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Tiered Fidelity Inventory and Action Plan (TFI) - Tier II

Directions: The TFI is intended to be completed by members of a school's System Planning Team, with the active presences and guidance of an external (district) SWPBIS Coach.

Tiered Fidelity Inventory – Tier II				
Tier II Subscale and Feature	**Definition**	**Possible Data Sources**	**Criteria** *0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented*	**Score 0, 1, 2**
TEAMS				
2.1 Team Composition	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 schools across grade levels and programs.	• School organizational chart • Tier II team meeting minutes	0 = Tier II team does not include coordinator or all 4 core areas of Tier II 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%	Score: **0**
2.1 Action Steps: • [EXAMPLE] Fully define coordinator and facilitator functions •			**By Who:** Brian	**By When:** April 17
2.2 Team Operating Procedures	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.	• 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	Score:
2.2 Action Steps: • •			**By Who:**	**By When:**
2.3 Screening	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.	• 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	Score:

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			0 = No formal process	
			promptly when students enter Tier II supports	
2.3 Action Steps:			**By Who:**	**By When:**
• •				
2.4 Request for Assistance	Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students	• 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	**Score:**
2.4 Action Steps:			**By Who:**	**By When:**
• •				
INTERVENTIONS				
2.5 Options for Tier II Interventions	Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need	• 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	**Score:**
2.5 Action Steps:			**By Who:**	**By When:**
• •				
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).	• Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook	0 = Tier II interventions do not promote additional instructional/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	**Score:**
2.6 Action Steps:			**By Who:**	**By When:**
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2.7 Practices Matched to Student Need	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, development level).	• 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)	**Score:**
2.7 Action Steps: • •			**By Who:**	**By When:**
2.8 Access to Tier I Supports	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.	• 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	**Score:**
2.8 Action Steps: • •			**By Who:**	**By When:**
2.9 Professional Development	A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	• Professional development calendar • Staff handbook • Lesson plans for teacher 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 an instructional prompt, delivering feedback, and monitoring student progress	**Score:**
2.9 Action Steps: • •			**By Who:**	**By When:**
EVALUATION				
2.10 Level of Use	Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate	• Tier II enrollment data • Tier II team meeting minutes • Progress monitoring tool	0 = Team does not track number of students responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled	**Score:**

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			2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports	
2.10 Action Steps:			**By Who:**	**By When:**
• •				
2.11 Student Performance Data	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.	• Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool • Daily/Weekly Progress Report sheets • Family communication	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensity or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensity or fade) support, and shared with stakeholders	**Score:**
2.11 Action Steps:			**By Who:**	**By When:**
• •				
2.12 Fidelity Data	Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	• Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions 2 = Periodic, direct assessments of fidelity by Tier II team for all Tier II interventions	**Score:**
2.12 Action Steps:			**By Who:**	**By When:**
• •				
2.13 Annual Evaluation	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.	• Staff and student surveys • Tier II handbook • Fidelity tools • School policy • Student outcomes • District reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation	**Score:**
2.13 Action Steps:			**By Who:**	**By When:**
• •				
TOTAL SCORE out of 26: _____ / 26			**Percent of PBIS Tier 2 Implementation:** _____ %	

Additional Tier 2 Action Items:

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Action Items:	Who:	When:

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Tier 2 Systems Overview

Overview Activity 1: Current Intervention Map

Instructions: Use the table below to consider what behavioral interventions you currently have in place and identify which interventions currently use data.

List the Current Practices provided to some students for support: *e.g. Check-in Check-out*	Date and data last time the practice was checked for fidelity *e.g. 9/14: 83% items in place*	Date and data last time student outcomes were reported *e.g. 10/3: 78% (18/23) students achieving goal*
1.		
2.		
3.		
4.		
5.		
6.		
7.		

A. What behavioral Tier 2 interventions do you plan to put in place?

B. What is the timeframe for developing these interventions?

C. What resources will you need?

TFI 2.1: Team Composition

TFI 2.1 Activity 1: Identify/Review Team Members & Roles

Instructions:
Use the table below to capture your team membership.

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Ensure your team includes the following:
- ✓ Tier II Systems Coordinator/Coach
- ✓ Applied behavioral expertise
- ✓ Administrative authority
- ✓ Knowledge of students
- ✓ Knowledge about operation of school across grade levels and programs
- ✓ A back-up person identified for each role

Additional team membership to *strongly* consider:
- ● Family representative
- ● Student representative
- ● Community partner (e.g.: mental health agency, YMCA, etc)
- ● Coordinator(s) for each Tier II intervention
- ● Tier 1 Coach (for vertical communication)

Name	Role (Facilitator, Note Recorder, Timekeeper, Action Plan Recorder, Communicator)	Back-Up	Email	Phone #

TFI 2.2: Team Operating Procedures

TFI 2.2 Activity 1: Develop Meeting Procedures

Instructions:
Use the table below to record your agreed upon meeting procedures. Meeting procedures need to include:
- ✓ Calendar of regular team meeting dates and times (at least monthly)
- ✓ Agenda template and agenda for each meeting
- ✓ System for minute taking
- ✓ Defined team member roles and responsibilities (meeting facilitator, note-taker, data analyst, timekeeper
- ✓ An action plan

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_____

Additional meeting procedures to *strongly* consider:
- Adopt a standard communication system for team
  - How do team members add to agenda?
  - How are meeting minutes and action items shared after meeting?
- Define communication schedule with all staff
  - What data will be shared monthly? How will it be shared? Who will share it?
  - How are staff notified of universal behavior plans to address data?
  - When will PD occur with staff?

Meeting Schedule	**Dates:**	**Time:**	**Location:**
Agenda	**What is format:**	**Who will create:**	**How will team add agenda items:**
Identify format for Action Plan			
Team Communication System			
Communication procedures with staff			

TFI 2.2 Activity 2: Define Group Coordinator and Facilitator Responsibilities

Instructions:
Use the table below to define the responsibilities of the CICO Coordinator and facilitators.
- Who is the Group Coordinator(s)?
- Define responsibilities (consider these):
  - Develop and provide curriculum for groups
  - Contact families
  - Conduct student orientation
  - Enter and analyze data
  - Bring precision statement to Tier 2 team meeting
  - Assist with all staff professional development and coaching
- Who are the Group **Facilitator(s)?**
  - Consider staff outside of clinicians for skill based groups
- Identify at least 2 back-up facilitators to fill in during absence
- Define responsibilities reference the Tier 2 Roles and Responsibilities document

School: Date:
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Identify Person(s)	Responsibilities
Coordinator(s) for Groups:	
Facilitators for Groups:	
Back-up Facilitators for Groups:	

TFI 2.3 Screening

TFI 2.3 Activity 1: Defining entrance criteria for groups

Instructions: Define entrance criteria for students accessing groups. Consider the following criteria:
- ❏ Lack of response to CICO - Reverse Request for Assistance
- ❏ Elevated universal screening data along with another data point (e.g., ODRs, nurse visits, etc) to indicate need
- ❏ Request from a stakeholder

Entrance into Groups (In)	*Example:* ● *Lack of response to CICO* ● *Universal screening data highly elevated in one category and other data (e.g., ODR, nurse visit, etc) also indicate need* ● *Teacher, family member or student request* Define your school rule:

TFI 2.3 Activity 2: Develop Reverse Request For Assistance

Instructions:
1. Develop a reverse request for assistance tool. Keep it simple for staff, families to use
2. Develop the system in how the process get started:

   SAMPLE Reverse Request for Assistance

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Create RRFA	Develop your system (for example)

1. Student Name
2. Date
3. Grade
4. Teacher
5. Other options within CICO (for example)
    a. change location
    b. change CICO person
    c. add additional CICO time
    d. Check in with peer/buddy
    e. get a snack.
6. During Day 3 of Tier II training, add SAIG or mentoring options
	1. CICO coordinator sees student is not responding, puts the RRFA in teacher mailbox
	2. teacher completes and gets it back to Tier II team
	3. Student starts in that new intervention within 3 days

Reverse Request for Assistance
(To be completed by the lead Teacher(s) of this student)

Student Name: _____   Grade: _____

Date: _____   IEP (circle one)   Yes   No

Teacher(s): _____

_____

Based on preliminary data, it has come to our attention that the _____ intervention (CICO) is NOT having a significantly positive effect on your student (i.e. he/she "is not responding" well to the intervention). Please identify which additional support you feel would be the best fit for trying next (layering up) with this youth.

1) _____No change in behavior support requested at this time, please continue CICO.

2) Social/Academic Instructional Groups:

    _____Problem-Solving: To learn replacement behaviors for fighting, arguing etc. (externalizing behaviors)

    _____Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc. (internalizing behaviors)

    _____Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

    _____Academic skills/content area

3) Modified Check-In/Check-Out: Same CICO with one or more of the following changes:

    _____Change location of Check-In and/or Check-Out

    _____Change Check-In/Check-Out person (change adult or use a peer instead)

    _____Change Check-In and/or Check-Out time (or add addition time/s)

    _____Check in with a peer buddy

    _____Get a snack during Check-in/Check-out time

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TFI 2.4 Activities: Request for Assistance

TFI 2.4 Activity 1: Developing a Request for Assistance

Instructions:
    Develop a Request for Assistance (RFA) form and process that is:
        ✓ Timely (response within 3 days)
        ✓ Available to all staff, families, and students

SAMPLE
Request for Assistance
Addressed to: Secondary Systems Planning Team

Student Name: _____   *Grade:* _____

Date: _____   IEP (circle one)   <u>Yes</u>   <u>No</u>

Teacher: _____

_____

1) I am a (circle one):   Teacher/team   Family Member   Student

Name: _____

Relationship to student:_____

2) Type of Concern:
        ____Academic only

        ____Behavior only

        ____Both Academic and Behavior

Thank you.

Midwest PBIS Network
9.5.17

    Then define:
        ✓ Where is your RFA housed to ensure availability for staff, families, and students?
        ✓ How will staff, families, and students complete form (e.g.: electronic, paper)?
        ✓ Who will RFA be submitted to?
        ✓ What is general rule for intervention response to RFA? (e.g.: Is CICO first line of response?, What might exceptions be?)

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TFI 2.4 Activity 2: Defining Student Enrollment Process

As you develop the student enrollment process, keep in mind the goal to have students accessing an intervention *within 3 days*. To assist with 3 day entry, you may need to consider having allocated time for responsible parties to conduct orientation or notification. You may also want to consider dividing responsibilities between multiple parties.

This quick entrance meets the goal of response to intervention logic for early access.

Family Orientation	What type of consent will your school/district require? Depending on consent needed, develop either an active consent or passive consent letter. Who will notify: How will they notify? Timeframe for notification: Consider: ● Creating a letter, flyer, brochure, packet, etc to share with families. ● Adding information to your website or handbook for family reference. ● Practicing what those notifying families will say
Staff Notification	Consider what staff will need to be notified of a new student on CICO Who will notify this staff? How will they be notified?
Student Orientation	What will student orientation involve: ❑ Where and with whom they will be checking in and out? Will CICO facilitator remain the same? ❑ Where and when will the group meet? What are the procedures for going to the group? (e.g., meet in library, facilitator comes to classroom) ❑ Review of skills that will be taught and on DPR ❑ Structured prompts for ▪ What to do when lose DPR? ▪ How to ask about points? ▪ How to respond to low rating? ❑ Review of home component Who will conduct student orientation? What time will be allotted to conduct orientation? When will student orientation occur (e.g.: during lunch, during 5th hour, etc)
Is your process going to allow students access within 3 days?	

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Note Recorder:

_____

TFI 2.5 Activities: Options for Targeted Interventions

TFI 2.5 Activity 1: Considering Function to Define Continuum

Step 1: Identify interventions you currently have in place
- Write each intervention in top row

Step 2: For each intervention, consider which function(s) the intervention may be used to respond
- Put a check in each box that intervention meets.
- It may meet more than one function.

Step 3: Review and identify any functions that have no or few interventions for responding.
- For functions with none or few interventions, determine any modifications that can be made to current interventions or interventions that need to be added within the continuum.
- Prioritize installing interventions based upon your school and community data.

Function	**Intervention 1**	**Intervention 2**	**Intervention 3**	**Intervention 4**	**Intervention 5**
Access to Adult Attention					
Access to Peer Attention					
Access to Tangible					
Avoiding Peer Attention					
Avoiding Adult Attention					
Work Avoidance					

TFI 2.6: Tier 2 Critical Features

TFI 2.6 Activity 1: Guiding Questions to Define Groups

What skills does your school-wide data indicate some students need? (i.e.: problem solving skills, academic behavior

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skills)

Which foundational group would be the priority to develop and implement first in your continuum? (Problem Solving, Pro-Social Skills, and Academic Behavior)

Name of Group:
Facilitator of Group:

Group Details:
        Meeting time:
        Length of session:
        Number of sessions:
        Meeting location:

Skills taught in the group:

** Use this table to define each group.

TFI 2.6 Activity 2: Aligning Skills to Tier 1

Instructions:
Step 1: List your school wide expectations in first column
Step 2: List groups within your continuum across the top row
Step 3: Identify the skills that will be taught in each group and align the skills with school-wide expectations. You may need to refer to your Tier 1 school-wide behavioral matrix to ensure alignment with Tier 1.

School-wide Expectations	Academic Behavior Group			
Be Safe	*Walk to class* *Keep hands to self*			
Be Respectful	*Use appropriate language* *Raise hand to speak*			
Be Responsible	*Bring materials* *Fill out assignment notebook*			

Step 4: Now add these skills to your DPR card for each group.

Identify which skills you need to develop lesson plans or modify lesson plans. Remember if you are pulling lesson plan from another source, you need to modify to fit the context of your school and your school-wide expectations.

TFI 2.6 Activity 3: Lesson Plan Template

Instructions: Use the template below to develop or modify needed lesson plans.

Expectation:
Location:
Establish/Define Behavior/Procedure:
Introduce the behavior and why it is important. Be sure to list when the behavior is expected: **1.** **2.** **3.**
Teach:
Teacher demonstrates or models the behavior. Discuss non-examples and examples. **1.** **2.** **3.**
Practice:
Give students opportunities to role-play the behaviors across all relevant settings. **1.** **2.** **3.**

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TFI 2.6 Activity 4: Critical Features and Groups

Instructions: Identify how SAIG in your system meets each critical feature.

Critical Features	Social Academic Instructional Groups
Additional instruction time for student skill development	
Additional structure/predictability	
Increased opportunity for feedback	
A school-home communication system	
Structured prompts for what to do throughout the day	

TFI 2.6 Activity 4: Guiding Questions for Intervention Selection Process

Instructions: Use the guiding questions below to guide and define your team's selection of new evidence based interventions within your continuum.

1) What data is indicating a need for adding an intervention to your continuum?
2) What interventions are currently used across your district to meet the need indicated in your school data? Has an evidence based intervention been selected by your district?
3) What guidance does your district provide for selecting new interventions by school?
4) What additional stakeholders (e.g., family, student, community partners) need to be engaged on your Tier 2 Systems team to select a new intervention?
5) What protocol/questions (e.g., Hexagon Tool, Consumer Guide for Selecting MH Interventions) will guide your team's selection process?

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TFI 2.7 Activities: Practices Matched to Student Need

TFI 2.7 Activity 1: Resource Mapping at Tier 2

Instructions:
Step 1: Use the table below to identify what groups are in place and critical features of each group.

	Intervention	Indicated Need	Facilitator	Entrance Criteria	% of student enrollment receiving intervention	Outcome Measurement	% of students responding	Evidence Based	Fidelity Measurement
Tier 2									

Step 2: Use guiding questions below to identify interventions that need further discussions and decisions. Document items for discussion, decisions and action steps in the table below.

- What groups does your team need to know more about?
- Which groups can be kept the way they are?
- Which groups need modification? What modifications will be made?
- Which groups will be eliminated? Why?

Discussion Item	Decision	Action Steps

For an example of this activity in a separate Word Doc, you can use the School Level Intervention Map.

TFI 2.7 Activity 2: Guiding Questions for Data Review

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1) What hunches does your team have about student needs? (e.g., skills for problem solving, coping skills, students impacted by trauma)
2) What data confirms your hunches?
    a) What are the highest problem behaviors in Office Discipline Referrals?
    b) What data can you analyze to determine students with internalizing behaviors (e.g., nurse visits, student belonging surveys, etc)
    c) What does community data reveal about student needs?
3) Does your data indicate a need for all, some or few students?
    a) More than 15% - tier 1 response
    b) Between 10-15% -- tier 2 response
    c) Less than 5% -- tier 3 response

TFI 2.8: Access to Tier I Supports

TFI 2.8 Activity 1: Ensuring Groups Are Accessing Tier I Supports

Instructions:
- ✓ Tier II supports need to be explicitly linked to Tier I supports
- ✓ Students receiving Tier II supports need to have access to Tier I supports

Check to ensure SAIG is connected to Tier I and a layered support for students

Our SAIG groups are each directly linked to Tier I by:
- ❑ School-wide expectations are on DPR
- ❑ Adult feedback to students received throughout the day is connected to a school-wide expectation
- ❑ Adults provide feedback based upon skills taught in group
- ❑ Students in groups receive additional access school-wide acknowledgements

Students in groups continue to have access to:
- ❑ School-wide teaching of expectations
- ❑ High frequency acknowledgements
- ❑ School-wide celebrations

TFI 2.9 Activities: Professional Development

TFI 2.9 Activity 1: Professional Development Plan

Instructions:
1) Discuss a plan for gathering input from staff on training they desire and the type of support that might be beneficial (e.g., traditional training, side-by-side coaching, observing peers).

2) Then, review the topics for training and coaching for ALL, SOME, and FEW staff. Check the topics you believe need further professional development with staff.

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Possible training topics for professional development		
ALL	**SOME** **(Staff facilitating SEB groups)**	**FEW**
❏ Teaching SEB skills to all students	❏ Facilitating basic skill instructional groups	❏ To facilitate complex skills groups (e.g., MATCH-ADTC)
❏ Embedding SEB skills into curriculum	❏ Provide specific feedback and error group	❏ Using data decision rules
❏ Using behavior specific feedback and error correction		❏ Using universal screening data for decision making
❏ Knowing interventions available within continuum of supports		
❏ Screening and identifying students for tier 2 supports		
❏ Using function to identify next level of intervention		

3) Discuss current structures in which professional development might be delivered (e.g., PLCs, grade level meetings, staff meetings).

4) Finally, begin to map out a plan for providing on-going professional development.

Topic:	Objectives:	Audience:	When:	Lead by:	Evaluation:
Example: *Embedding SEB skills into curriculum*	*1) Staff will embed SEB skill into at least one academic lesson plan a week*	*All classroom teachers*	*During weekly grade level planning*	*Jessica (SSW) Juan (counselor)*	*Submit lesson plans to principal monthly*

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TFI 2.10 Level of Use

TFI 2.10 Activity 1: Systems Problem Solving in Teams

Instructions: Use guiding questions below to ensure your team has a process for tracking the proportion of students continuously access groups throughout the school year. Review Guiding Questions for SAIG Problem Solving & Action Planning Questions for Sample System as a team.

1) After reviewing Guiding Questions for SAIG Problem Solving and Action Planning Questions document, does your Groups Coordinator have the data necessary to track the proportion of students accessing Tier 2 interventions and response to group interventions?
2) How will your team document the proportion and response of students monthly? Consider the Tier 2 / Tier 3 Tracking tool.

TFI 2.11 Student Performance Data

TFI 2.11 Activity 1: Defining Decision Rules for Response to Groups

Instructions: Review your entrance decision rule from TFI 2.3 Activity 1. Then define criteria for monitoring progress while the student is in groups and how the student will exit intervention.

Criteria for decision rules should include both the goal of DPR point average and data point that prompted entrance into Tier 2 or lack of response to CICO.

Progress Monitoring (On) Decision Rule	*Example: Average DPR percentage is trending upward and ODRs/Suspension/Nurse Visit are trending downward.*
Exiting/Transitioning Decision Rule (Out)	*Example: Student received a total of 80% of DPR points averaged per day/week for 6 weeks and has no new ODRs, unexcused absences, or nurse visits in the last 2 weeks*

TFI 2.11 Activity 2: System for Monitoring Student Performance

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Instructions: Use the following guiding questions to define a system for monitoring student performance.

Guiding Questions to Defining System for Monitoring Student Performance	
What system will be used to enter Daily Progress Report (DPR) data?	
Who will enter Daily Progress Report (DPR) data for students in groups? (e.g., facilitator, coordinator)	
Do all parties have appropriate access levels to enter and monitor data?	
When will the Coordinator monitor student progress data? What needs to be removed from their responsibilities to allow this to happen?	
When will data be shared with Tier II Systems Team?	
When will data be shared with staff?	

TFI 2.11 Activity 3: Developing Home-School Communication System

Instructions: Use the following guiding questions to develop a system for home school communication
Action plan strategies for the home-school communication system for Groups:

Home-School Communication	Notes:
How will families know student's progress on Groups? ❑ Will they receive daily reports? Weekly? ❑ Will it be a copy of DPR? Summary report? ❑ Will students take home a report? Will it be emailed? Written in agenda? How will families provide feedback to school on student's progress?	

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TFI 2.12: Fidelity Data

TFI 2.12 Activity 1: Develop a system to monitor fidelity

Fidelity Data	To monitor fidelity of implementation, ❏ Add SAIG to page 1 of your Tier II/III Tracking Tool ❏ Add each individual group to page 2 of Tier II/III Tracking Tool Consider how you will know: ❏ Groups are meeting as scheduled (e.g., group attendance document, monthly fidelity check-in) ❏ Teachers are providing feedback on skills taught in group ❏ Use the Guiding Questions and Action Planning for Systems Problem Solving during team meetings

TFI 2.13: Annual Evaluation

TFI 2.13 Activity 1: Groups Annual Evaluation Planning

Evaluation Plan	
Annual Evaluation	When will the Tier II team complete the Tiered Fidelity Inventory during the first year? (Consider completing 3 times in first year of implementation.) Who will be accountable for documenting and monitoring action planning from TFI results?

Appendix A: Guiding Questions for SAIG

Social/Academic Instructional Groups (SAIG)			
Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
TFI 2.1 Team Composition			

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● Identify an individual to be the Coordinator of SAIG, sitting on the Tier 2 Systems team to report-out on SAIG updates and action steps			
TFI 2.2 Team Operating Procedures ● Are SAIG fidelity checks an item on the Tier 2 Systems team agenda			
TFI 2.3 Screening ● How will the determination be made as to which youth go into which group being offered? ● Will there be another way into groups other than the Reverse Request for Assistance form? ● What other data will gain students access into groups?			
TFI 2.4 Request for Assistance ● Will "groups" be listed on the Reverse Request for Assistance form, to be used after a lack of response to CICO? ● Who will train the staff on how to make an educated selection of which group should come next for a youth who is not responding to CICO? ● When will this training and support take place?			
TFI 2.6 Tier II Critical Features ● **Additional instruction/time for skill development:** 　○ What skills are being taught in each group? ● **Additional structure/predictability** 　○ Create Daily Progress Report for each group with skills aligned to school-wide expectations ● **Increased opportunity for feedback** 　○ How will teachers be trained to provide specific feedback on skills taught in groups?			
TFI 2.7 Practices Matched to Student Need ● What school-wide and community data will guide the process of group intervention selection? ● Will the Tier 2 Systems team create and implement the protocol for intervention selection or will it be a different District/Building Leadership team? ● What tool/process will the team use? ● Is the curriculum evidence-based?			
TFI 2.8 Access to Tier 1 Supports ● How will you ensure that the curriculum of the Groups are linked directly to the school-wide expectations ● How will you make sure that teachers are giving direct specific and positive feedback to youth who are in groups, on the specific skills being taught in the group (i.e. the skills being taught in the group will be listed on the Daily Progress Report Card and teachers will learn how to provide feedback on those specific skills for youth in the groups ● How will you ensure that youth receive the Tier 1 core behavioral curriculum that the whole student body receives, in addition to the social skills groups at Tier 2 (i.e. the two lesson times **can not** take place at the same time)			
TFI 2.9 Professional Development			

School: Date:
Note Recorder:

● Who will train staff on what the groups are, what skills are taught, who to expect to see in the classroom, how to provide feedback directly connected to the skills being taught, how to consider function as they fill out the Reverse Request for Assistance form on "which group to select" that will meet the students' need, etc. ● What training is needed for SAIG facilitators? When will it be delivered?			

TFI 2.10 Level of Use
 ● What data is being used to monitor fidelity of implementation of each group?
   o How many youth are in each group?
   o How many youth are responding to each group?			

TFI 2.11 Student Performance Data ● Has the team defined "response" for each group? What data will show a need to continue as is ● What data will she a need to place student into a different group or a more intensive intervention? ● What data will show successful response and the dropping down of intervention support back to CICO alone?			
TFI 2.12 Fidelity Data ● Add SAIG to your Tier II/III Tracking Tool as intervention ● Add each individual group to second page of Tracking Tool to monitor fidelity of each group individually ● Who will be SAIG Coordinator responsible for bringing data to Tier II systems meeting?			
TFI 2.13 Annual Evaluation ● Has the team made sure that SAIGs are taken into consideration when filling out the Tiered Fidelity Inventory (TFI) each year?			
Identify Standing Foundational Groups ● Does your data indicate need for 3 suggested standing groups (problem solving skills, pro-social skills, academic-behavior skills)? ● What curriculum will be used to develop each group? Do you have existing lessons? ● How will skills taught in these groups be taught to all students at Tier I? ● Identify facilitator for each group. ● Develop plan for training facilitator How will school-based clinicians partner with community-based clinicians to identify skills being taught to students?			
Build a Group and/or Targeted Groups ● What other needs does data identify in your building? ● How will you identify students who may benefit from this group? ● How will these students gain access to this group? ● What specific skills will be taught in this group? What curriculum will be used to facilitate this group? ● What makes this group more intense (e.g.: provider, location, frequency)? ● Who will facilitate this group? When? Where?			

School: Date:

Note Recorder:

● What data will be monitored? ● How will youth practice, receive feedback, and be reinforced for using skills? ● How will you train and coach facilitators? All staff?			

Appendix B: Mentoring Across Tiers Resource Map (Option 1)

If your focus is on including **components of mentoring in all three tiers**, focus on TFI items 2.7, 2.8, and 2.9 using this table.

Mentoring Components Across All 3 Tiers			
Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?

TFI 2.7 Practices Matched to Student Need
 ● What types of informal Mentoring are happening in building?
   o Do you have community members coming into the school to help?
   o Do you have students mentoring other students?
 ● How are mentoring relationships (informal or formal) present in your building?			

TFI 2.8 Access to Tier I Supports ● How are the characteristics of mentoring programs embedded in practices at Tier I? ● In current Tier II interventions? ● How will Mentors be trained on school-wide expectations, teaching expectations, and providing specific feedback?			
TFI 2.9 Professional Development ● What PD needs are present at Tier I for all staff on developing relationships? Who and when will training occur? ● Who and when will training occur for all staff on Mentoring as intervention (e.g.: staff role, what they can expect from Mentors, etc)? ● Who and will Mentors be trained?			

Appendix C: Mentoring Across Tiers - Assess What is already in Place (Option 2)

If you are ensuring your current **Mentoring Program** meets critical features of Tier II or you are **developing a Mentoring Program**, focus on all TFI items.

School: Date:
Note Recorder:

Developing a Mentoring Program			
Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
TFI 2.1 Team Composition ● Who has the lead role in organizing mentoring in the building? ● Does the lead person know the research around effective mentoring?			
TFI 2.2 Team Operating Procedures ● Are Mentoring fidelity checks an item on the Tier II Systems team agenda?			
TFI 2.3 Screening ● What system and data are used to determine which students participate? ● How will we know what students do not feel connected or do not have relationships with adults at school?			
TFI 2.4 Request for Assistance ● Assuming the mentoring program is following along with the research tied to effective mentoring programs, will mentoring be listed on Reverse Request for Assistance form? ● Who and when will staff be trained to make an educated selection of Mentoring as next intervention?			
TFI 2.6 Tier II Critical Features ● **Additional instruction/time for skill development** ● **Additional structure/predictability** ● **Increased opportunity for feedback** ● How does mentoring program support these critical features?			

TFI 2.7 Practices Matched to Student Need
● What types of informal Mentoring are happening in building?
    o Do you have community members coming into the school to help?
    o Do you have students mentoring other students?
● How are mentoring relationships (informal or formal) present in your building?			

TFI 2.8 Access to Tier I Supports ● How are the characteristics of mentoring programs embedded in practices at Tier I? ● In current Tier II interventions? ● How will Mentors be trained on school-wide expectations, teaching expectations, and providing specific feedback?			

School: Date:
Note Recorder:

TFI 2.9 Professional Development ● What PD needs are present at Tier I for all staff on developing relationships? Who and when will training occur? ● Who and when will training occur for all staff on Mentoring as intervention (e.g.: staff role, what they can expect from Mentors, etc)? ● Who and will Mentors be trained?			

TFI 2.10 Level of Use
● What does your data tell you about need to add a Mentoring intervention within your continuum?
   o What needs to be added or modified at Tier 1 to strengthen relationships?
   o What needs to be added or modified at Tier 2 to strengthen relationships?
   o Is there a need for additional mentoring programs in your building?			

TFI 2.11 Student Performance Data ● What data is gathered to identify youth, progress monitor and exit mentoring? ● How will we consider outcome data (e.g.: ODRs, suspension, nurse visits, etc) and perception data (e.g.: feeling connected, safe, etc)?			
TFI 2.12 Fidelity Data ● Consider the *Elements of Effective Practice* criterion in developing Mentoring intervention ● Create Fidelity Check based upon *Elements of Effective Practice* criterion			
TFI 2.13 Annual Evaluation ● Has the Tier II team taken Mentoring into consideration when completing Tiered Fidelity Inventory (TFI) each year?			