst	
Tier 3 Team Meeting Schedule		Tier 3 Facilitator		Tier 3 Data Analyst	

What are the fundamental questions we want to ask regularly?	What data are available? What other data are needed?	How often will we review these data?
TIER 1		
How are we doing schoolwide?		
What are the red flags from the data we want to know more about?		
What is the Precise Problem Statement?	*Where?* *When?* *What?* *Who?* *Why? (maintaining consequence)*	
Are any students showing signs of needed additional social or academic supports?		
TIER 2		
How are the Tier 2 intervention systems working?	Fidelity: Outcome:	
How many students are receiving Tier 2 supports?		
Have we identified students who should be referred for Tier 2 supports?		
Tier 3		
How are the Tier 3 intervention systems working?	Fidelity: Outcome:	
How many students are receiving Tier 3 supports?		
Have we identified students who should be referred for Tier 3 supports?		
WRAP UP ROUTINE		
Are additional data needed to make decisions?		
What are the follow-up tasks and action items for this team?		
Do team members have the information resources needed to move forward with assigned tasks?		
What information needs to be shared with other stakeholders? Teams?		