# Artifact Submission Checklist & Feedback

School Year

Consultant Reviewer

**Tier 1** Met Not Met

Tier 1 Action Plan dated:

|  |
| --- |
| If not met, check what is missing.  Outcome/ S.M.A.R.T. Goals  Strategy/Practice  Action Steps  Responsible Party  Timeline  Evaluation/Evidence  Feedback: |

Met Not Met

Staff Communication dated:

|  |
| --- |
| If not met, check what is missing.  Expectations & behaviors/rules  Description of *Schoolwide System to Encourage Expected Behaviors*  Description of *Schoolwide System to Discourage Inappropriate Behaviors* (Can be in handbook form, website, etc.)  Feedback |

Met Not Met

Family Communication dated:

|  |
| --- |
| If not met, check what is missing.  Expectations & behaviors/rules  Description of *Schoolwide System to Encourage Expected Behaviors*  Description of *Schoolwide System to Discourage Unexpected Behaviors* (Can be in handbook form, website, student planner, etc.)  Feedback: |

Met Not Met

Solution Plan or Tier 1 Team Minutes & Big 5 ODR Report (x3) (AR)

|  |
| --- |
| If not met, check what is missing.  Outcome Goal identified by Big 5 ODR Report or PBIS Survey Review  Prevention/Teaching/Recognition Steps and/or Corrective Consequences  Progress Monitoring (Fidelity & Outcomes)  Includes Who, When, PD Needs, Communication Plan  Feedback: |

Met Not Met

Matrix (AR)

|  |
| --- |
| If not met, check what is missing.  Observable  Measurable  Positively Stated  Understandable  Always Applicable  **Includes Columns for:**  Non-Classroom Settings  Classroom  Feedback |

Met Not Met

Social Skills Lessons (AR)

|  |
| --- |
| If not met, check what is missing.  Clear description of behavior (steps if applicable)\*  Location in which skill is to be used\*  Tell  Show  Practice  Pre-correct/Remind\*  Supervise\*  Feedback\*  Re-teach  Feedback |

Met Not Met

Year-long Social Skills Teaching Schedule (AR)

|  |
| --- |
| If not met, check what is missing.  Outlines a year, but room for flexibility based on data  Feedback |

Met Not Met

Encouragement System (AR)

|  |
| --- |
| If not met, check what is missing.  Name  Resources  Description & Criteria  When & Where presented  Info to Staff  Goals  Celebrations  Coordinator  Feedback |

Met Not Met

Discouragement System (AR)

|  |
| --- |
| If not met, check what is missing.  Major and Minor lists w/ operational definitions  Office Discipline Referral (ODR) Form  Adult Response (e.g., flowchart or behavior levels chart)  Documentation process for Majors & Minors  Feedback |

## Tier 2

IEF 1 Met Not Met

Intervention 1:

|  |
| --- |
| If not met, check what is missing.  Description of major components of intervention, including function addressed.  Intervention coordinator and/or facilitator(s) identified.  List at least two sources of data used to identify students for intervention, with criteria for entry to intervention clearly described.  Description of system to determine function of student behavior that includes both record review and context analysis.  Description of documented procedures for introducing/orienting new participants to intervention for students, teachers and families.  Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring) with data decisions applied at least monthly.  Documented fading process that includes decision rules, description of process and graduation from intervention.  Description of documented strategies for generalization and maintenance of skills across settings and over  time that are linked to Schoolwide Expectations.  Description of documented strategies for weekly family communication / feedback regarding intervention.  Description of documented strategies for weekly communication and feedback with participating classroom teachers.  Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention.  Description of documented system for monitoring fidelity of implementation of intervention process.  Description of documented system for regularly assessing social validity of intervention.  Description of documented system for annually evaluating intervention outcomes that includes:  \_\_\_\_\_ # Students Participating  \_\_\_\_\_ # Students Graduating  \_\_\_\_\_ # Students Needing More Intensive Support  Feedback |

IEF 2 Met Not Met

Intervention 2:

|  |
| --- |
| If not met, check what is missing.  Description of major components of intervention, including function addressed.  Intervention coordinator and/or facilitator(s) identified.  List at least two sources of data used to identify students for intervention, with criteria for entry to intervention clearly described.  Description of system to determine function of student behavior that includes both record review and context analysis.  Description of documented procedures for introducing/orienting new participants to intervention for students, teachers and families.  Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring) with data decisions applied at least monthly.  Documented fading process that includes decision rules, description of process and graduation from intervention.  Description of documented strategies for generalization and maintenance of skills across settings and over  time that are linked to Schoolwide Expectations.  Description of documented strategies for weekly family communication / feedback regarding intervention.  Description of documented strategies for weekly communication and feedback with participating classroom teachers.  Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention.  Description of documented system for monitoring fidelity of implementation of intervention process.  Description of documented system for regularly assessing social validity of intervention.  Description of documented system for annually evaluating intervention outcomes that includes:  \_\_\_\_\_ # Students Participating  \_\_\_\_\_ # Students Graduating  \_\_\_\_\_ # Students Needing More Intensive Support  Feedback |