

Tier II Tiered Fidelity Inventory (TFI) Team Member Scoring Form

March 19, 2021- General Ray Davis Middle

Directions: Team members may use this to record individual scores prior to completing team voting for consensus. Team members should use the “quick check” boxes to inform the score. If all the boxes cannot be checked off, the score is likely not a 2. The TFI is intended to be completed by members of a school’s System Planning Team, with the active presence and guidance of an external [district] coach.

Tiered Fidelity Inventory – Tier 2

Tier 2 Subscale and Feature	Definition	Possible Data Sources	Criteria <i>0=Not implemented; 1=Partially implemented; 2=Fully implemented</i>	Score 0, 1, 2
TEAMS				
2.1 Team Composition Quick Check: <input checked="" type="checkbox"/> Coordinator <input checked="" type="checkbox"/> Applied behavioral expertise <input checked="" type="checkbox"/> Administrative authority <input checked="" type="checkbox"/> Knowledge about students <input checked="" type="checkbox"/> Knowledge about school operations	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.	<ul style="list-style-type: none"> School organizational chart Tier II team meeting minutes 	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%	2
2.2 Team Operating Procedures Quick Check: <input checked="" type="checkbox"/> Regular, monthly meetings <input checked="" type="checkbox"/> Consistently followed meeting format <input checked="" type="checkbox"/> Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) <input checked="" type="checkbox"/> Participant roles are clearly defined <input checked="" type="checkbox"/> Action plan current to the school year	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.	<ul style="list-style-type: none"> Tier II team meeting agendas and minutes Tier II meeting roles descriptions Tier II action plan 	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	2
2.3 Screening Quick Check: <input checked="" type="checkbox"/> Written policy or rubric for identifying students in need of assistance <input checked="" type="checkbox"/> Multiple data sources for identifying students <input checked="" type="checkbox"/> Process for notifying and including families/teachers and students	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.	<ul style="list-style-type: none"> Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) Team decision rubric Team meeting minutes School policy 	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports	1
2.4 Request for Assistance Quick Check: <input checked="" type="checkbox"/> Formal and written process for requesting behavior assistance in place for all staff, families, and students <input checked="" type="checkbox"/> Highly predictable <input checked="" type="checkbox"/> Low-effort <input checked="" type="checkbox"/> Written request for assistance form	Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	<ul style="list-style-type: none"> School handbook Request for assistance form Family handbook 	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days	1

Tier II Tiered Fidelity Inventory (TFI) Team Member Scoring Form

March 19, 2021- General Ray Davis Middle

<input type="checkbox"/> Tier II team responds to requests within 3 days				
INTERVENTIONS				
2.5 Options for Tier II Interventions Quick Check: <input type="checkbox"/> Are there multiple Tier II interventions readily available? <input type="checkbox"/> Do they have an evidence base of effectiveness with students?	Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	<ul style="list-style-type: none"> School Tier II handbook Targeted Interventions Reference Guide 	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need	2
2.6 Tier II Critical Features Quick Check: <input type="checkbox"/> Do all Tier II interventions include additional instruction/time for student skill development? <input type="checkbox"/> Do all Tier II interventions include additional structure/predictability? <input type="checkbox"/> Do all Tier II interventions include increased opportunities for feedback? <input type="checkbox"/> (Need to Discuss)	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).	<ul style="list-style-type: none"> Universal lesson plans Tier II lesson plans(counselors) Daily/weekly progress report School schedule School Tier II handbook 	0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback 1 = All Tier II interventions provide some but not all 3 core Tier II features 2 = All Tier II interventions include all 3 core Tier II features	1
2.7 Practices Matched to Student Need Quick Check: <input type="checkbox"/> Is there a formalized process to select Tier II supports? <input type="checkbox"/> Does the process consider student need and contextual fit?	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).	<ul style="list-style-type: none"> Data sources used to identify interventions School policy Tier II handbook Needs assessment Targeted Interventions Reference Guide 	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)	2
2.8 Access to Tier I Supports Quick Check: <input type="checkbox"/> Are the school's Tier II supports linked/layered/aligned with the school-wide, universal system? <input type="checkbox"/> Do students receiving Tier II supports still receive full access to Tier I systems?	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.	<ul style="list-style-type: none"> Universal lesson plans and teaching schedule Tier II lesson plans Acknowledgement system Student of the month documentation Family communication 	0 = No evidence that students receiving Tier II interventions have access to Tier I supports 1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports 2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports	2
2.9 Professional Development Quick Check: <input type="checkbox"/> Are there scheduled trainings for school team members? <input type="checkbox"/> Is there a faculty-wide orientation led by the Tier II Team? <input type="checkbox"/> Is there a scheduled annual	A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	<ul style="list-style-type: none"> Professional development calendar Staff handbook Lesson plans for teaching trainings School policy 	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as	1

Tier II Tiered Fidelity Inventory (TFI) Team Member Scoring Form

March 19, 2021- General Ray Davis Middle

<p>orientation for new faculty?</p> <p><input type="checkbox"/> Are there documented strategies for orienting substitutes or volunteers?</p> <p><input type="checkbox"/> Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?</p>			an instructional prompt, delivering feedback, and monitoring student progress	
EVALUATION				
<p>2.10 Level of Use</p> <p>Quick Check:</p> <p><input type="checkbox"/> Is at least 5% of the total population receiving Tier II supports?</p> <p><input type="checkbox"/> Does the school have the capacity to sustain effective supports for this proportion of students?</p>	<p>Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>	<ul style="list-style-type: none"> • Tier II enrollment data • Tier II team meeting minutes • Progress monitoring tool 	<p>0 = Team does not track number of students responding to Tier II interventions</p> <p>1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled</p> <p>2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</p>	1
<p>2.11 Student Performance Data</p> <p>Quick Check:</p> <p><input type="checkbox"/> Is there a system to collect and organize intervention outcome data? CICO requested</p> <p><input type="checkbox"/> Does the Tier II team have access to reports summarizing intervention outcome data?</p> <p><input type="checkbox"/> Does the Tier II team have a system with data decision rules to identify how Tier II supports should be altered?</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.</p>	<ul style="list-style-type: none"> • Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool • Daily/Weekly Progress Report sheets • Family communication 	<p>0 = Student data not monitored</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders</p>	0
<p>2.12 Fidelity Data</p> <p>Quick Check:</p> <p><input type="checkbox"/> Is the team assessing fidelity of implementation at Tier II?</p> <p><input type="checkbox"/> Is there regular assessment of fidelity?</p> <p><input type="checkbox"/> Are the fidelity data used for decision making and action planning at Tier II?</p>	<p>Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.</p>	<ul style="list-style-type: none"> • Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member 	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</p>	1
<p>2.13 Annual Evaluation</p> <p>Quick Check:</p> <p><input type="checkbox"/> Is there an evaluation conducted for Tier II systems?</p> <p><input type="checkbox"/> Does this happen annually?</p> <p><input type="checkbox"/> Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)?</p> <p><input type="checkbox"/> Are the outcomes clearly linked to a Tier II action plan?</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 ongoing support to implementers; and evaluations are shared with staff and district leadership.</p>	<ul style="list-style-type: none"> • Staff and student surveys • Tier II handbook • Fidelity tools • School policy • Student outcomes • District reports 	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, but outcomes not used to shape the Tier II process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation</p>	1
Total Score	Items/Points	Points Award/Points Possible	Percentage of PBIS Implementation	

Tier II Tiered Fidelity Inventory (TFI) Team Member Scoring Form

March 19, 2021- General Ray Davis Middle

Tier 2	1-13/26 Points	16/26	
--------	----------------	-------	--

PBIS Action Plan:

Directions:

1. Fill in the final scores from the team-completed TFI in column 2 below.
2. Each team member should choose/circle their top 3 action items from items with scores of 0 or 1.
3. The team should action plan on the top 3 items based on team member input.

Subscale and Tier 1 Features	Score from TFI: 0, 1, 2	Action Steps:	Who?	When?
TEAMS				
2.1 Team Composition		1. 2.		Complete
2.2 Team Operating Procedures		1. Need Recorder for meetings to keep minutes of meetings. 2. Update Action Plan		March 19, 2021
2.3 Screening		1. Notification Document for teachers & students 2.		April 16, 2021
2.4 Request for Assistance		1. Request ability of families & students 2. Evidence of Training		May 14, 2021
INTERVENTIONS				
2.5 Options for Tier II Interventions		1. 2.		Complete
2.6 Tier II Critical Features		1. Need Lesson plans created and posted by Counselors/Behavior Specialist 2. Feedback provided for Interventions		May 14, 2021
2.7 Practices Matched to Student Need		1. Document for Perceived Motivation Grouping Process 2.		May 14, 2021
2.8 Access to Tier I Supports		1. Add Nomination Process to 2. 8 2.		Complete
2.9 Professional Development		1. Schedule for Tier II Presentations (PD/Grade Levels) 2.		April 16, 2021

Tier II Tiered Fidelity Inventory (TFI) Team Member Scoring Form

March 19, 2021- General Ray Davis Middle

EVALUATION				
2.10 Level of Use		1. Not Applicable until we have a Tier II Student 2.		
2.11 Student Performance Data		1. No written decision rules for monitoring, modifying, fading, or exit (graduation) 2. No written protocols about how teachers and families will be updated immediately on changes to interventions		April 16, 2021
2.12 Fidelity Data		1. TFI conducted Twice A year- Missed 1 st Semester (1 st Quarter/3 rd Quarter Evaluation)		March 19, 2021
2.13 Annual Evaluation		1. TFI Evaluations Annually (In Progress) 2. Present this document to staff.		May 14, 2021

OTHER ACTION STEPS:	Who?	When?