**TIER II: TARGETED SWPBIS FEATURES\***

*NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

*\* MO SW-PBS Intervention Essential Features is a Possible Data Source for several of Tier II Features related to interventions.*

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| **FEATURES** | **POSSIBLE DATA SOURCES** | **SCORING CRITERIA** |
| Subscale: 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 school across grade levels and programs. | • School organizational chart• Tier II team meetingminutes | 0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise1 = 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 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 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, 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 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 |
| \*MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, and Data Decision Rules = The Team Decision Rubric |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

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| **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 assistanceform\*• Family handbook | 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 |
| \* Nomination Form = request for assistance form |
| Subscale: 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 InterventionsReference Guide | 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 use2 = 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 (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 progressreport• School schedule• School Tier II handbook | 0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback1 = All Tier II interventions provide some but not all3 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 (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level). | • Data sources used to identify interventions• School policy• Tier II handbook• Needs assessment• Targeted InterventionsReference Guide | 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) |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

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| **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 monthdocumentation• Family communication | 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 learning:** 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 learning calendar• Staff handbook• Lesson plans for teachertrainings• School policy | 0 = No process for teaching staff in place1 = Professional learning and orientation process is informal2 = 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 |
| Subscale: 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 meetingminutes• Progress monitoring tool | 0 = Team does not track number of students responding to Tier II interventions1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

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| **FEATURES** | **POSSIBLE DATA SOURCES** | **SCORING CRITERIA** |
| **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 meetinggoals)• Intervention Tracking Tool\*• Daily/Weekly ProgressReport sheets• Family communication | 0 = Student data not monitored1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support2 = 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 |
| \* MO SW-PBS Advanced Tiers Spreadsheet or CICO/SWIS = Intervention Tracking Tool |
| **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 takenmonthly by a Tier II teammember | 0 = Fidelity data are not collected for any practice1 = 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:** 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 on- going 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 place1 = 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 |
| \* MO SW-PBS Intervention Outcome Data = Student outcomes |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented