

SWPBIS

# Tiered Fidelity Inventory CROSSWALK



## **TFI Tier 2**

Academics

Early Childhood

High School

Mental Health



## 2.1 Team Composition

## 2.2 Team Operating Procedures

<b>Behavior</b> (SWPBIS-TFI)	<p>Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</p> <p><b>PBIS Big Idea:</b> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p>Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p> <p><b>PBIS Big Idea:</b> Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p>
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p>The School Leadership Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits (Elementary)</p> <p>Grade-Level Teams work to support students who are not making adequate progress in the Tier 1 core reading curriculum. (Elementary)</p> <p>The School Leadership Team defines a process to be used by Cross-Department Teams for supporting students with reading skill deficits. (Secondary)</p> <p>Cross-Department Teams work to support students who are not making adequate progress. (Secondary)</p> <p>Student Support Teams are established to improve students' reading performance.</p>
<b>Early Childhood</b>	<p>The Leadership Team examines data monthly and makes decisions resulting in greater implementation and intervention fidelity. The Leadership team is a data-decision making team that "asks questions" using multiple data sources to identify and understand the complexity of factors influencing an issue or concern identified by examining data. Making a decision, based on data, is best conducted as a team as multiple perspectives are needed to ensure interpretations of the data are carefully considered.</p>
<b>High School</b>	<p>Tier !! team include individuals with academic expertise as well as though familiar with graduation/advancement criteria (counselors)</p>
<b>Mental Health Integration</b>	<p>Tier II teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders. Tier II team includes those who have the authority to allocate resources, develop policies and commit to necessary and critical changes in how both school and community employed personnel function at the school and student level (i.e. school-based clinicians, etc.)</p> <p><b>ISF Big Idea:</b> Community partners familiar with operations of school and work can strengthen the promotion of healthy social-emotional functioning for all students.</p> <p>Teams review community and school data to inform decisions regarding which evidence-based interventions are selected along the continuum of Tier II supports. Teams review Tier II role and utilization of school and community employed clinician and Community partners' roles and clearly defined through a memorandum of understanding (MOU).</p> <p><b>ISF Big Idea:</b> The inclusion of community data can ensure action planning is culturally relevant and considers home/school/community context of students.</p>

## 2.3 Screening

## 2.4 Request for Assistance

<b>Behavior</b> (SWPBIS-TFI)	<p>Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.  <b>PBIS Big Idea:</b> Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.</p> <p>Tier II planning team uses written request for assistance form and process available to all staff, families, and students.  <b>PBIS Big Idea:</b> Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.</p>
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p>Teachers access the assistance of Student Support Teams.          Student Support Teams use an effective team meeting process.</p>
<b>Early Childhood</b>	<p>A Decision Tree is used to determine if additional teaching tools are needed for students who are exhibiting challenging behaviors:</p> <ol style="list-style-type: none"> <li>1. Gather information and Determine Student Need</li> <li>2. Identify Problematic Routines and Determine the levels of Problem Behavior and Engagement</li> <li>3. Identify Environmental Stimuli and Determine Functions of Problem Behavior and Child's Preferences</li> <li>4. Design a Support Plan by Selecting Strategies from Routine Based Support Guide</li> <li>5. Implement the Support Plan and Monitor Child Progress</li> </ol> <p>Early Childhood programs develop a mechanism for identifying when a child is having troubling behavior incidents (either internalizing or externalizing). Behavior Incident Reports (BIR) are used to gather initial information about the context surrounding the behavior incident. Data is also collected on the child in collaboration with classroom teacher and family to determine the child's support needs.</p>
<b>High School</b>	<p>The Tier II team looks at ABC (Attendance, Behavior, Course Work) data for points of screening.          The Tier II teams uses Request For Assistance forms that are readily available for staff, faculty (Families).</p>
<b>Mental Health Integration</b>	<p>Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.  <b>ISF Big Idea:</b> Screening for social, emotional, and behavioral concerns; both internalizing and externalizing; allows students to be identified early and linked to the appropriate intervention.</p> <p>Tier II planning team uses written request for assistance form and timely process available to all staff, families, and students</p> <p><b>ISF Big Idea:</b> Promoting awareness of available interventions and their purpose (e.g., a group for students who have experienced trauma), as well as how to join the intervention, improve the knowledge of staff, families and students regarding how to access help.</p>

## 2.5 Options for Tier II Interventions

## 2.6 Tier II Critical Features

## 2.7 Practices Matched to Student Needs

<b>Behavior</b> (SWPBIS-TFI)	<p>Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p> <p><b>PBIS Big Idea:</b> A wide array of intervention options increases the likelihood student needs are met and done so in a timely way. Using evidence-based interventions to address student need increases the likelihood of improved outcomes.</p> <p>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).</p> <p><b>PBIS Big Idea:</b> Tier II supports should focus on improving the skills and context needed for student success. When critical features are in place, students are more likely to respond and have improved success.</p> <p>A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p> <p><b>PBIS Big Idea:</b> Tier II supports should focus on improving the skills and context needed for student success. Interventions are selected through data-based decisions and explicit to all faculty and staff to appropriately address student need.</p>
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p>The school uses a formal process for selecting evidence-based reading interventions.</p> <p>The school uses a data-based process for matching student needs to specific reading interventions.</p> <p>Intervention groups are appropriate for students receiving reading intervention.</p> <p>The school notifies parents/guardians of intervention plans for their child (Elementary)</p> <p>The school invites parents/guardians to collaborate on intervention plans for their child (Secondary)</p> <p>The school uses a variety of data sources to design Reading Intervention Plans.</p> <p>Intervention group size is appropriate for students receiving reading intervention.</p> <p>The school alters intervention variables to intensify reading intervention supports.</p> <p>The school has identified an individual(s) to support the use of reading assessments for students with reading deficits.</p>
<b>Early Childhood</b>	<p>The second tier of the Pyramid Model is to ensure the Early Childhood classroom offers a rich milieu of intentional practices to guide the development of social emotional skills and the provision of intentional support and instructional practices for supporting the development of key social emotional skills by children who might have social-emotional delays or are at-risk for challenging behavior.</p> <p>During the early years of development, it is expected young children will have behavior challenges. Young children are rapidly learning how to regulate their emotions, cope with sensory input, express their desires, and develop relationships with others. It is developmentally expected all children will have behaviors such as crying, throwing, biting, and have difficulties when learning social rules. Some children with challenging behavior might need simple interventions to help them cope with group care environments, to learn new social rules, or to express their feelings and emotions.</p>

	<p>Tier II intervention levels are comprised of interventions focused on teaching children social rules, self-regulation, and peer interaction. <b>Teaching Tools for Young Children with Challenging Behavior</b> (TTYC) is designed to provide ideas for behavior intervention for children who have behavior problems and need more focused support to cope with the social-emotional challenges of common classroom routines at the Tier II intervention level. With some children, routine-based support plans are designed using evidence-based strategies to fit the classroom, demands of the classroom and teaching style. Plans individualize strategies to match the child's developmental level and preferences.</p>
<p><b>High School</b></p>	<p>High schools typically have many interventions (practices) for students needing additional support. First and foremost, the selected practices need to be proven through research to be effective. Contextual factors such as size (number of students, staff, size of building) can require alterations to the protocol (e.g. students travel to the provider and building size becomes a factor because of the time it takes to get to that location) however, it is still important that the core features of an intervention that are supported by research remain intact.</p> <p>Scheduling needs to be flexible in order to ensure students receiving Tier II supports have access to additional instructional supports</p>
<p><b>Mental Health Integration</b></p>	<p>School and community employed staff develop a single continuum of interventions that is evidence-based, matches needs in a culturally appropriate way, increases to match intensity level, and prioritizes family perspective.</p> <p><b>ISF Big Idea:</b> Implementing evidence-based interventions is ensured when a protocol for selection and assessment of fidelity are aligned with specific behavioral health challenges.</p> <p>School and community employed staff receive professional development regarding their role in Tier II critical features, including the teacher's role in providing prompts, pre-corrects and reinforcement of skills being taught in Tier II interventions (e.g. using the Daily Progress Report with all Tier II interventions). As interventions are selected through a team-based protocol, critical features are addressed specific to each intervention before implementation begins. Linkage to Tier I expectations and progress monitoring are clarified.</p> <p><b>ISF Big Idea:</b> When critical features include both internalizing and externalizing needs, a broader range of interventions will be available to address the needs of ALL students.</p> <p>Decisions/selection of all interventions, regardless if delivered by school or community employed personnel, are made though one team at the Tier II level. Interventions are matched to how a student responds to a life event, rather than because they experienced a life event (e.g., a student's parents get divorced, the student is not automatically placed in an intervention for students whose parents get divorced; rather students are assigned to groups based on a specific presenting/problem and skill needed).</p> <p><b>ISF Big Idea:</b> A more robust continuum can be delivered in a more efficient and effective manner if, in addition to behavioral function and contextual fit, interventions are available for social/emotional need, at varying intensity of need, and involve family perspective.</p>

## 2.8 Access to Tier 1 Supports

<b>Behavior</b> (SWPBIS-TFI)	<p>Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p> <p><b>PBIS Big Idea:</b> Tier II supports are more effective when layered within Tier I. Interventions that are layered and continuously available allow students the opportunity to receive additional teaching, practice, and acknowledgement of skills, while preventing them from being excluded from their peers.</p>
<b>+ ELABORATIONS</b>	
<b>Early Childhood</b>	<p>We use the Pyramid Model (Fox, Dunlap, Hemmeter, Joseph, &amp; Strain, 2003; Hunter &amp; Hemmeter, 2009) to describe a tiered intervention model that includes promotion, prevention, and intervention approaches for implementation by early education programs. The first tier of the model is focused on the provision of nurturing and responsive relationships and high-quality environments for the promotion of all children's social development. There is a wealth of research to support how essential this tier of promotion practices is to the child's development of social competence.</p> <p>Early Childhood classrooms are designed to promote social emotional competency for ALL young children through:</p> <ul style="list-style-type: none"> <li>▲ meaningful relationships</li> <li>▲ physical environment</li> <li>▲ schedules and routines</li> <li>▲ smooth transitions</li> <li>▲ activities promoting engagement</li> <li>▲ positive behavioral expectations for classroom routines</li> <li>▲ positive feedback and encouragement</li> </ul> <p>Children have opportunities daily to learn, practice and generalize:</p> <ul style="list-style-type: none"> <li>▲ friendship skills and peer relationships</li> <li>▲ emotional literacy and self-regulation</li> <li>▲ problem solving</li> </ul>
<b>High School</b>	<p>Academic and social/emotional skills support can be delivered within classroom and non- classroom setting to ALL students with extra dosage being provided for students needing the targeted supports. For example, planner checks can be SOP in all Freshman English classes as they are skills that fall in the Learning Processes construct of college and career readiness... at the same time data are collected specific to the student who is explicitly receiving planner checks as part of a Tier II support targeting homework completion and organization).</p>
<b>Mental Health Integration</b>	<p>All staff, families, and students are aware of interventions, understand their role and actively participate in the intervention, and encourage the transfer of knowledge of key aspects of the intervention across home, school, and community. Resource Mapping of current practices, programs, initiatives includes current and potential collaborations and partnerships with community programs/initiatives (e.g., girls and boys clubs, parks and recreation, library, local mental health).</p> <p><b>ISF Big Idea:</b> The availability of interventions fostering pro-social and coping skills, emotional regulation and management, allow students more opportunities for success across settings.</p>

## 2.9 Professional Development

<b>Behavior</b> (SWPBIS-TFI)	<p>A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</p> <p><b>PBIS Big Idea:</b> Effective Tier II supports require participation of many adults in the school. Explicit descriptions of both the referral process and implementation process for interventions ensure timely access to interventions that are more likely to be implemented with fidelity.</p>
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p>All staff providing reading interventions receive implementation supports.</p>
<b>Early Childhood</b>	<p>Teachers are provided training for understanding the DECISION TREE FOR INTERVENTION USING TEACHING TOOLS and utilizing documents associated with the process.</p>
<b>High School</b>	<p>All staff are aware of the multiple supports/[practices that are available and the specific needs they address (academic Instructional support) Small group delivery of skills targeting: substance use prevention, anxiety/coping skills, trauma.. Building level resource inventories can be posted on shared drive that identify the intervention, what it targets, lead contact.</p> <p>All staff are provided a mechanism for requesting assistance on behalf of a student demonstrating a particular need.</p>
<b>Mental Health Integration</b>	<p>Professional development is available for both school and community staff on how to identify students who display internalizing behavior/needs (e.g., nurses office visits, attendance, time out of class to seek clinician, etc.) Professional development is available for both school and community employed staff on understanding function-based problem-solving.</p> <p><b>ISF Big Idea:</b> Cross training on interventions and referral process for school employed and community employed staff allows for open communication and collaboration regarding intervention process and implementation.</p>

## 2.10 Level of Use

## 2.11 Student Performance Data

<p><b>Behavior</b> (SWPBIS-TFI)</p>	<p>Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.  <b>PBIS Big Idea:</b> Tier II supports used too little (e.g. 1%) or too much (e.g. 20%) are not sustainable. Approximately 5-15% of students would benefit from Tier II interventions.</p> <p>Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.  <b>PBIS Big Idea:</b> Making decisions based on data allow the Tier II team to efficiently and effectively monitor intervention fidelity and student outcomes. Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.</p>
<p><b>+ ELABORATIONS</b></p>	
<p><b>Academics</b> (R-TFI)</p>	<p>The school monitors data on student access to reading intervention supports.  Staff collect <b>progress-monitoring</b> data with fidelity.  The school uses a data system to display student reading progress.  The school monitors the percent of students who are responding to reading intervention.  There is a protocol to monitor the fidelity of reading interventions.  Reading Intervention Plans are adjusted based on <b>decision rules</b>.</p>
<p><b>Early Childhood</b></p>	<p>A simple Implementation Checklist for teacher to self-record their implementation of the plan or strategies is developed to facilitate teacher's consistent and correct implementation of the Routine-based Support Plan across time and routines.  The self-recorded implementation data should be reviewed with the teacher to provide feedback on their levels of implementation and to suggest strategies to increase consistency of implementation.</p> <p>Daily Routine and Behavior Rating Scales are used to monitoring data on the child's target behaviors and skills. A plan is developed to monitor the child's progress in the target areas is developed during the plan implementation is and while evaluating the outcome at the end of the implementation phase. Teachers record target behaviors and skills within challenging or problematic routines or activities to track the child's progress toward an expected outcome.</p>
<p><b>High School</b></p>	<p>Team includes a staff member(s) who has access to both academic and behavior data. Team (academic and behavior is not integrated) develops a system for tracking all students receiving Tier 2 supports ideally, regardless of the targeted support (academic or behavior). ABC data is gathered and shared by data analyst(s) to track student progress.  Team then reviews student outcome data to evaluate the impact of the Tier 2 intervention.</p>
<p><b>Mental Health Integration</b></p>	<p>All Tier II interventions, regardless if they are delivered by school or community employed, are progress monitored for fidelity and impact through an integrated Tier II systems team. School and community employed staff install interventions according to data and need (e.g., if a large percentage of students within a building have experienced trauma, a trauma-informed intervention would be appropriate at Tier I vs. a smaller percentage (5-15%) of students, who might receive a targeted intervention within the Tier II continuum).</p>



## 2.12 Fidelity Data

## 2.13 Annual Evaluation

<p><b>Behavior</b> (SWPBIS-TFI)</p>	<p>Tier II team has a protocol for on-going review of fidelity for each Tier II practice.</p> <p><b>PBIS Big Idea:</b> Teams assess fidelity of implementation of the core components of each intervention to eliminate barriers and increase the likelihood of positive student outcomes. Fidelity assessments should always be included as part of implementation practice.</p> <p>At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers, and evaluations are shared with staff and district leadership.</p> <p><b>PBIS Big Idea:</b> Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation. Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.</p>
<p><b>+ ELABORATIONS</b></p>	
<p><b>Academics</b> (R-TFI)</p>	<p>The school monitors the <b>fidelity</b> of <b>Tier II</b> interventions.</p> <p><b>Grade-Level Teams</b> monitor the percent of students who are responding to Tier II supports. (Elementary) Grade-Level Teams adjust reading intervention supports based on individual student progress. (Elementary) The school uses a data system to display student reading progress (Secondary) Staff collect <b>diagnostic</b> data with fidelity.</p>
<p><b>Early Childhood</b></p>	<p>A follow-up meeting is planned to evaluate the Routine-based Support Plan to assess whether the plan is being implemented as designed, identify barriers to implementation, assess whether improvements have occurred, and provide suggestions on modification of the behavior support plan. Tier II Team determines the following during the follow-up meeting: the extent to which the intervention was applied as planned; whether or not the data collection plan was followed; whether the data were summarized completely; whether the child is making adequate progress; whether revision to the plan is needed; and the next steps.</p>
<p><b>High School</b></p>	<p>Teams track the effectiveness of the intervention based on outcome data of students enrolled in the intervention (monthly)</p> <p>Benchmarks are established to determine when an intervention is considered effective and when fidelity of implementation is questionable and needs to be explored.</p>
<p><b>Mental Health Integration</b></p>	<p>School and community employed staff are in the process of gathering process data for identified evidence-based interventions. School and community employed staff use process/performance data to determine the overall effectiveness of interventions. Both school and community employed staff use a similar process of gathering and analyzing data so decisions regarding intervention effectiveness can be streamlined.</p>

