Positive Behavior Support

Tier 2: Targeted Team

Examples & Resources

Delaware Positive Behavior Support Project
www.delawarepbs.org
November 2017
Tier 2: Targeted Team Examples and Resources

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Section 1: Team
SAMPLE TIER 2: SYSTEMS Conversation
Agenda Items

I. Review summary data most recent Tier 2 Tracking Tool for each intervention

A. Intervention #1: Social Skills/Friendship Circle
   a) % of students responding = _______
   b) % of students graduating = _______
   c) % of students not responding = _______
   d) Based on data determine if changes are needed (ie. Fewer than 70% of students in intervention are responding)
   e) Review new students potentially entering this intervention
   f) Determine who and how to share this data at the April staff meeting

B. Intervention #2: Organization Group
   a) % of students responding = _______
   b) % of students graduating = _______
   c) % of students not responding = _______
   d) Based on data determine if changes are needed (ie. Fewer than 70% of students in intervention are responding)
   e) Review new students potentially entering this intervention
   f) Determine who and how to share this data at the April staff meeting

II. Discuss roll-out of new Tier 2 intervention: Check-In/Check-Out (CICO) intervention

A. Complete Tier 2: Initial Training Checklists (staff, student, family)
B. Determine who will coordinate staff, student and family information dissemination
C. Determine coordinator and facilitators

III. Discuss possible interventions for anger management students cursing in class to avoid work

A. Review the data – Does it warrant a new Tier 2 strategy?
   • DDRT data = ____________________________________________
   • Review teacher, student and/or parent requests for assistance = ______________
B. Review the potential strategies and reach consensus on additional strategies to adopts
   • The 10 Critical Features
C. Determine how to share intervention ideas with staff (April staff mtg.?)
D. FUTURE TO DO: If staff and administration is a go, we’ll need coordinator and facilitators (start thinking now)
I. Make sure all coordinators have updated the Tier 2 Tracking Tool for each intervention

A. Intervention #1: Social Skills/Friendship Circle
   a. # of students responding
   b. # of students graduating
   c. # of students not responding
      • Determine if we want to send Interventions Change to teachers
      • Consider reviewing the Classroom Student Interview with the student
      • Other ideas?

B. Intervention #2: Organization Group
   a. # of students responding
   b. # of students graduating
   c. # of students not responding
      • Determine if we want to send Interventions Change form to teachers
      • Consider reviewing the Classroom Student Interview with the student
      • Other ideas?

C. Process new Tier 2 requests and newly identified students for Tier 2 support
   a. Review data and match to intervention
   b. Identify who will meet with student

D. Discuss next steps for the new Tier 2 Intervention: CICO
Sample Teacher’s Request for Assistance

Student Name/Grade: ________________________ Date: ______________

Your name: ______________________________

Area(s) of Concern (check as many as apply):

_________ Academic  __________ Attendance
_________ Behavior   __________ Health
_________ Other

Please briefly describe your primary concern.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

What is the parent’s view of the concern?
___________________________________________________________________
___________________________________________________________________

Convenient times for you to meet:
___________________________________________________________________

Date Received: ______________________________

Consultant: ______________________________

Additional Information:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Adapted from Instructional Consultation Teams
Laboratory for IC-Teams, University of Maryland  Delaware PBS Project
June, 2007
Sample Parent/Guardian’s Request for Assistance

Student Name/Grade: ________________________ Date: ______________

Your name: ______________________________

Area(s) of Concern (check as many as apply):

_________ Academic   __________Attendance

_________ Behavior   __________Health

_________ Other

Please briefly describe your primary concern.

___________________________________________________________________

___________________________________________________________________

Who is your child’s primary teacher? ______________________________

What have you shared about your concern with the teacher?

___________________________________________________________________

___________________________________________________________________

Convenient times for you to meet:

___________________________________________________________________

Date Received: ______________________________

Consultant: ______________________________

Additional Information:

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

Adapted from Instructional Consultation Teams
Laboratory for IC-Teams, University of Maryland
Delaware PBS Project
June, 2007
Creating A Tier 2 Info Booklet

The following are pages from a Tier 2 booklet template found at delawarepbs.org. You can add information about your Tier 1 and Tier 3 programming to create a MTSS booklet for your school community.
### Overview of Tier 2 Programming at the school

- Purpose of Tier 2 interventions within multi-tiered system of support
- Team member names
- How to become involved
- [Any other important “big picture” info]

### List [& Brief Descriptions?] of All Current Tier 2 Interventions

### Detailed Description of Tier 2 Academic Intervention(s)

- The purpose of the intervention
- How students get into and out of the intervention
- Steps to the intervention
- How data is collected
- Important forms specific to this intervention
- [Any other important intervention info]

### Detailed Description of Tier 2 Behavior Intervention(s)

- The purpose of the intervention
- How students get into and out of the intervention
- Steps to the intervention
- How data is collected
- Important forms specific to this intervention
- [Any other important intervention info]

### Forms

- [Tier 2 referral form(s)]
- [Letters to parents about interventions]
- [Student, staff, family questionnaires]
- [Student Monitoring Sheets]
- [Sample student data]
- [Other form(s)]
Overview of Tier 2 Programming at [Insert Your School Name]

Purpose of Tier 2 interventions within our multi-tiered system of support
  • [insert text here]

Team member names
  [insert text here]

Meeting times and Information
  [insert text here]

How to become involved
  • [insert text here]

[Other important “big picture” information]
  • [insert text here]
Our Current Tier 2 Interventions at [Insert Your School Name]

List of Our Tier 2 Academic Interventions [& Brief Descriptions?]
  • [Suggestion: list most common to least common]

List of Our Tier 2 Behavior Interventions [& Brief Descriptions?]
  • [Suggestion: list most common to least common]
Detailed Descriptions of Each Tier 2 Academic Intervention:

[Start with your most common interventions]

[Insert Intervention Name here]

The purpose of the intervention
  • [insert text here]

How students get into and out of the intervention
  • [insert text here]

Steps to the intervention
  • [insert text here]

How data is collected
  • [insert text here]

Important forms specific to this intervention
  • [List here]

[Other important intervention information:]
  • [insert text here]
### Detailed Descriptions of Each Tier 2 Behavior Intervention:

*Start with your most common interventions*

<table>
<thead>
<tr>
<th>Intervention Name</th>
<th>The purpose of the intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• [insert text here]</td>
</tr>
<tr>
<td></td>
<td>• [insert text here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How students get into and out of the intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>• [insert text here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps to the intervention</th>
<th>How data is collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>• [insert text here]</td>
<td>• [insert text here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important forms specific to this intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>• [List here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[Other important intervention information:]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• [insert text here]</td>
</tr>
</tbody>
</table>
Tier 2 Related Forms

[List Them Here and Attach in Listed Order]

- [Tier 2 referral form(s)]
- [Letters to parents about interventions]
- [Student, staff, family questionnaires]
- [Student Monitoring Sheets]
- [Sample student data]
- [Other form(s)]
10 Critical Features of Tier 2 Interventions

Name of Your Tier 2 Intervention: ________________________________

☐ 1. Intervention linked directly to school wide expectations and/or academic goals.

☐ 2. Intervention continuously available for student participation.

☐ 3. Intervention is implemented within 3 school days of determining the student is in need of the intervention.

☐ 4. Intervention can be modified based on assessment and/or outcome data.

☐ 5. Intervention includes structured prompts for what to do in relevant situations.

☐ 6. Intervention results in students receiving positive and corrective feedback from staff (with emphasis on positive).

☐ 7. Intervention includes a school-home communication exchange system at least weekly.

☐ 8. Orientation process and introduction to materials is provided for students as they begin the intervention.

☐ 9. Orientation to and materials provided for staff/sub’s/volunteers who have students using the intervention. Ongoing information shared with staff.

☐ 10. Systematic attention to generalization and fading of supports.
Tier 2 Interventions: Points to Remember

• Tier 2 Systems information and should be shared with and understood well by all staff

• All staff should be informed on a regular basis of Tier 2 systems Intervention Outcome Data

• Tier 2 Team makes sure there is ongoing communication with SW Team and vice versa

• Secondary Systems Conversation evaluates intervention not individual students and must occur at least monthly

• Teams need to establish data-based decision rules

Tier 2 Teams have....

System Conversations
Uses process data; evaluates overall effectiveness; does not involve discussion of individual students

Problem Solving Conversations
Matches students to interventions and monitors progress, making adjustments as needed

From the Illinois PBIS Network
Directions: For each Tier 2 intervention you implement, we recommend that you make sure the following school members receive training in relation to the intervention:

- Teachers/Staff
- Families/Parents
- Students

In this packet, you’ll find:

- Preformatted “Initial Training Checklists” for the Check-In/Check-Out Tier 2 Intervention

These checklists will help support your systems and problem-solving communication efforts. You can create your own checklists to meet your school context.
## Tier 2: Initial Training Checklist - Teachers/Staff

**Intervention Name:** ___________________________________________

**Date of Instruction:** __________ **Number in attendance:** _________ (attach sign in sheet)

### Instruction for Teachers/Staff

<table>
<thead>
<tr>
<th><strong>Instruction for Teachers/Staff</strong></th>
<th><strong>Teachers/Staff Received Instruction:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Characteristics of students who are good candidates for this intervention</td>
<td></td>
</tr>
<tr>
<td>2. Parent role in this intervention</td>
<td></td>
</tr>
<tr>
<td>3. How to make a nomination for intervention</td>
<td></td>
</tr>
<tr>
<td>4. Data collection tools &amp; How to use them</td>
<td></td>
</tr>
<tr>
<td>5. Collecting Baseline Data</td>
<td></td>
</tr>
<tr>
<td>6. Providing feedback</td>
<td></td>
</tr>
<tr>
<td>7. Basic information about fading the intervention</td>
<td></td>
</tr>
<tr>
<td>8. Recognition/celebrations for participating students</td>
<td></td>
</tr>
<tr>
<td>9. Frequently asked questions regarding implementation</td>
<td></td>
</tr>
</tbody>
</table>

## Tier 2: Initial Training Checklist - Student

**Intervention Name:** ________________________________

**Student Name:** ___________________________  **Date of Instruction:** _______

### Instruction for Participating Students

<table>
<thead>
<tr>
<th>Instruction for Participating Students</th>
<th>Student Received Instruction: (place check after each item is taught)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purpose of the intervention</td>
<td></td>
</tr>
<tr>
<td>2. Where and what time to meet with facilitator for intervention</td>
<td></td>
</tr>
<tr>
<td>3. Behavioral expectations</td>
<td></td>
</tr>
<tr>
<td>4. Data to be collected (and when)</td>
<td></td>
</tr>
<tr>
<td>5. Progress Check with facilitators</td>
<td></td>
</tr>
<tr>
<td>6. Getting feedback from teachers (as applicable)</td>
<td></td>
</tr>
<tr>
<td>7. Reinforcement system</td>
<td></td>
</tr>
<tr>
<td>• What happens when goals are met?</td>
<td></td>
</tr>
<tr>
<td>• How to handle disappointment if goal is not met.</td>
<td></td>
</tr>
<tr>
<td>8. Plan for fading</td>
<td></td>
</tr>
<tr>
<td>• Discuss graduation and alumni parties</td>
<td></td>
</tr>
</tbody>
</table>

## Tier 2: Initial Training Checklist - Parent

**Intervention Name:** ___________________________________________

**Parent Name:** ________________________    **Date of Contact:** __________

<table>
<thead>
<tr>
<th>Instruction for Participating Parents</th>
<th>Parent Received Instruction: (place check after each item is taught)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purpose of the intervention</td>
<td></td>
</tr>
<tr>
<td>2. Expectations for their child’s daily participation</td>
<td></td>
</tr>
<tr>
<td>3. Documents for parent involvement</td>
<td></td>
</tr>
<tr>
<td>4. Any additional reinforcement at home (if applicable)</td>
<td></td>
</tr>
<tr>
<td>5. Plan for fading</td>
<td></td>
</tr>
<tr>
<td>6. Troubleshooting and frequently asked questions</td>
<td></td>
</tr>
</tbody>
</table>

Name of Intervention

**Need/function addressed by intervention:**
- Relationship-building (obtain adult attention)
- Relationship-building (obtain peer attention)
- Skill-building (avoid difficult tasks)
- Skill-building (behavior is not in repertoire)
- Skill-building (obtain feeling of control)
- Skill-building (increases pre-correction and structure for “what to do” throughout day)
- Other: _______________________

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Partially</th>
<th>Yes</th>
<th>Can areas of concern be addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVIDENCE-BASED</strong></td>
<td></td>
<td></td>
<td></td>
<td>If so, how?</td>
</tr>
<tr>
<td>Is the intervention evidence-based?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>FEASIBILITY</strong></td>
<td></td>
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<tr>
<td>How feasible (e.g., time, money, staffing, space) is it for staff to implement this intervention at your school?</td>
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<tr>
<td><strong>BENEFIT</strong></td>
<td></td>
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<tr>
<td>To what extent do you think some students with behavior problems would benefit from this intervention?</td>
<td></td>
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<tr>
<td><strong>WILLINGNESS</strong></td>
<td></td>
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<tr>
<td>How willing do you think staff would be to implement this intervention as a TIER 2 intervention for students who continue to have behavior problems?</td>
<td></td>
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</tr>
</tbody>
</table>

Also: What do you like and dislike about this intervention? Will you pursue?

*Adapted from Diana Browning Wright*
Section 3: Evaluation
Evaluation and Monitoring Progress: Tips

When looking at your system of data collection around your Tier 2 programming, consider these questions:

1. How are you collecting data for each intervention used at your school? Data should be focused on the skills being taught and the student being able to generalize them. There are many existing data collection strategies and tools to consider. For example:
   a. Look for and use data collection tools included in any structured, packaged Tier 2 intervention.
   b. Other common tools to collect data before, during-, and after a Tier 2 intervention:
      i. Daily point cards/progress reports
      ii. Student and/or teachers surveys
      iii. Office Discipline Referrals
      iv. Goal Attainment Scale/ Individualized Behavior Rating Scale Tool (IBRST)
      v. Participation points in group activity
      vi. Student completion of assigned tasks within/after Tier 2 lesson
      vii. Observation of student(s) within/after Tier 2 lesson

2. How can technology be used to support your data collection system? Determine computer application to use to track student progress. For example, consider how you can use...
   a. Excel files
   b. I-tracker features
   c. Other programs like Google documents (see district policies)

3. What are your IN, ON, OUT decision rules for your interventions? They should be tied to the outcomes you want for your students and be data-based. For example, consider:
   a. Number or percentage of points earned on Daily Point Cards
   b. Number of total or certain ODRs student receives
   c. Number of points for engagement in intervention (e.g., PEERS®)
   d. Scores on pre and post surveys with student, staff, and/or families

4. How can you track the overall effectiveness of your Tier 2 programming? For example, consider:
   a. Having intervention coordinators provide intervention overviews monthly that include data summaries (or some statement like this. I worry that “overview” could be interpreted as “things are going well.”
   b. Utilizing the Intervention Tracking Tool (Delawarepbs.org)
## Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

**School Name:**

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social/Academic Instructional Groups</th>
<th>Simple Tier 2 Interventions with indiv. features (e.g. CnC)</th>
<th>Simple Function-based Interventions</th>
<th>Complex/Multiple-life-domain FBA/BIP</th>
<th>Wraparound Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students Participating</td>
<td># Students Participating</td>
<td># Students Participating</td>
<td># Students Participating</td>
<td># Students Participating</td>
<td># Students Participating</td>
</tr>
<tr>
<td>July</td>
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<td>June</td>
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</tbody>
</table>

**Definition of response** (Please list below how your school defines ‘response’ at each of the six levels of intervention):

- Responding to **Check-in Check-out (CICO)**:
- Responding to **Social/Academic Instructional Groups**:
- Responding to **Simple Tier 2 Interventions with individual features** (Check-N-Connect, etc.):
- Responding to **Simple Function-based Interventions**:
- Responding to a **Complex/Multiple-life-domain FBA/BIP**:
- Responding to **Wraparound Support**:

*Illinois PBIS Network: Tertiary Demo Document: Draft 05.19.08*
Directions: On a monthly basis, please track the # of students participating and positively responding to each intervention. Calculate the corresponding % Responding and % Not Responding and determine which interventions should be celebrated and/or examined more carefully. Please leave columns without data blank.

<table>
<thead>
<tr>
<th>Interventions:</th>
<th>#1: Check In - Check Out (CICO)</th>
<th>#2: MENTORING PROGRAM A</th>
<th>#3: MENTORING PROGRAM B</th>
<th>#4: Academic Remediation – READING and PHONICS</th>
<th>#5: CREDIT RECOVERY PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Months</td>
<td># Students Participating</td>
<td># Students Responding</td>
<td>% Responding</td>
<td># Students Participating</td>
<td># Students Responding</td>
</tr>
<tr>
<td>September</td>
<td>14</td>
<td>8</td>
<td>57%</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>October</td>
<td>7</td>
<td>4</td>
<td>57%</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td>November</td>
<td>27</td>
<td>21</td>
<td>78%</td>
<td>49</td>
<td>33</td>
</tr>
<tr>
<td>December</td>
<td>31</td>
<td>26</td>
<td>84%</td>
<td>51</td>
<td>39</td>
</tr>
<tr>
<td>January</td>
<td>33</td>
<td>29</td>
<td>88%</td>
<td>55</td>
<td>41</td>
</tr>
<tr>
<td>February</td>
<td>33</td>
<td>31</td>
<td>94%</td>
<td>55</td>
<td>46</td>
</tr>
<tr>
<td>March</td>
<td>25</td>
<td>22</td>
<td>88%</td>
<td>55</td>
<td>51</td>
</tr>
<tr>
<td>April</td>
<td>35</td>
<td>30</td>
<td>86%</td>
<td>49</td>
<td>44</td>
</tr>
<tr>
<td>May</td>
<td>27</td>
<td>21</td>
<td>78%</td>
<td>45</td>
<td>39</td>
</tr>
<tr>
<td>June</td>
<td>27</td>
<td>24</td>
<td>89%</td>
<td>40</td>
<td>37</td>
</tr>
</tbody>
</table>

Team conversations per month:
1. Which intervention(s) meet the criteria for an effective intervention (70% or more students are responding to the intervention)?
   - Next Steps: The team with administration may want to publicly acknowledge this positive trend and/or those involved.
2. Which intervention(s) do/es not meet the criteria for effective intervention (less than 70% students are responding to the intervention)?
   - Next Steps: The team with administration should problem-solve around these interventions. See list of possible problem-solving questions.
### Interventions

<table>
<thead>
<tr>
<th>Interventions</th>
<th>#6: SOCIAL GROUP A (Skill = Anger Management)</th>
<th>#7: SOCIAL GROUP B (Skill = Anger Management)</th>
<th>#8: Academic Remediation – MATH (ALGEBRA)</th>
<th>9: SUMMER ACADEMY (AT –RISK STUDENTS)</th>
<th>10: [Add Intervention Name Here]</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>6 2</td>
<td>89 74</td>
<td>83% 17%</td>
<td>57% 43%</td>
<td>3 1</td>
</tr>
<tr>
<td>October</td>
<td>6 4</td>
<td>96 83</td>
<td>86% 14%</td>
<td>58% 42%</td>
<td>6 4</td>
</tr>
<tr>
<td>November</td>
<td>6 5</td>
<td>99 86</td>
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<td>123 115</td>
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</table>

#### Team conversations per month:

1. Which intervention(s) meet the criteria for an effective intervention (70% or more students are responding to the intervention)?
   - Next Steps: The team with administration may want to publicly acknowledge this positive trend and/or those involved.

2. Which intervention(s) do/es not meet the criteria for effective intervention (less than 70% students are responding to the intervention)?
   - Next Steps: The team with administration should problem-solve around these interventions. See list of possible problem-solving questions.
<table>
<thead>
<tr>
<th>Month</th>
<th>Total # of Participants</th>
<th>Total # Responding</th>
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<td><strong>Average</strong></td>
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Intervention Fidelity

Why should we assess intervention fidelity?

- Research-based programs are only research-based if they are implemented as planned.
- It supports teacher implementation and effective instructional techniques.
- Teams need to understand how the program is being implemented before evaluating outcome data.
- Teams need evidence of implementation across the tiers before increasing the intensity of intervention for an individual student.

How do you measure fidelity?

- **Direct observation**: Steps of the intervention plan are operationally defined. A person observes the intervention while it is being implemented, recording whether each step of the intervention plan occurred or did not occur. Calculation of the percentage of steps completed occurs.
- **Permanent Products**: Intervention implemeneter collects a permanent product for each component of the intervention as evidence that the intervention occurred. This may include a by-product that insinuates the presence of a component of the plan.
- **Self-Report**: The person implementing the intervention is asked to complete a self-report form after each intervention session. Each step of the intervention is listed, and the implementer indicates if each step was completed with a high or low level of integrity. This method is less objective and there is a risk of inflation. It is recommended that this method is paired with another method.
- **Interview**: Similar to self-report, another person interviews the intervention implementer to determine whether each step of the intervention plan was implemented as intended, and the implementer's answers are recorded.
- **Rating Scale**: A person observes the intervention while it is being implemented, and then he or she rates each step of the intervention from absent to 100% present.

How can you make the fidelity measurement experience more positive for those involved?

- **Communicate** that the purpose is to support the implementer
- **Communicate clear expectations** and procedures for fidelity
- Have a discussion with the teacher before the assessment to **review** the fidelity procedures
- Have teachers **self rate** before a second person comes in to observe

**Intervention Fidelity** involves implementing an intervention as it was designed to be implemented.

“If we are going to implement interventions, and use data from these interventions to determine the level of supports that a student receives, we must be confident that the student’s outcome (either positive or negative) is a response to the intervention and not a response to someone’s failure to implement the intervention.”

**Factors that Diminish Fidelity**

- High complexity or lack of skill
- Time consuming
- Materials not available
- Lack of perceived efficacy
- Interventionist’s motivation

**What are some ways to improve integrity**

- Assess fidelity regularly
- Streamline design (time, materials, personnel)
- Develop a thorough intervention plan
- Build in support
# Implementation Integrity
## Direct Observation Checklist

**Teacher:**

**Date:**

**Grade Level:**

**Location:**

**Group Size:**

**Intervention Level:**

- [ ] Primary
- [ ] Secondary
- [ ] Tertiary

**Intervention Assessed:**

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**Note:** If the step is not applicable, write N/A in the “+” column and do not include in the calculation of fidelity.

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<th>CHECKLIST</th>
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_____ (# of +) / _____ (# of + and -) x 100 = _____ %

*Adapted from Various Sources*