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| **Tiered Fidelity Inventory (TFI) Action Planning Form - Tier II** |
| **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****RTI2-B Coach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Total Score: \_\_\_\_\_\_\_\_\_ /26 = \_\_\_\_\_\_\_\_\_\_\_%****Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Instructions: *As a team***, review your score for each element and establish an Action Plan for each item. |

| Item # | Description | Scoring Criteria | Team Score | Provide ***evidence*** for score.***What*** work needs to be completed to achieve high fidelity? | ***Who*** will help complete the work? | ***When*** will work be completed? |
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| **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 school across grade levels and programs.*
 | 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 interventions2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions |  |  |  |  |
| **2.2** | **Team Operating Procedures*** *Tier II meets at least monthly*
* *Tier II has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) current action plan*
 | 0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan1= Tier II team has at least 2 but not all 4 features2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |  |  |  |  |
| **2.3** | **Screening*** *Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academics progress, screening tools, attendance, teacher nominations) to identify students who require Tier II supports.*
 | 0 = No specific rules for identifying students who qualify for Tier II supports1 = Data decision rules established but not consistently followed or used with only one data source2 = 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 |  |  |  |  |
| **2.4** | **Request for Assistance*** *Tier II team uses written request for assistance form and process that are timely and available to all staff, family and students*
 | 0 = No formal process1 = Informal process in place for staff and families to request assistance2 = Written request for assistance form and process are in place and team responds to request within 3 days |  |  |  |  |
| **2.5** | **Options for Tier 2 Interventions*** *Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need*
 | 0 = No Tier II interventions with documented evidence of effectiveness are in use1 = 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 |  |  |  |  |
| **2.6** | **Tier II Critical Features*** *Tier II behavior support interventions provide:*
	+ *Additional instruction/time for student skill development*
	+ *Additional structure/predictability*
	+ *Increased opportunity for feedback (e.g., daily progress report)*
 | 0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback1 = All Tier II interventions provide some but not all 3 core Tier II features2 = All Tier II interventions include all 3 core Tier II features |  |  |  |  |
| **2.7** | **Practices Matched to Student Need** * *A formal process is in place to select Tier II interventions that are*
	+ *Matched to student need (e.g., behavioral function)*
	+ *Adapted to improve contextual fit (e.g., culture, developmental level)*
 | 0 = No process in place1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate) |  |  |  |  |
| **2.8** | **Access to Tier I Supports*** *Tier II supports are explicitly linked to Tier I supports*
* *Students receiving Tier II supports have access to and are included in Tier I activities*
 | 0 = No evidence that students receiving Tier II interventions have access to Tier I supports1 = 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 supports2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports  |  |  |  |  |
| **2.9** | **Professional Development*** *A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention in place.*
 | 0 = No process for teaching staff in place1 = Professional development and orientation process is informal2 = Written process used to teach and coach all relevant staff in all aspects of intervention deliver, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress |  |  |  |  |
| **2.10** | **Level of Use*** *Team follows written process to track proportion of students participating in Tier II supports and access is proportionate.*
 | 0 = Team does not track number of students receiving Tier II supports1 = Team defines criteria for responding to each Tier II intervention and tracks number of students, but fewer than 5% of students are receiving Tier II supports2 = Team defines criteria and tracks number of students, with at least 5% of students receiving Tier II supports |  |  |  |  |
| **2.11** | **Student Performance Data*** *Tier II Team tracks:*
	+ *Students experiencing success (% of participating students being successful)*
	+ *Tier II intervention outcomes data and decision rules for progress monitoring and modification.*
 | 0 = Student data not monitored1 = Student data monitored but no data decision rules established to alter (e.g., intensify 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., intensify or fade) support, and shared with stakeholders |  |  |  |  |
| **2.12** | **Fidelity Data*** *Tier II Team has a protocol for ongoing review of fidelity for each Tier II practice.*
 | 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 interventions2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions  |  |  |  |  |
| **2.13** | **Annual Evaluation*** *Tier II team assesses overall effectiveness and efficiency of strategies, including*
* *Data-decision rules to identify students*
* *Range of interventions available*
* *Fidelity of intervention*
* *On-going support to implementers*
* *Evaluations are shared with staff and district leadership*
 | 0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier II process2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation  |  |  |  |  |