**Tools to Measure and Reflect on the Fidelity of Tier 1 PBS/MTSS Programming**

More information about these Tier 1 Tools can be found at: <http://wh1.oet.udel.edu/pbs/program-development-and-evaluation/>

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| **Name of Tool** | **Tier 1: Key Feature Evaluation**  **(KFE)** | **Tier 1 Key Feature Status Tracker**  **(KFE-ST)** | **Tier 1: Delaware Assessment of Strengths and Needs for PBS (DASN-PBS)** |
| **Description** | The Key Feature Evaluation (KFE) is a tool used to gather information and provide feedback to schools based on their Tier 1 School-wide PBS (SW-PBS) programing and implementation. Information is collected through interviews, observations, and product review to inform four components of schoolwide Tier 1 framework: Program Development & Evaluation, Implementing Schoolwide and Classroom Systems, Developing Self-Discipline, Correcting Behavior Problems. | In alignment with the KFE, the Key Feature Status Tracker is a self-assessment tool for teams to use in discussing the presence of elements that constitute the four components of the Tier 1 behavior support framework. Elements. This tool promotes reflection and creation of an action plan based on that reflection. | The DASNPBS is a survey designed to gather full staff perspectives on the strengths and needs across the four main components of the Tier 1 SW-PBS framework. |
| **Structure** | These Tier 1 tools are broken into four sections, each examining specific aspects of a comprehensive Tier 1 DE-PBS program. These sections are:   1. **School-wide PBS Tier 1 – Program Development & Evaluation** - Includes gathering and use of data, problem-solving teams, and professional development and resources 2. **Prevention: Implementing School-wide & Classroom Systems** – Examines positive relations, school-wide behavioral expectations, teaching of expectations, acknowledgement system, and safety 3. **Correcting Problem Behavior** – Looks at discipline procedures and problem solving practices 4. **Developing Self-Discipline** – Examines social and emotional teaching of skills | | |
| **Format** | External Assessment by DE-PBS Project staff  Individuals from the DE-PBS Project will visit school and interview an administrator and a Tier 1 team leader(s); each interview takes around 20 minutes. Short interviews are also conducted randomly with at least 15 students from across grade levels and at least 10 teachers. The staff and student interviews take place during non-instructional time. Project staff will also review Tier 1 team documents and products (e.g., expectation posters, expectation teaching plans, mission statement, etc.). | Self-Assessment by Team with District or Project Coach Support  48 items across 4 sections – Teams are prompted to reflect on the elements of a Tier 1: School-wide PBS/MTSS Framework organized by the four components. Teams will note status of the item as: In Place (3), Partially in Place (2), Not in Place (1).  Scores, notes and action planning ideas can be recorded on Word or Excel formatted guide | Self-Assessment of classroom and school-wide implementation by School Staff  40 items across 4 sections (10 items per section) – 1 or 2 sections are recommended for use at a given time  Annually, the DE-PBS Project offers technical support to collect and tally survey responses electronically. |

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| **Considerations for Use** | **Tier 1: Key Feature Evaluation**  **(KFE)** | **Tier 1 Key Feature Status Tracker**  **(KFE-ST)** | **Tier 1: Delaware Assessment of Strengths and Needs for PBS (DASN-PBS)** |
| **When to Use It:** | Schools can contact the DE-PBS Project to schedule a Key Feature Evaluation (KFE). Schools should be actively engaged in Tier 1 programming for a minimum of 1 year prior to using the KFE; otherwise, the scores across all sections may be low and frustrating to a developing team. Schools are encouraged to utilize the Key Feature Status Tracker to self-assess implementation prior to requesting a KFE. | Schools can use this tool semi-annually or annually to map implementation status, show progress and/or prioritize their action planning around core Tier 1 programming elements. | Schools should complete:-  -- Section 1 if: First year using the needs assessment tool, - Efforts focused on program evaluation: gathering and using multiple data sources, - Efforts focused on professional development.  -- Section 2 if: First year of implementation or using the needs assessment tool, - Efforts focused on developing SW systems.  -- Section 3 if: Efforts focused on evaluating the school’s discipline system (fairness, awareness, consistency), - Efforts focused on use of positive techniques in combination with expected consequences.  -- Section 4 if: Efforts focused on developing self-discipline through policy and practices, - Efforts focused on student decision making and responsibility |
| **People Directly Involved in Completing It.** | Required:  Tier 1 Administrator  1 SWPBS team leader  15 students (randomly selected)  10 staff members (randomly selected) | Recommended:  Tier 1 Administrator  All SWPBS Team Leaders  Tier 1 PBS Team Members | Recommended:  All Staff Members in the school complete the DASN |
| **Length of Time Needed to Complete It:** | The evaluation takes approximately 4 hours. | The four sections of the KF-ST takes approximately 1-1.5 hours to complete. | Each section of the assessment contains 10 items. Participants have estimated that each section takes 10-15 minutes to complete. |
| **School Gets Results:** | DE-PBS KFE report summarizing the strengths of framework implementation as well as recommendations for improvement. Schools receive level descriptors for overall implementation status and each of the four areas, which can range from “exploring” to “exemplary.” | Summary via completion of the KF-ST tool (either in Word or Excel format). Excel format provides information in graph format. | DE-PBS summary DASN data file (Excel) with graphs and responder comments per section utilized. |
| **Helpful URLS to Check Out** | * Tier 1 Fidelity instruments overall: <http://wh1.oet.udel.edu/pbs/program-development-and-evaluation/> * KFE specifically: <http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/03/KFE-Process-Overview-2018-19.pdf> and <http://wh1.oet.udel.edu/pbs/wp-content/uploads/2013/01/KFE-QA.pdf> * DASN specifically: <http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/04/DASNPBS-Overview-Request-Process-19.pdf> | | |